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**The Effectiveness of Applying Electronic Learning on EFL Students'
Performance during Covid-19 Pandemic: Teachers' Perceptions
Keywords: Electronic learning, Covid-19 pandemic, teachers' perceptions,
EFL students' performance.**

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Abstract

The aim of this study is to ascertain the efficiency of Electronic learning in view of Covid-19 pandemic from the viewpoints of instructors in the Department of English at Imam Al-Kadhum University College in the subject of testing. In order to obtain the aims of the study, a descriptive analytical method was employed by the researcher. The study sample consists of 50 teachers used electronic learning system. The findings of the study were discovered that the achievement of the study sample of assessment was average. In addition, the study also deals with teachers' assessment of the fields of electronic learning continuity, obstacles to using electronic learning, faculty interaction with electronic learning, as well as students' interactions with it as a medium of instruction. The researcher suggested organizing electronic learning training sessions for both professors and students to help remove all barriers that stem from the electronic learning system in place, as well as the necessity to merge face-to-face and e-education in higher education institutions in the future.

1. Introduction

1.1 Why E- learning

Prior to the Covid-19 pandemic, however, it was both a choice and an absolute requirement for continuing education in physically isolating situations (Affouneh et al, 2020). The use of technology in the classroom produces a beneficial environment for students, who appear to be more eager and engaged than they would be in a traditional classroom. So, the choice of using electronic learning was presented strongly in educational institutions.

Imam AlKadhum University College is one of the universities that experienced electronic learning considering the Corona crisis, but the e-learning process was not subjected to an evaluation process to measure its effectiveness, so the purpose of this study was to assess the efficiency of electronic learning as a result to the Corona virus's spread from the perspective of faculty members.

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1.2 The Problem

Electronic learning plays a crucial and essential part in the success of the educational process, especially considering rapid technical advancement and the widespread use of modern means of communication such as computers, the Internet, and diverse media. However, due to the conditions that the entire world is experiencing at the moment, represented by the spread of the Corona virus, educational institutions were forced to switch to distance learning to ensure the continuity of the teaching and learning process, and to use the Internet, smart phones, and other forms of communication. Educational institutions, on the other hand, where teachers have been forced to switch to distance learning to ensure the continuity of the teaching and learning process, and to use the Internet, smart phones, and computers in remote communication with students, due to the current conditions that the entire world is experiencing as a result of the spread of the Corona virus (Yulia, 2020).

In Iraq, Imam AlKadhum University College is one of the Iraqi facullties. There was no concrete evidence of students' dedication to the test's instructions there. So, several faculty members questioned the outcomes of electronic examinations, casting doubt on their effectiveness. Some faculty members questioned the results of electronic tests because there were no tangible indicators of students' commitment to the test. The universities that were forced to switch to e-learning and use communication methods had never used before and their faculty members communicated with students in a variety of ways. Based on the above, the aim of the present research is to find an answer to the following question:

From the perspective of teachers at Imam AlKadhum University College, how beneficial is e-learning considering the Corona virus's spread?

The following sub-questions are also arised from this primary question:

1. How long has Imam AlKadhum University College's e-learning programmed been running?

2. What challenges does Imam AlKadhum University College face in implementing e-learning?

3. What is the current state of electronic learning involvement among the professors at Imam AlKadhum University College?

4. what is the amount of student participation with e-learning at Imam AlKadhum University College?

1.3 Aims

The current study intends to highlight the effectiveness of e-learning in relation to the transmission of the Corona virus. It also intends to assess the level of impediments to electronic learning use and the level of interaction between students and teachers through the use of the electronic learning.

1.4 Value

The theoretical literature reviewed in this study has the ability to provide researchers with fresh information with a new theoretical framework on electronic learning in emergency scenarios. The research instrument can also be used to assess the effectiveness of university e-learning systems.

1.5 Definitions

. Electronic Learning is an interactive system that is tied to the learning process. (Berg, Simonson, 2018)

It is defined by the researcher as the method by which students at Imam AlKadhum University College interact with faculty members to accomplish a given purpose and outputs using interactive educational software, electronic networks, and smart devices.

