Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 8, July 2021: 3046-3058

eLearning Effect on Female Students' Achievement and Motivation in the United Arab Emirates University

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Abstract

This study examined the effect of eLearning on the learning achievement and motivation of female students in the Fiqh (Jurisprudence) of Inheritance College of Law course at the United Arab Emirates University, for which a quasi-experimental method was adopted. The participants were 55 female students divided into two groups: 28 students in the experimental group and 27 students in the control group. The experimental group was taught using the interactive whiteboard application "ShowMe," and the control group was taught using traditional methods. Further, a motivation assessment tool was developed, validated, and used with both groups before and after treatment. No significant differences were found for the teaching method between the two groups for achievement. However, there were statistically significant differences for the motivation in the experimental group as a result of using the eLearning "ShowMe" teaching method.

Keywords: eLearning, student motivation, interactive whiteboard, Islamic Studies.

1. INTRODUCTION

The ability to utilize eLearning in higher education has become a necessity for academic success, as eLearning has been recognized as a major 21st century educational technology advancement both teachers and students. It supports self-learning and collaborative learning skills and hence has positive effects on students' learning.

However, to ensure the effectiveness of eLearning, teachers and students should be trained to acquire the necessary skills, thus increasing opportunities for access to learning, particularly in developing countries (Harandi, 2015).

The United Arab Emirates University has continuously pursued its vision, emphasizing leadership and excellence in higher education regionally and internationally. Consequently, the university has developed its own use for eLearning. Adopting the state-of-the-art technology to aid in the delivery of content has been a priority for the UAEU in its efforts to prepare leaders in all walks of life. Adopting international standards across all fields and establishing partnerships with educational and research organizations are part of the university's efforts to advance its learning outcomes to international levels.

As a result of its efforts, the UAEU is the first university in the UAE to obtain international accreditation from the Western Association of Schools and Colleges (WASC). To keep up with this accreditation standards, the university focused on training and demanded faculty members to implement state-of-the-art technology including creating course ePortfolios on the eLearning management systems (UAEU, 2015, 2016).

The efforts made by the university to assist the faculty to start using eLearning led to the integration of the technology in numerous contexts. For example, faculty started developing eLearning courses, using smart devices for teaching, and

utilizing the applications to convert print textbooks into digital interactive formats (UAEU, 2013). Moreover, the faculty was heavily involved in professional development training to enhance their technology and pedagogy skills, with the assistance received from the Center for Excellence in Teaching and Learning allowing them to efficiently integrate the technology into their learning and teaching. Therefore, the effectiveness of eLearning was reliant on the faculty eLearning technology competences developed in professional training courses.

Besides the professional development workshops and activities, the Center for Excellence in Teaching and Learning also implemented smart learning in other UAEU courses (UAEU, 2016). Notably, interactive smart tablet or "iPads" were approved as eLearning tools for UAEU general education courses in the 2012–2013 academic year, and in subsequent years, other courses were approved as blended eLearning courses in line with the specified education standards. Because the successful implementation of eLearning was dependent on using the right tools and applications to deliver the content, this study specifically examined the viability of the eLearning tools that were used to deliver the content.

1.2 SIGNIFICANCE OF THE STUDY

As eLearning integration is relatively new in the UAE, this study attempted to fill the research gap as there have been no studies of this type in the region. Specifically, this study examined the effectiveness and applicability of the eLearning application "ShowMe" for the "Fiqh of Inheritance" (Jurisprudence) College of Law course at the UAEU as the first of other similar studies in jurisprudence law. It is hoped that the study results could dispel the common misconceptions toward using eLearning to teach Law and "Fiqh" (Jurisprudence) courses and assist decision makers to develop Sharia and Law college curricula that complies with modern approaches to digital higher education pedagogy and the associated teaching and learning standards.

2. LITERATURE REVIEW

2.1 Theoretical framework

ELearning has been variously defined; however, for academic and non-academic courses, it refers to approaches that deliver content as enhancements to traditional teaching methods (blended learning) or completely replaces face-to-face classroom teaching. Others have referred to eLearning as an educational, interactive, remote learning system for presenting educational content anywhere and anytime, for which all learning procedures are conducted electronically using interactive communication and information technologies (Al-Radi, 2010; Tawfeeq & Ali, 2012; Al-Ashhab, 2015; Amer, 2015).

