

The Impact of E- Learning Quality in Mass Communication departments and Colleges in Gulf Universities

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Summary

Purpose: The study examined the Impact of E- Learning Quality in Mass Communication departments and Colleges in Gulf Universities and Moodle system adoption by the students in three Gulf universities "Saudi Arabia, United Arab Emirates and the Kingdom of Bahrain" and examines the students' perceptions towards this system.

Methodology: The study used survey method through convenience sampling technique was adopted in the selection of 231 respondents. The students were from different Mass Communication colleges and departments namely Moodle system by using online questionnaire.

Approach: The Theory of Technology Acceptance.

Results: The results revealed that the students used the Moodle system for many purposes such as doing assignments, to check upcoming events, downloading the course materials and to participate in discussions with my instructors. The results also revealed that the most impactful perceived ease of use factors: easy usage, flexibility and interaction. Finally, the study is suggested to investigate academic concerns and needs to develop the usage of Moodle in Arabian and Gulf universities. The results indicated that there is a significant correlation between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities, also indicated that there is no significant correlation between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities and there is no significant correlation between perceived usefulness of use of Moodle system and Self- efficiency mass Communication students in Gulf universities, the study also indicated that students primarily use Moodle for specific purposes because it is an e- learning platform that provides various tools and functionalities designed to support their education.

Originality& Value: The study presents an original topic, which is the use of the Moodle system by mass communication faculties in Gulf universities.

KeyWords: Adoption- E- Learning- The Theory of Technology Acceptance.

أثر جودة التعلم الإلكتروني في أقسام وكليات الإعلام في الجامعات الخليجية

الهدف: تناولت الدراسة أثر جودة التعلم الإلكتروني في أقسام وكليات الإعلام في الجامعات الخليجية في ثلاث دول: المملكة العربية السعودية والإمارات العربية المتحدة ومملكة البحرين، ورصد اتجاهات الطلاب نحو هذا النظام؛ ورصد اتجاهاتهم نحو هذا النظام التعليمي في الأغراض الأكاديمية المختلفة سواء على مستوى أداء المهام والتكاليف التعليمية المختلفة أو المهام المساعدة للعملية التعليمية مثل عرض المحاضرات والمراجع المختلفة.

التصميم & المنهجية: استخدمت الدراسة أسلوب المسح من خلال التطبيق على عينة متاحة قوامها ٢٣١ مفردة من الجامعات التي تم أخذ العينات منها، وتم اختيار الطلاب الذين يستخدمون نظام الموديل في هذه الجامعات باستخدام الاستبيان الإلكتروني الذي تم توزيعه على الطلاب في هذه الجامعات.

الإطار النظري: تعتمد الدراسة على نظرية قبول التكنولوجيا، يمكن من خلاله تفسير جودة التعلم الإلكتروني في أقسام وكليات الإعلام في الجامعات الخليجية.

النتائج: أظهرت النتائج أن الطلاب استخدموا نظام الموديل لأغراض عديدة مثل أداء الواجبات، ومعرفة من الفعاليات القادمة، وتنزيل المقررات الدراسية والمشاركة في المناقشات مع الأساتذة، كما يستخدم الطلاب موديل في المقام الأول لأغراض محددة لأنه منصة للتعلم الإلكتروني توفر أدوات ووظائف متنوعة مصممة لدعم تعليمهم. من خلال سهولة الوصول إلى المواد الدراسية، والانخراط في التواصل المستمر مع المعلمين، واستخدام أدوات التقييم للتقييم الذاتي، يمكن للطلاب تعزيز فهمهم للموضوع والبقاء على المسار الصحيح في دراستهم. بالإضافة إلى ذلك، يمكن للميزات التعاونية لموديل أن تعزز الشعور بالانتماء للمجتمع وتوفر الفرص للطلاب للتعلم من أقرانهم، مما يزيد من تحسين نتائج التعلم الخاصة بهم نظراً لسهولة الاستخدام والمرونة والتفاعل، كما أشارت النتائج إلى وجود علاقة ارتباطية ذات دلالة إحصائية بين سهولة استخدام نظام الموديل والفائدة المدركة لدى طلاب الإعلام في الجامعات الخليجية، كما أشارت إلى عدم وجود علاقة ارتباطية ذات دلالة إحصائية بين الفائدة المدركة لاستخدام نظام الموديل والنية السلوكية لدى طلاب الإعلام في الجامعات الخليجية، كما لا توجد علاقة ذات دلالة إحصائية بين الفائدة المدركة لاستخدام نظام الموديل والكفاءة الذاتية لدى طلاب الاتصال الجماهيري في الجامعات الخليجية، تقترح الدراسة ضرورة التعرف على الاهتمامات الأكاديمية والاحتياجات لتطوير استخدام نظام الموديل في الجامعات العربية والخليجية، وأشارت الدراسة أيضاً إلى أن الطلاب يستخدمون نظام الموديل في المقام الأول لأغراض محددة لأنه منصة للتعلم الإلكتروني توفر أدوات ووظائف متنوعة مصممة لدعم تعليمهم في هذه الجامعات.

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Introduction:

E-learning can have a significant impact on the quality of education and learning outcomes. When implemented effectively, E-learning can provide learners with access to high-quality educational resources and opportunities that may not be available in traditional classroom settings.

E-learning, which involves the use of electronic technologies to deliver educational content and facilitate learning, has become increasingly popular in recent years. The quality of E-learning can vary widely depending on a number of factors, including the design and structure of the course, the technology used to deliver the content, the level of engagement and interaction between the learner and the instructor or other learners, and the effectiveness of assessments and feedback. One of the key factors that contributes to the quality of E-learning is the design of the course itself. A well-designed E-learning course should be structured in a logical and coherent manner, with clear learning objectives, organized content, and engaging multimedia elements such as videos, graphics, and interactive simulations. The technology used to deliver the content is also an important factor in determining the quality of E-learning. The platform should be user-friendly, reliable, and accessible to all learners, regardless of their technical abilities or disabilities. Another critical component of E-learning quality is the level of engagement and interaction that occurs between learners and instructors or other learners. E-learning should provide opportunities for learners to interact with one another, engage in discussions, and receive feedback from instructors or peers. Finally, effective assessments and feedback are essential for ensuring that learners are acquiring knowledge and skills. E-learning courses should incorporate a variety of assessment methods, including quizzes, tests, projects, and assignments, and provide learners with timely and constructive feedback on their performance. (Medeiros, P. D. Bet& et.al, 2024)

There are many programs used in E-learning in addition to the model program, such as the Edmodo program, the Schoology platform, the Schoology Basic package, and the Black board system, which are systems that provide various tools for displaying the content of educational materials with the ability to interact with them in different ways.

The studies indicated that teachers and students are spending more time online than ever before, exploring and learning information, resources, tools, and frameworks for both groups to adapt to online or distance learning. (Altawneh Haroon, Mohammad Mahmoud Tarawneh, 2023), so education has changed from being a community activity to an individual practice at home, necessitating the need to learn new tools and decreasing social activities by reducing campus access. (Sadigov, R.& et.al, 2023)

Overall, the quality of E-learning is determined by a range of factors, and it is important for educators and instructional designers to consider all of these elements when creating and delivering E-learning courses, therefore Moodle is a versatile and flexible platform that can be customized and adapted to meet the specific needs of different educational and training contexts.

Problem Statement:

The use of Moodle has become widely spread in many educational tertiary institutions because of core benefits to improve the quality of education and to reinforce learning and teaching process, regarding the correct application to increase students' participation in the learning process and enhanced the learning outcomes.

