

*Educational communication and its relationship to the difficulties of
applying digital learning among components of the educational process*

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Abstract: The study aimed to know the relationship between educational communication media and the difficulties that prevent the application of digital learning strategies. This is by addressing the theoretical heritage of the study variables, relying on the descriptive approach, and applying tools for the study, which are a questionnaire about educational communication media and a measure of the difficulties of applying digital learning. We applied The study was conducted on a sample of (80) components of the educational process (teacher - learner - administrator). It was a simple random sample, and the information obtained from processing it statistically was collected using statistical techniques, and it was analyzed and a number of results were drawn, which were: the presence of a statistically significant inverse correlation between educational communication media and digital learning difficulties .The four related to the teacher, professor, administration, technological and technological difficulties

Keywords: *Communication; e-learning; educational communication; educational process; learning; digital learning*

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1- Introduction and problem of the study:

Digital education has imposed its reality in recent years in light of the transformation of public life for individuals, and with the experience that the world witnessed with the Covid 19 pandemic, convictions have increased about its necessity and importance of generalizing it, as it is an interactive education system that provides the learner with the use of communication and information technologies, where a comprehensive digital environment is adopted that displays curricula via digital networks, using the latest technological methods in the fields of education by relying on computers and their storage media.

Future education and the educational process now require the development of the notion of basic skills by focussing on meeting the individual's basic requirements. The goal is for the learner to gain self-learning skills and to be motivated to keep studying. Instead of focussing only on the written word as a source of knowledge, the focus now is on utilising a variety of learning sources and knowledge containers, including written and read, audio and visual, interactive computerised, stand-alone and networked, and more. In order to do this, learning environments must be computerised and equipped with computers, CDRoms, computer-to-computer communication devices, and electronic bulletin board systems that allow users to read messages on a variety of subjects. Students must also be trained to use software that facilitates desktop publishing, information searching, proofreading, and scheduling. According to Talq Awad Allah Al-Sawat and A. Yasser's 2019 study on the effect of digital transformation on the effectiveness of academic performance of the university faculty at King Abdulaziz All of this is a component of digital learning, which is a modern idea in education, especially in educational institutions and Algerian national universities, due to its influence on the evolution of the educational process.

The study employed a descriptive analytical approach and included a random sample of 599 faculty members. It also identified the requirements of digital transformation to achieve the efficiency of academic performance of the university faculty, the impact of barriers that limit the effectiveness of digital transformation on the efficiency of academic performance of the university faculty, and the standards that must be available in the faculty to achieve the efficiency of academic performance of the university faculty in light of the digital transformation.

The most significant findings from the questionnaire's use were: The academic performance of university faculty is affected by digital transformation; administrators have work teams for planning and announcing digital learning; the barriers that hinder the effectiveness of digital transformation have a significant impact on the efficiency of academic performance of university faculty; and the standards that must be in place in the faculty to achieve the efficiency of academic performance of the university faculty in light of the digital transformation have a significant impact.

Starting with the technologies used for display inside the classroom from multiple media and electronic devices, it begins with the departure from the physical components of education, such as the smart school and virtual classes, which allow members of the educational process to interact via the Internet and interactive video technologies. It is the use of technology and technological means in education, harnessing them for the student's individual and group learning and making him the focus of the educational process. The educational component, which is represented by students, instructors, educational resources, administrators, the library, research facilities, and tests, is the most significant of the various elements that make up digital learning. The objectives, philosophies, plans, programs, and budgets of digital education are all included in the administrative component.

A website, personal computers, a network, and the digitisation of the instructional component are then included in the technological component. These elements have a beneficial impact and unavoidably enable the educational process to grow and progress, but they can also have a negative effect that results in an unsatisfactory process and falls behind the advancement of information and technology in the educational process.