. Corona virus (Covid-19) is a virus that may infect both animals and humans, producing respiratory infections ranging from the common cold to more serious illnesses such as Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome (SARS). It is notable for its rapid dissemination. (WHO, 2019).

• Effectiveness: working to achieve the highest levels of achievement and to achieve the best results at the lowest costs (Al-Kilani, 2005).

The researcher defined the level of achieving educational outcomes during interaction between students of at Imam AlKadhum University College with faculty members using interactive educational software, electronic networks and smart devices compared to the time required for face-to-face learning.

2. Theoretical Background

As a result of the implications of science and technical breakthroughs on the field of education, educational developments have begun to be more student- and learning-centered instead of teacher-centered. Learning is viewed as a concept that can occur not only at schools and special institutions, but also at any time during one's life. (Al-Kilani, 2005).

Electronic learning is a type of distance learning in which knowledge is presented and received using internet and network technologies. W. Horton, Web-based training design (John Wiley, New York, 2002). Electronic learning provides the flexibility and efficiency that can't be found in a traditional classroom setting. It allows students to learn anywhere and at any time. Furthermore, learning is a process of interaction between teachers, students, and learning resources that is not simply reliant on technology. Although e-learning provides several advantages, it also has several drawbacks. It cannot take the place of classroom learning.

Using electronic education affects many sides of students' psychological wellbeing one of them is the emotional intelligence as mentioned by Al-Obaydi, Pikhart & Derakhshan (2022) who focus on the essential role of teachers on building students' emotional intelligence in electronic learning during the Covid-19 pandemic.

The Online learning was once thought to be a platform for conversing, reading newspapers, shopping, and browsing forums. Then arrived the use of the

Internet, as well as educational establishments, and knowledge was exchanged among the means of communication, and on the internet, there were webpages for schools and universities. As the number of Internet-connected schools and universities continues to rise, the Internet has come to be seen as an essential educational tool, and there are now websites for schools and universities on the Internet (Koumi, 2006). Electronic leering, according to Basilaia and Kvavadze (2020), plays a vital and crucial function in the educational process's success. According to Koumi (2006), e-learning has numerous advantages and qualities, making it preferable to traditional educational practices in the following ways:

1- By avoiding the costs of creating new classrooms for educational courses and workshops, as well as the costs of providing electricity, water, and other school supplies, and by removing the need to drive to schools and educational institutions, transportation costs can be reduced.

2- Everyone, regardless of age, can benefit from online gatherings, meetings, and classes, as well as gain new skills and experiences outside of typical educational settings.

3- people can learn whenever they want, whenever it is convenient for them.

4- Investing time and enhancing learning, since unnecessary interactions between students are decreased by decreasing chatting and time-consuming inquiries, allowing students to learn more without interruptions or hurdles.

5-Improving the management and impartiality of learning, as well as the impartial and fair evaluation of assessments and the precise tracking of each student's achievements.

6- Environmentally friendly, as no paper or pens are used, which might affect the environment when discarded (Ferriman, 2014).

Despite of benefits of e-learning, it has many disadvantages can be seen and as follows:

1- Although electronic learning is available to everyone, Many people do not own smartphones, laptops, or internet connection.

2- Due to the subjective nature of e-learning, it difficult for some people to encourage themselves to study, avoid playing, and arrange the learning process.

3-Isolation and loneliness, which occur as a result of students' involvement rather than face-to-face communication and connection, we communicate and connect using computers and smart phones. (Hetsevich, 2017).

Yulia (2020) believed that successful provided teachers follow the following guidelines:

1- Organizing educational content: teachers can use an educational design to generate instructional material that fits the goals, as well as conduct research into students' educational needs, establish acceptable goals and strategies for reaching them, and select assessment and feedback systems.

2- Using suitable teaching aids: In electronic learning, the proper educational software for communication, as well as effective and widespread means of communication among students, decide the educational aids.

3- Professional development: the teacher's electronic abilities and readiness to employ new technology in the classroom continue to increase.

3. Methodology

The descriptive analytical technique was employed in this study, which entailed obtaining information from a study sample of academics using a questionnaire created expressly for this study, as well as studying and analyzing the responses of faculty members.