The usage of Moodle system has several benefits: sharing of knowledge among students, improving courses content, providing a greater number of resources, enhancing the quality of learning and teaching, creating attractive activities, encouraging the effective communication and interactions between instructor and students and promoting students' performance and outcomes.

In spite of wide use of Moodle in many Mass Communication colleges and departments in Gulf area, there are no studies to examine the efficiency and usability of Moodle in these colleges, the common issue is how to integrate this system with traditional system where many faculty members are not trained or have little skills to deal with this system.

Regarding the lack of information about the usage of Moodle in Gulf universities especially Mass Communication colleges, the researcher conducted this study to carry out to focus on the nature of this usage and all factors affected it.

The current research discusses the application of E-learning to students of the faculties of mass communication and the interaction of students with E-learning, which reflects the harmony of students with the method of teaching, and the response to the variables of teaching methods, as well as the student's response to the various variables in the technological shift used to keep students up with the proposed curriculum for teaching.

The problem of the study can be presented in the following main question: What is the impact of the quality of E-learning in the departments and faculties of mass communication in Gulf universities?

Study Significant:

1. The study is significant because it explored one of the educational issues in Gulf area by focusing on the adoption of Moodle in Mass Communication colleges.
2. The role of Moodle in Mass Communication colleges and departments has not been widely studied in Gulf area. This study provided a comprehensive understanding of E-learning process in Gulf universities, applying to Mass Communication colleges.
3. The study is significant for higher Education tertiary institutions in Gulf area to achieve their mission, visions and goals in improving the nature of educational process depending on new technologies "Moodle" in teaching and learning in Mass Communication colleges.
4. The study examines the hypotheses of two theories: The Theory of Reasoned Action (TRA) and the Theory of Planned behavior (TPB) in Gulf universities as they are the best theories to explore the adoption of Moodle in Mass Communication colleges.
5. This study represents a response to what is called for by the reality of the need to set standards for the quality of E-learning in the faculties of

mass communication, especially after (Covid-19) and the imposition of the need to deal with E-learning after that crisis; Therefore, this study sheds more light on the basic features of the development of university E-learning in the colleges of mass communication, according to the students' opinion, and in the light of specific quality standards.

Theoretical Background:

✧ The Theory of Reasoned Action (TRA): Fishbein and Ajzen (1975) made to the theory of reasoned action is the inclusion of two new elements in predicting behavioral intent: attitude and the expectations of other people. (Lau, M, 2023)

✧ The Main Hypothesis of the Theory of Reasoned Action (TRA): The main hypothesis of the theory of reasoned action (TRA) is individual is rational and will use information to make systematic decisions. This theory considered the main predictor of behavior is behavioral intention, while the individual's attitude towards the behavior influences the intention. (Reham Kh. Aljeeran, R., 2016)

Intention is a belief that is conceived by an individual before taking a decision. Thus, Behavioral intention determines actual behavior besides two variables: attitudes (Negative or Positive evaluation of performing behavior) and subjective norms (perceived influences that others may have). (Yusuf, M. B. O., Oluwatoyin, O. A. S., 2019) In general, the increase of attitudes and subjective norms leads to strong intention to perform the behavior. (Nguyen, Q., et.al, 2019) An individual will do certain behavior when he evaluates it positively. Thus, attitude is an individual belief of his behavior outcome (negative or positive). Finally, attitudes have a significant effect on behavioral intention. (Alagrisamy, R.; Arokiasamy, L, 2019)

Some studies indicated there is a significant between males and females in favor of females in behavioral intentions and also trust determine behavioral intentions in favor of females too. (Almazroi, A. A., Kabbar, E., Naser, M.& Shen, H, 2018)

✧ The Theory of Planned behavior (TPB): Fishbein and Ajzen introduced the origin of this Moodle 1975. This model is based on individuals perceived behavior as positive; they will be more active to do the behavior. This model explains the intention of hard people and its role in performing the behavior. This behavior is influenced by attitude, subjective norms and perceived behavior, these factors have a significant predict of intention. This model explains the role of intentions in changing individuals' behavior. (Teo, T., Zhou, M.& Noyes, J., 2016)

This model is similar with (TRA), but the difference is that it focuses on perceived behavioral control which refers to the perception control of the performance of a certain behavior. (Odoyo Collins Otieno& et.al, 2016)

The factors of (TPB):

1. Attitude: refers to outcome evaluation (positive or negative), the attitude has a significant role on the behavior of the user to accept or to use the technology. (Mohamad, A. G. M., Idrus, S. Z. S.&

Ibrahim, A. A. E. A, 2018)

2. Perceived behavioral control refers to the individuals' engagement in behavior that feel, and they have control over and at the same time they avoid the behavior that they don't control over, as a consequence, the perceived behavioral control can predict the intention to use technology. (Gangwal, N.; Bansal, V., 2016)
3. Self- efficacy: refers to the tools availability to achieve the tasks have a significant role in accepting the new technology. There are three factors influence the self- efficacy: user's knowledge, experience and expertise. (Sirois, F. M., 2015)
4. Perceived Ease of use: perceived ease of use has a significant role in accepting a new technology, perceived ease of use refers to the individuals' perception towards the adoption of new technology according to perceived ease of use. (Abo El-maged, M.; Gebba, T. R., 2013)

Although, the above- mentioned models have been adopted in many studies, few or none have combined TRA and TAM as a research framework to predict and explain students' intention to use E-learning since E-learning is fairly new in educational environments. Therefore, a model that combines all constructs from TRA and TAM was proposed in this study to explore university students' intention to use E-learning in schools. (Buabeng- Andoh, C, 2018)

The technology acceptance model is the most powerful and widespread model for explaining the factors of adopting E-learning Quality for the following reasons: This model has a strong theoretical basis, and it is characterized by simplicity when formulating or interpreting its data, and this model has been tested in many scientific studies aimed at understanding and explaining E-learning Quality use behavior and it has been proven to be a good model and lead to statistically reliable results. The technology acceptance model is an advanced theory derived from the theory of justified actions and the theory of planned behavior. Therefore, it is expected to explain and predict the actual behavior of users related to accepting the application of E-learning more accurately than other theories. This model can be used to explain and interpret factors that adopt E-learning Quality, whether at the individual level or at the university level together.

The Technology Acceptance Model (TAM) has been used for quality assurance and sustainable growth development in educational practices. Advanced information system design with proper monitoring approaches has improved the situation. A model is proposed to illustrate the relationship between information systems design and E-learning quality.

Literature Review:

E-Learning has used a variety of technologies, software, and tools to support online learning. Some of the most commonly used ones include Learning Management Systems (LMS, Authoring tools, Virtual Learning Environments (VLE, Video conferencing and webinar tools, Mobile learning apps, Augmented Reality (AR) and Virtual Reality (VR), and

Artificial Intelligence AI. Overall, E-learning technologies, software, and tools continue to evolve and improve, providing new and innovative ways to support online learning, Literature Review in this field can be reviewed as follows.

