
Attitudes of Psychology Students towards the use of Electronic Platforms

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Abstract:

. The study aimed to identify the attitudes of psychology students towards using electronic platforms, as well as to identify the differences in the attitudes of psychology students towards using electronic platforms according to the gender and academic level variables. The study sample consisted of 130 male and female students, to whom the scale of attitudes towards using electronic platforms consisting of 20 items was applied. The data were statistically processed using the Statistical Package for Social Sciences (SPSS) program. The results revealed that the attitudes of psychology students towards using electronic platforms are positive. The results also showed differences in the attitudes of psychology students towards using electronic platforms according to the gender variable and in favor of female students. It also found differences in the attitudes of psychology students towards using electronic platforms according to the level variable and in favor of second-year psychology students.

Keywords: Trends, electronic platforms, students, psychology.

1. Introduction:

The use of information and communication technology by modern societies has become inevitable due to the benefits it provides and the satisfaction of some needs and desires, and it has made it easy for them to break barriers and obstacles and has contributed to facilitating the possibility of human communication and making the world a small village. Perhaps the most important technological achievements accomplished is what is called the World Wide Web, the Internet, as its usage rates in the world in 2014 reached 65.5%, and according to the American Center for Education Statistics for the year 2003, 78% of adolescents in the age group of 15-17 years are Internet users (Al-Jubailah, 2016: 301), and one study in the United States of America concluded that 90% of young people use the Internet and 74% of them have Internet connections (Alaa, 2010: 210), and the use of the Internet varies from one individual to another and from one age group to another, as we see a group using it to manage their commercial and economic businesses and a group to fill the void, play and have fun, while we find a group of scholars using it for research, giving and exchanging scientific knowledge, and this group The latter considered the Internet a blessing that made it easier for them to search for knowledge with the push of a button after they had previously found it difficult to obtain it, and from here we see that the Internet had several repercussions on scholars, whether researchers

or learners, and one of its repercussions in the modern era is what is known as e-learning that the world has witnessed.

E-learning is no longer a new thing for many advanced societies, as it appeared since the beginning of the nineteenth century in several international universities or institutions specialized in education, and in the past it was known as correspondence education, as the Toussaint and Lagtsched Institute was established in Berlin as the first correspondence education institution in 1856, specializing in teaching languages. As for Britain, distance education began to be used for the first time in 1858 at the University of London and in Chicago in 1892. After this date, with the emergence of the new generation of the Internet, and specifically in the twentieth century, interest in e-learning increased, which took several forms, methods and applications, and despite the diversity, the goal is one, and among the applications that have become popular in the educational community is what is known as electronic educational platforms.

The development of education via electronic platforms has gone through stages, the first of which dates back to 2008, when the first electronic platform was launched by Jeff & Borg, who worked in the technical support department in Chicago schools in the United States of America (Al-Moussawi, 2022: 486), until 2011 came and the idea of educational platforms crystallized in the academic community at the hands of Sebastian & al at Stanford University in California, which presented a course on artificial intelligence via an educational platform (Farwana, 2019: 68). By the beginning of 2017, the use of the Edmodo platform with the Google website and Office365 applications had become widespread, and the number of platform users reached 75 million users. At the beginning of 2020, global societies were affected by the repercussions of Covid-19, which was considered the most dangerous in human history, and the education sector was among the sectors affected as a result of the closure of schools and universities, as more than 1.6 billion children and young people were cut off from education during the 2020 academic year in 161 State (Shibli, 2020:45), as the Save the Children Organization for Eastern and Southern Africa reported, according to 2020 estimates, that approximately 262.5 million children from pre-primary and secondary schools found themselves out of school due to the closure, representing 21.5% of the population of Africa. Under these circumstances, it was necessary for various countries to adopt an e-learning policy through various applications, as electronic platform applications took the largest share among other types of education.

