

The Reality of the use of Fencing Course Faculty Members for virtual electronic educational platforms in some faculties of Physical Education

Dr/ Dr/ Rasha Farag Masoud Al-Arabi

Introduction and research Problem

The world is witnessing a great event, The Corona pandemic, since its discovery in China in December 2019, and the new Corona virus is still a challenge to the international community and has had many health, economic and social impacts, and it had the greatest impact on the educational process, as students stopped continuing education in schools based on State instructions to ensure their safety and to prevent the spread of the virus.

Technology has become one of the basic elements for developing educational and educational systems, and improving the various tasks of the teaching and learning process through systems theory and the concept of systems means that it is a group of parts that interact together in order to achieve one or more goals, and the systems method is the infrastructure for educational technology and the use of the systems method In the field of education, to change the perception of modern technological means, such as computers, educational television, closed circuit television, and educational films, as they are merely educational means, to consider them as organic elements in the education and training technology system as a system within the general educational system. (26: 8) (28: 12).

The E-learning process aims to create an interactive teaching and

learning environment through various electronic technologies that help improve inputs and raise teachers' capabilities in employing these technologies to formulate educational content and activities in a way that meets scientific and educational quality standards, and develops students' tendencies and positive attitude towards more education and learning.

Hence The importance of digital learning and the emergence of educational platforms that provide distance education and it is one of the most important means of E-learning as it provides educational courses form the Internet.

Providing the opportunity for learners to communicate and interact with each other during learning, and the communication theory emphasizes digital learning via networks and the use of computer technology and the Internet in learning. (2)

The educational platforms are based on the principles of communicative theory presented by both Siemens and Owens, so the communicative learning theory is consistent with the constructivist theory in emphasizing social learning,

As Yu, Y. (2016), Wang, F. (2017), Liu, J. (2018) point out that contemporary global trends indicate the enormous diversity and richness in the use of digital platforms, as they present digital content in an interesting way. Effective, it helps in developing

curricula and methods of teaching and evaluation, improving the educational environment that stimulates innovation, provides students with remote education anytime and anywhere, and provides its educational services to all segments of society. And considering that students in university education are the main factor and effective element in use and because students have the ability to use digital platforms through computers, tablets, smart phones, etc., and they have a high level of technical competence, and that they have the ability to show their strengths and weaknesses (26), (25), (24).

Since the beginning of the Corona pandemic, countries have closed all educational institutions to limit the spread of this dangerous disease, and so governments have used educational platforms, which is a modern thing that students in general and teachers in particular have not been trained in, so there were many obstacles facing teachers, including how to deal with platforms and how to spread The educational content, how to photograph the explanation of the student, and how to communicate with them during the explanation.

Through reviewing previous Arabic studies such as the study of **Al-Qahtani, Ibtisam Saeed** (2010) (6), **Al-Sayyid Abd al-Aal Abdullah** (2015) (7), **Al-Dossari Muhammad Salem** (2016) (3), **Al-Enezi Yusef Abd al-Majeed** (2017) (4), **Al-Hamad Hanan Abdulaziz Saud** (2019) (5), **Al-Rashidy Munira Shuqair** (2019) (15), and foreign studies such as **Armitage, J.** (2011)

(17), **Baker, R. & other** (2018). 18), **Chung, CH & other** (2018) (19), **Zhu, C.** (2018) (30). These studies called for attention to training and qualifying Teachers to use electronic educational platforms, encouraging them to use them, addressing deficiencies in educational platforms and removing obstacles in order to allow purpose and knowledge for all learners.

The sport of fencing is one of the individual sports that require high accuracy and focus and need physical skills such as speed, accuracy and agility, and it requires a high reaction and is considered one of the concessions that require effort and training to reach the high level.

Through the work of the researcher at the Faculty of Physical Education at Sadat City University and her teaching of the fencing course for female students and in light of the conditions that society is going through, the difficulty of organizing in traditional education and resorting to distance learning. Virtualization in the field of physical education,

And through conducting an exploratory study on the electronic platforms available to students, the researcher found that there are obstacles in using the educational platforms for both the teacher and the student and this matter which attracted the researcher to know the current situation of using virtual electronic platforms in teaching the fencing course and The causes of these obstacles and the attempt to present solutions to reach appropriate results and recommendations for developing

curricula, teaching methods and teaching methods, and providing the teaching staff with educational decisions, and this prompted the researcher to identify the reality of the use of fencing course faculty members for virtual electronic educational platforms in some faculties of physical education.