Numerous studies have been directed towards the adoption of Moodle in learning and teaching in educational institutions. These studies showed that the Moodle systems allows better co- operation between instructor and students and makes teaching and learning more easily through saving teaching materials on the Moodle system and download materials (Chourishi, D., Buttan& et.al. 2011). The Moodle system provides interactivity also between instructor and students by using interactive tools to facilitate the good communication such as: Chats, assignments submission, Forums, online news and announcements, files downloads grading /marks, and online quiz (Costa, C., Alvelos, H.& Teixeira, L. 2012). Moodle produces some benefits for students like: Availability, less technical difficulties, continuous progress, flexibility, and most accepted by top universities all over the world (Barge, P.& Londhe, B. R., 2014). The Moodle also provides other benefits such as: getting courses and topics, collaborating with peers in doing homework, facilitating the learning method, facilitate the self- assignments and online assessment is more objective than traditional method "Face- to- Face" learning (Oproiu, G. C., 2015), In other side, some instructors viewed that the online method of learning must combine with traditional learning (Kc, D., 2017), the most used information materials in the Moodle are texts and images (Zainuddin, N., Idrus, R.& Jamal, A. F. M, 2016). The Moodle introducing the course content, course specification and course feedback (Rymanova, I., Baryshnikov, N.& Grishaeva, A, 2015). Other studies showed that in higher education institutions, there is an essential need to use Information Communication Technologies (ICT) to cope with new trends and challenges in education and commit to E-learning education. The perception of the ease of use of Moodle is significantly influenced by technology complexity and trialability (Teo, T.& et.al, 2019). while Behavioral intentions has a significant influence of Moodle usage (Aliyu, O., Arasanmi, C. C.& Ekundayo, S, 2019). From the side of students, the studies indicated that the students must be core focus in the adoption of technology and the instructors must take part in developing teaching and learning by using Moodle system (van de Heyde, V.& Siebrits, A., 2019), the knowledge sharing and quality have a significant role among students on E-learning acceptance, at the same time, innovativeness and trust have no significant role among students on E-learning acceptance (Salloum, S. A. A& et.al, 2019). The innovativeness is influenced by the technology acceptance of teachers and perceived ease of use, perceived usefulness and subjective norms determine the behavioral intentions (Sacide Güzin Mazman Akar, 2019). The adoption of E-learning has also a good influence in academic performance so the students must have good skills to perform the academic assignments and must be active in learning process through effective engagement that support cognitive and non-cognitive for academic performance in the universities (Kim, H. J.,

Hong& et.al, 2019). In general, the students indicated Moodle system effectiveness and efficiency made them more satisfied with the Moodle system available at universities.

Kamelia Moh'd Khier Al Momani& et.al, 2021, clarify the Fourth Industrial Revolution (IR 4.0) in the emergence of artificial intelligence (AI) and its various forms. Besides explaining intellectual capital (IC), its methods of measurement, and its effect on AI development. In the subject of Corona Virus, (Sam Foqha, Abdalnaser nour, 2022) aims to investigate the determinants of the performance of higher education institutions in the Arab world, in addition to proposing possible solutions to these determinants, the results indicated that these determinants include the weak level of local, regional and international cooperation between universities, the limited actual spending on scientific research projects, and the reluctance of the private sector to invest in scientific research projects adopted by universities. Also (Mahamid F. A., Bdier D., Nour A. I. 2022) discusses E-learning in Palestine during the COVID- 19 pandemic, the results indicated that specialists will be able to review, develop, enhance, and improve the sector of electronic learning, and to develop protective and therapeutic programs to overcome the risk of negative mental health outcomes (depression, anxiety, and depression) of applying E-learning in a time of crisis among Palestinian population. Finally, Nour, Abdalnaser; Bouqalieh& et.al, 2022) aimed to test the impact of the mechanisms of corporate governance on the dimensions of the efficiency of intellectual capital and the role of the size of the company in the Jordanian Shareholding industrial companies, the study concluded that a high correlation between governance mechanisms, human capital efficiency, structural capital and invested capital, in this field, there is a fundamental difference between E-learning as a term and the practice and distance education currently applied to us, we have actually only digitized learning resources from lectures, books and references without being accompanied by the development and employment of educational theories in the field of utilizing technology and interactive tools to enrich the learner's experience (Hassan Abdulsadek, 2022). and the higher the level of quality in information system design, the higher the level of performance of the E-learning system, and thus the higher the degree of learning quality output (Altarawneh Haroon, Mohammad Mahmoud Tarawneh, 2023), and Finally Artificial Intelligence used such as the novel GPT and BERT language models, to evaluate resources and optimize them with proposed solutions. (Lanza- Cruz, I.& et.al, 2024)

Objectives:

1. To establish the relationship between variables to determine the current usage and attitude towards Moodle system among mass Communication students in Gulf universities.
2. To determine the factors of (TRA) and (TPB) influence the Moodle system among mass Communication students in Gulf universities.
3. To explore the influence of other factors: Technical support, Communication and Perceived Satisfaction that affect the use of Moodle system among mass Communication students in Gulf

universities.

Questions:

1. What is the frequency of Moodle system usage among mass Communication students in Gulf universities?
2. What are the purposes of Moodle system usage among mass Communication students in Gulf universities?
3. What are the factors of (TRA) and (TPB) that influence the Moodle system among mass Communication students in Gulf universities?
4. What is the influence of other factors: Technical support, Communication and Perceived Satisfaction that affect the use of Moodle system among mass Communication students in Gulf universities?

Hypotheses:

1. There is a significant correlation between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities.
2. There is a significant correlation between perceived ease of use of Moodle system and students 'attitude towards Moodle system usage among mass Communication students in Gulf universities.
3. There is a significant correlation between perceived usefulness and attitudes towards Moodle system usage among mass Communication students in Gulf universities.
4. There is a significant correlation between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities.
5. There is a significant correlation between perceived usefulness of use of Moodle system and Self- efficiency among mass Communication students in Gulf universities.
6. There is a significant correlation between Subjective Norms and attitudes towards Moodle system usage among mass Communication students in Gulf universities.

Method And Materials

Population:

The study population consists of all students used Moodle system in Gulf universities "Saudi Arabia, United Arab Emirates and Kingdom of Bahrain" at the second semester of the academic year 2018- 2019.

Sample:

Sample is defined as the subset of the population selected to participate in the study to represent the target population (Zalah, I, 2018). Using a convenience sampling technique, when employed, the sample of the population used reflects those who were available (or those you had access to) at a moment in time, as opposed to selecting a truly representative sample of the population. Rather than selecting participants from the population at large, you recruit participants from a convenient subset of the population. The participants consist of 231 undergraduate students who are available for and willing to participate in the study (Alsayyali, N. M, 2018). The results may not exceed the sample from which it was drawn, meaning that these results do not accept generalization for all

students of the faculties of mass communication.

Table (1) The Demographic Characteristics Of Respondents

Variable	Categories	N= 231	
		Number	Percentage
Gender	Male	132	57.14
	Female	99	42.86
Type Of University	Governmental	91	39.39
	Private	140	60.61
Moodle Experience	Less Than 6 Months	22	9.52
	From 6 months to 1 years	88	38.10
	One Year And More	121	52.38
Age	Less Than 20 Years	108	46.75
	From 20 years to 22 years	98	42.42
	22 Years And More	25	10.82

Of the 231 respondents who answered gender question, slightly more than half of the respondents were males constituting 57.14% (N= 132), while women constituting 42.86% (N= 99) of the total respondents. With regard the type of university, the majority of respondents were from private universities that contributes 60.61% (N= 140) of total respondents while governmental universities only contribute 39.39% (N= 91). Regarding the Moodle experience among Mass Communication students, the majority of students came from one year and more 52.38% (N= 121), followed by from 6 months to 1 years 38.10% (N= 88) and 9.52% (N= 22) are experienced Less than 6 months. Lastly, the results revealed that the majority of respondents came from age group Less than 20 years old 46.75% (N= 108), followed by age group from 20 years to 22 years 42.42% (N= 98) and 10.82% (N= 25) are aged 22 years and more.

