

The Degree of University Professors Use of Educational Videos on the Moodle Platform: A Field Study at Mohamed Lamine Debaghine University - Setif 2-

درجة استخدام الفيديو التعليمي عبر منصة موودل لدى الأساتذة الجامعيين بجامعة محمد
لمين دباغين سطيف-2-

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Abstract:

The current study aimed to identify the extent of using educational videos via Moodle platform among Mohamed Lamine Debaghine professors. To achieve this, a descriptive approach has been adopted by the researchers, using a questionnaire as a data collection tool, were the sample consisted of 70 professors from various faculties at Mohamed Lamine Debaghine University - Setif 2-. The study has concluded that:

- University professors use educational videos via the Moodle platform to a moderate extent.
- There are no significant differences in the extent of educational videos utilization via the Moodle platform attributed to gender and academic rank.
- There are significant differences in the extent of of educational videos utilization via Moodle platform attributed to the faculty affiliation variable, for the Faculty of Humanities and Social Sciences professors with weak effect.

keyword; keywords. Educational Video, Moodle Platform, Mohamed Lamine Dabaghine University, Professors.

ملخص

هدفت الدراسة الحالية إلى التعرف على درجة استخدام الفيديو التعليمي عبر منصة موودل لدى الأساتذة الجامعيين بجامعة محمد لمين دباغين - سطيف 2-، ومن أجل ذلك اعتمد الباحثان على المنهج الوصفي في دراستهما، مستخدما الاستبيان كأداة لجمع البيانات، أما عينة الدراسة فقد قدرت بـ (70) أستاذًا من مختلف كليات جامعة محمد لمين دباغين - سطيف 2-. وقد توصلت الدراسة إلى نتائج مفادها :

- يستخدم أساتذة جامعة محمد لمين دباغين - سطيف 2- الفيديو التعليمي عبر منصة موودل بدرجة متوسطة.
 - عدم وجود فروق دالة في درجة استخدام الفيديو التعليمي عبر منصة موودل تعزى لمتغير الجنس والرتبة الأكاديمية لدى أساتذة جامعة محمد لمين دباغين - سطيف 2-.
 - وجود فروق دالة في درجة استخدام الفيديو التعليمي لدى أساتذة جامعة محمد لمين دباغين - سطيف 2- عبر منصة موودل تعزى لمتغير كلية الانتماء لصالح أساتذة كلية العلوم الانسانية والاجتماعية وبحجم أثر ضعيف.
- الكلمات المفتاحية:** الفيديو التعليمي؛ منصة موودل؛ أساتذة جامعة محمد لمين دباغين - سطيف 2- -

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1- Introduction

The emergence of the COVID-19 pandemic with its rapid and unpredictable global spread has had a significant and striking impact on educational institutions and administrations. Governments around the world were forced to close educational institutions, and considering an alternative to-in person learning. This necessitated the activation of E-learning, which has become a vital requirement in our current time and circumstances. This can be achieved through focusing on distance learning and working to improve and develop it. It is an alternative means of knowledge transmission, without specific time and learner's category restriction, a specific level or type of education limitation. Rather, it is compatible with the society nature, needs, and aspirations. According to Alian (2003), it does not rely on a face-to-face interaction between learner and teacher, but it relies on diverse, modern technologies and the internet to provide educational services to students, as well as on several advanced applications, software, and educational platforms to facilitate learning resources accessibility and the learning quality improvement.

The Algerian University, like other educational institutions, has adopted the use of educational platforms that guarantee distance education continuity and educational content provision in a way that is easy for students to access. Among these platforms is the Moodle platform, which was chosen as a unified official digital medium and environment. The first intervention of the Minister of Higher Education and Scientific Research was through his correspondence to the university family, urging them to provide the necessary support to students and enable them to continue their studies. It stated the following (Minister of Higher Education and Scientific Research 2020): "For harmony creation between the technological structures used, their technologies, means and pedagogical techniques, the Ministry of Higher Education and Scientific Research recommends the adoption of a unified digital space represented by the Moodle platform in the processes of designing your supports oriented to online education and entering it into service.

Moodle is a free, open-source platform, one of the most popular interactive virtual environments in the world, and one of the most prominent course management systems. It allows content publication and wide range of resources, activities, questions, and assignments inclusion. "In other words, it is an accessible system using a web browser that enables online courses management (document space, online activities with students, registration and access rights management, distance learning, etc.)." It also allows information exchange geographically through synchronous communication mechanisms. (Chat) and non-asynchronous one (discussion forums).