Education via electronic platforms has received special attention in recent years, especially the last three years that the world witnessed as a result of the outbreak of the Covid-19 pandemic, which imposed unusual measures that forced various countries to find modern alternatives in education to replace traditional education. They had no choice but to adopt electronic platforms as an alternative to in-person education. Its success depends on follow-up and guidance from those in charge and active in it. It also requires strong basic structures. Despite the material and human capabilities and all the efforts made by the state to approve and make education via electronic platforms successful, we see that the issue has become a broad debate between acceptance and rejection within the educational system. This disparity in trends towards the use of electronic platforms came from the actors in the system, such as professors and students, as they are the important parties in embodying the use of education via electronic platforms. From this standpoint, there was a need to reveal the trends of students in the Department of Psychology towards the use of electronic platforms in education. Accordingly, the researchers try to answer the following questions:

- What is the level of trends of students in the Department of Psychology towards the use of electronic platforms in education?

- Are there differences in the attitudes of psychology department students towards using electronic platforms due to the gender variable?

- Are there differences in the attitudes of psychology department students towards using electronic platforms due to the academic level variable?

2 .Study hypotheses:

-The level of attitudes among students of the Psychology Department towards the use of electronic platforms in education is negative.

-There are no differences in the attitudes of students of the Psychology Department towards the use of electronic platforms attributed to the gender variable.

-There are differences in the attitudes of students of the Psychology Department towards the use of electronic platforms attributed to the academic level variable.

3.Study objectives:

-Identify the level of attitudes among students of the Psychology Department towards the use of electronic platforms in education.

-Identify the differences in the attitudes of students of the Psychology Department towards the use of electronic platforms attributed to the gender variable.

-Identify the difference in the attitudes of students of the Psychology Department towards the use of electronic platforms attributed to the academic level variable.

4.Importance of the study:

-Identifying the level of attitudes towards the use of electronic platforms is an important indicator for predicting academic achievement among university students, considering that e-learning is new in higher education institutions in Algeria.

-This study is considered one of the topics that higher education institutions in general need to improve the quality of e-learning and education via platforms.

-This study is a previous study by opening the field of research for the rest of similar studies in the future.

-Enhancing the field of studies and research with a recent study to determine the level of use of electronic platforms, especially at the Arab level.

5.Defining study terms:

Students' attitudes towards electronic platforms:

It is the degree that students of the Psychology Department obtain through the scale applied to them in knowing their attitudes towards using electronic platforms in education.

Electronic platforms:

It is a digital platform for distance education that has been adopted by the relevant ministry to provide lessons and lectures known as E-learning.

6.Theoretical framework:

Electronic platforms:

Al-Sayed (2006) defines electronic platforms as an interactive virtual learning environment that employs Internet technology and combines the advantages of managing, transferring, storing, and teaching educational content through it, and enables teachers to publish lessons and topics, set tests, educational activities, and communicate with students through technologies and means. Students

allow discussion, exchange of visions, and reaching solutions to problems that guide them to achieve the objectives of the lesson (2021: 637)

Piotrowski (2011) defines electronic platforms as a wide range of information and communication technology systems used to deliver and support learning, combining communication and sharing tools, and providing a safe space for individual work over the Internet, to enable teachers to manage and customize content according to their needs, and track student progress (Al-Mulla, 2021: 366). While Ibrahim (2011) defined it as an educational environment based on combining a set of teaching and learning tools and means, in order to create an interactive, synchronous or asynchronous environment that aims to serve the learner and teacher and enhance the learning process (Al-Mulla, 2021: 360)

Zidan (2013) defined it as intensive electronic courses targeting a number of students, and consists of videos explaining the course presented by professors and experts and reading materials, tests, as well as forums for communication between students and teachers on the one hand and students with each other on the other hand, and studying on asynchronous platforms, i.e. it depends on the student's own step (Al-Moussawi, 2022: 485)

As for the point of view of both Al-Rifai and Talaba (2014), electronic platforms are the modern technological media that we use in the field of learning and education, to enable and help in receiving, processing, storing, retrieving and printing information, and are represented by the computer and its programs, CDs, the Internet, e-mail, video, interactive television, and others, which It contributes to the development of the educational process (Al-Khaibari, 2021: 5).