Questionnaire:

The study used online questionnaire by using google drive application to avoid respondents' fatigue because the paper- based questionnaire could lead to a less response (Al- Azawei, A., Parslow, P.& Lundqvist, K, 2017), more time and more funding⁽³⁰⁾. The questionnaire applied to students had 14 items most of them closed items. The students were from different Mass Communication colleges and departments namely Moodle system. The questionnaire included questions in three categories: The first category included characterization of the participants "demographic information" in terms: gender, Moodle experience, type of universities and age. The second category included characterization of the general use of Moodle activities in terms: frequency of usage, purpose of use and attitudes toward Moodle system. The third category included characterization of Reasoned Action and planned behavior of the Moodle system and its obstacles in Gulf universities. A three- point Likert scale was used which ranging from 1 for (agree) to 3 (disagree) to measure each study items.

The questionnaire was done in English language. It was translated into Arabic language and distributed in various students from colleges that offer Mass Communication as a discipline. The professors of Al- Ahlia University were relied upon to review the translation from English into Arabic, and some expressions of the theory of accepting technology and its suitability in the media environment were discussed.

Data Analysis:

To analyze the collected data, descriptive statistics were used to calculate these Methods by using SPSS 23 version:

1. The frequencies, percentage is calculated by taking the frequency in the category divided by the total number of participants and multiplying by 100%.
2. Mean and Standard Deviation: The mean and the median are both measures of central tendency that give an indication of the average value of a distribution of figures, and Standard Deviation shows how much variation there is from the average (mean).
3. Pearson: The Pearson correlation coefficient is a descriptive statistic, meaning that it summarizes the characteristics of a dataset.

Results:

Table (2) Frequency of Moodle usage by students in Gulf university

Frequency Of Moodle Usage	F	%
Always (100%)	101	43.72
Often (75%)	77	33.33
Sometimes (50%)	35	15.15
Rarely (25%)	18	7.79
Total	231	100

The previous Table shows the frequency of Moodle usage by students in Gulf University (always, often, sometimes and rarely). Most of students reported that they used Moodle always 43.72% (N= 101), often 33.33% (N= 77), this percentage is quite high regarding the fact that there is encouragement of Moodle usage. This usage is not mandatory in some cases, while sometimes usage 15.15% (N= 35), and 7.79% (N= 18) of students quietly rarely used it.

This result owes to the fact that there is encouragement of Moodle usage from the lectures to students where they get the basic knowledge from them to access the Moodle system.

Table (3) The purposes of using Moodle system among Mass Communication students in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
Downloading the Course Materials	128	55.41	84	36.36	19	8.23	1.71	0.606
Doing Homework and Assignments	140	60.61	80	34.63	11	4.76	1.70	0.553
To co- operate with colleagues in doing assignments	94	40.69	103	44.59	34	14.72	2.21	0.741
To be familiar with technology environment in the university	119	51.52	78	33.77	34	14.72	1.80	0.791
Check Announcements	120	51.95	64	27.71	47	20.35	1.68	0.791
Check Upcoming Events	98	42.42	97	41.99	36	15.58	1.90	0.757
Participate in discussion with my instructors	114	49.35	80	34.63	37	16.02	1.66	0.738

The previous Table displays the purposes of using Moodle system among Mass Communication students in Gulf Universities. The previous Table shows the most impactful purposes of Moodle usage, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: To co- operate with colleagues in doing assignments (M= 2.21, SD= 0.741), check upcoming events (M= 1.90, SD= 0.757), to be familiar with technology environment in the university

(M= 1.80, SD= 0.791), downloading the course materials (M= 1.71, SD= 0.606), doing homework and assignments (M= 1.70, SD= 0.553), check announcements (M= 1.68, SD= 0.791) and participate in discussion with my instructors (M= 1.66, SD= 0.738). The mean scores of selected factors are shown respectively.

These results indicated that the Moodle encourage students accessing to course materials: Moodle allows students to access course syllabi, lecture notes, readings, and other learning resources in a central location. It provides a convenient and organized way for students to access the materials they need for their studies, therefore students must be trained on how to use the model for educational purposes to facilitate the performance of their scientific assignments and tasks.

Table (4) Mass Communication students' attitudes towards perceived ease of Moodle use in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
Learning to use Moodle system is easy	114	49.35	104	45.02	13	5.63	2.39	0.594
It is easy to use Moodle system	176	76.19	49	21.21	6	2.60	2.18	0.452
My Interaction With Moodle System does not require much effort	93	40.26	115	49.78	23	9.96	1.69	0.641
It Is Easy For Me To Be More Skillful At Using Moodle System	83	35.93	112	48.48	36	15.58	1.67	0.731
The interaction with Moodle system is understandable and clear	116	50.22	73	31.60	42	18.18	1.86	0.694
The usage of Moodle system does not need a lot of mental effort	87	37.66	139	60.17	5	2.16	1.41	0.536
I found Moodle system is flexible to deal with	160	69.26	36	15.58	35	15.15	1.99	0.555
I found all facilities to do what I want to do	94	40.69	119	51.52	18	7.79	1.61	0.620
I feel time passes quickly during Moodle system usage	104	45.02	89	38.53	38	16.45	1.95	0.680

The previous Table displays Perceived ease of Moodle use of Mass Communication students in Gulf Universities. The previous Table shows the most impactful perceived ease of use factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: Learning to use Moodle system is easy (M= 2.39, SD= 0.594), it is easy to use Moodle system (M= 2.18, SD= 0.452), I found Moodle system is flexible to deal with (M= 1.99, SD= 0.555), I feel time passes quickly during Moodle system usage (M= 1.95, SD= 0.680), the interaction with Moodle system is understandable and clear (M= 1.86, SD= 0.694), my interaction with Moodle system does not require much effort (M= 1.69, SD= 0.641), It is easy for me to be more skillful at using Moodle system (M= 1.67, SD= 0.731) and I found all facilities to do what I want to do (M= 1.61, SD= 0.620). The usage of Moodle system does not need a lot of mental effort (M= 1.41, SD= 0.536). The mean scores of selected factors are shown respectively.

Table (5) Mass Communication students' attitudes towards perceived usefulness in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
Moodle System Improves My Scientific Performance	103	44.59	89	38.53	39	16.88	2.21	0.713
Using Moodle system enhances my productively	168	72.73	58	25.11	5	2.16	1.77	0.470
Moodle System Allows Me To Get Information Faster	112	48.48	90	38.96	29	12.55	2.26	0.668
Using Moodle system enables me to accomplish my assignments more rapidly	83	35.93	122	52.81	26	11.26	2.42	0.685
Using Moodle system enhances my learning effectiveness	107	46.32	67	29.00	57	24.68	2.00	0.704
Using Moodle system allows instructors to submit quizzes with model answers	72	31.17	128	55.41	31	13.42	2.41	0.717
Moodle system provides course syllabus and specification	122	52.81	75	32.47	34	14.72	2.01	0.688

The previous Table displays perceived usefulness of Moodle use for Mass Communication students in Gulf Universities. The previous Table shows the most impactful perceived usefulness factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: Using Moodle system enables me to accomplish my assignments more rapidly (M= 2.42, SD= 0.685), using Moodle system allows instructors to submit quizzes with model answers (M= 2.41, SD= 0.717), Moodle system allows me to get information faster (M= 2.26, SD= 0.668), Moodle system improves my scientific performance (M= 2.21, SD= 0.713), Moodle system provides course syllabus and specification (M= 2.01, SD= 0.688), using Moodle system enhances my learning effectiveness (M= 2.00, SD= 0.704) and using Moodle system enhances my productively (M= 1.77, SD= 0.470), The mean scores of selected factors are shown respectively.