This platform relies on, whether in the cognitive presentation content or inserting learning and assessment activities many media. The educational video is the essential one among these media or means, the essential basic pillars that is widely used, not only for the latter, but also for objectives and topics of the school curriculum explanation, learning and assessment activities accomplishment way. Al-Tamimi (2016) defines educational video clips as "an animated visual clip containing audiovisuals scientific class explanation, and students watch it on a computer screen so that they can control its playback, stopping, or replaying it several times." Educators see the importance of educational video as an educational tool that plays a vital role in students' interest stimulation, their scientific experience incensement, constructing true scientific concepts, and their needs satisfaction. In this context, many scientific publications have proven its advantages that accrue to students: flexibility, motivation, self-learning encouragement, and costs reduction by allowing reuse. Adnan also has confirmed that video has become one of the technological innovations of various types, an integral part of school and academic curricula in all the world countries, and educational video, as the most prominent of these innovations, plays a significant role in the education field. Al-Fayez, Asiri, and Al-Fayez (2020, p36) considered it a complement to traditional education and is distinguished by its educational goals and objectives ability achievement and opens new horizons for acquiring knowledge and attracting attention. Alian (2003, p363) indicated this techniques importance in making the learner the master of the educational

process and getting an immediate response, as the interactive video creates an educational environment using the educational television and computer as an auxiliary factor in education. It is an introductory educational lessons system to students after video tape recording form, where the video device is connected to a computer that controls the video's movement and the viewer can make active responses. In addition to viewing the image accompanied by audio, which can influence the speed and sequence of the educational lesson. The actual use of pedagogical video at the higher education level in the LMD system needs faculty members to acquire a set of competencies in selecting and using it according to educational situations. Part (2019) signalizes that the distance teacher, as a designer, facilitator, and teacher, is invited to develop four basic competencies, including digital technology competencies (computational thinking, digital media selection and utilization). These competencies vary from one category to another depending on the applied technology, as they change with the e-learning technologies changes and development themselves, as a due the rapid growth and development in the e-learning field. (Hafez and Abu Al-Wafa, 2021).

This necessitated the use and application of educational videos reconsideration by Setif2 University professors, Faculty of Social and Human Sciences, Literature and Languages, and Law and Political Science, to keep pace with these changes in the field of educational technology. Furthermore, the proficiency of faculty members at the Faculty of Social and Human Sciences, Literature and Languages, Law and Political Science in computer skills and technological innovations dealing has become a fundamental requirement for an active learning environments designing. The case that requires a scientific study, and an understanding of the pedagogical video skills utilization extent within distance teaching activities to establish the desired learning objectives. This is critically important improvement and development process, and a basic requirement for effective teaching and one of the essential elements that the Faculty of Social Sciences members must master in light of professional work requirements. The problem of the study crystallized in answering the following main question:

- To what extent do university professors use educational videos via the Moodle platform?

The latter provided the basic sub- questions:

- Are there differences in the degree of professors' use of educational videos on the Moodle platform based on gender variable?

- Are there differences in the degree of professors' use of educational videos on the Moodle platform based on academic rank variable?

- Are there differences in the degree of professors' use of educational videos on the Moodle platform based on the faculty affiliation variable?

1.1- Study Hypotheses:

1.1.1- General Hypothesis: Mohamed Lamine Debaghine University - Setif 2- Professors utilize educational videos on the Moodle platform.

1.1.2- Substantial Hypotheses:

- There are no statistically significant differences at the significance level (0.05) in the degree of professors' use of educational videos on the Moodle platform based on gender variable.

- There are no statistically significant differences at a significance level of (0.05) in the degree of use of educational videos via the Moodle platform by professors at Mohamed Lamine Debaghine University - Setif 2, based on academic rank variable.

- There are no statistically significant differences at a significance level of (0.05) in the degree of use of educational videos via the Moodle platform by professors at Mohamed Lamine Debaghine University - Setif 2-, based on faculty affiliation variable

1.2- Purpose of the study:

The researchers' objectives aims to achieve the following:

- To reveal the degree of use of educational videos by Mohamed Lamine Debaghine University professors via the Moodle platform.

- To verify the differences existence in the degree of educational videos utilization via the Moodle platform among Mohamed Lamine Debaghine University - Setif 2 -professors, depending on their gender.
- To verify the differences existence in the degree of educational videos utilization via the Moodle platform among Mohamed Lamine Debaghine University - Setif 2- professors, depending on their academic rank.
- To verify the differences existence in the degree of educational videos utilization via the Moodle platform among Mohamed Lamine Debaghine University - Setif 2 -professors, depending on their faculty.