Asadullah & Kankanhali (2018) considered electronic platforms as online educational programs that allow communication and interaction between learners on the one hand and teachers, experts and various sources of knowledge on the other hand (Al-Khaibari, 2021: 5). Homanova & Prextova (2017) define educational platforms as a set of integrated interactive services over the Internet, which provide information, tools and educational resources for teachers, learners, parents and other participants in education, and support and enhance the delivery and management of education (Farwana, 2019: 66). As for Al-Anzi and others (2019), they believe that electronic platforms are an electronic tool designed to share any applications or information within their own framework (Arab, 2021: 224)

Chen et al (2020) defined it as a virtual program whose function is to create virtual spaces for sharing information, and it is used in universities and schools to provide electronic content (Al-Falahi, 2021: 8)

Electronic educational platforms, from Al-Falahi's point of view (2021: 11), are technological tools used to support the educational process and are characterized by their ability to deliver content to students. They are also characterized by the flexibility they contain, as they allow the student to study from them at any time and from anywhere, using modern devices such as computers, tablets, and any device that supports this idea. Al-Rikabi (158:2022) believes that electronic educational platforms are a method of education in providing information to students and how to use modern technology mechanisms such as computers, networks and multimedia, meaning using technology of all kinds, which helps in delivering information to students in the shortest time, with the least effort and the greatest benefit, by controlling the educational process and managing it correctly and accurately and measuring student evaluation.

In light of the above definitions, the researchers define electronic platforms as an interactive virtual educational environment that takes place through the Internet, and using simple media that enable parties to the educational process to access scientific resources quickly and at any time and place.

Advantages of electronic platforms:

-Reducing costs by preparing or setting up new classes while reducing the use of electricity, water and other materials used, and thus there is no urgent need to attend schools and educational centers to reduce the high costs of transportation.

-Providing the opportunity for all individuals to benefit from the various courses broadcast on the Internet and gain skills, and look forward to experiences and practice new experiences away from the restrictions of traditional schools and their mandatory rules.

-Adaptability, flexibility, and not being restricted by a binding time or time that limits freedom, as individuals can learn according to what meets their desires.

-Investing time by requesting more learning so that useless interactions between students are reduced by reducing chatting and raising unnecessary questions that do not enrich or return any useful benefit.

-Organizing education more effectively and neutrally with evaluating and assessing tests objectively and making them fair and adhering to accuracy in the achievements of all students.

-It is an environmental aid by getting rid of the use of papers and pens that harm the entire environmental field (Al-Fellahi, 2021: 14)

Requirements for implementing electronic platforms:

Kafi (2009) mentioned three requirements for implementing electronic platforms, which are:

-Providing the infrastructure represented by equipping universities and departments affiliated with education with the various networks, devices, and software necessary for the educational process.

-Paying attention to training university professors, students, and all educational and administrative staff and making optimal use of them.

The educational system must be qualified to be compatible with this type of electronic educational platforms, including the systems and laws it includes, and what constitutes an organization for the educational process (Al-Rikabi, 2021: 158).

Dimensions of electronic platforms:

Participation: A concept that focuses on the use of educational platforms in educational institutions, especially their use in higher education institutions, and the necessity of creating an educational platform that focuses directly on sharing information and the ease of its exchange between all parties using the platform.

Education between individuals: It refers to teaching students how to use educational platforms to prepare them well, which can provide them with many job opportunities through which they can be creative in their professional lives. The use of global social media is a professional skill, as the world has become more interconnected, and future graduates will need to master it.

University performance: The university administration is responsible for making the decision regarding the involvement of stakeholders with different requirements and considering their requests to choose the appropriate educational platform according to a strategic plan and provide it to all faculty and students. The university administration is responsible for granting licenses to create

educational platform applications and determining the costs of establishment and maintenance according to the approved budget. There is usually a general budget for educational programs and purposes, and also considering the requirements for integrating education programs across platforms with other administrative tools (Alwan and Yassin, 2022: 39).

Obstacles to electronic platforms:

Farwana (2019: 81) mentioned some obstacles that stand in the way of using educational platforms in education, which are:

-The resistance of many faculty members in the educational institution to the educational platforms system, and their commitment to traditional educational practices.

-The lack of interest of the concerned parties in developing the learner's self-education, and their reliance on obligating the learner to the imposed study material.