Research goal

The research aims to identify the reality of the use of fencing course faculty members on the virtual electronic educational platforms of some physical education colleges through the following axes- :

1-The importance of using virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges.

2-The extent of using virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges.

3-Difficulties facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges.

4-Setting a proposed concept for developing and activating the virtual electronic educational platforms in the Faculties of Physical Education.

Research Questions

1- What is the importance of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges?

2-What is the extent of using virtual educational platforms in teaching the

fencing course to male and female students of some physical education colleges?

What are the difficulties facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges?

4- What is the proposed scenario for developing and activating the virtual electronic educational platforms in the Faculties of Physical Education?

Research Terms

Electronic Educational Platforms:

"**Tamer Al Mallah**" defines it as an interactive learning environment that employs web technology and combines the advantages of electronic content systems with Facebook social networks. It enables learners to publish lessons and goals, set assignments, implement educational activities and contact teachers through multiple technologies. It also enables electronic tests and distribution. Roles and the division of students into working groups and help in exchanging ideas and opinions between teachers and students, which helps in achieving high quality educational outcomes. (5:80)

The researcher defines it procedurally as virtual classes that depend on the meeting of learners and teachers at different times for work. They are similar to traditional classes in terms of the presence of the teacher and the learner on the Internet, so that they are not restricted to a time or place and through them, virtual educational classes are created.

Fencing:

It is the sport of attack and defense using the three weapons, "The

Foil – The Epee - The Saber", the aim is to achieve a correct touch on the opponent and prevent him from achieving this by using the appropriate technical skills in order to win the match. (15:16)

It is also known as a competition between two players, each competing against the other, by facing the front with their sword, exchanging attack, defense and response while advancing forward, or retreating behind in a continuous movement for each of them, trying to score a touch with the front of his sword in the legal goal. (1: 37)

Research Procedures

Research Methodology

The researcher used the descriptive method "survey studies" due to its relevance to the nature of the study.

Research Community:

The research community is represented by faculty members in the Fencing Division, in the Department of Competitions and Water Sports,

Individual Sports, Individual Sports Training, or the Theories and Applications of Competitions and Water Sports in some Colleges of Physical Education for Boys and Girls in the Arab Republic of Egypt.

The Research Sample

The research sample was deliberately chosen from the faculty members of some physical education colleges for boys and girls at the level of the Arab Republic of Egypt in the academic year 2019/2020 AD, where the total research community reached (49) members, the basic research sample reached (40) and the exploratory research sample reached a number (9) Members as a sample to codify the basic research tool, "the questionnaire", from the same community and outside the main sample. Table (1) shows the distribution of the research sample.

Table (1)

Distribution of The Community and The Research Sample for the Faculties of Physical Education for boys and girls in the Arab Republic of Egypt

s	College Name	Faculty members, "Fencing Division,"	
		basic sample	An exploratory
1	Faculty of Physical Education for Boys - Helwan University	3	1
2	Faculty of Physical Education for Boys - Alexandria University	2	-
3	Faculty of Physical Education for Boys Zagazig University	2	1
4	Faculty of Physical Education for Boys - Benha University	2	1
5	Faculty of Physical Education in Al-Jazeera Girls - Helwan University	3	1
6	Faculty of Physical Education for Girls - Zagazig University	2	1
7	Faculty of Physical Education for Girls - Alexandria University	2	-

Foolow Table (1)
Distribution of The Community and The Research Sample for the Faculties of Physical Education for boys and girls in the Arab Republic of Egypt

s	College Name	Faculty members, "Fencing Division,"	
		basic sample	An exploratory
8	Faculty of Physical Education - Assiut University	2	-
9	Faculty of Physical Education- Mansoura University	1	-
10	Faculty of Physical Education- Sadat City University	3	1
11	Faculty of Physical Education - Kafr El Sheikh University	1	1
12	Faculty of Physical Education - Minia University	1	1
13	Faculty of Physical Education - Port Said University	2	-
14	Faculty of Physical Education - Beni Suef University	2	-
15	Faculty of Physical Education - Menoufia University	2	-
16	Faculty of Physical Education - Suez Canal University	2	-
17	Faculty of Physical Education - Tanta University	3	1
18	Faculty of Physical Education - Fayoum University	2	-
19	Faculty of Physical Education for Boys - Damietta University	2	-
20	Faculty of Physical Education for Girls - Damietta University	1	-
Total		40	9