2.2 Impact of eLearning on learning

If implemented effectively, eLearning has been found to have a dramatic impact on education. ELearning enhances faculty abilities to integrate technology (Ta'an, 2016) into their teaching, assists students in acquiring new learning skills, such as active learning (Amer, 2015), motivates them to learn the content, and improves their self-confidence in using interactive multimedia (Al-Ashhab, 2015; Al-Khateeb, 2013; Al-Juhani, 2016; Al-Sharman, 2019; Tawfeeq & Ali, 2012). Further, eLearning can meet individual student needs by providing methods that can match individual abilities to the learning (Al-Qattan et al., 2014), save time and effort as the teacher or learner can acquire the information in a shorter period of time regardless of their location, overcome a lack of teaching faculty, and provide content to students absent from face-to-face classes (Al-Radi, 2010; Jubaili, 2014; Amer, 2015;& Ta'an, 2016).

2.3 Types of eLearning:

There are three main eLearning models, namely, synchronous eLearning, when the teacher and learners meet at the same time (Al-Ashhab, 2015); asynchronous eLearning, where the learning does not require the teacher and the students to meet at the same place or time (Rajab, 2011); and blended eLearning, where the learning is a combination of online and face-to-face learning (Al-Mutawa'a & Al-Shammari, 2011).

2.4 Motivation

Motivation influences a person's experiences and attitudes and affects the perseverance and ability to sustain a desired behavior (Ambusaidi & Al-Hosani, 2018). Motivation has been defined as the dynamic relationship between a person and their environment that evokes, activates, and directs behavior, that is, it is the intrinsic force that encourages a behavior to attain particular goals and ensures its sustainability and continuity (Tawq, Qatami, & Adas, 2002; Al-Tull, Alrimawi, Alatoom, & Alawinah, 2004; Al-Imam & Al-Jawalda, 2010; Bahri, 2013; Al-Rofou, 2014).).

Learning motivation is the force that stimulates and directs a learner's behavior in educational settings to encourage the achievement of the desired learning objectives. In other words, learning motivation is a vital scaffold in the educational process that engages learner initiative, perseverance, confidence, and satisfaction (Keller, 2008; Harandi, 2015; Othman, 2016; Ambusaidi & Al-Hosani, 2018).

Numerous studies have focused on the factors and methods that promote learning motivation, including the integration of eLearning in its role in developing self-learning abilities, sense of responsibility, and motivation for learning. Enhancing learners' independence and creating connections between lessons and real life have been the topic of several studies (Abu-Jahjouh & Hassouna, 2011; Hunang & Liaw, 2014; Al-Todri, Abu-Naji, & Ammar, 2015; Ambusaidi & Al-Hosani, 2018).

Consequently, the importance of motivation in education has led to this study to identify the impact of eLearning on female students' learning motivation in the "Fiqh of Inheritance" (Jurisprudence of Inheritance) course in the College of Law at the UAEU.

2.5 Fiqh of Inheritance course description

The "Fiqh of Inheritance" is a compulsory university course in Sharia and Law colleges; its topics cover inheritance and related matters according to Islamic Sharia law, such as the definition of inheritance, kinds of heirs, share proportions, and disagreements concerning some inheritance issues. This is a necessary course for Sharia and Law students who plan to work as lawyers, judges, or muftis post their graduation.

2.6 Extant studies

Several studies have examined the impact of flipped classrooms on student motivation (Al-Juhaimi, 2015; Hendawi, 2016; Othman, 2016; Ambusaidi & Al-Hosani, 2018; Salem, 2019). For example, Hendawi (2016) examined the effect of mobile learning on motivation in the "Emirati Studies" course at UAE University, and found that there were statistically better achievements in the experimental group than the control group. Similarly, Othman (2016) examined the achievement, motivation, and attitude effects of synchronous versus asynchronous web-based learning styles on students in the Damietta Faculty of Education, finding that there were statistically insignificant differences at a level of ($a \leq 0.05$) for academic achievement and motivation between the two experimental groups.

Ambusaidi and Al-Hosani (2018) investigated the impact of using a "flipped classroom" on the motivation to learn science and on academic achievement. The researchers found statistically significant differences between the two groups in learning motivation in science and academic achievement in favor of the experimental group that used the "flipped classroom."