-The difficulty of learners adapting to using educational platforms, and positive and effective participation with the teacher or with fellow learners.

-Learning via educational platforms requires the learner's acceptance and self-discipline towards learning, which is not available to many learners.

-The additional time and effort placed on the teacher in preparing and preparing electronic content, and selecting reliable educational sources, to present them to the audience of learners.

7. Previous studies: Many studies have been conducted on electronic platforms and linked them to several variables such as academic achievement, motivation to learn, and group learning. However, in our current study, it was limited to the attitudes of psychology students towards using electronic platforms. Based on the lack of local studies, the researchers were forced to use the studies closest to their current topic, i.e. those that addressed attitudes towards electronic platforms, the most important of which are:

Sander & Golas (2012)

The study aimed to reveal the effect of using electronic educational platforms in facilitating group learning, participation in group activities, and learning within a peer group in the United States of America. The sample consisted of 304 male and female students from the first year of the Faculty of Medicine. They were randomly distributed into two groups: an experimental group that was taught using electronic educational platforms, and a control group that was taught using the traditional method. The results showed a statistically significant positive effect of using electronic platforms in facilitating group learning and learning within a peer group among students. It also showed statistically significant differences in student participation in group activities and learning within a peer group attributed to the use of electronic educational platforms, in favor of the experimental group (Al-Maamari and Al-Ghafri, 2022: 253)

The study of Al-Jarrah et al. (2016)

It aimed to identify the attitudes of University of Jordan students towards using Moodle software. The study sample numbered 131 male and female students during the second semester of the academic year 2012/2013, the applied tool consisted of 35 paragraphs, and the results showed that there were positive trends towards using Moodle software in their learning, and the results indicated that Moodle software helped facilitate their learning process and increase their classroom participation.

Al-Sharif's study (2019)

aimed to measure the reality of university students' trends towards employing digital platforms in education. The descriptive approach was used. The number of research sample members was 120 students from the College of Education at Taibah University in Medina. The scale of trends towards employing digital platforms in education was applied to them. The results showed that there were statistically significant differences attributed to the effect of gender and in favor of males, and there were no statistically significant differences attributed to the effect of the study course, as well as the presence of statistically significant differences attributed to the effect of the interaction between gender and the study course when the research sample members responded to the first axis of the attitudes scale related to the use of digital platform technology in university education.

Ahmed et al. (2020)

The study aims to verify the obstacles facing postgraduate students and their preferences in performing the test through digital learning platforms in the faculties of physical education at Al-Mustansiriya University, Anbar University, Iraq, and Duhok University, Kurdistan, Iraq. The sample consisted of 30 male and female postgraduate students, who were randomly selected, 10 students from each college. The results of the study showed that all students do not prefer learning through digital platforms, but in return, all students prefer to perform the test through digital platforms.

The study of Ben Aishi et al. (2021)

aimed to identify the reality of using the e-learning platform Moodle in light of the pandemic (Covid 68) and its impact on the attitudes of Algerian university students from the point of view of students of the Faculty of Economics at the University of Biskra. A questionnaire was used to identify the attitudes and was applied to 440 students. The results showed that the use of the e-learning platform Moodle is important from the point of view of economics students at the University of Biskra, and there are positive attitudes among students towards using the e-learning platform (Batat, 2022: 562)

The study of Al-Ansari (2021)

aimed to identify the attitude towards using educational platforms among students of Taiba University, and to identify the differences in the attitude towards using educational platforms according to the variable of academic specialization. The quasi-experimental and descriptive analytical approach was used. The sample consisted of 126 female students from Taiba University. The results concluded that the attitudes of female students towards using educational platforms are positive, and it was concluded that there are no differences in the attitude towards using educational platforms according to the variable of academic specialization.

Rashid's study (2001)

It aimed to identify the reality of the application of e-learning platforms (Edmodo platform as a model) from the point of view of students of the College of Education, University of Iraq. The basic research sample consisted of 300 male and female students from the College of Education, University of Iraq. The results showed that the reality of the application of e-learning platforms, Edmodo platform, in the College of Education, University of Iraq came at a high level.