3.1 The sample

In this study (50) faculty members at Imam AlKadhum University College was used, who were chosen at random from a study population of (330) faculty members at Imam AlKadhum University College in the first semester of 2020-2021 from various disciplines and across the college.

3.2 Instrument

The researcher created a questionnaire with (40) items to meet the study's aims. and it was directed to teachers working at Imam AlKadhum University College

who practiced electronic learning. The researcher drew on prior studies' standards and chose and reformed some paragraphs, as well as constructed some paragraphs in light of the theoretical literature she had compiled on remote learning.

The questionnaire in its final form consisted of (40) A paragraph corresponding to a five-point scale (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1) and the questionnaire items were divided into four areas:

- E-Learning Continuity: This field includes (14) paragraphs.

- Obstacles to e-learning: This included (10) paragraphs.

- Teachers' interaction with e-learning: This included (10) paragraphs.

- Students' interaction with e-learning: This included (6) paragraphs.

3.2 Face Validity

Harmer (2001: 322) defines validity as the ability of a test to assess what it claims to measure. It refers to how generalizable the conclusions gained from a small sample are to a larger population. The faculty at Imam AlKadhum University College, as well as the correctness of the paragraph formulation and the expression of opinion on the manner of questionnaire correction. The arbitrators' judgments centered on the linguistic reformulation of a few paragraphs, and the researcher amended the questionnaire according to the arbitrators' suggestions. The questionnaire was applied electronically to an exploratory sample other than the study sample consisting of (20) members of the teaching staff at Imam AlKadhum University College, and the Cronbach's Alpha test was performed to determine the questionnaire's stability and stability rate was (0.804). The values of the stability coefficients for the resolution axes ranged between (0.895) and (0.731).

3.3 statistical evaluation

After coding the answers, the data was collected using the study tool, a questionnaire, which was then unloaded, formatted, and entered the statistical tool (SPSS) to analyze the study data. The arithmetic means and mean and

standard deviation were calculated using descriptive statistics. The five-level grading classes were also converted to three-tiered grading as continues to follow:

(5-1) = 4

4/3 = 1.33

The following formula is used to determine the length of the staging period:

1- 2.33 weak

2.34–3.67 Medium

3.68–5.00 large

3.4 Results and discussion

The results were presented and analyzed in the light of the study questions sequence as follows:

The analysis of the questionnaire, the means and standard deviations of the four domains were calculated, and the results were as follows:

Table 1: M. and S.D of the domains of the e-learning questionnaire

N.	Domains	N	M.	S.D	Degree
1	electronic learning continuity in the aftermath of the Corona epidemic.	50	2.55	0.90	Medium
2	With respect of e-learning, students' interactions with it	50	2.47	0.82	Medium
3	In light of the Corona issue, how do teachers connect with e-learning?	50	2.43	0.67	Medium
4	Obstacles to E-Learning	50	2.35	0.34	Medium
5	Imam AlKadhum University College examines the efficiency of e-learning in consideration of the Corona virus's proliferation.	50	2.45	0.57	Medium

The influence of e-learning during the outbreak of the Corona virus from the perspective of faculty members at Imam AlKadhum University College is shown in Table 1.

Corona's Influences remained with the mean (2.55) and a standard deviation (0.90) in a medium degree, followed by the field of "student interaction with e-learning" with the mean (2.47) and a standard deviation (0.82) with a medium

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degree as well, while the field of "teachers interaction with education" came e-learning due to the Corona crisis" with the mean (2.43) and a standard deviation (0.67) at a medium degree, and finally the field of "e-learning obstacles" came with the mean (2.35) and a standard deviation (0.34).

Results of the first question: "What is the level of continuity of the e-learning process at Imam AlKadhum University College?"
 The researcher extracted the M. and S.D for the continuity of the e-learning process at Imam AlKadhum University College as follows:

Table 2. Means and standard deviations of the sentence of the field of "electronic learning continuity" .