1.4-Significance of the study:

The professor is the executive body of educational strategies at the university, and identifying his degree in educational videos utilization on the Moodle education platform is an important tool for his distance learning performance development particularly, and the teaching system in our universities generally, because this process provides realistic data on the level of skills possessed to use this educational video among faculty members, which may help university officials and members of training cells to recognize their training needs in the field of using this resource on the platform, designing training projects and programs that respond to these needs, and thus their professionalism realization and professional growth, their professional efficiency increasement.

1.5 -Operational Study Terminologies:

1.5.1 - Educational video: The researcher defines it operationally as: A form of electronic innovation for transmitting information in audiovisual form. It is one of the resources selected and developed by Mohamed Lamine Debaghine University, Setif 2 professors, as part of learning activities on the Moodle platform for distance learning supporting students to acquire a specific set of knowledge that allows them to develop specific lesson objectives.

1.5.2- Distance Learning: Distance learning means non-face-to-face learning, in which the professor is physically and sometimes temporally distant from the student, with virtual communication and interaction between the two or the virtual platform Moodle, which was created by Setif 2 University for latter purpose. Through this platform, the professor provides and displays educational content, objectives, knowledge and learning skills, learning resources, learning situations and activities, and assessment for students to interact with to build the targeted knowledge and competencies.

1.5.3- Moodle Platform: It is the official platform used by Setif 2 University for distance learning. Moodle is a free and open-source virtual environment that relies primarily on the internet. As it is the essential electronic medium for displaying courses, storing and managing educational program content. This enables learners to access this content and interact with it to gain the targeted experiences and competencies.

1.5.4- University professor: A university professor is anyone who provides knowledge, regardless of its type or form (lectures, practical work, directed work) to university students, regardless of the level or degree obtained (bachelor's degree, engineer, postgraduate studies, master's degree, master's degree, doctorate), whether permanent, temporary, or participating in the department in which he teaches. (Boufola and Berko, 2011, p 140)

1.6-Previous Studies:

1.6.1- Samar Rashad Muhammad Jalal's study (2023) entitled "Requirements for Improving the Use of Educational YouTube Channels for Primary School Students in Port Said Governorate from the Perspective of School Directors."

This study aimed to identify the requirements for improving the use of educational YouTube channels for primary school pupils from the perspective of school directors in Port Said Governorate. The study relied on a descriptive approach, using a questionnaire as a data collection tool consisting of (22) items to the study sample consisting of (52) directors who were randomly selected. The study has concluded that there are obstacles in educational YouTube channels utilization for primary school pupils due to the lack of infrastructure.

Therefore, among the improvement requirements used were providing infrastructure, incorporating an educational video curriculum into teaching, and raising awareness of using educational videos importance.

1.6.2- Samar bint Abdul Faiz and Muhammad bin Jaber Asiri's study (2019) entitled "Proposed Criteria for Evaluating Educational Videos on Social Media Sites."

This study aimed to determine the basic and proposed criteria for educational videos evaluation on social media sites. For that purpose, the researchers applied the descriptive approach through content analysis of (65) documents related to the educational video design field, and in the end, they have reached a list formed from three basic fields: the educational field, which included the following criteria (work title - objectives - content presentation - content elements - activities and incentive). The documentation field consisted of: (personal characteristics - intellectual property rights), and the technical field covered: (filming footage - lighting - sound - texts - image production - time duration).

1.6.3- A Study by Duha Muhammad Ghanem has been conducted in (2021): entitled "The Effectiveness of Educational Videos Use in Teaching Science to Third-Grade Primary School Pupils."

This study sought to determine the effectiveness of using educational videos in teaching science to third-grade primary school pupils in Tartous Governorate (Syria), and verifying the existence of differences in achievement among third-grade primary school pupils. A quasi-experimental approach was used, with a constructed achievement test containing of (42) items for a sample consisting of (38) pupils.

The study has resulted significant differences between the average scores of third-grade primary school pupils in the experimental and control groups in favor of the experimental group. And there were no differences in the average of pupils' scores in the experimental group in the post-test, which could be attributed to the gender variable.

1.6.4- Research by Fatima Awad Al-Sunaid (2020): Titled "The Effectiveness of an Interactive Educational Video on Academic Achievement in Geography course among Sixth-Grade Female pupils in Madaba Governorate Schools (Jordan)."

The study looked at the effectiveness of an interactive educational video on academic achievement in geography module identification among sixth-grade female students in Madaba Governorate (Jordan). A quasi-experimental approach was used for research goals achievement with intentional sample selection of (60) females through an achievement test (pre- and post-test) as a research instrument.