Batat's study (2022)

aimed to reveal the trends of students of the Institute of Physical and Sports Activities Sciences and Technologies towards employing educational digital platforms, Moodle, as a model. The descriptive approach was used. The sample consisted of 40 students. The results showed that the level of students' attitude towards using the platform was average and there were no statistically significant

differences attributed to the variables of academic level and residential area towards using educational digital platforms.

From the above, it is clear that the objectives of previous studies were multiple, and linked the trends of psychology students towards using electronic platforms with variables of academic achievement and group activities. However, most of the studies were sampled on university students. The current study benefited from previous studies in crystallizing the idea and supporting its aspects, and in an attempt to analyze and interpret the results reached by previous studies with what the current study will reach.

.8Study procedures:

Study method:

The current study aims to know the trends of psychology department students towards using electronic platforms, the descriptive method is appropriate for the nature of this study.

Study community:

The current study included students of the psychology department at the University of Mascara in western Algeria for the academic year 2021/2022. They were selected randomly, and the study tools were applied to a sample of 130. The following table shows the distribution of sample members:

Table No. (01) shows the distribution of the sample according to demographic variables

Variable	Property	Frequency	Percentage
Gender	Females	104	% 80
	Males	26	% 20
Level	Second	19	%14,61
	Third	76	% 58,46
	Master	35	% 26,93

Description of the study tool:

After reviewing the most important scales used to identify trends towards electronic educational platforms in previous studies, the researchers saw that it is more appropriate to use the Al-Shawarbeh scale (2019) for trends towards electronic educational platforms due to its high psychometric properties. The scale consists of twenty (20) paragraphs, and the answer scores are distributed on a five-choice scale, which are (strongly agree, agree, do not know, disagree, strongly disagree) and the weights are as follows (1, 2, 3, 4, 5), so the highest score obtained by the examinee ranges from 100 degrees and the lowest is 20 degrees.

Psychometric properties of the scale:

A- Validity of the scale:

The researchers calculated the validity of the scale statistically by means of a one-way comparison by arranging the scores from highest to lowest, then 27% of the high scores were taken from this arrangement, as well as 27% of the lowest scores, and then they used the "T" test to indicate the differences.

Table No. (02) shows the results of the validity coefficient using the one-way comparison method

upper extremity degree		lower end degree		T value	Degree of freedom	Significance level
M1	A1	M2	A2	20,028	67	statistically significant
5,406	51,91	3,959	74,71			

It is clear from Table No. (02) that the value of "t" of 20.028 is statistically significant at the significance level of 0.05, which indicates the extent of the scale's discriminatory ability.

B- Scale stability:

The method of splitting the half was relied upon in the first tool, where the stability coefficient reached 0.565, and after correcting it, the stability coefficient became equal to 0.722, while the Cronbach's alpha coefficient reached 0.672. From the above, it is clear that the scale of attitudes towards electronic platforms is characterized by acceptable psychometric properties of validity and stability, which justifies its use in the current study.

Statistical methods used:

To process the data obtained in the main study, the Statistical Package for Social Sciences (SPSS) program was relied upon,

where a set of the following statistical methods were used: percentage, Pearson's correlation coefficient, "t" test equation for the significance of differences for one sample, "t" test equation for the significance of differences for two independent samples.

Presentation and analysis of results:

The first hypothesis:

It stated that the attitudes of the Psychology Department students towards electronic educational platforms are negative. To verify its validity, a single-sample "T" test was used, and the table shows this:

Table No. (03) shows the attitudes of the Psychology Department students towards electronic platforms

Number of sample members	Arithmetic mean	Standard deviation	Hypothetical mean	T value	Degree of freedom	Significance level
130	64,58	9,319	60	5,600	129	statistically significant

It is clear from Table No. (03) that the value of the arithmetic mean was 64.58, while the value of the standard deviation was 9.319. When comparing the arithmetic mean with the hypothetical mean of the scale, which is 60, we see that the arithmetic mean is greater than the value of the hypothetical mean of the scale. By applying the "T" test for one sample, it was found to be statistically significant, which indicates that the attitudes of psychology students at the University of Mascara towards electronic educational platforms are positive.