N.	Domains	N	M.	S.D	Degree
1	During the epidemic, the university provided students with certain qualifying courses on how to use e-learning.	50	3.23	1.25	Medium
2	E-learning strategies are efficient and cover all parts of the curriculum.	50	3.18	1.44	Medium
3	Following the Corona affair, there was a smooth shift from traditional schooling to e-learning.	50	3.04	1.40	Medium
4	I am satisfied with using the e-learning system as a substitute to face-to-face education.	50	2.83	1.44	Medium
5	Sending and receiving educational materials remotely was without any technical obstacles.	50	2.70	1.55	Medium
6	During the Corona crisis, the institution offers teachers training through electronic courses that explain how to use the e-learning system.	50	2.64	1.39	Medium
7	Teachers have the necessary abilities to create and design effective online material.	50	2.62	1.41	Medium
8	The university's website design for e-learning makes it easier to convey the material in an engaging manner.	50	2.50	1.40	Medium
9	The e-learning system allows for direct connection between educational system members (administration, teacher, student)	50	2.28	1.34	Weak
10	The institution provides adequate technical support to make the use of technology in instructional materials E-learning more convenient.	50	2.26	1.35	Weak
11	Given the Corona crisis, technology successfully contributes to the educational process's continuity and success.	50	2.17	1.34	Weak
12	Logistic support from the university is available to	50	2.18	1.35	Weak

	continue the educational process.				
13	A guide for using the site for the educational material has been provided for students.	50	2.16	1.34	Weak
14	The university administration is constantly evaluating the mechanism of distance teaching	50	2.08	1.25	Weak

Table (2) illustrates that the sentence in the field of "e-learning continuity" had a weak to medium degree of consistency. The paragraph "students were trained by the university to use e-learning by giving them some qualification courses during the pandemic" first point, with a mean of (3.23), and a standard deviation of (1.25) in a medium degree, and the sentence "the university administration conducts a continuous evaluation of the mechanism of distance teaching" and the sentence "a guide for using the site for the educational material for students" came in the last point with the use of an arithmetic average of (2.08).), with a standard deviation of (1.25) respectively, with a mean degree.

The results of the second question: "What are the obstacles to the use of e-learning at Imam AlKadhum University College.

The researcher extracted the means and standard deviations of the domain of the use of e-learning at Imam AlKadhum University College

as follows:

Table (3) means and standard deviations of the second field "E-learning Obstacles"

N.	Domains	N	M.	S.D	Degree
1	The e-learning system is appropriate for a variety of courses, both academic and practical.	50	3.94	0.93	Medium
2	All teachers have sufficient Suitable for computer and internet use experience and skills	50	3.30	1.9	Medium
3	The internet speed is adequate, and I can deliver any lecture without interruption.	50	3.29	1.44	Medium
4	Training courses were held, and teachers prepared before the Corona crisis for the mechanism of using e-learning	50	2.62	1.48	Medium
5	A power outage occurs while you are in the educational process	50	2.42	1.48	Medium
6	Direct communication between professors and students is challenging.	50	1.47	1.04	Weak
7	Teachers have problems preparing video lectures	50	1.90	1.70	Weak

8	Teachers find it challenging to keep track on big groups of pupils using the existing e-learning tools.	50	1.60	0.98	Weak
9	The student faces problems and obstacles when studying the material electronically	50	1.54	0.83	Weak
10	The interaction of students with e-learning and lectures was affected due to difficult or special living conditions	50	1.52	0.79	Weak

It is evident from Table (3) that the sentence of the field of "obstacles to e-learning" ranged from a weak degree to a large degree. The sentence "the e-learning system is compatible with the type of materials on both the theoretical and practical sides" came firs with mean of (3.94) and a standard deviation of (0.93), and the paragraph "the interaction of students with e-learning and lectures was affected by difficult or special living conditions" came finally with medium mean of (1.52) and a standard deviation of (0.79).

The results of the third question: "What is the level of interaction of faculty members with e-learning at Imam AlKadhum University College?"