Numerous barriers and challenges impede the implementation and activation of digital learning strategies pertaining to its various aforementioned components. Research on these barriers has been conducted. For example, Abdul Rahman Abdul Aziz Al-Sadhan's (2015) study sought to identify the challenges associated with the e-learning system's application from the perspective of Shaqra University's computer and e-learning specialists, whose estimated number was 129 members.

where the descriptive approach and questionnaire were used, and the findings showed that the overall average for all study dimensions for the challenges facing Shaqra University's implementation of the e-learning system related to administration, material means, faculty members, and students to a large degree were the following: the lack of systematic device maintenance services; the lack of collaboration among university institutions and the exchange of expertise in the field of this type of ed

Due to its obvious and significant significance in the educational process in general and in particular, the educational communication component is one of many aspects of the teaching and learning process that are linked to the challenges of adopting digital learning. As an interactive social process that is based on and heavily depends on the participation in meanings between the sender and the recipient, communication is regarded as a fundamental task for those working in the educational field. It is also a necessary and important process for all the processes of agreement and understanding that educators must carry out in order to achieve the desired goals of the educational institution.

The practice of sharing educational concepts and information amongst the elements of the educational process, either orally or in writing, is known as educational communication. This unifies the institution's efforts to fulfil its mission. According to the Oxford Dictionary, communication is the conveyance and transfer of ideas and information by voice, writing, or signs. This definition includes the idea of communicating information between two parties in a geometric form:

The sender is the first party, while the recipient is the second. In addition to increasing social connection among teachers and solidifying the human dimension between them, the educational communication process seeks to give the future new experiences, abilities, and conceptions that keep up with global change and progress. The use of educational media in educational communication helps teachers step away from being the controller and information provider for a large number of students. Since the teacher's only responsibility will be to schedule and organise the use of these media, they serve as supplementary tools to the teacher's job in the classroom. In this way, the teacher will serve as a learning manager, consultant, and guide.

That is, the teacher in new learning patterns such as digital learning is not enough to be familiar with the theories of educational psychology, but in addition to that, he must be aware of their employment and use. Therefore, educational communication media have an impact on the educational process in general and on digital learning in particular. In this study, we try to find out the extent and type of relationship between these media and the difficulties of applying digital learning strategies with its various components (learner, teacher, administration).

We tried to crystallize the following questions:

1-1-Is there a relationship between educational communication media and difficulties related to the learner in applying digital learning strategies among university students? 1-2-Is there a relationship between educational communication media and difficulties related to the professor in applying digital learning strategies among university students?

1-3-Is there a relationship between educational communication media and difficulties related to the administration in applying digital learning strategies among university students?

1-4-Is there a relationship between educational communication media and technological and technical difficulties in applying digital learning strategies among university students?

2- Hypotheses:

2-1- There is a relationship between educational communication media and learner-related difficulties in applying digital learning strategies among university students.

2-2- There is a relationship between educational communication media and professor-related difficulties in applying digital learning strategies among university students.

2-3- There is a relationship between educational communication media and management-related difficulties in applying digital learning strategies among university students.

2-4- There is a relationship between educational communication media and technological and technical difficulties in applying digital learning strategies among university students.

3- Importance:

- Improving performance in completing the educational process. And creating a new atmosphere of creativity, excellence and competition to achieve the best results.

- Achieving many benefits for both the student and the teacher. And enhancing the ability to plan for a better academic future.

- Measuring the opinions of students and professors about the ease of sharing information. And employing innovative and new solutions in solving problems.

- Developing a vision to integrate the digital components of the educational system. And applying new and innovative services and moving away from traditional methods.

4- Objectives:

- To reveal the relationship between educational communication media and learner-related difficulties in applying digital learning strategies among university students.

- To reveal the relationship between educational communication media and professor-related difficulties in applying digital learning strategies among university students.

- To reveal the relationship between educational communication media and management-related difficulties in applying digital learning strategies among university students.

- To reveal the relationship between educational communication media and technological and technical difficulties in applying digital learning strategies among university students.

5- Defining concepts and terms:

5-1- Communication: A Language: The oldest definitions of communication are those that focused on the linguistic derivation of the word communication, which is the Latin word meaning the common thing and its verb means to broadcast or spread. When we communicate, we are trying to share information, ideas and trends and form a relationship with a person or a group of people. Therefore, the synonym of the verb to communicate is to share (Muhammad Abdul Hamid 2000, p. 19).