Tools and Data Collection:

The researcher used the following tools and means to collect data related to the research, as follows:

- 1- Reference survey of scientific references and previous studies on the subject of the study .
- 2- Personal interviews.
- 3- Questionnaire designed by the researcher.

Questionnaire design steps:

The researcher designed the questionnaire according to the following:

1-Preliminary procedures:

Determine the main themes and phrases for each axis based on what has been learned from the following sources:

- Scientific references and studies related to the subject of the study.

- Personal interview with several faculty members who specialize in teaching the fencing course in some colleges of physical education for boys and girls.

- A survey of the opinions of experts specializing in fencing and methods of teaching physical education. Attachment(1).

Accordingly, the researcher designed the questionnaire form in its initial form attachment (2) by following the following steps:

A- Defining (3) axes according to the reference survey, previous studies and personal interviews, and presenting them to the experts. Table (2) shows the percentage of opinions of the experts on the axes of the questionnaire in their initial form.

Table (2)
The percentage of opinions of the experts on the axes of the questionnaire in its initial form, N = 10

The axis	The named axis	Percentage Axis
First	The importance of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	100%
Second	The extent of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	100%
Third	Difficulties facing the use of virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges	100%

B- The researcher presented the content of the questionnaire in its initial form to (10) experts specialized in fencing and methods of teaching physical education in order to determine the appropriate and accurate formulation of phrases for each axis and the appropriate scale of assessment for the form.

C- This resulted in some amendments proposed by the experts

where some expressions were deleted to repeat the meaning, reformulation of some phrases for lack of interpretation of more than one meaning, following a triple scale of assessment (yes, to some extent, no), and thus the list became in its final form attached (4), and the questionnaire consists of (3) axes and includes (45) phrases as follows:

Table (3)
Limiting the agreement of experts' opinions on defining the terms of the questionnaire from its initial to its final form

S	Axis	Initial number	Number of phrases			Final number
			Delete	Add	Edit	
1	The importance of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	26	6	-	7	20
2	The extent of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	16	4	-	5	12
3	Difficulties facing the use of virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges	18	5	-	6	13
Total		59	15	-	18	45

In light of the opinions of the experts, the researcher made the necessary adjustments that were unanimously agreed upon by the experts, and the researcher agreed with 80% as a minimum to accept the phrase.

First: The Honesty Factor

To verify the questionnaire, the researcher used the validity of the content that depends on the questionnaire's representation of the field in which he is analyzing and

evaluating, as the questionnaire was presented to a group of experts in fencing and methods of teaching physical education to find out their views on whether the questionnaire measured the various aspects for which it was developed and through its themes and phrases. According to the opinion of the majority, the phrases in the questionnaire were modified and phrased in the period 1/6/2020 until 10/6/2020, and it is clear from Table (4).

Table (4)
The percentage of validity of the content according to the opinions of The Experts on the axes of The questionnaire N= 10

The axis	The named axis	Percentage Axis
First	The importance of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	90%
Second	The extent of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	100%
Third	Difficulties facing the use of virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges	90%

It is shown from Table (4) that the majority of experts assert that the questionnaire measures what it has been designed for, and thus the veracity of the content of the axes and expressions of the questionnaire has been verified.

Second: The Stability Factor.

To calculate coefficients, the researcher used the method of application and then re-application to the exploratory sample consisting of

(9) individuals from the research community and outside the research sample from the faculty members of the "Fencing Division". The application was carried out on 20/6/2020 and the application was repeated on 2/7/2020 with a difference. A time frame of (12) days and the simple correlation coefficient between the first and second applications was found, and Table (5) illustrates this.