This result can be explained by the fact that psychology students had positive attitudes towards using electronic platforms. After experiencing e-learning during the Covid-19 period in the past years, which was adopted by the Ministry of Higher Education and Scientific Research, the latter did not hesitate to provide all the material and human capabilities for the success of digital education. Other factors also contributed to the formation of these positive attitudes, as the majority of students now own digital tablets, smartphones and computers that facilitate their access to electronic platforms as a result of their availability on the Internet. In light of this new education system, what is known as educational groups emerged, which contributed to facilitating scientific communication between students in the same specialization and level.

This was proven by the study of Sander & Golas (2012), which showed a positive effect of using electronic platforms in facilitating group learning and learning within a peer group among students. The results of our study were consistent with the study of Sander & Golas (2012), the study of Al-Jarrah et al. (2016), the study of Rashid (2021), the study of Al-Ansari (2021), the study of Bin Aishi et al. (2021), which concluded that the attitudes of female students towards using educational platforms were positive, and differed from the study of Ahmed et al. (2020), whose results concluded that not all students prefer learning through digital platforms, but in contrast, all students prefer to take the test through digital platforms, and also differed from the results of the study of Batat (2022), which concluded that the level of students' attitudes towards using the platform was average.

The second hypothesis:

It stated that there are differences in the attitudes of psychology students towards using electronic platforms attributed to the gender variable, and to verify its validity, the "T" test was used, and the table shows this:

Table No. (04) shows the differences in the attitudes of psychology students towards using electronic platforms attributed to the gender variable

variable	Number of sample members	Arithmetic mean	Standard deviation	T value	Degree of freedom	Significance level
Females	104	63,73	8,876	2,098	128	statistically significant
Males	26	67,96	10,421			

Table No. (04) shows that the "T" value of 2.098 is statistically significant, which indicates that there are differences in the attitudes of psychology students towards using electronic platforms according to the gender variable and in favor of female students.

The result of the existence of gender differences in the attitudes towards using electronic platforms among psychology students and in favor of female students is explained by the fact that female students have the interactive ability to use social networking sites, and that female students have greater enthusiasm and motivation than male students in learning via electronic platforms, in addition to the participation of female students in some educational groups. We also find other factors behind these differences, as male students use electronic devices for other matters unrelated to learning, such as accessing social networking sites such as Facebook and entertainment and electronic games sites in a negative way at the expense of their academic life.

The results of our current study differed from the study of Al-Sharif (2019), which concluded that there were statistically significant differences attributed to the effect of gender and in favor of males. The third hypothesis:

It stated that there are differences in the attitudes of psychology students towards using electronic platforms attributed to the variable of academic level, and to verify its validity, analysis of variance was used.

Table No. (05) shows the differences in the attitudes of students towards using electronic platforms attributed to the variable of academic level

Source of Variance	Sum of Squares	Degree of freedom	Mean square	Value of "F"	Significance level
Between groups	740,056	2	370,028	4,492	statistically significant
Within groups	10461,675	127	82,375		
Total	11201,731	129			

We note from Table No. (05) that the value of "F" of 4.492 is statistically significant at the 0.05 level, which confirms the existence of differences in the attitudes of psychology students towards electronic platforms according to the variable of academic level and in favor of second-year psychology students.

As psychology students at different academic levels have positive attitudes, we find that second-year psychology students have high positivity, as they have previously gone through this experience in the first year and still have a high desire and motivation to continue learning through this system in the second year, which had several advantages, namely the ability to learn from home without enrolling in university. In addition, there is another factor that allowed the formation of these attitudes and strengthened them, which is that second-year students receive assistance from the teachers who supervise their teaching, similar to the third-year and master's levels.

The results of our study differed from the study of Battat (2022), which concluded that there were no statistically significant differences in students' attitudes towards employing educational digital platforms attributable to the variables of academic level.

Suggestions:

In light of the results of the current study, the researchers suggest the following:

-Providing material and human resources based on education through the use of electronic platforms.

-Providing training courses on the management and use of technological media in the learning process.

-The need to encourage students to rely on e-learning through digital platform applications in the educational process.

- The need to prepare guidance and awareness programs on the importance of using electronic platforms through media classes for both the teacher and the student.

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