



# *The Reality of Satisfaction and Psychological Adjustment During E-Learning in The COVID 19 for A Handball Lesson*

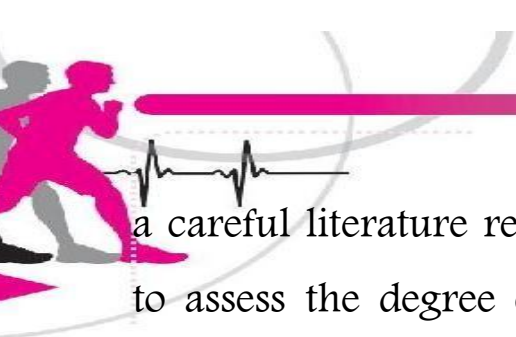
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## **Abstract :**

It is the first time that the entire world has experienced a pandemic in decades. One of the most important proposed solutions to reduce the spread of COVID 19 was a curfew and staying at home. As a result of applying this procedure, there is a reality imposed on everyone, namely the cancellation of the educational process and the cancellation of conferences, workshops, etc., due to COVID-19. E-learning has emerged as a result and solution to this problem, as it represents a strong meaning for online education. The undeniable fact is that there will be a growing reliance on e-learning in schools and universities. It will also depend on the different educational services provided by the various e-learning systems. Evaluating the e-learning user satisfaction and their psychological adaptability, in general, is important to ensure successful implementation, effective use, and positive impacts on learners. Based on



After a careful literature review, two electronic questionnaires were designed to assess the degree of satisfaction and psychological conditioning for both parties, teachers and students. Data were collected in two periods of three months apart between them for knowledge of satisfaction and psychological conditioning of the student and the teacher in the handball lesson. The survey was conducted for 3,187 students and 330 teachers in three Iraqi universities to assess satisfaction with and adaptation to e-learning use. The evaluation included the quality of scientific materials provided using modern technologies, satisfaction with electronic tests, and evaluation of the quality of Internet service in Iraq. While assessing student satisfaction with the use of e-learning, it ensures the quality of the scientific information provided, the possibility of dealing with modern technologies used, and the availability of the financial capabilities necessary for using e-learning. The results showed that 75% of teachers are satisfied with e-learning and they have adapted to it by more after three months. Likewise, the number of students who were able to adapt to electronic education and use modern technologies increased, but by a small percentage estimated at 35% only. Finally, according to the data collected, we come to the fact that e-learning needs a longer period to be adapted and fully adopted as a substitute for traditional education.

### **Introduction:**

It is unknown what will happen next with COVID-19. Obviously, it is a serious challenge for everyone, especially health service providers and governments. What can be confirmed is two things: (a) COVID-19



will continue to circulate and cause disorder; (b) Even when COVID-19 and its treatments fade, it is possible that a subsequent virus or pandemic will affect the world. The simple and tempting approach is to conduct school remotely utilizing online tools to link students and teachers (CoSN, 2020). Utilizing this strategy has advantages, including avoiding significant interruptions to the academic year and lengthy school closures. However, it's not as easy as it might seem to develop a successful remote learning system. There is a lot to learn during the lengthy curfew, so online learning may be a method for many students to cope with the penalties of transmitting the virus. It takes more than just technical know-how to move learning systems to a distance learning setting. The difficulty is one of pedagogy and instruction, though. A successful endeavor to transfer the learning process outside of the traditional classroom involves close cross-collaboration between instructional, content, and technology teams. Technology is the primary tool for this. The removal of students and teachers from the classroom is a pedagogical change that necessitates quick district-wide mobilization to change delivery (Curran, 2004). The growth of information technology (IT) has sparked advancements in a number of industries, including business, finance, health, and education. As a result of the integration of education and technology, which is seen as a potent learning medium, education has expanded quickly and encouraged the development of e-learning (Al-Fraihat, Joy, & Sinclair, 2017). In order to increase the effectiveness of these systems, many academics have worked to uncover e-learning