Table (5)
The reliability factor of the questionnaire form N= 10

The axis	The named axis	"C" Value
First	The importance of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	0.788*
Second	The extent of using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges.	0.812*
Third	Difficulties facing the use of virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges	0.865*
Total		0.812*

The tabular "C" value is at the level of $0.05 = 0.632$.

It is shown from Table (5) that there is a statistically significant correlation relationship (0.05) between the first and second applications of all axes of the questionnaire "under research," indicating that it has a high reliability coefficient.

Application of the questionnaire form

After verifying the validity of the questionnaire form to achieve the goal of the research, and putting it in its final form, which included (3) axes and included (45) phrases, and the questionnaire was sent to the faculty members, the basic research sample of (40) members, in the period of

4/7/2020 AD until 20/7/2020, electronically, through the following link:

https://docs.google.com/document/d/1DCXhUf0skRiLKQ_BOiaUcuXQUinBI5I/edit

Statistical Treatments:

Simple correlation coefficient, frequencies, percentages, Ca2 test. Relative importance, Relative weight.

Presentation and Discussion of Results

First: The first axis: "What is the importance of using virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges"?

Table (6)
Frequencies, Percentages, Relative Importance, Relative Weight, and Coefficient (Ca2) for responses of respondents on the importance of using virtual educational platforms in teaching the Fencing Course For male and female students of some Faculties of Physical Education N = 40

S	Phrases	Yes		Rather		No		Relative Imp.	Relative Weight	Ca2
		F	%	F	%	F	%			
1	The student feels responsible in the classroom dialogue	28	70	9	22.5	3	7.5	105	0.88	25.55*
2	Provides the learner with an atmosphere of privacy in learning	33	82.5	5	12.5	2	5	111	0.93	43.86*

Foolow Table (6)
Frequencies, Percentages, Relative Importance, Relative Weight, and Coefficient
(Ca2) for responses of respondents on the importance of using virtual
educational platforms in teaching the Fencing Course For male and female
students of some Faculties of Physical Education N = 40

S	Phrases	Yes		Rather		No		Relative Imp.	Relative Weight	Ca2
		F	%	F	%	F	%			
3	To develop students' self-learning skills	37	92.5	3	7.5	0	0	117	0.98	63.36*
4	Helps to learn mastery	28	70	7	17.5	5	12.5	103	0.86	24.35*
5	Encourages cooperative learning	34	85	5	12.5	1	2.5	113	0.94	48.66*
6	It meets students' learning needs	20	50	15	37.5	5	12.5	95	0.79	8.75*
7	Achieve a better level of traditional education	33	82.5	5	12.5	2	5	111	0.93	43.86*
8	Help for continuous learning	21	52.5	19	47.5	0	0	101	0.84	20.15*
9	It provides students with opportunities to obtain information from multiple sources	35	87.5	5	12.5	0	0	115	0.96	53.76*
10	Students' individual differences are taken into account	22	55	16	40	2	5	100	0.83	15.80*
11	Developing scientific thinking skills	36	90	3	7.5	1	2.5	115	0.96	57.96*
12	Various evaluation methods can be applied to students	36	90	4	10	0	0	116	0.97	58.41*
13	It increases the teaching efficiency of faculty members	30	75	8	20	2	5	108	0.9	32.61*
14	It reduces the effort expended by both faculty members and students	32	80	6	15	2	5	110	0.92	39.81*
15	It develops students' psychological skills, such as mental perception and attention focus	27	67.5	5	12.5	8	20	99	0.82	21.36*
16	Provide visual and auditory feedback to the student	28	70	10	25	2	5	106	0.88	26.06*
17	Lead to providing students with theoretical knowledge and information	36	90	4	10	0	0	116	0.97	58.41*
18	Attracts the student's attention to the small details of an educational situation	33	82.5	0	0	7	17.5	106	0.88	45.36*
19	The possibility of formulating activities that help students develop their cognitive abilities	35	87.5	5	12.5	0	0	115	0.96	53.76*
20	It works to achieve the goals of the educational process	32	80	8	20	0	0	112	0.93	41.61*

"Ca2" value at the level of significance 0.05 =(5.99).