Similarly, Salem (2019), in a study on the effectiveness of an eLearning management system (Moodle) on academic achievement, social communication skills, and student motivation found statistically significant differences between the two groups concerning academic achievement, social communication skills, and motivation in favor of the experimental group (eLearning users).

Al-Loughani and Al-Radaan (2017) conducted a study that aimed to identify the impact of smart classrooms on motivation. The researchers designed a learning motivation scale that comprised 20 items and implemented a pre- and post-test for both the experimental and the control groups. Statistically significant differences at the level of (0.01) were found in the post-test of the learning motivation scale in favor of the smart classroom learning method.

Al-Juhaimi (2015) conducted a study on using Smartboards in teaching the "Fiqh" course regarding achievement and learning motivation of seventh grade students when adopting a quasi-experimental design. Results showed statistically significant differences in the motivation scores in favor of the experimental group.

Al-Otaibi (2012) investigated how blended eLearning influences critical thinking skills, intrinsic motivation to learn, and academic achievement level of (58) male students in the Teacher College at King Saud University. Study results showed statistically significant differences in intrinsic learning motivation and academic achievement in favor of the experimental group.

In summary, some of the above-reviewed studies emphasized the importance of and need for eLearning in higher education, whereas others highlighted the impact of eLearning on learning, such as the studies by Salem (2019), Ambusaidi and Al-Hosani (2018), Al-Juhaimi (2015), and Al-Mutairi and Al-Obaikan (2015). The studies of Shamsan (2014), Hendawi (2016), and Al-Otaibi (2012), conversely, point out different types of eLearning.

2.7 Operational definitions

ELearning: Learning where the teacher uses digital applications, multimedia, computer technology, and the internet to support interactive teaching and learning that facilitates the achievement of the learning objectives and outcomes.
Motivation: A force that provokes the desire of a student to pay attention, concentrate, make further efforts, and overcome difficulties they might face while learning the content of the course, resulting in enhanced knowledge acquisition.
The Researchers' Operational Definitions: The student responses about the "Fiqh of Inheritance" (Jurisprudence of Inheritance) course or the amount of motivation the topics of this course provide for students to learn, measured by the motivation scale that the researchers developed for the purpose of this study.
Fiqh of Inheritance (Jurisprudence of Inheritance): A compulsory university course that is part of the curriculum of the Law major's bachelor program.
ShowMe: An application that allows transforming a smart tablet into an interactive board in a stimulating way. The application allows the easy creation of audio lessons and is one of the easiest ways to set up and share lessons on iPads, "Android" devices, or "Chrome book" devices. Verbal narration and rich imagery content are combined to make the application an audiovisual tool that enables the user to edit a video before publishing it on the home page (ShowMe, 2019).

2.8 Problem statement

Islamic studies in general and the "Fiqh of Inheritance" course in particular face a development challenge to be in line with the requirements of the digital age (Aziz, Ibrahim, Shaker, & Nor, 2016). Therefore, it is necessary to determine the reasons for the lack of the application of eLearning to Islamic studies. Adnan, Mohamad, Buniamin, and Mamat (2014) found that Islamic studies students exhibited lower levels of learning motivation and organization than their peers in other subjects. Researchers have also observed that new students in the "Fiqh of Inheritance" course often found it difficult because of the math-related content. Therefore, the authors sought to assess student learning and motivation using the "ShowMe" eLearning application.

Consequently, this study used a quasi-experimental research design with experimental and control groups to investigate the impact of an eLearning application on the female students' learning motivation in the "Fiqh of Inheritance" College of Law course at the UAEU.

2.9 Questions

This study sought to answer the following research question: "What is the effect of eLearning on the achievement and motivation of the College of Law students in the United Arab Emirates?" Two sub questions were created from this:

1. What is the effect of eLearning on College of Law course content achievement?
2. Are there any significant differences between the students' motivation perceptions between the eLearning and traditional teaching?

3. METHODOLOGY

3.1 Population and sample

The study population comprised all 55 female students registered in the "Fiqh of Inheritance" College of Law course at the UAEU in the first semester of the 2019–2020 academic year. The participants were divided into experimental and control groups, with the experimental group (27 students) being taught using eLearning and the control group (28 students) being taught using traditional teaching methods. While the two "Fiqh of Inheritance" classes were purposively selected, the students were randomly assigned to the experimental and control groups.