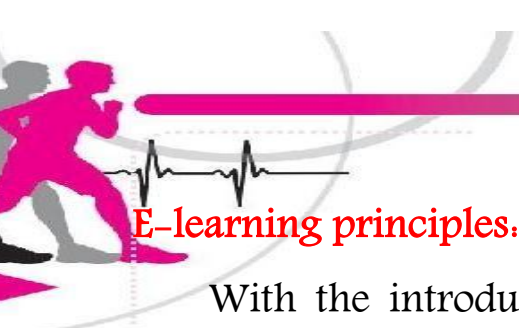


success criteria. As a result, the quality of e-learning systems has attracted a lot of research interest (Ali, Ramay, & Shahzad, 2011). For e-learning usage and impacts to be improved, understanding learners' attitudes regarding e-learning is essential. In order to better understand how to boost student happiness with e-learning and psychologically shape both students and teachers, this research explores the attitudes of learners toward e-learning. In the same way as doing a field study and getting feedback from people involved with e-learning through electronic survey questions in the handball lesson might improve the efficacy of education in Iraq.

### **The objectives of this study:**

The objectives of this article are to present and study the teacher's opinion and the students on the other side by using e-learning during the COVID19. The objectives can be listed as:

- 1-** Study the e-learning experience during the imposition of curfews in Iraq and the spread of COVID19.
- 2-** Knowing the opinions of teachers on using e-learning and how to deal with students through e-learning platforms in the handball lesson.
- 3-** Knowing the students' opinion on using e-learning and how to deal with scientific subjects through e-learning platforms in the handball lesson.
- 4-** Study the effectiveness of e-learning in replacing traditional education in emergency situations such as applying curfews and spreading COVID19.



### E-learning principles.

With the introduction of many technology and gadgets, including laptops, desktops, smartphones, and tablets, e-learning has grown quickly. Technology has had a significant impact on teaching, learning, and education. Historically, only a select few people had access to educational resources. Students just in the same classroom have been able to collaborate and communicate. Today, there are a ton of learning resources available online in a variety of formats (such text, photos, audio, and videos), encouraging self-paced learning and cutting through geographical barriers. Wikis, forums, chat, and peer-to-peer activities have all been enhanced, in addition to more options for collaboration and interactive communication features (Al-Fraihat, Joy, Masa'deh, & Sinclair, 2020). A high-level communicative environment will be created in e-learning environments by environmental factors like synchronous or asynchronous interaction, which enable learners to not only share information but also choose how to find important information. In addition, learners' impressions of technology that could encourage their participation in the learning processes will be improved by environmental pleasure. Additionally, e-learning learning activities offer excellent opportunities for instructors and students to exchange information and experience. In essence, people who are less confidence in their ability to use information technology also exhibit less favorable attitudes toward it (Liaw, 2008).

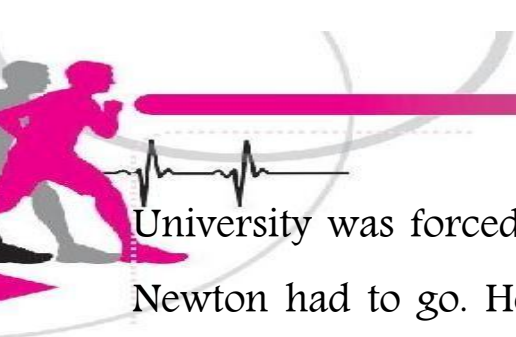


## Measures to reduce the spread of COVID 19 :

The Novel Coronavirus 2019 (COVID-19), commonly known as a severe acute respiratory infection Coronavirus 2, has drawn attention from the media across the globe. This is because the illness is contagious, spreads quickly, and health professionals are not well prepared to handle an outbreak of this magnitude. The COVID-19, which was first found in Wuhan, Hubei Province, China, in December 2019, poses a risk to the population's physical and mental health. It was instantly declared a global pandemic and an international public emergency by the World Health Organization (WHO). WHO (2020) (2020) (2020).