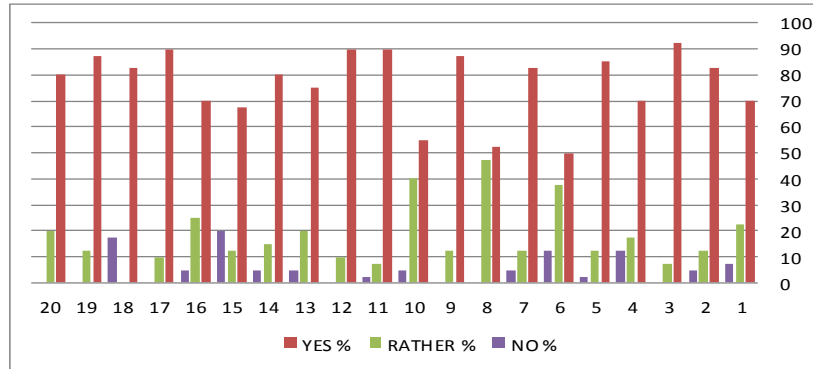


Figure (1)

The Percentage of Frequencies of The expressions of The First Axis.

It is clear from Table (6) and Figure (1) that the frequencies, percentages, Relative Importance, Relative Weight, and The Coefficient (Ca2) of the responses of the sample individuals about the importance of using virtual educational platforms in teaching the fencing course to students of some faculties of physical education. They say (Yes) between (20:37) and a percentage (50%:92.5%), and the frequency and percentage of faculty members who answered (Rather) were limited between (0: 19) and with a percentage (0%:47.5), The frequency and percentages of faculty members who answered (No) were limited to (0:8) and with a percentage (0%:20%). The calculated Ca2 value ranged between (8.75: 63.36) greater than its tabular value (5.99). At a degree of freedom (2), at a level of significance (0.05) in all expressions of the first axis.

This indicates the approval of the faculty members to the phrases of the first axis about the importance of virtual electronic educational platforms. The researcher believes that the highest phrases in the first axis that

have been approved are " **To develop students' self-learning skills** " while the least statements that were not approved are " **It meets students' learning needs**" and this indicates the importance of virtual electronic educational platforms in teaching as they work to achieve the goals of the educational process, attract students' attention, and work to impart skills, knowledge and theoretical information while students rely on traditional learning and do not meet their needs sufficiently.

It agrees with the study of **Al-Qahtani, Ibtisam Saeed** (2010) (6), **Al-Sayyid Abd al-Aal Abdullah** (2015) (7), **Al-Dossari Muhammad Salem** (2016) (3), **Al-Enezi Yusef Abd al-Majeed** (2017) (4), **Al-Hamad Hanan Abdulaziz Saud** (2019) (5), **Al-Rashidy Munira Shuqair** (2019) (15), **Armitage, J.** (2011) (17), **Baker, R. & other** (2018). 18), **Chung, CH & other** (2018) (19), **Zhu, C.** (2018) (30). On the effectiveness and importance of educational platforms in upgrading the cognitive and practical aspects and

improving students' theoretical concepts.

The approval of the faculty members on the importance of virtual educational platforms in teaching the fencing course in some faculties of physical education was of a high degree, and this result is consistent with the findings of the study of **Tamam , Shadia Abdel Halim (2018)** (16) that the virtual classroom has a great positive impact on the development of simultaneous and non-simultaneous interaction Synchronous between teachers and learners as it enables the learner to read educational lessons, solve assignments and

activities, participate in discussion and dialogue forums, and see all the content first, and return to it at any time he wants. This answers the first question of the research, which states, "What is the importance of using virtual electronic educational platforms in teaching the fencing course to male and female students of some faculties of physical education?"

Second: The second axis: "What is the extent of using virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges?"

Table (7)
Frequencies, Percentages, Relative Importance, Relative Weight, Coefficient (Ca2) for responses about the extent of using virtual electronic educational platforms in teaching the fencing course for male and female students of some physical education colleges N = 40

S	Phrases	Yes		Rather		No		Relative Imp.	Relative Weight	Ca2
		F	%	F	%	F	%			
1	The platforms are easy to use and accessible to everyone	23	57.5	12	30	5	12.5	98	0.82	12.35*
2	It is taught to students in traditional methods	8	20	2	5	30	75	58	0.48	32.60*
3	There is a website for the university	14	35	5	12.5	21	52.5	73	0.6	9.65*
4	Students are taught using online educational platforms	10	25	4	10	26	65	64	0.53	19.40*
5	It is difficult to rely on electronic platforms to teach practical courses	26	65	6	15	4	10	94	0.78	22.60*
6	Electronic discussion forums are used to share experiences with each other's students	20	50	0	0	20	50	80	0.67	20.00*