Communication linguistically in Arabic dictionaries is a word derived from the source "wasl" which basically means connection and achieving the goal (Ibn Manzur, 2003, p. 868).

B- Technically: The sociologist "Charles Cooley" believes that communication means the mechanism through which human relations exist and mental symbols grow and develop by means of spreading these symbols across space and their continuity over time, and includes facial expressions, gestures, signals, tones of voice, words, printing, telegraph and telephone "3. (Rahima Al-Tayeb (Issani, 2002, p. 12) Educational communication: It is a process through which knowledge or experience is transferred from one person (the teacher) to another (the student), and then this process has elements and components that are subject to observation and experimentation, a direction in which it proceeds, and a goal that it seeks to achieve, which is to achieve a change in the behavior of the other party, because if there is no change in behavior, the goal of the communication process has not been achieved. (Qandeel, Badawi, 2005, 23)

5-2-Digital education: A method of education using modern communication mechanisms from computers and their networks and their various media of sound, image, graphics, search mechanisms and electronic libraries, as well as Internet portals, whether remotely or in the classroom, by using all types of technology to deliver information to the learner in the shortest time, with the least effort and the greatest benefit. (Al-Ajrash, 2017, p. 21)

6- Previous studies:

- **Dr. Suad Fayez Malkawi's study (2022)** on the actual reality as digital learning practices from the point of view of male and female managers working in private schools in the northern region of Jordan. The study aimed to know the reality of digital learning and its practices from the point of view of male and female managers working in private schools in the northern region of Jordan. The study used the descriptive analytical approach, and collected information through a questionnaire (26 paragraphs) on a sample of (50) male and female managers (90) distributed over two areas: the first: the reality of digital learning practices from the point of view of male and female managers working in private schools in the northern region of Jordan, and the second: mechanisms for activating digital learning practices from the point of view of male and female managers working in private schools in the northern region of Jordan. The study concluded that the actual reality as digital learning practices from the point of view of male and female managers working in private schools in the northern region of Jordan came average, and the first field of study came at an average level, while the second also came (mechanisms) came at an average level according to the statistical analysis used.

- **The study of Dr. Muhammad Abdul Qader Al-Omari (2015)** aimed to reveal the reasons for faculty members' reluctance to use the e-learning system on the Yarmouk University website from their point of view. A questionnaire of (19) items was used. The study population consisted of (963), and the sample (200) of them were randomly selected. The study concluded

that there are obstacles facing faculty members in using the e-learning system, the most important of which are: weak infrastructure, many students not having the skills to use the system, and the heavy teaching burden placed on the faculty member.

- **The study of Bushra Muhammad Abdul Rahman Al-Naziri (2019)** aimed to identify the degree of obstacles to the application of e-learning facing faculty members in the Education Department at Taiz University. The sample consisted of male and female faculty members (34). The study relied on the descriptive survey approach and used a questionnaire (26) paragraphs distributed over four areas. The results showed that the degree of obstacles to the application of e-learning in the Education Department from the point of view of members was moderate. The study areas were ranked according to the study sample's response as follows: university administration (to a large extent), student (to a moderate degree), university course (to a moderate degree), professor (to a moderate degree). The study also showed that there were no statistically significant differences at the level (0.05) in the responses of sample members according to the gender variable and also in relation to the scientific degree variable. From previous studies, it is clear that effective educational communication is one of the essential elements for overcoming the difficulties of digital learning. The relationship between educational communication and the use of technology includes several important aspects: Guidance and counseling: Teachers who have strong communication skills can guide students through digital learning platforms, which contributes to reducing digital gaps and achieving greater benefit from available digital resources. Motivation and engagement: Effective communication between teachers and students enhances students' motivation to participate in digital activities and increases their understanding and comprehension of digital content. Responding to technical problems: With the increasing use of digital tools in education, continuous communication between teachers and students becomes necessary to overcome any technical problems or difficulties that may arise. The difficulties of implementing digital learning, according to many studies, can be summarized as follows: Resistance to change: Many teachers and students face difficulty adapting to modern technologies, which leads to resistance to their use. The digital divide: The difference in the level of access to technology between schools or students as a result of economic or social differences. Weak technical training: Many teachers suffer from weak training in the use of digital learning tools, which affects their ability to use these tools effectively. Technical problems: From technological failures to poor internet connectivity, this poses real obstacles to the implementation of digital education. Poor communication and interaction: Digital education sometimes reduces teacher-student interaction, which affects building an effective educational relationship.