The study results have shown statistically significant differences between the average scores of the control and experimental groups in favor of the experimental group in the post-test, which was taught using the interactive video. This indicates the effectiveness of the interactive video in increasing academic achievement in the geography course.

2- Method and Tools:

We relied on the descriptive analytical approach, which is based on the precise monitoring and following-up of a specific phenomenon or event, quantitatively or qualitatively, over a specific period of time or over several periods, to recognize the phenomenon or event in terms of its content and substance, and arrived at results and generalizations that help understanding and developing reality (Alian, 2001, pp .47-48).

It is the most appropriate approach for this research, due to the study and monitoring of elements related to the degree of commitment of permanent professors at Mohamed Lamine Debaghine University-Setif2- to the terms of use of educational videos via the Moodle platform.

2.1. Délimitations :

2.1.1-Spatial Delimitations: Mohamed Lamine Debaghine University-Setif 2-

2.1.2-Temporary Delimitation: Academic Year 2024/2025

2.1.3-Human Delimitation: Professors at Mohamed Lamine Debaghine University across various faculties

2.2. Research Sample: The study sample consisted (70) professors at Mohamed Lamine Debaghine University- Setif- 2- across its various faculties (Humanities and Social Sciences - Literature and Languages - Law and Political Science), and were classified according to the following characteristics:

2.2.1 - Description of the characteristics of the study sample according to the gender variable :

Table (1) :Professors gender

Gender	Frequency	Valid Percent
Male	27	38.6%
Female	43	61.4%
Total	70	100

Source : IBM SPSS statistics 20

From Table n°1, we note that the number of male professors was estimated at (27), representing (38.6%), while the number of female professors was (43), representing (61.4%) of the total number.

2.2.2 - Description of the characteristics of the study sample according to the variable of academic rank :

Table (2) :Professors academic rank

Academic Rank	Frequency	Valid Percent
Assistant Professor	30	42.9%
Lecturer	29	41.4%
Higher Education Professor	11	15.7%
Total	70	100%

Source : IBM SPSS statistics 20

Table n°2, shows that the number of professors belonging to the category of assistant professor and lecturer constituted the majority of the sample. The number of assistant professors reached (30) professors, representing (42.9%), compared to (29) lecturer professors, representing (41.4%) of the total number of professors. The number of higher education professors was (11) professors, representing (15.7%).

2.2.3 - Description of the characteristics of the study sample according to the variable of college of affiliation

Table (3) : Professors Faculty affiliation

Faculty	Frequency	Valid Percent
Humanities and Social Sciences	27	38.6%
Literature and Languages	27	38.6%
Law and Political Science	16	22.8%
Total	70	100%

Source : IBM SPSS statistics 20

The table above shows that the number of professors affiliated with the Faculties of Humanities and Social Sciences and Literature and Languages was estimated at (27) professors for each, representing (38.6%), while the number of professors affiliated with the Faculty of Law and Political Science was (16), representing (22.8%) of the total number of professors in the sample.

2.3. Research Tool :

This study relied on a questionnaire to verify the educational videos utilization degree via the Moodle platform by professors. The researchers designed the questionnaire, which consisted of (32) one-dimensional statements, relying on the three-dimensional Likert scale for recording responses (high - medium - weak).

The degree of commitment among professors was determined using the hypothetical average, as illustrated in the following table:

Table (4) : Hypothetical mean of response degree

Grade	Hypothetical mean
Poor Grade	[1.67-1]
Moderate Grade	[2.34-1.68]
High Grade	[3-2.35]

Source : IBM SPSS statistics 20

2.4- Psychometric Properties of the Study Tool: Before applying the questionnaire to collect data, the quality of its items and its construction process must be verified through statistical analysis, assessing both validity and reliability.

2.4.1- Questionnaire Validity: The questionnaire's validity was assessed using internal consistency, by finding the correlation between the items and the total questionnaire score.