Table (6) Mass Communication students' attitudes towards Behavioral Control in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
I am using Moodle system without help	85	36.80	83	35.93	63	27.27	1.90	0.795
Using Moodle System Would Be Entirely Within My Control	129	55.84	56	24.24	46	19.91	2.04	0.664
I have ability, resources and knowledge to use Moodle system	94	40.69	69	29.87	68	29.44	1.99	0.771

The previous Table displays Behavioral Control of Mass Communication students in Gulf Universities. The previous Table shows the most impactful Behavioral Control factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: Using Moodle system would be entirely within my control (M= 2.04, SD= 0.664), I have ability, resources and knowledge to use Moodle system (M= 1.99, SD= 0.771) and I am using Moodle system without help (M= 1.90, SD= 0.795). The mean scores of selected factors are shown respectively.

Table (7) Mass Communication students' attitudes towards Subjective Norms in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
My Colleagues Think That I Can Use Moodle. System	93	40.26	84	36.36	44	19.05	1.91	0.746
My colleagues think that I should use Moodle system	64	27.71	129	55.84	56	24.24	2.03	0.653
My colleagues think that I must use Moodle system	69	29.87	94	40.69	68	29.44	1.97	0.771
I recommend my colleagues to strongly use Moodle system	97	41.99	93	40.26	41	17.75	1.76	0.735
My instructors think that I should participate in Moodle system activities	101	43.72	85	36.80	45	19.48	2.00	0.751
I think that the university would support the Moodle system usage	103	44.59	105	45.45	23	9.96	2.06	0.791

The previous Table displays Subjective Norms of Moodle use among Mass Communication students in Gulf Universities. The previous Table shows the most impactful subjective norms factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: I think that the university would support the Moodle system usage (M= 2.06, SD= 0.791), my colleagues think that I should use Moodle system (M= 2.03, SD= 0.653), my instructors think that I should participate in Moodle system activities (M= 2.00, SD= 0.751), my colleagues think that I must use Moodle system (M= 1.97, SD= 0.771), my colleagues think that I can use Moodle system (M= 1.91, SD= 0.746) and I recommend my colleagues to strongly use Moodle system (M= 1.76, SD= 0.735) The mean scores of selected factors are shown respectively.

Table (8) Mass Communication students' attitudes towards Moodle system in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
I will adopt Moodle system as soon as possible	102	44.16	104	45.02	15	6.49	2.49	0.612
I intend to continue to use Moodle system in the future	97	41.99	89	38.53	45	19.48	2.21	0.752
I expect to use Moodle system in the future	108	46.75	96	41.56	27	11.69	2.15	0.745
I plan to use Moodle system in the future	172	74.46	41	17.75	18	7.79	2.67	0.616
The Instructors Support The Use Of Moodle System In My Study	194	83.98	36	15.58	1	0.43	2.85	0.383
My colleagues support the use of Moodle system in my study	132	57.14	75	32.47	24	10.39	2.45	0.677
I feel pressure from my instructors to adopt Moodle system	126	54.55	72	31.17	33	14.29	2.46	0.726
I have basic knowledge of Moodle system tools to use it in my courses	90	38.96	104	45.02	37	16.02	2.19	0.786

The previous Table displays Mass Communication students' attitudes towards Moodle system in Gulf Universities. The previous Table shows the most impactful attitudes towards Moodle system, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: The instructors support the use of Moodle system in my study (M= 2.85, SD= 0.383), I plan to use Moodle system in the future (M= 2.67, SD= 0.616), I will adopt Moodle system as

soon as possible (M= 2.49, SD= 0.612), I feel pressure from my instructors to adopt Moodle system (M= 2.46, SD= 0.726), my colleagues support the use of Moodle system in my study (M= 2.45, SD= 0.677), I intend to continue to use Moodle system in the future (M= 2.21, SD= 0.752), I have basic knowledge of Moodle system tools to use it in my courses (M= 2.19, SD= 0.786) and I expect to use Moodle system in the future (M= 2.15, SD= 0.745) The mean scores of selected factors are shown respectively.

Table (9) Mass Communication students' attitudes towards technical support of Moodle in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
There are clear instructions related to Moodle system usage	104	45.02	82	35.50	45	19.48	2.16	0.725
The university offers technicians to provide assistance	131	56.71	92	39.83	8	3.46	2.53	0.565
When I face any problem in Moodle system usage, I know where to get assistance	127	54.98	71	30.74	33	14.29	2.17	0.651
When I face any difficulty in Moodle system usage, I get rapidly assistance	158	68.40	57	24.68	16	6.93	2.61	0.614

The previous Table displays technical support of Moodle among Mass Communication students in Gulf Universities. The previous Table shows the most impactful technical support factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: When I face any difficulty in Moodle system usage, I get rapidly assistance (M= 2.61, SD= 0.614), the university offers technicians to provide assistance (M= 2.53, SD= 0.656), when I face any problem in Moodle system usage, I know where to get assistance (M= 2.17, SD= 0.651) and there are clear instructions related to Moodle system usage (M= 2.16, SD= 0.725). The mean scores of selected factors are shown respectively.

Table (10) Mass Communication students' attitudes towards Moodle Self- efficiency in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
I Would Feel Convenient In Using Moodle System On My Own	129	55.84	75	32.47	27	11.69	2.20	0.632
I have an ability to use Moodle system if there is no one around me shows to use it	123	53.25	91	39.39	17	7.36	2.23	0.643
I can use Moodle system even though I have not used a system like it before	104	45.02	99	42.86	28	12.12	2.30	0.676
I can use Moodle system even though there was no assistant instruction tool with it	158	68.40	52	22.51	21	9.09	2.59	0.651
I have a confidence in my ability to use Moodle system	125	54.11	90	38.96	16	6.93	2.46	0.623
In my view, Moodle system usage is important	125	54.11	100	43.29	6	2.60	1.48	0.550
Moodle system helps me improve my learning quality	109	47.19	107	46.32	15	6.49	1.59	0.610

The previous Table displays Self- efficiency of Moodle among Mass Communication students in Gulf Universities. The previous Table shows the most impactful Moodle Self- efficiency factors, the respective mean

score (M) and standard deviation (SD), and the positioning of the elements based on students' view: I can use Moodle system even though there was no assistant instruction tool with it (M= 2.59, SD= 0.651), I have a confidence in my ability to use Moodle system (M= 2.46, SD= 0.623), I can use Moodle system even though I have not used a system like it before (M= 2.30, SD= 0.676), I have an ability to use Moodle system if there is no one around me shows to use it (M= 2.23, SD= 0.643), I would feel convenient in using Moodle system on my own (M= 2.20, SD= 0.632), Moodle system helps me improve my learning quality (M= 1.59, SD= 0.610) and In my view, Moodle system usage is important (M= 1.48, SD= 0.550). The mean scores of selected factors are shown respectively.

