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# Comparison ofTraditional-Trainingon theOpen E-TrainingPlatform s and Traditional Training (Case Study: Udemy Platform 2016)

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***Abstract***
*Open e-training Platform s play an important role as one of the tools that help people develop their skills and acquire new knowledge and expertise in various fields, recently the trend has increased towards the virtual training and it became a way to reach more of the trainees who aspire to get better educational quality of the training programs which are held on the Internet without the temporal and spatial limitations and away from the traditional training, as the time and cost stand as a significant obstacle before the ambitions of individuals.*
*The paper discussed the problems that hinder the trainees of full understanding of the training courses on the open e-training Platform s compared to traditional training, and see how they benefit and their orientation towards it, this study followed the analytical descriptive method through the distribution of a questionnaire to a random sample of the technical community members.*
*The questionnaire results indicated a preference to use online training instead of traditional training, were the main reasons is the lack of temporal and spatial constraints.*
***Key Words:*** *Training, Open E-training Educational Platform, Open E-training Training, Traditional Training, Udemy Platform.*

## I. Introduction

As a result of the evolution of the use of information and communication technology many new forms of training consequently appeared, including training on e-trainingPlatform s, which is one of the open training methods that encroach age obstacles, gender, geography, bringing the training is unlimited to a certain class of trainees, through these e-trainingPlatform s it could be possible to use the time where access at specific hours is not a prerequisite, except in some training courses that require presence at a specific time. In these online courses there are varied sciences and expertise of the various sub-disciplines that are not subject to traditional academic in the selection of majors, any trainees can acquire knowledge in various sciences such as: graphics, investment, university lessons, arts, health, web design, technology, games, programming etc.

## II. Training

It is an organized activity aimed to help individuals to perform a specific task, by the intended change in their knowledge, skills and trends. It is those efforts that aim to provide the individual with information, knowledge and expertise that give individual skill in work performance, or enhance and develop individual skills, knowledge and expertise, to increase the efficiency in the performance of the current or preparing the individual to perform works of a higher level in the future.
Continuous training makes the individual in permanent contact knowing what is happening in the world in order to seek keeping pace with scientific developments in various areas affecting him, and help him develop in the same area where the individual works or in other concerning areas.

## III. Importance and Objectives Training:

Generally the training based in rehabilitation of the individuals to know how they lead whereby an act, or solve a problem or specific problems, and is therefore meaningful and oriented in its method and programmed in its planning or organizing, because it aims to supply the recipient with certain information to perform a specific job, or supplying guidelines or directives to help the recipient to fulfill its role and improve its performance, in any institution or public utility or private entity the level of training is considered as the true measure of the capabilities and the efficiency of the members in this institution, whereas the business is a real experimenter for

all the theories and methods of optimizing performance and raising the professional level, it is naturally that the first goal training will be: intellectual preparing and individuals sophisticating with a view to raising the efficiency rate and readiness to make the desired change and progress. Generally training aims to promote the individual on all the knowledge and technical, productivity and administrative levels and set the individual appropriately to play its role and perform its functions efficiently, the goals vary as the training program vary. Training is an important source of preparing individuals to develop their skills as it will be reflected positively on their performance and the performance of the institution, the training is the main reason behind the success of every activity.

It is an opportunity for individuals to move from their current level to a better level, the importance of training is due to the many benefits that we get from training; which is became very important in the contemporary administration for current technological advances.

## IV. Types of Training:

Types of training vary depending on the classification criterion, it can be illustrated as follows:

i. Training according to the number of trainees, it is divided into:

- Traditional training (individually or collectively).
- Distant e-training (self-training).

ii. Training according to the training venue, it is divided into:

- Training in the workplace.
- Training outside the workplace.

iii. Training in accordance with the goal, it is divided into:

– Ordinary goals: help the organization to continue at required rates of efficiency.

– Goals of solving problems: it reveals specific problems faced by the organization and analyzes and designs training programs in order to solve and deal with it.

– Innovative goals: aims to achieve unusual innovative results to raise the level of performance in the organization towards areas and horizons have never reached.

iv. Training according to executing time, it is divided into:

- Training before job: that training comes before joining the job.
- Training on job (OJT): that training comes during practicing the job.

## V. Traditional Training:

The traditional training held in a certain training institutions by trainers in a lecture halls in a specific time and place, using traditional training tools and computer boards etc.

### 5.1. The traditional training methods:

Teaching methods are way (or manner) by which we display the training material, including:

i. Lectures: it is a training method of verbal symbols used to deliver groups of ideas, scientific information, facts, theories and concepts, by trainer to the trainees.

ii. Discussion-oriented: is a method going through a dialogue on the subject of a specific problem or selected by the trainer, that attendance discusses among them information, views and ideas.

iii. Case Study: A descriptive display of a position or a realistic model for the purpose of educational research or for the benefit of training and learning.

iv. Field visits: This technique gives the trainee the chance to see the attitudes and the facts as they are and it is useful in acquiring the trainees skills in comparing the problems discussed in the training session and beyond.

v. Practical Projects: In this technique asks trainees to do practical project has to do their job, and after its completion the trainee or the leader of the work group should review the contents of the project in front of the trainees and then discuss it.