3.2 Design

To investigate the effect of the eLearning, this study employed a quasi-experimental pre-test–post-test design, for which an achievement test and a motivation questionnaire were used.

3.3 Procedures

The study was conducted at the Faculty of Law, UAE University. Both groups completed the achievement pre-test and the motivation questionnaire. After some days, the eLearning treatment started with the experimental group, with the traditional teaching methods being employed for the control group using the same materials.

All the eLearning designed lessons were uploaded to the Blackboard Learn eLearning system. Figure 1 shows some screen grab of the lessons, which were designed based on the course content to ensure that both groups had the same content. Each eLearning lesson involved a 5 to 15 minutes video clip, after which the students used a self-paced model to study the content.

At the end of the one-month treatment, the achievement post-test and motivation questionnaire were again administered to the experimental and control groups.

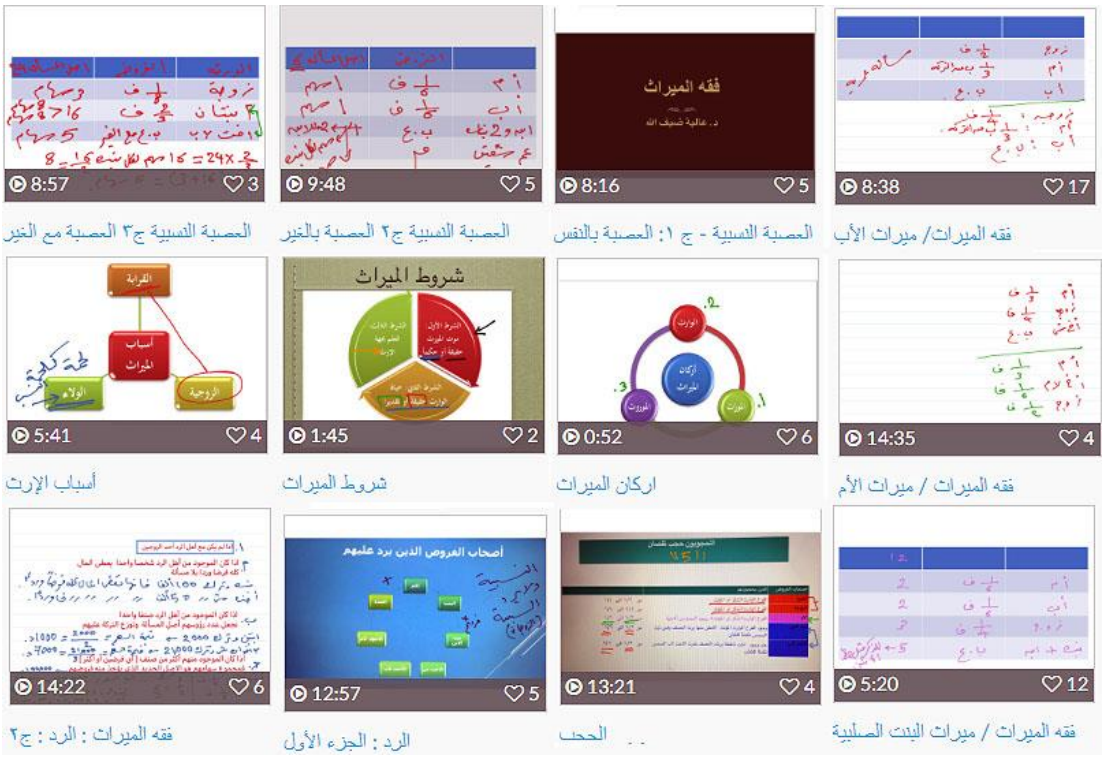

Figure 1. Screen shots of some of the lessons used with the treatment group

3.4 Instrumentation

The data analysis in this study was based on the data collected from the pre- and post-achievement tests and the pre- and post-motivation questionnaires.

3.4.1 Pre- and post-achievement tests

The pre- and post-achievement tests were developed by the course instructor who taught both the experimental and the control groups. Using Bloom's taxonomy as the framework, the test was designed to measure students' knowledge of the course content as stated in the course syllabus and included different question types, namely, true/false, multiple choice, and fill in the blanks. The pre-test/post-test face validity was validated by a number of experts. Once the test was developed, it was sent to the experts, who in turn provided extenstive feedback on the test. The received feedback was taken into account and the test was revised accordingly.