Table (11) Mass Communication students' attitudes towards perceived satisfaction of Moodle in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
I am satisfied with Moodle system efficiency	71	30.74	130	56.28	30	12.99	2.00	0.662
I am satisfied with Moodle system effectiveness	52	22.51	172	74.46	7	3.03	2.19	0.467
I am satisfied with my experience using Moodle system	76	32.90	129	55.84	26	11.26	2.52	0.557
I am satisfied with Moodle system processes (uploading or downloading)	103	44.59	115	49.78	13	5.63	2.48	0.526

The previous Table displays perceived satisfaction of Moodle among Mass Communication students in Gulf Universities. The previous Table shows the most impactful perceived satisfaction factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: I am satisfied with my experience using Moodle system (M= 2.52, SD= 0.557), I am satisfied with Moodle system processes (uploading or downloading) (M= 2.48, SD= 0.526), I am satisfied with Moodle system effectiveness (M= 2.19, SD= 0.467) and I am satisfied with Moodle system efficiency (M= 2.00, SD= 0.662). The mean scores of selected factors are shown respectively.

Table (12) Mass Communication students' attitudes towards Social influence of Moodle in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
My instructors expect to carry on Moodle system usage	77	33.33	113	48.92	41	17.75	1.84	0.699
My Instructors Want Me To Use Moodle System Frequently	60	25.97	95	41.13	76	32.90	2.06	0.765
My instructors support me to use Moodle system	46	19.91	135	58.44	30	12.99	1.98	0.645
My Colleagues Want Me To Use Moodle System Frequently	82	35.50	147	63.64	2	0.87	1.65	0.494

The previous Table displays Social influence of Moodle for Mass Communication students in Gulf Universities. The previous Table shows the most impactful Social influence factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: My instructors want me to use Moodle system frequently (M= 2.06, SD= 0.765), my instructors support me to use Moodle system (M= 1.98, SD= 0.645), my instructors expect to carry on Moodle system usage (M= 1.84, SD= 0.699) and my colleagues want me to use Moodle

system frequently (M= 1.65, SD= 0.494). The mean scores of selected factors are shown respectively.

Table (13) Mass Communication students' attitudes towards behavioral intention of Moodle in Gulf Universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
Suppose I have access to Moodle system, I intend to use it	162	70.13	38	16.45	31	13.42	1.96	0.543
If the Moodle system is easy, I will use it as much as possible	190	82.25	23	9.96	18	7.79	1.97	0.421
If the Moodle system is easy, I will download/ upload course materials	124	53.68	83	35.93	24	10.39	2.43	0.674
I intend to use Moodle system constantly in the future	147	63.64	66	28.57	18	7.79	2.20	0.567

The previous Table displays behavioral intention of Moodle among Mass Communication students in Gulf Universities. The previous Table shows the most impactful behavioral intention factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: If the Moodle system is easy, I will download/upload course materials (M= 2.43, SD= 0.674) I intend to use Moodle system constantly in the future (M= 2.20, SD= 0.567), If the Moodle system is easy, I will use it as much as possible (M= 1.97, SD= 0.421) and suppose I have access to Moodle system and I intend to use it (M= 1.96, SD= 0.543). The mean scores of selected factors are shown respectively.

Table (14) Mass Communication students' attitudes towards Communication through Moodle use in Gulf universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
Moodle System Allows Synchronous Chats	124	53.68	82	35.50	25	10.82	2.42	0.680
Moodle System Allows Exchange Of Ideas And Information Between Instructors And Students	107	46.32	98	42.42	26	11.26	2.35	0.674
Moodle System Represents A Chance For General Announcements	109	47.19	82	35.50	40	17.32	2.29	0.747
Moodle System Allows Instructors To Add Posts And Send Emails	120	51.95	71	30.74	40	17.32	2.34	0.758
Moodle System Allows Instructors To Evaluate Students' Evaluation And Provide Feedback With Grade	102	44.16	94	40.69	35	15.15	1.71	0.714
Moodle System Allows Students To Upload Assignments	85	36.80	99	42.86	47	20.35	2.16	0.739
Moodle System Improves My communication skills with my colleagues.	86	37.23	114	49.35	68	29.44	1.91	0.708
Moodle System Improves My communication skills with my instructors	112	48.48	66	28.57	53	22.94	1.95	0.711
Moodle System Helps In Sharing Materials Among Students	118	51.08	65	28.14	48	20.78	1.64	0.753

The previous Table displays Communication through Moodle among Mass Communication students in Gulf Universities. The previous Table shows the most Communication factors, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on

students' view: Moodle system allows synchronous chats (M= 2.42, SD= 0.680), Moodle system allows exchange of ideas and information between instructors and students (M= 2.35, SD= 0.674), Moodle system allows instructors to add posts and send emails (M= 2.34, SD= 0.758), Moodle system represents a chance for general announcements (M= 2.29, SD= 0.747), Moodle system allows students to upload assignments (M= 2.16, SD= 0.739), Moodle system improves my communication skills with my instructors (M= 1.95, SD= 0.711), Moodle system improves my communication skills with my colleagues (M= 1.91, SD= 0.708), Moodle system allows instructors to evaluate students' evaluation and provide feedback with grade (M= 1.71, SD= 0.714) and Moodle system helps in sharing materials among students (M= 1.64, SD= 0.753). The mean scores of selected factors are shown respectively.

Table (15) Mass Communication students' attitudes towards Moodle use in Gulf universities

Statement	Strongly Agree		Agreed		Disagree		Mean	SD
	F	%	F	%	F	%		
Using Moodle system saves time	155	67.10	48	20.78	28	12.12	1.94	0.565
Using Moodle system saves money	190	82.25	28	12.12	13	5.63	1.91	0.416
Using Moodle system is good for me	141	61.04	76	32.90	14	6.06	1.49	0.609
Once I start using Moodle system, I find it hard to stop	135	58.44	92	39.83	4	1.73	1.60	0.529
I have fun using Moodle system	102	44.16	95	41.13	34	14.72	1.76	0.712
Using Moodle system is an enjoyable experience	106	45.89	90	38.96	35	15.15	1.66	0.714
Moodle system is a good idea to develop teaching and learning	91	39.39	118	51.08	22	9.52	1.82	0.774
I hope Mass Communication instructors to use Moodle system in learning and teaching	95	41.13	125	54.11	11	4.76	1.85	0.773
Moodle System Usage Is More Interesting Than The Traditional Method	112	48.48	90	38.96	29	12.55	2.33	0.696
Moodle system usage stimulates my desire to learn	114	49.35	96	41.56	31	13.42	1.81	0.754
Using Moodle system stimulates my immigration	139	60.17	57	24.68	17	7.36	2.12	0.711
Using Moodle system improves my creativity	109	47.19	70	30.30	52	22.51	2.09	0.721
I fell positively about Moodle system	128	55.41	67	29.00	36	15.58	2.34	0.743
I received course assignments evaluation in a timely manner	119	51.52	46	19.91	26	11.26	2.00	0.636

The previous Table displays Mass Communication students' attitudes towards Moodle use in Gulf Universities. The previous Table shows the most attitudes among the students, the respective mean score (M) and standard deviation (SD), and the positioning of the elements based on students' view: I fell positively about Moodle system (M= 2.34, SD= 0.743), Moodle system usage is more interesting than the traditional method (M= 2.33, SD= 0.696), using Moodle system stimulates my immigration (M= 2.12, SD= 0.711), using Moodle system improves my creativity (M= 2.09, SD= 0.721), I received course assignments evaluation in a timely manner (M= 2.00, SD= 0.636), using Moodle system saves time (M= 1.94, SD= 0.565), using Moodle system saves money (M= 1.91,

SD= 0.416), I hope Mass Communication instructors to use Moodle system in learning and teaching (M= 1.85, SD= 0.773), Moodle system is a good idea to develop teaching and learning (M= 1.82, SD= 0.774), Moodle system usage stimulates my desire to learn (M= 1.81, SD= 0.754), (M= 1.81, SD= 0.754), I have fun using Moodle system (M= 1.76, SD= 0.712), using Moodle system is an enjoyable experience (M= 1.66, SD= 0.714), once I start using Moodle system, I find it hard to stop (M= 1.60, SD= 0.529) and using Moodle system is good for me (M= 1.49, SD= 0.609). The mean scores of selected factors are shown respectively.