Since its beginning and breakout in December 2019, the COVID-19 pandemic has evolved into a mental illness that is responsible for stress, anxiety, sadness, and panic attacks. People constantly vacillate between sentiments of hope and despair as they try to figure out how to deal with the health and socioeconomic problems this virus has managed to wreak havoc on. 2020 (Buheji, Jahrami, & Dhahi). Governments and health organizations have implemented a variety of preventive measures due to the pandemic's risk and in an effort to stop its spread. The first of these steps was to close all educational institutions (schools, institutes, and universities) worldwide. Universities have had to deal with deadly diseases that have affected their daily operations ever since they were founded, just like any other type of social organization. Even with their doors shut, they have survived and maintained their mission. Due to the black plague epidemic that ravaged England in 1665, Cambridge

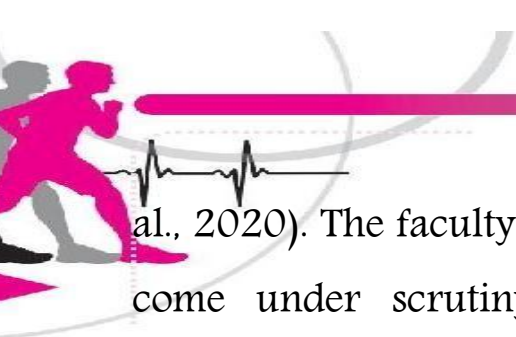




University was forced to close. To his house, Woolsthorpe Manor, Isaac Newton had to go. He told William Stukeley, who included this tale in Newton's biography that he would write after his death, that he observed an apple fall one day when he was sitting in the garden and it gave him the idea for his theory of universal gravitation. The lesson of this story is that even though colleges and universities must close their doors, academic activities continue at places where there are people who are passionate about learning and science, sometimes with unexpected outcomes. In any case, the University of Cambridge has officially closed its doors for the second time in its history as of 2020. 2020 (UNESCO & IESALC).

### **1- Depending E-learning in Education Institution :**

The switch to online distribution has sparked excitement among many teachers and students across the globe. For their students' online learning, faculty have already started creating lesson plans. Any university has been offering courses online for some time. Many academic staff members receive training to use online learning environments as either the only medium of delivery or as an adjunct to in-person instruction. However, there is always a danger that some staff members who are not tech-savvy will struggle to use this form of instruction (Sahu, 2020). The unique coronavirus illness of 2019 (COVID-19), which was first discovered in the Chinese city of Wuhan, has spread quickly over the world, placing billions of people under lockdown and forcing schools, institutes, and colleges to close (Viner et



al., 2020). The faculty's capacity to work with the current technology has come under scrutiny as a result of the switch to online mode. Additionally, parents, kids, and other family members who must work from home are now in high demand for laptops and IT equipment in the home. Thus, the professors will find it challenging to work from home. Additionally, many universities lack the infrastructure and resources necessary to immediately enable online teaching (Sahu, 2020).

### **Research Questionnaire :**

According to the statements of the World Health Organization and government health institutions, there is no date in the short or medium-term to control coronavirus. Accordingly, what about the educational process that has been adopted, which is e-learning? What about these students who are unable to deal with electronic platforms, which they considered new to them? What about a teacher who has switched to using multiple platforms? Is it possible to teach practical materials and laboratories online? What about the internet service in the country and is it reliable? and many other questions were asked for scientific research. As we know, the curfew due to the coronavirus was extended for more than three months. Upon the start of the application of E-learning and its accreditation in Iraqi universities, two electronic questionnaires were collected at the end of March 2020 and the sample was teachers and students of the University of Babylon. The same electronic questionnaires were collected at the end of May 2020 to take the views of teachers and





students by adopting e-learning in the handball lesson. (the survey was done in march).