## VI. E-Training:

After the occurrence of the Internet and with the recent advances in computer and communication technology, information and multimedia there were a new patterns of training emerged and became important to be adopted as a means to develop the training process, these developments are crystallized in the overall concept known as e-training, which imposed itself as an innovative global interactive and flexible way.

## VII. The electronic training definition:

It is providing training content (an electronic) through the approved multi-media on computers and networks to give the trainees the possibility of active interaction with this content and with the trainer and with his peers, either simultaneously or non-simultaneously, and also the possibility to complete this training in time and same place with a speed appropriate to the circumstances and abilities, as well as the possibility of its administration through the media.

Consideration could be given to e-training as a system, and is defined as an educational training system to provide training or education programs to the trainees or learners at any time and at any place using information and interactive communications technologies like (Internet, local channels, e-mail, CDs, computers, etc.) to provide a interactive training educational learning environment, multiple sources in synchronized method in the classroom or remote non-synchronized, without committing to a specific location, depending on the self-training and interaction between trainer and trainee.

## VIII. The Electronic Training Goals:

i. Reconcile the need of incumbents to training and the need of labor to the presence of the labors, and the reduction of dropping out for their period training by deliver training to their places of work.
ii. Fulfill the utmost utilization of the educational and training qualified energies instead of limiting its potential to training of a limited number of trainees, through modern technology for communication and information transfer.
iii. Unifying training on a global scale (globalization of knowledge).
iv. Disseminating training opportunities for all, and developing self-incentives to acquire and improve performance skills.
v. Expand educational and training base and instant escort for the ongoing global developments.
vi. Reliance on interactive technology media to provide immediate and regular feeding to evaluate learning and training programs remotely in order to verify its effectiveness and efficiency through the perspective of the trainer and trainee.
vii. Raising the technical and educational level of the training programs provided to the distant learning beneficiaries, where it is prepared by relevant experts are benefiting from the development of information and communication technologies.
viii. Breaking the geographical, social, physical and other barriers, which barring large numbers of trainees and their chances to receive their education and training opportunities.
ix. Contribute to women's education and training on the skills required by the labor market, while maintaining women’s privacy.

## IX. The importance of e-training:

The concept of education is different from the concept of training, but the style and the methods and techniques are the same. And distance training derives its significance from the importance of distance learning, whereas distance learning and distance training is considered the best solution to the challenges of the 21th century, through the use of e-training applications and the Internet, mobile phone, computer and e-mail to deliver the training services to the trainees who need it, wherever they, aiming to change attitudes and develop their skills and improve their performance and improve their ability to solve problems. The importance of distance training emerged as a solution addresses the constraints of traditional training, as direction to meet the accelerating training needs through the utilizing of information and communication systems technologies.

## X. Types of online training:

i. Synchronous E-Training: it is e-Training where the trainer will meet with the trainees simultaneously using training tools, for instance the virtual classrooms or (Collaborate system) or instant chat or text chatting.
ii. Asynchronous E-Training: in which there is communication between the trainer and the trainee, and the trainer can put sources with the teaching plan and evaluate the educational network, and then trainee enters the site at any time and follow the instructions to complete the training without there being simultaneously connected with the trainer.
iii.Blended Leaning:includes aset oftoolsthat are designedto compliment each other, the blended training programcould includemanytraining tools, such as the instant virtualcollaborativetrainingsoftware, the practiced courses on the Internet,and the ofself-trainingcourses, performancesupport electronicsystems, self-training is mixing betweensynchronous and asynchronoustraining.

## XI. E-training characteristics:

i. Providing digital multimedia content (written or spoken texts, sound effects, graphics written in all patterns, animation, images, video clips).
ii. This content training is to be provided to the trainee through the authenticated media on computer and networks.
iii. This media is tightly integrated with each other to achieve specific educational and training goals.
iv. This training is operated electronically, where available number of services or tasks related to the training process.
v. E-training is less expensive.

vi. Individuality could be achieved in e-training.
vii. Achieving Interactivity in the training process (trainee interaction with the trainer, with the content, with colleagues, with the educational or training institution, with software and applications).
viii. Easy to access it at any time and anywhere without barriers.