The researcher extracted the arithmetic averages and standard deviations of the field of interaction of faculty members with e-learning at Imam AlKadhum University College as follows:

Table 4. Arithmetic averages and standard deviations of the paragraphs of the third field "Faculty members' interaction with electronic learning in light of the Corona crisis"

N.	Domains	N	M.	S.D	Degree
1	Remote exams are an appropriate way to assess students' achievement	50	3.74	1.12	Medium
2	When it comes to time management, e-learning outperforms traditional education.	50	3.42	1.32	Medium
3	The e-learning system has a high level of trust when it comes to appraising students.	50	3.29	1.44	Medium
4	The teacher at Imam AlKadhum University College is satisfied with the e-learning system	50	2.92	1.44	Medium
5	The evaluation methods used are appropriate and done in a variety of ways	50	2.60	1.41	Medium

6	The student is continuously evaluated during the distance education process	50	1.90	1.28	Weak
7	The educational material is attached to the students easily and conveniently	50	1.78	1.21	Weak
8	The teacher answers easily the students' inquiries about the attached scientific material	50	1.76	0.13	Weak
9	The teacher is committed to the e-learning system based on the university's plan	50	1.48	0.64	Weak
10	The educational content includes exercises and assignments to help you learn	50	1.46	0.93	Weak

It is evident from Table (4) that the sentence of the field of "faculty members' interaction with e-learning in light of the spread of Corona" ranged between a weak and a strong degree. (3.74) and a standard deviation of (1.12) to a large degree, and the sentence "the educational content includes exercises and assignments that help learning" came in the last place with an arithmetic mean of (1.46) and a standard deviation of (0.93) with a weak degree.

The results of the fourth question: "What is the level of students' interaction with e-learning at Imam AlKadhum University College from the viewpoint of faculty members?"

From the perspective of faculty members of Imam AlKadhum University College, the researcher calculated the arithmetic means and standard deviations of the students' involvement with e-learning as follows:

Table 5: Arithmetic averages and standard deviations of the items in the field of "students' interaction with e-learning in light of e-learning"

N.	Domains	N	M.	S.D	Degree
1	As a teacher, I feel satisfied with how much students benefit from e-learning	50	3.32	1.30	Medium
2	Students interact with the e-learning system on an ongoing basis	50	3.20	1.46	Medium
3	The electronic learning method helps students to understand the scientific material clearly and smoothly	50	2.92	1.35	Medium
4	The teacher at Imam AlKadhum University College electronic learning is useful system	50	2.92	1.44	Medium

| 5 | Through electronic earning, the learner can ask any questions or inquire about anything. | 50 | 1.76 | 1.15 | Weak |
| 5 | The student is continuously evaluated during the distance education process. | 50 | 1.36 | 0.75 | Weak |

It is evident from Table (5) that the sentence of the field of "students' interaction with e-learning in light of the spread of Corona" ranged between a weak and a medium degree.) with a standard deviation of (1.30) in a medium degree, and the sentence "The e-learning system allows the student to access the educational material at any time" came in the last rank with an arithmetic mean of (1.36) and a standard deviation of (0.75) with a weak degree. These results represents a continuous of the research done by other researchers in the same demine such as (Bansal, 2020; Çakmak, Namaziandost & Kumar (2021); Cranfield et al., 202; Pikhart, et al., 2022; Rad, Namaziandost & Razmi (2022); It is worth mentioning that the results of the present study is in agreement with Al-Obaydi, Pikhart & Derakhshan, (2022) who focuses on applying the aspects of emotional intelligence by English language teachers to ensure the success of the experience of online education. .

4. Conclusions

 The following is a breakdown of the findings in relation to the study questions: The results showed that the arithmetic mean of the effectiveness of e-learning in light of the Corona virus spread, from the perspective of faculty members at Imam AlKadhum University College, was (2.45) with a standard deviation of (0.57) at a medium degree, and that all fields were at a medium degree. These results can be ascribed to the fact that Imam AlKadhum University College is one of the universities that uses face-to-face learning and did not intend to move to e-learning, thus it did so unexpectedly, limiting its expertise in this sector and making this style of education less effective. To increase the level of the students, a beginner must gain practice. So, the use of blended learning seems the best solution for such kind of situations (Al-Obaydi, 2021). This is due to the fact that e-learning necessitates the establishment of an infrastructure of tested

and approved educational computers, phones, and software, as well as the purchase of special program for the university to ensure the participation of the largest number of students in e-learning, and because e-learning was imposed on the university abruptly as a result of the Corona pandemic, members of the Teaching communicate with students within the available capacity. The first question had the following results:

In view of the proliferation of Corona at Imam AlKadhum University College, the results indicated that the field of e-learning continuity was medium.