7- Methodological procedures of the study:

7-1- Study methodology: In this research, we relied on the descriptive analytical method that will enable us to describe the phenomenon or try to reach a conclusion through the analysis that will contribute to revealing the relationship between educational compliance and its media and the difficulties related to the components of digital learning among university students.

7-2- Study sample: In our study, we randomly selected the sample, which amounted to 80 university students studying at Djilali Bounaama University, Khemis Miliana, across a group of departments in which the study was conducted (the original community).

7-3- Study areas: The study took between the exploratory and the basic about four months in 2022 (between application, unpacking, obtaining results, analyzing them and interpreting them). In a group of Quranic schools in the state of Ain Defla in Algeria. Departments and faculties at Djilali Bounaama University.

7-4- Data collection tools: Our research contains two main variables, which are educational communication and difficulties in applying digital learning strategies. Therefore, we tried to build a questionnaire specific to educational communication media, and to use a scale previously prepared by the researcher on the difficulties of applying digital learning after verifying its psychometric properties, after going through a set of steps.

- Description of the questionnaire specific to educational communication media: It represents the learner's knowledge of using a set of media for the purpose of learning and developing his skills. The questionnaire was designed with a set of items according to three axes, which were as follows:

*First axis: Audio recordings

*Second axis: Videotapes

*Third axis: Compact discs (CD6-ROM)

Description of the scale of difficulties in applying digital learning: It is a scale prepared by the researcher in a previous study that included five dimensions, which are (personal data - difficulties related to the learner - difficulties related to the teacher - difficulties related to management - technological and technical difficulties), and each dimension included 10 phrases.

- Psychometric properties:

* Validity:

- Validity of the arbitrators: The questionnaire was presented to a group of specialists in the field of digitization in general, the field of digital learning and its mechanisms, and some technicians. We presented the tool to a group of professors specialized in this field, and the percentage of validity was high (agreement rate 72%), and we adhered to most of the comments provided about the questionnaire phrases.

- Validity of internal consistency:

Table No. 01: Shows the internal consistency validity coefficients of the scale axes

The number	Dimension (axis)	Correlation coefficient
01	Personal data	**0.63
02	Learner-related difficulties	**0.69
03	Teacher-related difficulties	**0.58
04	Administrative difficulties	**0.81
05	Technological and technical difficulties	**0.71

Source, Researchers 2023

** Function at 0.01

- Stability:

The stability of the two tools was confirmed, and after confirming that their items actually measure the phenomenon to be measured (honesty), and in the second contact with the students during the exploratory study, the two scales were distributed to a sample of students of about (30) students, and through the data analysis, we tried to calculate the stability of the two scales by splitting the items in half using the Spearman-Brown coefficient for both scales, and we obtained a stability coefficient for the educational communication media questionnaire estimated at (0.75), and a stability coefficient for the digital learning application difficulties scale estimated at (0.81), which are good and acceptable coefficients that enable us to adopt the two tools in the main study, as they are stable.

Table No. (2): Shows the stability coefficients for the educational communication media questionnaire and the digital learning application difficulties scale

Scale	Reliability Coefficient
Educational Communication Media Questionnaire	0.75
Difficulties in Applying Digital Learning	0.81

5- Statistical methods:

A set of statistical methods were used, represented by: (SPSS) system

It is the statistical package for the social sciences.

8- Presentation and interpretation of the results of the hypothesis test:

*Results of the first hypothesis test:

Text of the first hypothesis: "There is a statistically significant correlation between educational communication media and difficulties in applying digital learning among university students" To test this study hypothesis, the correlation coefficient was calculated between the scores of the variables on the results as shown in the following table:

Table No. (3): The value of the correlation coefficient between educational communication media and difficulties in applying digital learning among university students

Statistics Variables	Sample size	Pearson coefficient	correlation	Significance level
Educational communication media	80	0.01		
Difficulties in applying digital learning	80	-0,69**		

It is clear from the results shown in Table No. (3) that the value of the correlation coefficient between the scores of educational communication media and difficulties in applying digital

learning is (-0.69). It is a significant value that indicates the existence of a strong and significant inverse correlation at the significance level of 0.01.