A few days before the commencement of the treatment, the pre-test was administered to both groups, and after the one-month treatment period, the post-test was administered. Forty points was the maximum score in both tests and 0 was the minimum.

3.4.2 Motivation questionnaire

A 25 item, 5-point Likert scale motivation questionnaire from 1 = Strongly Disagree to 5 = Strongly Agree was developed based on the literature review that had a negative value assignment, that is, the values (1), (2), (3), (4), and (5) were respectively given to the responses for Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

3.5 Data analysis

Two types of analysis using SPSS 24.0 were conducted on the collected data: (1) independent sample-t tests to ensure the equivalence of the two groups before the experiment and (2) an analysis of variance (ANOVA). To answer the first question, the ANOVA was used, and both the independent sample-t tests and ANOVA were used to answer question 2. Eta squared (effect size) was used to identify the effects of the independent variable on the dependent variable, and, for both, the statistical significance standard between the groups was established as < 0.05.

3.6 The equivalence of the groups

To ensure equivalency among the groups, the mean and standard deviations of the groups' responses to the pre-test of the motivation scale were calculated. The following table shows the results of the (t-test) that was implemented to demonstrate comparability between the independent samples.

The t-test results (Table 1) show that no statistically significant differences exist in the significance level ($\alpha \leq 0.05$) between the mean of the sample groups' pre-test responses. The equivalency of the groups can be concluded from the t-value (1.34) and the significance level (0.187) between the control and the experimental groups.

Table 1. Mean, Standard deviation, and (t-test) results

Group	**N**	**Mean**	**SD**	**DF**	**t.**	**Significance**
Control	23	3.97	0.545	43	1.34	0.187
Experimental	22	3.72	0.661			

Note. SD = Standard Deviation, DF= Degrees of freedom

3.7 Instrument validity

The validity of the motivation questionnaire was established by a panel of experts from different fields, such as curriculum, instruction, measurement, technology, assessment, and psychology (see Appendix 1 for the questionnaire). Reviewers were requested to ensure that the study measures the psychological construct that it claims to measure. Additionally, they were requested to check the accuracy and clarity of the items within the questionnaire. Consequently, the scale was modified and refined following the experts' feedback. Similarly, the achievement test was validated by a panel of content experts, and changes were made based on experts' feedback.

3.8 Instrument reliability

The questionnaire was piloted with 23 students who were randomly selected and were not part of the actual study's sample. The results showed an excellent internal consistency of the scale with a Cronbach's alpha value of 0.92.

4. RESULTS

To answer question 1, an ANOVA was conducted to investigate the effectiveness of the eLearning course content. As can be seen in Tables 2 and 3, no significant differences were found between the two groups, with the mean score being 30.9 for the experimental group and 28.9 for the control group.

Although no significant differences were found between the two groups, a paired t-test was conducted on each group to determine the gain scores from the teaching regardless of the delivery method, with the results indicating that both groups had gained higher achievement scores as a result of the teaching.

Table 2. Mean scores and standard deviations of the dependent variable (achievement)

Treatment	Mean	Std. Deviation	N
Experimental	30.911	9.2025	28
Control	28.944	8.3968	27

Table 3. Results of the Analysis of Variance (ANOVA) for course achievement

	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1704.585[a]	2	852.293	17.956	.000
Intercept	240.441	1	240.441	5.066	.029
Pre-test	1651.442	1	1651.442	34.792	.000
Treatment	1.057	1	1.057	.022	.882
Error	2468.251	52	47.466		
Total	53493.000	55			
Corrected Total	4172.836	54			

a. R squared = .408 (adjusted R squared = .386)

Two reasons were suggested for the absence of any significant differences between the two groups. First, the hard copy textbook had rich multimedia elements, such as photos, images, clipart, and color text, which might have minimized the gap between the digital and non-digital content. Second, the instructor was highly qualified in his content delivery, which assisted the students to fully understand the content and ensured they did well on the post-test regardless of the instruction delivery method. Therefore, the effect of the eLearning lessons was not apparent.

The absence of any significant achievement differences between the two groups confirmed the results of similar studies (Al-Juhaimi, 2015; Hendawi, 2016; Othman, 2016), in which no significant achievement differences were found from the treatment.