The SPSS program was used to calculate internal consistency, and the following results were reached:

Table (5) : Correlation between Items and the Total Questionnaire Score

Phrase	Correlation coefficient	Significance level	Decision	Phrase	Correlation coefficient	Significance level	Decision
01	0.382**	0.001	Sig	18	0.494**	0.000	Sig
02	0.267*	0.026	Sig	19	0.460**	0.000	Sig
03	0.347**	0.003	Sig	20	0.527**	0.000	Sig
04	0.318**	0.007	Sig	21	0.572**	0.000	Sig
05	0.322**	0.007	Sig	22	0.492**	0.000	Sig
06	0.583**	0.000	Sig	23	0.329**	0.005	Sig
07	0.278*	0.020	Sig	24	0.599**	0.000	Sig
08	0.548**	0.000	Sig	25	0.445**	0.000	Sig
09	0.553**	0.000	Sig	26	0.502**	0.000	Sig
10	0.499**	0.000	Sig	27	0.601**	0.000	Sig
11	0.397**	0.001	Sig	28	0.564**	0.000	Sig
12	0.513**	0.000	Sig	29	0.375**	0.001	Sig
13	0.526**	0.000	Sig	30	0.490**	0.000	Sig
14	0.340**	0.004	Sig	31	0.581**	0.000	Sig
15	0.499**	0.000	Sig	32	0.454**	0.000	Sig
16	0.579**	0.000	Sig	**Significance level (0.01)			
17	0.538**	0.000	Sig	*Significance level (0.05)			

Source : IBM SPSS statistics 20

Table n°5. shows that all questionnaire items were significant at the (0.05-0.01) level. Correlation coefficients ranged between (0.601-0.267), indicating the validity of the questionnaire and, consequently, its suitability for data collection.

2.4.2- Second: Calculating the questionnaire's reliability: Reliability is a fundamental element of psychometric properties. It provides us with a picture of the results reliability extracted from the applied tool.

Cronbach's alpha coefficient and the split-half method were used to calculate the questionnaire's reliability, after verifying the conditions for its use. The following results were reached:

Table (6) : Questionnaire reliability using Cronbach's alpha equation

Tool	Number of statements	alpha coefficient	split-half	statistical decision
Moodle Video Usage Survey	32	0.884	0.910	Fixed

Source : IBM SPSS statistics 20

Table n°6 shows that the reliability value of the questionnaire using Cronbach's alpha coefficient was (0.884), and using the split-half method, it was estimated at (0.910), indicating that the questionnaire is reliable and therefore its results can be trusted.

3- Results and Discussion

3.1- Normality Test of data distribution:

The normality of the distribution (Tests of Normality) was verified, through which the appropriate inferential methods for analyzing the study results were determined, and they were as follows.

Table (7) : Represents the normal distribution of the questionnaire data

The tool	Kolmogorov smirnov			Decision
	Probability value sig	Degree of freedom	Statistical value	
Moodle Video Usage Survey	0.068	70	0.200	Follow the normal distribution

Source : IBM SPSS statistics 20

Table n°7 shows that the statistical value of the Kolmogorov-Smirnov test reached (0.068) at a significance level of (0.200), which is greater than (0.05). This means that the questionnaire data follow a normal distribution. Therefore, we used parametric inferential statistical methods to analyze the questionnaire results.

3.2. Presentation and Discussion of the General Hypotheses: Professors at Mohamed Lamine Debaghine University - Setif 2 use educational videos via the Moodle platform.

To verify this hypothesis, we relied on arithmetic means and standard deviations and analyzed them, as we obtained the following results:

Table (8) : represents the arithmetic means and standard deviations for the questionnaire on the degree of use of educational videos via the Moodle platform by Mohamed Lamine Debaghine University - Setif 2 professors

Statement	Mean	Std. deviation	Order	Score
1- I Choose the suitable educational video to the educational lesson objective required on the Moodle platform	2.21	0.740	18	Medium
2- I consider the time allocated for the class in choosing the educational video	2.22	0.854	16	Medium
3- I clarify the purpose of using the educational video on the Moodle platform.	2.22	0.725	17	Medium
4- I identify the targeted elements to be explained in the educational video.	2.10	0.801	25	Medium
5- I consider the target audience when using the educational video.	1.95	0.731	32	Medium
6- I show the main focused elements on in the educational video.	2.34	0.739	9	Medium
7- I ensure the language clarity in the educational video before displaying it on the Moodle platform.	2.20	0.693	19	Medium
8- I choose the educational video and the activity type (practice, directed work, lecture).	2.41	0.751	4	High
9- I ensure that the information presented in the educational video is consistent with the lesson elements identified on the Moodle platform.	2.38	0.665	7	High
10- I demonstrate that the information used in the educational video is presented in a systematic sequence.	2.41	0.789	5	High
11- I determine the timing of the educational video's use on the Moodle platform based on the importance elements.	2.31	0.649	11	Medium
12- I assure that the educational video posted on the Moodle platform does not bore students.	2.15	0.754	20	Medium
13- I verify that the educational video uses appropriate aids (projector, speakers) before inserting it into the Moodle platform.	1.98	0.789	30	Medium
14- I clarify to students how to interact with the educational video content presented on the Moodle platform	2.57	0.603	1	High
15- I confirm that the educational video is appropriate for the	2.24	0.710	15	Medium