* Results of testing the second hypothesis:

Hypothesis text: "There is a statistically significant correlation between the scores of educational communication media and the scores of difficulties related to the learner." To test this study hypothesis, the correlation coefficient between the scores of the two variables was calculated on the results as shown in the following table:

Table No. (4): Shows the value of the correlation coefficient between the scores of educational communication media and the difficulties related to the learner

Statistics Variables	Sample size	Pearson correlation coefficient	Significance level
Educational communication media	80	0.01	
Learner related difficulties	80	-0.81**	

It is clear from the results shown in Table No. (4) that the value of the correlation coefficient between educational communication media and the scores of difficulties related to the learner was (-0.81) at the significance level of 0.01, which are values that indicate the existence of a strong and statistically significant inverse correlation.

* Results of testing the third hypothesis:

Hypothesis: "There is a statistically significant correlation between educational communication media and difficulties related to the teacher." To test this study hypothesis, the correlation coefficient between the scores of the two variables on the results was calculated as shown in the following table:

Table No. (5): Shows the value of the correlation coefficient between the scores of educational communication media and difficulties related to the teacher

Statistics Variables	Sample size	Pearson correlation coefficient	Significance level
Educational communication media	80	0.01	
difficulties related to the teacher	80	-0.77**	

It is clear from the results shown in Table No. (5) that the value of the correlation coefficient between educational communication media and difficulties related to the teacher was (-0.77) at the significance level of 0.01, which are values that indicate the existence of a strong, statistically significant, inverse correlation.

* Results of the fourth hypothesis test:

Hypothesis: "There is a statistically significant correlation between educational communication media and difficulties related to management. To test this study hypothesis, the correlation coefficient was calculated between the scores of the two variables on the results as shown in the following table:

Table No. (6): Shows the value of the correlation coefficient between the scores of educational communication media and difficulties related to management

Statistics Variables	Sample size	Pearson correlation coefficient	Significance level
Educational communication media	80	0.01	-0.76**
difficulties related to management	80		

It is clear from the results shown in Table No. (6) that the value of the correlation coefficient between educational communication media and difficulties related to management was (0.76-) at the significance level of 0.01, which are values that indicate the existence of a strong, statistically significant, inverse correlation relationship.

* Results of the fifth hypothesis test:

Hypothesis: "There is a statistically significant correlation between educational communication media and technological and technical difficulties. To test this study hypothesis, the correlation coefficient was calculated between the scores of the two variables on the results as shown in the following table:

Table No. (7): Shows the value of the correlation coefficient between the scores of educational communication media and technological and technical difficulties

Statistics Variables	Sample size	Pearson correlation coefficient	Significance level
Educational communication media	80	0.01	-0.78**
technological and technical difficulties.	80		

9- Discussion of the results of the study:

Through the results shown In the previous tables, namely Table No. (3), which showed the results of testing the first hypothesis of the study, it was found that there is a statistically significant inverse correlation between educational communication media and the difficulties of applying digital learning in its four dimensions (related to the learner - related to the teacher -

related to management - technological and technical). These results may be attributed to the total behavioral indicators shown by the examinees from the research sample, which were characterized by expressing points of view about reducing the difficulties of applying digital learning compared to the educational communication media available and activated in educational institutions, which were represented, for example, in conveying the message, which is sending the correct meaning that lies in the intended result, i.e. that the educational message reaches the recipient in the best conditions, and its content is understood as the sender intended in finding greater ease in implementing instructions and the ability to adapt and integrate with the requirements of activating digital learning strategies and its electronic mechanisms, and to have high communication skills, verbal and non-verbal, and the ability to formulate a message that clearly expresses its goal and takes into account the nature of the recipient and the ability to organize new educational behavior in many cases in a manner consistent with the situations required by this type of education.