Foolow Table (7)
Frequencies, Percentages, Relative Importance, Relative Weight, Coefficient
(Ca2) for responses about the extent of using virtual electronic educational
platforms in teaching the fencing course for male and female students
of some physical education colleges N = 40

S	Phrases	Yes		Rather		No		Relative Imp.	Relative Weight	Ca2
		F	%	F	%	F	%			
7	Audio lectures are recorded	16	40	2	5	22	55	74	0.62	15.80*
8	Assignments and feedback are received via the online educational platforms Online educational	5	12.5	4	10	31	44.5	54	0.45	35.16*
9	platforms are used to provide course content to students	5	12.5	10	25	25	62.5	60	0.5	16.25*
10	Correcting exams and scoring scores via educational platforms	0	0	0	0	40	100	40	0.33	80.00*
11	Students are directed to digital electronic resources to obtain information.	6	15	5	12.5	19	47.5	47	0.39	11.65*
12	The contents of the course are viewed through the electronic educational platforms	10	25	6	15	24	60	66	0.55	13.40*
13	Course examinations are performed through electronic educational platforms	0	0	0	0	40	100	40	0.33	80.00*

"Ca2" value at the level of significance 0.05 =(5.99).

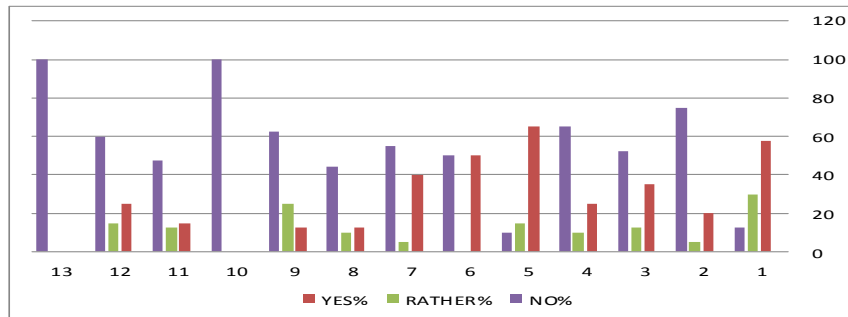


Figure (2)
The Percentage of Frequencies of The expressions of the Second Axis.

It is clear from Table (7) and Figure (2) that The Frequencies, Percentages, Relative Importance, Relative Weight, and Coefficient (Ca2) for the responses of the sample individuals about the extent of using virtual electronic educational platforms in teaching the fencing course to male and female students of some faculties of physical education, "the second axis". (Yes) between (5: 26) and a percentage (12.5%: 65%), and the frequency and percentage of faculty members who answered (Rather) were limited between (0:12) and a percentage (0: 30). The frequency and percentages of faculty members who answered (No) were limited to between (4:40) and with a percentage (10%: 100%). The calculated Ca2 value ranged between (9.65: 80) greater than its tabular value (5.99). At a degree of freedom (2), at a level of significance (0.05) in all expressions of the second axis.

Whereas, the highest approved expressions are the phrase **"It is difficult to rely on electronic platforms in teaching practical courses"** by 65% which is an average

percentage, while the lowest approved expressions are the phrase **"course exams are performed through the platform"** with a zero percentage, as well as the phrase **"correcting exams and recording grades through Educational platforms,"** at a percentage of zero, and this indicates the weakness of using virtual electronic educational platforms in teaching the fencing course to male and female students of some faculties of physical education."

The researcher returns this to the fact that the trends towards E-learning are few due to the lack of full awareness on the part of society about the principles of e-learning in addition to the reliance of colleges on traditional education systems as a result of not being able to cover the financial cost necessary to fully use e-learning and the limited availability of the infrastructure that serves communications. From computers to laboratories and net networks, with the unavailability of electronic platforms that require high financial subscriptions, in addition to the lack of training of faculty members and students on the use of educational technology in the educational process.