However, despite the insignificant achievement differences, the experimental group students expressed their gratitude and happiness for having the opportunity to study the content using the eLearning content delivery method, which was evidenced by positive student comments on the student discussion forum. Examples of these comments included the following: "Thank you for simplifying content and making it interesting for us"; "the explanation of lessons was clear and simple and helped me understand the content"; "I would love to take more lesson through eLearning like this one."; and "I was able to differentiate between different types of inheritance shares as a result of studying in this way."

Therefore, the participants' self-reported results indicated that the experimental group had higher and more positive perceptions toward the use of eLearning compared with the control group (question 2).

With regards to question 2, ANOVA did not show any statistically significant differences ($\alpha \leq 0.05$) in the levels of learning motivation between the experimental and control groups concerning the motivation scale in favor of either group.

The researchers calculated the mean and standard deviations of the total score of the two groups—the control group and the experimental group—in the pre-test and the post-test of the motivation scale. Table 4 illustrates the results.

Table 4. Mean and standard deviations of the total score of the motivation scale pre- and post-test of the two groups (control and experimental)

Group	**Pre-test**		**Post-test**		**Average**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SE**
Control	3.97	0.545	3.77	0.494	3.76	0.097
Experimental	3.72	0.661	4.08	0.414	4.08	0.099

As demonstrated in Table 4, there are variations in the averages of the pre- and post-test scores between the control and the experimental group. To identify the significance of these variations, an analysis of covariance (ANCOVA) was conducted, and its results are shown in Table 5.

Table 5. ANCOVA results of the total score on the motivation scale of the two groups (control and experimental)

Source of Variation	**Sum of Squares**	**df**	**Mean Square**	**F**	**Significance**	**Effect Size**
Pre-test	0.014	1	0.014	0.065	0.799	
Group	1.119	1	1.119	5.253	0.027	0.111
Error	8.947	42	0.213			
Total	10.075	44				

Table 5 depicts the statistically significant differences in the motivation scale post-test scores between the control and experimental group as seen in the F value (5.25) and significance level (0.027). However, the average mean of the two groups in Table 4 show that the differences were in favor of the experimental group. Moreover, to identify the effectiveness of eLearning in raising the College of Law female students' motivation to learn in the "Fiqh of Inheritance" course at the UAEU, the effect size (0.111) was found using the eta square. This can be interpreted as a variation (11.1%) in the mean of the sample scores in the motivation scale as a result of using eLearning.

5. DISCUSSION

The results showed that there were no significant differences in the students' achievement test of the learning content between the two groups. In contrast, the results also showed that statistically significant differences existed in the post-test regarding learning motivation between the experimental and control groups, which can be attributed to the use of eLearning teaching method. The results are consistent with other studies, such as Al-Otaibi (2012), Al-Juhaimi (2015), Al-Loughani and Al-Radaan (2017), Ambusaidi and Al-Hosani (2018), and Salem (2019).

This result could be justified by the ease of preparing the "Fiqh of Inheritance" lessons using ShowMe. This application was designed as a simple tool for creating lessons (ShowMe, 2019) attractively and enjoyably with visual and audio stimuli (Moore & Dwyer, 2007) as well as multimedia such as different font sizes and colors, text writing, availability of an online uploading option, and insertion of images and audio clips. These features, as well as the unusual use of eLearning applications in the "Islamic Fiqh" courses, have stimulated students' motivation and interactivity because this tool was designed to be in line with the standards of teaching and learning of the digital age (Al-Kasji, 2012; Amin & Abd-AlAthim, 2018, Mahdi, 2018, Abdul Al Ati, 2016). Similarly, an interpretation could be attributed to the interactive features of eLearning, such as multimedia, which lead to boosting students' motivation for learning and self-efficacy when integrated effectively. (Jusoh & Jusoff, 2009; Kris, Victor, & Yu, 2010; Abou El-Seoud, Taj-Eddin, Seddiek, El-Khouly, & Nosseir, 2014)

The interactive features of ShowMe could have made a difference in students' perceptions of the benefits of using eLearning, increasing their motivation for learning. The application enables writing on board using the marker or the keyboard. Several studies such as Hung, Huang, and Hwang (2014), Taleb, Ahmadi, and Musavi (2015), Muis (2004), and Suthar, Tarmizi, Midi, and Adam (2010) have pointed out that multimedia-based eLearning effectively supports students' learning in math and increases their motivation to learn. Additionally, eLearning helps solve students' attendance problems, minimize students' hesitation to ask questions, and corresponds to their different learning abilities and styles (Jubaili, 2014; Al-Zuhairi & Al-Adli, 2017; Ali, 2017).