* Through the results shown in Table No. (4), which showed the results of the second hypothesis test, it became clear that there is a strong inverse correlation between educational communication media and the difficulties of applying learning related to the learner's dimension. This was evident in the behaviors of the learners in the sample, as they became able to follow the classroom discussion, and they try to control their behaviors before responding, and they do not find it difficult to apply what they have learned, and they have become more easily responding than before. This is explained by what the various characteristics of educational communication media have made available to them, including methods and tools such as videotapes, computer discs, and audio recordings, in terms of ease in practicing and acquiring new learning, especially with regard to academic activities that require these skills that help increase self-efficacy in a more positive way in the new digital learning patterns. *

Through the results shown in Table No. (5), which showed the results of the third hypothesis test, it was clear that there is a strong inverse correlation between educational communication media and the difficulties of applying learning related to the teacher's dimension. This was evident in the trends of the sample members of teachers, as they became able to follow the classroom discussion, and they try to control the behavior of learners through technical learning methods and do not find it difficult to apply what they have attended, and they have become more easily interacting than before. This is explained by what the various characteristics of educational communication media have made available to them in terms of ease in practicing and acquiring new practices, especially in relation to academic activities that require these skills that help increase the effectiveness of the relationship between the components of the educational process in the midst of new learning. Such as creating a degree of job satisfaction and harmony and getting rid of various pressures, informing teachers of the activities taking place in the school, and this type of educational communication includes responding to teachers regarding their suggestions and point of view on various educational topics. Through the results shown in Table (6), which showed the results of the fourth hypothesis test, it became clear that there is a strong inverse correlation between educational communication media and learning application difficulties related to the management dimension. This was shown in the changes in the responses of the sample members in many aspects, such as that they no longer need more time to apply new tasks, and their attention is not easily distracted when dealing with new technologies, and their behavior and relationships are no longer difficult to predict, and they can be controlled and directed. This illustrates the positive impact of educational communication skills and media, which produced many behavioral changes such as the undesirable negative

attitudes of some managers towards a group of teachers, which hinders good communication between them. Rather, these media provided the skills that require addressing the educational process with a lot of enthusiasm for high and distinguished performance and achievement, which is what the learner needs, especially in his academic activities within the framework of the requirements of new digital learning. These skills include facilitating communication and removing obstacles between the poles of the new learning process within the framework of serious educational communication. *Through the results shown in Table No. (7), which showed the results of the fifth hypothesis test, it was clear that there is a strong inverse correlation between educational communication media and the difficulties of applying technological and technical learning. This was evident in the behaviors of the sample members, as they became more capable of dealing with new educational situations, and acquired proficiency in performing response skills in general. This helped them overcome the levels of confusion factors due to these skills that helped them perform consistently, and this is what the learner needs in learning various academic activities, especially in the educational phase, where he needs harmony and emotional, psychological and social sensory stability in the learning process that enables him to confront some disorders such as fear, anger, hesitation and even withdrawal from the educational process. This is what educational communication media and its skills have of a positive and effective impact in dispelling the problems of the technical aspect by knowing its source, duration and impact on the educational process and acquiring its new digital strategies. The results of the study agreed with the results of many studies. Conclusion: After familiarizing yourself with the results and processing various data according to analysis and statistical support, it became clear that there is a link between educational communication media and the difficulties of applying digital learning strategies in its four dimensions (teacher - learner - administration - technological and technical difficulties) from the point of view of the components of the educational process, as we conclude that the educational communication factor has a major role in raising the turnout and interaction among the components of the educational process in the different educational stages, and in various educational institutions, as activating these characteristics and skills has an undisputed importance, requiring training specialists in educational and pedagogical action to develop, use and possess them to raise their psychological and social compatibility level and confront their educational and relational behavioral problems, which raise the components of compatibility and motivation to achieve them. Through our study, we concluded the importance of the factors that would contribute to acquiring the components of the educational process with various characteristics and skills in educational communication that raise the levels of mastery and actual engagement in confronting the difficulties of applying digital education and activating its strategies as required by the digital transformation in all institutions.

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