These results are consistent with the study of “**Khamis , Muhammad Atiya** (2018) (13) and **Hassanein ,Mahdi Saeed** (2011) (11) **Omar, Laila El-Sayed** (2000)(14), **Armitage, J.** (2018) (17) who pointed out the importance of providing data on educational technology and relying on it as a basis for education through which it facilitates interaction and learning processes at any time and place, supports collective and participatory work, and traces learners., And the delivery of content, resources, various educational

materials and interaction tools, and linking perception and knowledge. This answers the second question of the research, which states: "To what extent are virtual electronic educational platforms used in teaching the fencing course to male and female students of some faculties of physical education?"

Third, the third axis: "What are the difficulties facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges?"

Table (8)

Frequencies, percentages, relative importance, relative weight, and coefficient (Ca2) for responses of respondents about the difficulties facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges , N = 40

S	Phrases	Yes		Rather		No		Relati ve Imp.	Relati ve Weig ht	Ca2
		F	%	F	%	F	%			
1	Students' lack of awareness of the importance of electronic educational platforms	27	67.5	10	25	3	7.5	104	0.87	22.85*
2	The lack of a sufficient room for faculty members to use electronic educational platforms	28	70	5	12.5	7	17.5	101	0.84	24.35*
3	The lack of awareness of some officials of the importance of using virtual educational platforms in teaching	27	67.5	9	22.5	4	10	103	0.86	21.96*
4	Poor ability of some students to use the computer	26	65	10	25	4	10	102	0.85	19.40*
5	Weak ability of some faculty members to use computers	25	62.5	10	25	5	12.5	100	0.83	16.25*

Table (8)
Frequencies, percentages, relative importance, relative weight, and coefficient (Ca2) for responses of respondents about the difficulties facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges , N = 40

S	Phrases	Yes		Rather		No		Relative Imp.	Relative Weight	Ca2
		F	%	F	%	F	%			
6	The high cost of using electronic learning platforms.	35	87.5	4	10	1	2.5	114	0.95	53.16*
7	The plenty of technical and technical problems.	32	80	3	7.5	5	12.5	107	0.89	39.35*
8	The lack of internet networks for some students	34	85	1	2.5	5	12.5	109	0.91	48.66*
9	Many students are busy with electronic games and entertainment programs over the Internet during the virtual sessions	29	72.5	5	12.5	6	15	103	0.86	27.65*
10	The lack of interest in colleges to hold courses and workshops for faculty members and students on how to use educational platforms	25	62.5	1	2.5	14	35	91	0.76	21.66*
11	Weak infrastructure available in colleges, from laboratories and computers to and internet networks	32	80	3	7.5	5	12.5	107	0.89	39.36*
12	The difficulty of using electronic platforms in teaching the practical and skills side of some courses	32	80	3	7.5	5	12.5	107	0.89	39.35*

"Ca2" value at the level of significance 0.05 =(5.99).

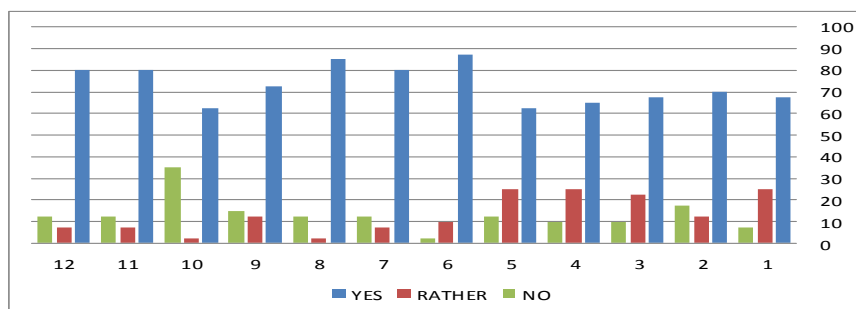


Figure (3)
The Percentage of Frequencies of The expressions of the Third Axis.