The students' comments in experimental group were very positive. Students expressed their happiness with 10-minute videos that were rich in comprehensive content and thus useful for students. These videos were created in such a manner that they presented the lessons in brief and condensed forms while being motivating and interactive. Therefore, students' positive comments could be taken as indicators of the significance of eLearning for teaching and learning (Shakah, Al-Oqaily, & Alqudah, 2019). Similarly, according to Sin, Aziz, Othman, Rahimi, and Woods (2011), eLearning can help students concentrate and retain attention.

Furthermore, it may worth mentioning that the well-established UAEU infrastructure and the wide integration of eLearning could be one of the reasons for the students' positive attitudes toward using eLearning in the "Fiqh of Inheritance" course. This is because the use of technology in preparing the learning material stimulates students' interactivity and motivation for learning (Al-Juhani, 2016; Hendawi, 2016).

5.1 Limitations

The current study focused on two classes at the UAEU. Thus, the results might not be generalized to all "Fiqh of Inheritance" courses worldwide.

6. CONCLUSIONS/RECOMMENDATIONS

The study results showed that there was no significant difference between students' achievement scores owing to the use of eLearning. However, there were significant differences in the students' motivation to learn favoring the experimental group. Students who studied the course using eLearning had a positive attitude toward learning. Thus, several recommendations and suggestions for future research could be drawn, which are as follows:

- Employing eLearning in teaching "Fiqh" and Law courses could enhance students' motivation to learn the content.
- Conducting further studies on the impact of ShowMe on students' achievement and motivation to learn in other law courses while considering more variables.

- Conducting further research on the effect of eLearning by taking into account variables such as student gender, study level, and government versus private universities.
- Organizing training workshops for faculty members on the best use and practices of eLearning tools and technologies. Such workshops could enhance Sharia and Law faculty members' teaching skills, technical expertise, and, consequently, increase students' motivation to learn.

Appendices

Appendix 1

Scale of Motivation to Learn in the "Fiqh of Inheritance" Course

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I think that when using eLearning, the "Fiqh of Inheritance" course is useful for my life in the future.					
2	I get distracted when the instructor presents the lesson using a traditional lecture method.					
3	I believe that I can understand the "Fiqh of Inheritance" course using eLearning, even if it is difficult or easy.					
4	I like doing curricular and extracurricular activities using eLearning.					
5	ELearning helps me learn the "Fiqh of Inheritance" course easily.					
6	ELearning improves my creative skills in the "Fiqh of Inheritance" course.					
7	I have the necessary technical skills for using eLearning.					
8	ELearning strongly stimulates me to learn independently in the "Fiqh of Inheritance" course.					
9	ELearning strongly stimulates me to learn collaboratively in the "Fiqh of Inheritance" course.					
10	Time passes quickly when I use eLearning.					
11	I prefer traditional classroom explanations to eLearning in the "Fiqh of Inheritance" course.					
12	My self-confidence increases when I use eLearning.					
13	I use eLearning to follow up the material I have missed because of my absences.					
14	ELearning makes learning the "Fiqh of Inheritance" course more difficult.					
15	I try to learn the "Fiqh of Inheritance" course by using eLearning.					
16	I think that eLearning provides new ways to learn and understand more in the "Fiqh of Inheritance" course.					
17	I prefer using eLearning with traditional classroom explanations to facilitate my understanding of the "Fiqh of Inheritance" course.					
18	I make sure to do the homework for the "Fiqh of Inheritance" course using eLearning.					
19	I choose a suitable time and place for me to learn the "Fiqh of Inheritance" course by using eLearning.					
20	I can help my classmates to acquire self-learning skills thanks to eLearning.					
21	I believe I am prepared to participate in the activities of the "Fiqh of Inheritance" course via eLearning.					

22	I get good grades in the "Fiqh of Inheritance" course when using eLearning.					
23	ELearning attachments to the "Fiqh of Inheritance" course stimulate my curiosity.					
24	ELearning attachments to the "Fiqh of Inheritance" course enhance my leadership.					
25	ELearning attachments to the "Fiqh of Inheritance" course help me to increase my concentration.					

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