targeted learning element on the Moodle platform.				
16. I check that the educational video utilizes visual effects that are appropriate to the lesson topic presented on the Moodle platform.	1.97	0.680	31	Medium
17. I ask students questions to verify their understanding of the content presented in the educational video on the Moodle platform.	2.08	0.717	26	Medium
18. I ensure that the content elements in the video are clearly visible.	2.12	0.740	21	Medium
19. I control how the educational video is displayed on the Moodle platform as needed.	2.27	0.679	13	Medium
20. I analyze the components of the educational video before using it on the Moodle platform.	2.12	0.740	22	Medium
21. I ensure that the educational video addresses a single topic for the course before uploading it in the Moodle platform.	2.05	0.796	27	Medium
22. I consider the course nature (theoretical-practical) when using the educational video on the Moodle platform.	2.38	0.665	6	High
23- I determine the appropriate place to use the video in the Moodle platform, based on the specific objective (lesson unit, forum, resources).	2.34	0.759	8	high
24- I ensure that the duration of the educational video matches the size specified on the Moodle platform.	2.24	0.750	14	Medium
25- I determine the appropriate elements of the educational video that can be used in the output system.	2.32	0.696	10	Medium
26- I gradually present the educational video content to the students on the Moodle platform.	2.02	0.798	28	Medium
27- I develop an appropriate scenario for using the educational video on the Moodle platform.	2.01	0.770	29	Medium
28- I determine the time of using the educational video according to the lesson course (pre-lesson, during the lesson, post- lesson).	2.11	0.808	24	Medium
29- I determine the appropriate teaching method and use of the educational video in the lesson.	2.48	0.717	3	High
30- I identify the appropriate assessment area for the educational video utilization (diagnostic, formative, summative) via the Moodle platform.	2.52	0.582	2	High
31- I ensure that the level of complexity in the educational video is appropriate for the targeted student level (bachelor's or master's).	2.11	0.692	23	Medium
32- I divide the content of the educational video on the Moodle platform according to the targeted areas of its use.	2.27	0.778	12	Medium
The whole questionnaire	2.22	0.341		Medium

Source : IBM SPSS statistics 20

Table n°8 shows that professors at Mohamed Lamine Debaghine University - Setif 2 use educational videos on the Moodle platform at a moderate degree. This is due to the platform's characteristics and its technical and cognitive requirements, on the one hand, and the educational videos' nature utilized by the professor and its selecting, choosing criteria.

Regarding the statements, there was a significant response to some of them. In which statement (14) ranked first, where the professors confirmed that while presenting the lesson via the Moodle platform to students from different levels, they explain how to interact with the educational video presented via the Moodle platform, whether by saving and downloading it or directing them to record the most important basic ideas present to serve the lesson content. The mean degree for this statement was (2.57) with a deviation of (0.603)

For the assessment areas, professors emphasized their ability to diversify the use of educational videos via the Moodle platform across various assessment types (diagnostic, formative, and summative). This was reflected in the mean degree for statement (30) that was estimated at (2.52) and a deviation of (0.582).

Professors also confirmed the educational video selection depends on the teaching method used via the Moodle platform. The activity nature and the educational objective determine the educational videos' timing utilization via the Moodle platform and the

appropriate teaching method. They asserted their strong commitment to this aspect through the mean degree for statement (29), that was (2.48) with a deviation of (0.717).

Professors' responses demonstrated moderate control over the selection of appropriate educational videos within the specified size via the Moodle platform, as the nature of the video and its production method were not taken into account. Professors' scores on statement (24), which represents this, were average, with an average value of (2.24) and a deviation of (0.750).

The responses also indicate that professors use educational videos on the Moodle platform without scenario planning and preparation for the way of utilization. This is due to the lack of knowledge about educational scenario preparation, even if it exists, it is average. This is reflected in Statement No. (27), which had a mean degree of (2.01) and a deviation of (0.770).

Statement (13) signalizes that professors' awareness of educational videos utilization for appropriate aids is average, because of their training paucity in the field of educational tools, how to use and correct them, and adapting appropriate situations with the available tools, where the mean degree for this statement was (1.98) and a deviation of (0.789). Meanwhile, professors' consideration of the target group when using educational videos on the Moodle platform is on average. For the reason of educational video scrutiny rareness and its content, its direct acceptance of it because it contains their presented element without researching how to select it from it or design it appropriately. This is reflected in their responses to Statement No. (5), which had a mean degree of (1.95) with a deviation of (0.789). (0.731).