Electronic learning is formal learning, and the outcomes are dependent on a variety of factors, which has led to some students abandoning e-learning, returning to it, and then abandoning it entirely. The answers to the second question are as follows:

The findings revealed that the utilization of e-learning at Imam AlKadhum University College is hampered by large, medium, and minor impediments.

This is owing to the university's absence of pre-approved instructional software, which aided students' advancement in theoretical areas while making it impossible for them to learn via distant learning in practical areas.

What is the level of contact between faculty members and e-learning at Imam AlKadhum University College, according to the third question?

The results of this question revealed that, in light of the development of Corona, faculty members' interaction with e-learning was moderate, and that faculty members' interaction with e-learning at Imam AlKadhum University College was moderate and weak in many activities. This result is due to the weak interaction of faculty members at Imam AlKadhum University College with evaluation activities, as faculty members do not have specialized programs to control students' implementation of tests.

Results of the fourth question: From the perspective of faculty members, what is the amount of student participation with e-learning at Imam AlKadhum University College?

The results of this question revealed that, in light of the proliferation of Corona, students' interaction with e-learning was moderate, and that their interaction ranged from average too weak in several e-learning activities. This result is due to the fact that the students of Imam AlKadhum University College were not used to e-learning, which was imposed on them suddenly and without prior training due to the Corona pandemic, and they attempted to communicate with faculty members who were also not trained in e-learning, which made the interaction between them difficult. In some activities, e-learning is moderate and weak.

5. Recommendations

The present study recommends the following:

1. The institution should undertake more studies and research to determine the efficiency of electronic learning in challenging environments, as well as arrange conferences and seminars to promote e-learning development and advancement.

2. Investing in good e-learning directives for students and faculty, building strategies and program to profit from these directives, and providing e-learning training courses to both students and teachers

3. Educating and encouraging teachers to use electronic pages and e-mail to communicate with students, considering that many students have access to the Internet at home.

4 The importance of the university focusing on the adoption of electronic learning in university education as well as the importance of instilling an electronic culture in pupils in order to maximize their involvement with this sort of education is underlined

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فاعلية تطبيق التعليم الالكتروني على اداء الطلبة من متحدثي اللغة الانكليزية لغة اجنبية خلال فترة جائحة كورونا: تصورات المدرسين

الكلمات المفتاحية/ التعليم الالكتروني، جائحة كورونا، تصورات المدرسين

ا م.د.خنساء حسن البهادلي

كلية الامام الكاظم الجامعة

تهدف هذه الدراسة إلى التأكد من كفاءة التعليم الإلكتروني في ضوء جائحة كوفيد –١٩ من وجهة نظر المعلمين بقسم اللغة الإنجليزية بكلية الإمام الكاظم الجامعية ولتحقيق أهداف الدراسة استخدم الباحث

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المنهج الوصفي التحليلي. تكونت عينة الدراسة من ٥٠ معلمًا يستخدمون نظام التعلم الإلكتروني. اكتشفت نتائج الدراسة أن تحصيل عينة الدراسة من التقييم كان متوسطاً. بالإضافة إلى ذلك ، تتناول الدراسة أيضًا تقييم المعلمين لمجالات استمرارية التعلم الإلكتروني ، والعقبات التي تحول دون استخدام التعلم الإلكتروني ، وتفاعل أعضاء هيئة التدريس مع التعلم الإلكتروني ، وكذلك تفاعل الطلاب معه كوسيلة للتعليم. واقترحت الباحثة تنظيم دورات تدريبية للتعلم الإلكتروني لكل من الأساتذة والطلاب للمساعدة في إزالة جميع الحواجز التي تنجم عن نظام التعلم الإلكتروني المعمول به ، وكذلك ضرورة دمج التعليم المباشر والتعليم الإلكتروني في مؤسسات التعليم العالي في الدولة.

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