The results indicated that the instructors must encourage students to actively use Moodle's communication tools, such as discussion forums or messaging systems, to engage with students. This will foster a sense of community, allow students to ask questions, and receive prompt feedback. Instructors should regularly check and respond to student queries to ensure ongoing support and clarification.

Testing Hypotheses:

✎ Hypothesis 1: There is a significant correlation between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities.

Table (16) Correlation between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities

Perceived Ease Of Use	Perceived Usefulness	
	Pearson (R)	P Value
	0.519	0.000
N	231	

Correlation is significant at the 0.01 level (2-t ailed)

The study used a Pearson correlation coefficient to test the relationship between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities. The results showed that there is a positive Correlation between the two variables (R= 0.519, N= 231 and P= 0.000). So, we can accept the hypothesis and conclude that there is a significant correlation between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities.

✎ Hypothesis 2: There is a significant correlation between perceived ease of use of Moodle system and attitudes towards Moodle system usage among mass Communication students in Gulf universities.

Table (17) Correlation between perceived ease of use of Moodle system and attitudes towards Moodle system usage among mass Communication students in Gulf universities

Perceived Ease Of Use	Moodle System Usage	
	Pearson (R)	P Value
	0.115	0.082
N	231	

Correlation is significant at the 0.01 level (2-t ailed)

The study used a Pearson correlation coefficient to test the relationship between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities. The results showed that there is no Correlation between the two variables (R= 0.115, N= 231 and P= 0.082). So, we cannot accept the hypothesis and conclude that there is no significant correlation between perceived ease of use of Moodle system and attitudes towards

Moodle system usage among mass Communication students in Gulf universities.

✎ Hypothesis 3: There is a significant correlation between perceived usefulness and attitudes towards Moodle system usage among mass Communication students in Gulf universities.

Table (18) Correlation between correlation between perceived usefulness and attitudes towards Moodle system usage among mass Communication students in Gulf universities

Perceived Usefulness	Moodle System Usage	
	Pearson (R)	P Value
	0.286	0.026
N	231	

Correlation is significant at the 0.01 level (2-t ailed)

The study used a Pearson correlation coefficient to test the relationship between correlation between perceived usefulness and attitudes towards Moodle system usage among mass Communication students in Gulf universities. The results showed that there is a Correlation between the two variables (R= 0.286, N= 231 and P= 0.026). So, we can accept the hypothesis and conclude that there is a significant correlation between correlation between perceived usefulness and attitudes towards Moodle system usage among mass Communication students in Gulf universities.

✎ Hypothesis 4: There is a significant correlation between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities.

Table (19) Correlation between correlation between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities

Perceived Ease Of Use	Behavioral Intention	
	Pearson (R)	P Value
	0.059	0.650
N	231	

Correlation is significant at the 0.01 level (2-t ailed)

The study used a Pearson correlation coefficient to test the relationship between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities. The results showed that there is no Correlation between the two variables (R= 0.059, N= 231 and P= 0.650). So, we cannot accept the hypothesis and conclude that there is no significant correlation between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities.

✎ Hypothesis 5: There is a significant correlation between perceived usefulness of use of Moodle system and Self- efficiency mass Communication students in Gulf universities.

Table (20) Correlation between Correlation Between Perceived Usefulness Of Use Of Moodle System And Self- Efficiency Mass Communication Students In Gulf Universities

Perceived Ease Of Use	Self- Efficiency	
	Pearson (R)	P Value
	0.041	0.750
N	231	

Correlation is significant at the 0.01 level (2-t ailed)

The study used a Pearson correlation coefficient to test the relationship between perceived usefulness of use of Moodle system and Self- efficiency mass Communication students in Gulf universities. The

results showed that there is no Correlation between the two variables (R= 0.041, N= 231 and P= 0.759). So, we cannot accept the hypothesis and conclude that there is no significant correlation between perceived usefulness of use of Moodle system and Self-efficiency mass Communication students in Gulf universities.

- ⊠ Hypothesis 6: There is a significant correlation between Subjective Norms and attitudes towards Moodle system usage among mass Communication students in Gulf universities.

Table (21) Correlation between correlation between Subjective Norms and attitudes towards Moodle system usage among mass Communication students in Gulf universities

Subjective Norms	Moodle System Usage	
	Pearson (R)	P Value
	0.736	0.000
N	231	

Correlation is significant at the 0.01 level (2-tailed)

The study used a Pearson correlation coefficient to test the relationship between correlation between Subjective Norms and attitudes towards Moodle system usage among mass Communication students in Gulf universities. The results showed that there is a Correlation between the two variables (R= 0.286, N= 231 and P= 0.026). So, we can accept the hypothesis and conclude that there is a significant correlation between correlation between Subjective Norms and attitudes towards Moodle system usage among mass Communication students in Gulf universities.

Discussion:

Moodle has become ubiquitous and has a part of university life. consequently, students are spending fundamental part of their time on Moodle system in all universities all around the world. University students are considered the largest users of Moodle system. Despite a ubiquitous of this system, there is a dearth of studies in Gulf universities on how Moodle system affects the students’ performance and academic achievement by changing the way students interact.

The study addressed this issue by examining the nature of Moodle usage and all factors affected it the frequency of this usage and addressed the purposes why students use Moodle system. The researcher used survey method to collect the data from Gulf universities that applied this system.

The study analyzed the main factors of the theory of Reasoned Action (TRA) and the theory of Planned behavior (TPB) applying to a sample of 231 students from Gulf universities who used the Moodle system in these universities.

The results contribute to understand- to some extent- the usage of Moodle system in Gulf universities in some fields such as:

1. The purposes of using Moodle system: The results revealed that the students used the Moodle system for many purposes such as: doing assignments, to check upcoming events, downloading the course materials and to participate in discussion with my instructors. The study agreed with (Carolina Costa& et.al, 2012) who concluded that Moodle system provides interactivity also between instructor and students by using interactive tools to facilitate the good

communication such as: Chats, assignments submission, Forums, online news and announcements, files downloads grading/ marks, and online quiz.