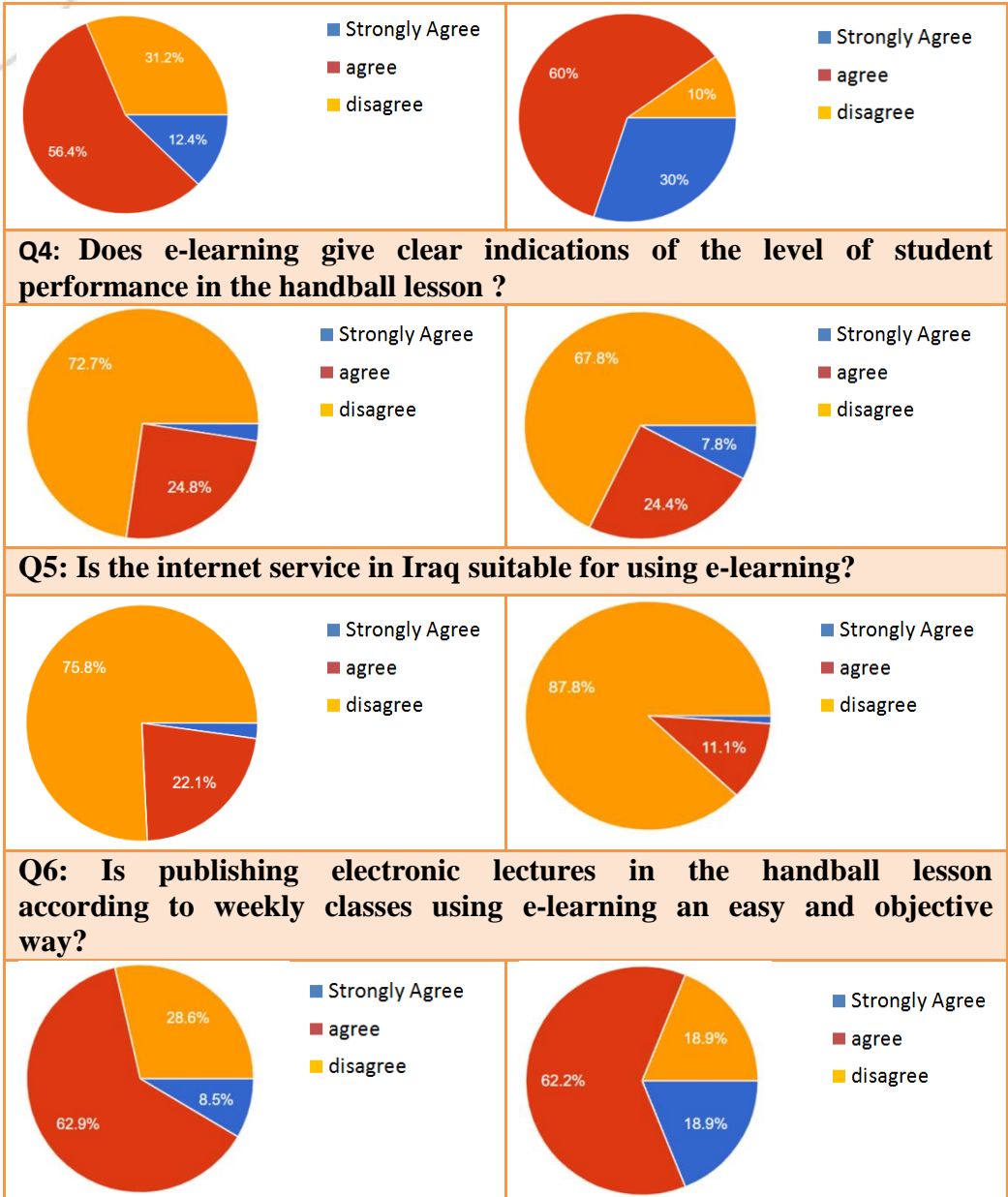
## 2- The Results:

### 3.1. Online questionnaire for the teacher:

This paragraph contains the questions for teachers and their opinions, and it will be displayed in a graph of the circular type. The results will display the first questionnaire that was at the beginning of the curfew and the second questionnaire after three months of applying e-learning in the form of a table according to the questions. Where the sample of the questionnaire at the end of March was 331 teachers, while the sample was at the end of May 161 teachers. Table (1) shows the questions and results of the answers in percentage.