The results obtained reveal that there are a set of rules and principles that must be observed and refined by professors when using educational videos on the Moodle platform, so the video improve effectiveness and efficiency in the teaching process. Therefore, the results of this study are consistent with the researcher Samar Rashad Muhammad Jalal (2023) one, which confirmed certain physical and technical conditions shortage that allow the educational YouTube videos production, and the lack of a specific time allocated in the program for adopting educational videos on the YouTube platform.

3.3- First partial hypothesis results analysis: Which states: There are no statistically significant differences at the (0.05) level in the degree of use of educational videos on the Moodle platform Mohamed Lamine Debaghine University - Setif 2 professors, attributable to the gender variable.

A t-test for two independent samples was used to verify the hypothesis, as illustrated in the following table:

Table (9) : Results of a t-test for two independent samples to measure differences in the degree of use of educational videos by professors at Mohamed Lamine Debaghine University - Setif 2, using the Moodle platform, according to the gender variable.

Gender	Sample	F value for homogeneity	Significance level	Mean	Std. deviation	T value	Significance level
Male	2	0.070	0.792	73.29	10.31	1.240	0.219
	7						
Female	4			69.97	11.24		
	3						

Source: IBM SPSS statistics 20

Table n°9 shows that the arithmetic mean for male professors was (73.29) and a standard deviation of (10.31), compared to a mean of (69.97) and a standard deviation of (11.24) for female professors. The t value was equal to (1.240) at the level of (0.219), which is greater than (0.05); that means there is no difference in the scores of Mohamed Lamine Debaghine University - Setif 2 professors regarding the educational video utilization via the Moodle platform according to the gender variable, and thus the null hypothesis has been achieved. This is primarily due to the lack of differences in the criteria for using and selecting educational videos on the Moodle platform. These criteria are uniform, on the one hand, and

the different teachers orientation, regardless of gender, towards educational technology and its components, respecting the basic criteria for educational videos selection, as defined by Abdul-Faiz and Asiri (2019) research, which considered the educational videos selection in the teaching process should be based on three basic aspects: the educational aspect, the technical aspect, and the field of documentation.

3.4- Second partial hypothesis results analysis: There are no statistically significant differences at a significance level of (0.05) in the degree of use of educational videos by Mohamed Lamine Debaghine University - Setif 2 professors, using the Moodle platform, according to the variable of academic rank.

We relied on a one-way analysis of variance (ANOVA) test after verifying the conditions for its use to verify the hypothesis. We arrived at the results shown below.

Table (10) :Represents the results of the one-way analysis of variance test to determine the significance of differences between the degrees of use of educational videos by professors at Mohamed Lamine Debaghine University - Setif 2, using the Moodle platform, according to the variable of academic rank.

Rank	Sample	Mean	Standard Deviation	Source Of Variance	Mean Square	Sum Of Squares	F Value	Degree Of Freedom	Significance Level
Assistant Professor	30	71.66	12.45	Between groups	170.36	340.73	1.441	2	0.244
Lecturer	29	72.72	10.14	Within groups	118.18	7918.64		67	
Professor of Higher Education	11	66.27	7.34	Total		8259.37		69	

Source: IBM SPSS statistics 20

The outcomes obtained through Table n°10 show that the means degree differed. For assistant professors, the arithmetic mean was estimated at (71.66) with a deviation of (12.45), where lecturers' arithmetic stands at (72.72) with a deviation of (10.14), while the mean of higher education professors' scores was (66.27) with a deviation of (7.34). It is also noted from the table that the source of variance between groups was estimated at a mean square of (170.36) and squares sum o of (340.73), while the source of variance within groups was estimated at a mean square of (118.18) and a sum of squares of (7918.6). The t value reached (1.441) at a significance level of (0.244), the highest level (0.05), which means that the null hypothesis "there are no statistically significant differences at a significance level of (0.05) in the degree of use of educational video by Mohamed Lamine Debaghine University - Setif 2 professors via the Moodle platform according to the variable of academic rank" was achieved

This means that professor class "A" with Lecturer Professor or Higher Education Professor has no influence on the degree of use of educational videos on the Moodle platform. Rather, it is influenced by other various factors, including module nature, the target level, the educational video location, ...etc.