2. Perceived ease of Moodle use: The results revealed that the most impactful perceived ease of use factors: easy usage, flexibility and interaction. The study agreed with (Prashant Bargea, B. R. Londhe, 2014) who concluded that Moodle systems allows availability, less technical difficulties, continuous progress, flexibility, and most accepted by top universities all over the world.
3. Perceived usefulness: The results revealed that the most impactful perceived usefulness factors: allow instructors to submit quizzes with model answers, allow students to get information faster, improve the scientific performance of students and enhance learning effectiveness. The results contradict the study of (Sacide Güzin Mazman Akar, 2019), whose study revealed that the innovativeness is influenced by the technology acceptance of teachers and perceived ease of use, perceived usefulness and subjective norms determine the behavioral intentions, not the Moodle only.
4. Behavioral Control: The results revealed that the most impactful behavioral control factors: Using Moodle system would be entirely within the control of students, ability, resources and knowledge to use and using without help. The results contradict the study of (Hye Jeong Kim& et.al, 2019) who confirmed the students must have good skills to perform the academic assignments.
5. Subjective Norms: The results revealed that the most impactful Subjective Norms factors: the university supports the Moodle system usage; the colleagues facilitate the usage among themselves, and the instructors think that their students use Moodle system. the instructors must take part in developing teaching and learning by using Moodle system. The results agree with the study of (Valentino van de Heyde& André Siebrits, 2019) who confirmed the instructors must take part in developing teaching and learning by using Moodle system.
6. Moodle system adoption: The results revealed that the most Moodle system adoption factors: The instructors support the use of Moodle system, the students plan to use Moodle system in the future, the students feel pressure from my instructors to adopt Moodle system, they have basic knowledge of Moodle system tools to use it in their courses. The results contradict the study of (Valentino van de Heyde& André Siebrits, 2019) who confirmed that the students must be core focus in the adoption of technology and the instructors must take part in developing teaching and learning by using Moodle system.
7. Technical support: The results revealed that the most Moodle system adoption factors: When the students face any difficulty in Moodle system usage, they get rapidly assistance, the university offers technicians to provide assistance and when they face any problem in Moodle system usage, they know where to get assistance. The results agree the study of (Prashant Bargea, B. R. Londhe, 2014) who confirmed that Moodle system has less technical difficulties.

8. Moodle Self- efficiency: The results revealed that the most Moodle Self- efficiency factors: The students can use Moodle system even though there was no assistant instruction tool with it, Moodle system helps me improve my learning quality, Moodle system usage is important. The results agree the study of (Gabriela Carmen Oproiu, 2015) who confirmed that Moodle is facilitating the learning method.
9. Perceived satisfaction: The results revealed that the most perceived satisfaction factors: the students satisfied with their experience using Moodle system, Moodle system processes (uploading or downloading), Moodle system effectiveness, Moodle system efficiency. The results agree the study of (Zurinah Suradi& et.al, 2018) who confirmed that the students indicated Moodle system effectiveness and efficiency made them more satisfied with the Moodle system available at universities.
10. Social influence: The results revealed that the most Social influence factors: The instructors want the students to use Moodle system frequently, they support them to use Moodle system and their colleagues want them to use Moodle system frequently. The results agree the study of (Gabriela Carmen Oproiu, 2015) who confirmed that Moodle contributes in collaborating with peers in doing homework.
11. Communication: The results revealed that the most Communication factors: Moodle system allows exchange of ideas and information between instructors and students, allows instructors to add posts and send emails, Moodle system allows students to upload assignments and allows instructors to evaluate students' evaluation and provide feedback with grade (Hamdan, A, 2022). The results agree the study of (Carolina Costa& et.al. 2012) who confirmed that the Moodle system provides interactivity also between instructor and students by using interactive tools to facilitate the good communication such as: Chats, assignments submission, Forums, online news and announcements, files downloads grading/ marks, and online quiz.
12. Behavioral Intention: The results revealed that the most behavioral intention factors: the students intend to use Moodle system constantly in the future, If the Moodle system is easy, they will use it as much as possible and If the Moodle system is easy, they will download/upload course materials. The results agree the study of (Deepak, KC, 2017) who confirmed that the Moodle facilitate in introducing the course content, course specification and course feedback.
13. Attitudes towards Moodle use: The results revealed that the Attitudes towards Moodle use: I fell positively about Moodle system, Moodle system usage is more interesting than the traditional method, Using Moodle system improves students' creativity and the students received course assignments evaluation in a timely manner. The results agree the study of (Gabriela Carmen Oproiu, 2015) who confirmed that Moodle facilitates the learning method, facilitate the self- assignments and online assessment is more objective than traditional method (Face- to- Face) learning.
14. Testing Hypotheses: The results indicated that there is a significant correlation between perceived ease of use of Moodle system and perceived usefulness among mass Communication students in Gulf universities, the results also indicated that there is a significant correlation between perceived usefulness and attitudes towards Moodle system usage among mass Communication students in Gulf universities (Teo, Timothy& et.al, 2019) and there is a significant correlation between correlation between Subjective Norms and attitudes towards Moodle system usage among mass Communication students in Gulf universities. Meanwhile the results indicated that there is no significant correlation between perceived ease of use of Moodle system and attitudes towards Moodle system usage among mass Communication students in Gulf universities, also indicated that there is no significant correlation between perceived usefulness of use of Moodle system and behavioral intention among mass Communication students in Gulf universities and there is no significant correlation between perceived usefulness of use of Moodle system and Self- efficiency mass Communication students in Gulf universities. The results agree the study of (Deepak, KC, 2017) who confirmed that the Moodle facilitate in introducing the course content, course specification and course feedback. The results contradict the study of (Olayemi Abdullateef Aliyu& et.al, 2019) who confirmed that Behavioral intentions has a significant influence of Moodle usage.
- By the end, students primarily use Moodle for specific purposes because it is an E-learning platform that provides various tools and functionalities designed to support their education. By having easy access to course materials, engaging in continuous communication with instructors, and using its assessment tools for self- evaluation, students can enhance their understanding of the subject matter and stay on track with their studies. Additionally, the collaborative features of Moodle can foster a sense of community and provide opportunities for students to learn from their peers, further improving their learning outcomes.
- However, it is important to note that the impact on academic performance ultimately depends on how effectively students use Moodle and the level of engagement they have with the platform. Simply having access to Moodle does not guarantee improved academic performance; it is the students' active involvement and utilization of its resources that can enhance their learning experience.

Conclusion:

E-learning has become increasingly popular in Gulf universities, especially in light of the COVID-19 pandemic. The quality of E-learning can have a significant impact on student engagement, satisfaction, and academic performance. High- quality E-learning programs can provide students with a flexible and convenient learning experience, allowing them to access course materials and interact with instructors and classmates from anywhere and at any time. However, low- quality E-learning programs may have the opposite effect, leading to disengagement, frustration, and poor academic performance. Therefore, it is essential for

Gulf universities to ensure that their E-learning programs meet high standards of quality, including effective instructional design, engaging and interactive course materials, and adequate technical support. Overall, the impact of E-learning quality on Gulf universities can be significant, and investing in high- quality E-learning programs can benefit both students and the universities themselves.

Recommendations:

1. Mass communication colleges can benefit from using Moodle to organize courses effectively. They should ensure that all course materials, including lecture notes, readings, and multimedia resources, are properly organized and accessible for students. This will make it easier for students to navigate through the course content and locate the resources they need.
2. Encourage instructors to actively use Moodle's communication tools, such as discussion forums or messaging systems, to engage with students. This will foster a sense of community, allow students to ask questions, and receive prompt feedback. Instructors should regularly check and respond to student queries to ensure ongoing support and clarification.
3. Mass communication colleges must deal with multimedia content. Encourage instructors to leverage Moodle's multimedia integration capabilities, such as embedding videos or audio recordings. This will enable students to engage with various forms of media, enhancing their learning experience.
4. Mass communication students must produce creative work such as videos, articles, or designs. Utilize Moodle to create online portfolios or showcases where students can display their work. This will provide a platform for them to share their achievements and foster a sense of pride in their accomplishments.
5. Collaborative projects: Mass communication is often a collaborative field, and Moodle can facilitate group work. Encourage students to collaborate on projects, presentations, or discussions using Moodle's group features. This will enhance teamwork and the exchange of ideas among students.

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