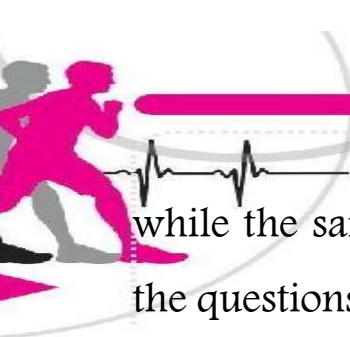
**Table (1) the questions and answer result of teacher's questionnaire**

<b>Q1: Do you have sufficient experience in using e-learning platforms such as Moodle and Google Classroom?</b>	
<b>Q2: Do you have the conviction to adopt e-learning during the implementation of the general ban because of the spread of the COVID 19?</b>	
<b>Q3: Does e-learning give students enough time to answer questions and do the required homework in the handball lesson?</b>	



### 3.2. Online questionnaire for the students:

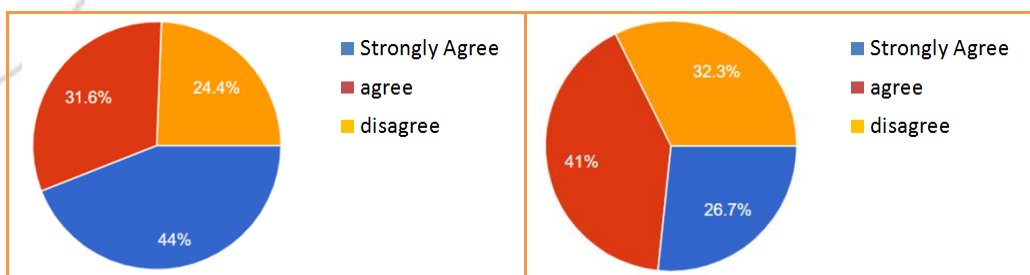
This paragraph contains the questions for students and their opinions, and it will be displayed in a graph of the circular type. The results will display the first questionnaire that was at the beginning of the curfew and the second questionnaire after three months of applying e-learning in the form of a table according to the questions. Where the sample of the questionnaire at the end of March was 3189 students,



while the sample was at the end of May 2310 students. Table (2) shows the questions and results of the answers in percentage

**Table (2) the questions and answer result of student's questionnaire**

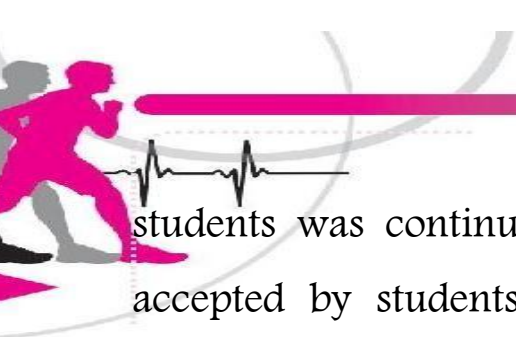
<b>Q1: Do you have a conviction for e-learning while applying the curfew in Iraq due to the spread of COVID 19?</b>	
<b>Q2: Do you have sufficient experience using e-mail and joining e-learning platforms?</b>	
<b>Q3: Does e-learning facilitate of understanding the in the handball lesson subject by students ?</b>	
<b>Q4: Are you unable to provide internet service costs and fees of using e-learning?</b>	
<b>Q5: Do you find it difficult to use e-learning via smartphone?</b>	