3.4. Third partial hypothesis results analysis: There are no statistically significant differences at a significance level of (0.05) in the degree of use of educational videos on the Moodle platform by professors at Mohamed Lamine Debaghine University - Setif 2, according to their faculty.

Table (11) :The one-way analysis of variance test result to determine the significance of differences between the degrees of use of educational videos by Mohamed Lamine Debaghine University - Setif 2 professors, on the Moodle platform, according to the faculty variable.

Faculty	Sam ple	Mea n	Std. Deviation	Source of Varianc e	Mean Square	Sum of Squares	F Value	Degree of Freedom	Significan ce Level	Decisi on	Eff ect size
Humaniti es and Social Sciences	27	74.29	11.53	Between groups	430.29	860.58	3.897	2	0.025	Sig	0.3 23
Literature and Foreign Language s	27	71.85	10.53	Within groups	110.43	7398.78		67			
Law and Political sciences	16	65.12	8.38	Total		8259.37		69			

Source : IBM SPSS statistics 20

The results obtained from table (11) show that the arithmetic means of the scores varied. The mean score for professors affiliated to college of Humanities and Social Sciences was assessed at (74.29) with a deviation of (11.53). The mean score for professors affiliated with Literature and Languages College was (71.85) with a deviation of (10.53), while the mean score for Law and Political Science College professors was (65.12) with a deviation of (8.38). The table also shows that the variance source between groups estimated at a mean square of (430.29) and a sum of squares of (860.58), while the source of variance within groups estimated at a mean square of (110.43) and a sum of squares of (7398.75).

The f value reached (3.897) at a significance level of (0.025), which is less than (0.05), that rejected the null hypothesis stating that: "there are no statistically significant differences at a significance level of (0.05) in the degree of educational video utilization via the Moodle platform according to the college affiliation variable, and there are differences in favor of the professors grades affiliated with Humanities and Social Sciences college.

To verify the significance of the effect of these differences, the value of the effect size for Eta was calculated, which was estimated at (0.323), indicating that the effect size of the differences was weak, according to what was determined by (Cohen, 1988), who confirmed that an effect size value between (0.2-0.5) indicates a weak effect.

This apparent difference, despite its small effect, is primarily due to the college's specialties and the way educational videos are used in courses. The Humanities and Social Sciences College, which had a significant difference in the degree of educational videos utilization on the Moodle platform, relies on specialties that extensively utilize multimedia in teaching activities, particularly in the Media and Communications Department and the Psychology and Educational Sciences Department through educational technology and ICT teaching. That allows the educational videos utilization on the Moodle platform by faculty members easier. In addition, the use of educational videos in the teaching process, whether remotely via the Moodle platform or in person one, has a significant impact, as confirmed by Al-Sunaid's (2020) study, which confirmed differences in the degree of geography concepts acquisition among sixth-grade female pupils, in favor of pupils who used interactive videos in the learning process. Likewise, the study of Doha Muhammad Ghanem (2021) confirmed the effectiveness of using educational video in teaching science to third-grade primary school pupils, through the presence of significant differences in favor of pupils who received science lessons via educational video.

4- Conclusion

Distance education has become an imperative to keep pace with technological developments in the field of education, especially higher education, which relies on a multi-source education system. Therefore, it was necessary to adopt digital platforms for education to fill the gap in face-to-face training. The Moodle platform is among the platforms. Furthermore, distance education approach adaptation is not limited to digital platforms alone; it includes various media that facilitate the learning process, including educational videos.

Therefore, this study sought to identify the educational videos utilization degree via the distance education platform (Moodle) among Mohamed Lamine Debaghine University - Setif 2 professors. The outcomes obtained were the following :

- Mohamed Lamine Debaghine University - Setif 2 professors use educational videos on the Moodle platform to a moderate degree.
- There are no statistically significant differences at the 0.05 level in the degree of educational videos utilization on the Moodle platform regarding gender and academic rank.
- There are statistically significant differences at the 0.05 level in the degree of the educational videos utilization on the Moodle platform attributed to the faculty of affiliation variable, in favor of professors in the College of Humanities and Social Sciences, with a weak effect size.

Recommendations and Suggestions:

Based on the current study results, the researcher deduces a set of suggestions and recommendations:

- Analyzing the basic training needs in the skills of using educational videos for university professors.
- Assessing the mastery level of educational videos preparation and designing in their various forms among professors.
- Proposing a training program for university professors in the field of composing and designing educational videos using several applications (Free CAM and CAMTASIA).
- Analyzing professors' skills in mastering the distance learning platform (Moodle) and assessing the necessary requirements.

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