It is clear from Table (8) and Figure (3) that The Frequencies, Percentages, Relative Importance, Relative Weight, and The Coefficient (Ca2) for responses of the sample members about the difficulties facing the use of virtual educational platforms in teaching the fencing course to students of some faculties of physical education, "the third axis" ranges The frequency of the answer (yes) is between (25:35) and with a percentage (62.5%: 87.5%), and the frequency and percentage of faculty members who answered (Rather) between (1:10) and a percentage (2.5%) The frequency and percentages of faculty members who answered (No) were limited to between (1: 14) and with a percentage (2.5%: 35%), and the calculated Ca2 value ranged between (16.25: 53.16) greater than its tabular value (5.99) at a degree of freedom (2) at a level of significance (0.05) in all expressions of the third axis.

Whereas, the highest approved phrases were the phrase "**The high cost of using electronic educational platforms**" by 87.5%. And the least of the expressions that were not approved are "**The weak ability of some faculty members to use the computer**" as well as the phrase "**The lack of interest of colleges in holding courses and workshops for faculty members and students about how to use educational platforms**" by 62.5%, and this indicates that there are many Among the difficulties involved in using virtual educational platforms in teaching the fencing course to male and female students of some physical education colleges, especially those

related to the budget allocated to electronic education.

It agrees with the study of **Al-Qahtani, Ibtisam Saeed** (2010) (6), **Al-Sayyid Abd al-Aal Abdullah** (2015) (7), **Al-Dossari Muhammad Salem** (2016) (3), **Al-Enezi Yusef Abd al-Majeed** (2017) (4), **Al-Hamad Hanan Abdulaziz Saud** (2019) (5), **Al-Rashidy Munira Shuqair** (2019) (15), **Armitage, J.** (2011) (17), **Baker, R. & other** (2018). 18), **Chung, CH & other** (2018) (19), **Zhu, C.** (2018) (30).

The researcher believes that there are many difficulties facing the virtual electronic educational platforms, on top of which is the budget allocated to E-education, the slow and continuous disruption of communication networks in some regions, and the lack of Internet networks in all regions.

This answers the third question, which states, "What are the difficulties facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students of some physical education colleges?"

Results related to the fourth question, which states "What is the proposed vision for developing and activating virtual electronic educational platforms in Physical Education Colleges?"

Within the limits of the researcher's findings and in light of the research results, it became clear that there are many difficulties and obstacles facing the use of virtual electronic educational platforms in teaching the fencing course to male and female students in some faculties of physical education.

The researcher attributes the dependence of all physical education colleges on the traditional system in education, as there are difficulties facing e-learning, including the inability to cover the financial cost necessary to fully use e-learning and the limited availability of the infrastructure that serves communications from computers, laboratories and Internet networks, with the unavailability of platforms Electronic because it matches the cost of care and the lack of training of faculty members and students to use educational platforms. Therefore, the researcher decided to develop a proposed concept to address the deficiencies and problems facing the use of educational platforms. Attachment (5)

Conclusions

In light of the research procedures, the limits of the basic sample, and statistical analysis, the researcher concluded the following:-

- 1-All members of the fencing course faculty agree on the importance of using virtual electronic educational platforms to improve the educational process and the quality of education, as they work to achieve the objectives of the educational process, attract students' attention, and work to impart skills, knowledge and theoretical information.
- 2-All members of the fencing course faculty agree on the weakness of using virtual electronic educational platforms in teaching the fencing course to students of colleges of physical education.
- 3- All members of the fencing course faculty agree that there are difficulties facing the use of virtual electronic

educational platforms, such as not being able to cover the financial cost necessary to fully use E-learning and educational platforms in particular, and the limited availability of the infrastructure that serves communications from computers, laboratories and Internet networks.

Recommendations

Based on the results of the research and the conclusions resulting from it, the researcher recommends:

- 1- Paying attention to training faculty members to use virtual electronic educational platforms.
- 2-The necessity of providing technicians specialized in operating and maintaining virtual electronic educational platforms in order to facilitate and improve learning.
- 3-Encouraging the awareness of faculty members to take advantage of virtual educational platforms.
- 1- Directing the positive trend towards employing virtual classes in Egyptian universities.
- 2- Making use of virtual educational platforms to spread messages and decisions between learners and some of them. And between the learners and their teachers.
- 3- The use of educational videos that teach the skills of the course to benefit from the refinement of the practical side of the students.
- 4- Providing infrastructure and financial support in universities to train students and members of the faculty to use electronic platforms.

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