**Table (3) shows the reality of the mean value, deviation, (t) value, and the standard error of the research variables**

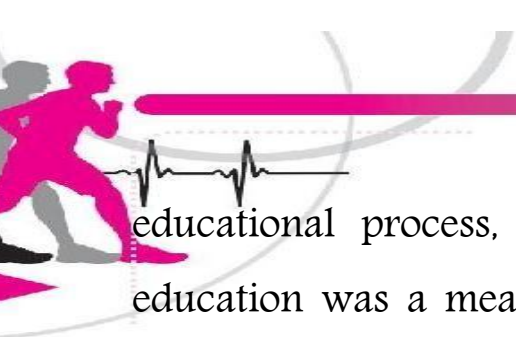
Var.	mean	deviation	Standard error	t- test	Sig.
Satisfaction	85.23	11.20	0.42	2.25	0.00
psychological adjustment	132.65	11.80	0.44	3.61	0.00

The table above shows the variable of satisfaction during e-learning, the period of the Corona pandemic, for the handball lesson among teachers and students. Contribute to the delivery of scientific material to the student during the period of the comprehensive ban, and this is what was mentioned by (Amer Saeed et al.: 2019) that satisfaction and pleasure are among the incentives that drive attention, as the learner's feeling of satisfaction with his performance is closely related to his self-confidence) Conclusion. As for the psychological adaptation during the e-learning of the handball lesson for teachers and students, which was dealt with during the mass urbanization in the continuation of the educational process through e-learning platforms, it has been proven that there is a good psychological adaptation of the sample towards the subject and the way it is presented and explained with the change that occurred in university education in The world, and the adaptation of teachers and



students was continuous through presenting the material, and it was accepted by students, and this is what the sources mentioned, that psychological adaptation is concerned with the methods of interaction and communication between individuals and mutual influence, and that this field clearly reveals how individuals influence the social process and how their psychological state and personalities grow and are affected by these processes.

Although it is difficult to use e-learning by many teachers and students, the results of the questionnaire indicated that 100% of the teachers have used e-learning and 85% of students entered the virtual classes in the handball lesson. The results of the research also concluded that e-learning greatly helped in increasing knowledge of modern information technology tools and learning them. The weakness or deterioration of the Internet service in Iraq may be one of the most important reasons that may prevent the application of e-learning in a reliable manner. By looking at the results of the questionnaire that was collected at the beginning of the application of e-learning, and after three months of using it, it was found that students and teachers have adapted to e-learning. It was clear that they were able to deal with the tools of the e-learning platforms used in Iraq by answering the questions in the questionnaire. E-learning has proven through experience that it can be highly supportive of traditional education, but it cannot be completely alternative to it. Corona virus has disrupted all life activities in the world, but technology has been able to provide reliable tools to complete the



educational process, and this is what was done in Iraq, where e-education was a means of continuing the educational process through solid educational platforms.

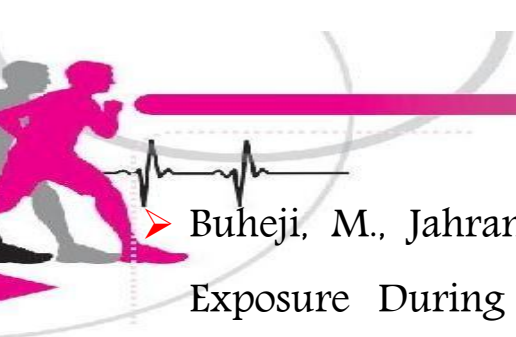
### **Recommendations:**

1. Using e-learning platforms in the rest of the lessons for students, which is a successful method of education.
2. The need to put illustrative pictures and short films to explain the lesson to students.
3. The possibility of using all e-learning platforms while presenting lessons.
4. Preparing studies on other disciplines

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