## XII. Differences between Traditional Training and Training E-Training:

First perspective: Traditional Training Model
i. Trainer is the primary sourcefor training.
ii. Trainee receives knowledge from the trainer.
iii. The trainee works in dependently without the group(to some extent).
iv. All trainees are trained and are training the same subject.
v. Trainer obtained initial training and then when necessary.
vi. Outstanding trainee be explored and given the opportunity to complete this training.
vii. Recall information, training and learning without taking into account individual differences.
Distance Training Model(Electronic)
i. The trainer is an advisor and facilitator of the training sources.
ii. Trainee trained through practice and self-searching.
iii. Trainee training in a group and interact with others.
iv. Trainee trained in an independent method, according to the circumstances.
v. Trainer isin ongoinglearningor continuous, wherestartsthe initialtraining andcontinuewithout interruption.
vi. Trainee has the opportunity to receive training and knowledge without spatialortemporal unhinderedand for lifetime.
vii. Problem-solving, analyzing, evaluation, creativity, taking into account individual differences.
The second perspective:
Traditional Training Model
i. The information flow is for one-way.
ii. Individual training.
iii. Mandatory attendance for lectures.
iv. Only recipient trainees (Negative training).
v. The place and time already designated in the training room.
vi. Use a few illustration tools and often satisfying only by verbal explanation.
Training model remote (Electronic)
i. Two-way flow of information.
ii. Collaborative training.
iii. Self-training through individual exploration.
iv. Trainees participating in the training process (positive training).
v. Trainee receives the information in the way he/she want and at the right time.
vi. Using all available assistance means and use of different training patterns.

## XIII. The difference between e-training and e-learning:

There is no difference between the two types through the e-learning environment, whereas both has the prerequisites that found in any e-learning system as well as the virtual classroom system and the mechanism of registration and admission, while the difference is reflected clearly and obviously in the mechanism of the e-learning application on the students or trainees, whereas e-learning is linked by the name of the educational institution (school and university) there are teachers and students and semester tests and a significant attendance, etc. Teachers asked to follow up their students' activities during the semester through the learning management system LMS, receiving duties and answering students' questions and direct interaction between students and teachers through the educational activities such as chat rooms, forums and wiki etc. While e-training is used to train a group of people do not follow educational facility (staff training, rehabilitating human cadres, personnel) the beneficiary of the e-training employees of government agencies and administrative institutions or banks or non-profit organizations and what resulting e-training is the application mechanism of e-training for trainees, here the so-called self-education or self-training and controlling the trainees access to all the contents of the curriculum and training seriously and effectively, whereas there is no teachers or instructors or trainers who follow up the trainees activities or forcing them to solve all the questions and review all activities within the curriculum, in this case comes the role of the allocating a mechanism for study training curriculum to be subject to the administration of sequential educational activities system (Sequence Activities), as well as there must be crossing points (Pass points) between each subject, that trainee can't move to the topic or the next activity unless ended the previous topic well and setting conditions or options to pass the stage (for instance, passed the 60% or more or less, and so on).

## XIV. How to shift from traditional training to e-training:

To shift from traditional training to e-training, we should consider the following:

i. Planning for the training system:

The planning process for the training system is the responsibility of many of the beneficiaries of it in the first place, that process and facilitate the presence of specialists in training, and professors of universities and colleges and technical experts. Whereas training planning is no longer to be made in isolation from many parts. Neither in isolation from the orientations of the State and its various development plans, especially that future training systems an open systems which contribute to the local community. And falls within the planning فتح training system assess the need for e-training also, and to identify its public and private goals.

ii.Implementation of training:

It means how to apply policies, strategies andproceduresthat have been describedin the planning stageto achievethe goals setforthe training .Forminge-training team is linked tothe implementation ofthe training; this e-training team consists of:

–some of trainingdepartments'managers.

–trainingsoftware designers.

–a group of techniciansin the areas ofinformationtechnology, programming, networking, and information securitywhointegratetheir effortswithprofessionals, academics and educators.

E-training had been carried outin a virtual environment, allowingsome flexibilityandfreedom to choosethe placeand time oftraining. This implementationrequires preparing trainingsites byprocessingrequirements of thee-trainingsystemand its Mediasthat include: Internet, multimedia, smart classrooms, suitable e-trainingprograms. Alsowithin theimplementation ofe-trainingchoosing the headofthe training team who shouldhave the abilityand competenceto manage this system, and has the ability to draw up the public view for the training in the light shed of training message according to its objectives.

Implementation includes choosing associated e-training programs or preparing it, and the application of learning and training techniques, and use of devices and software related thereto, as well as benefit from the experiences of others in e-training, and the exercise of all enrichment training activities such as attending conferences that are related to e-training. Implementation also includes determine trainees' needs and assessing it, moreover the technical support such as telecommunications, design and preparation of training programs to meet the desired particular needs of the training.

iii.E-trainingEvaluation:

Training evaluationprocess is depend on a number ofprinciples,criteria and indicatorsby which wemake adjustmentsto the training system development, anddraw its futurestrategies, these principlesand standardsinclude:

– Identifyproximal and distal training objectivesand its clarity.

–Inclusion of assessment process and its continuity.

– Elements ofthe trainingsystem should be cohesiveand consistent.

–Integration ofpre- and post-training efforts and its quality.

## XV. E-training Platforms:

Itisan interactiveenvironment thatutilizing Webtechnologyand the Internettocombines theadvantages ofelectronic contentmanagement systemsand thesocial-media networks, helpingthe exchange ofviewsandideas betweentrainersand trainees, which help to achieve the training output of high quality.

## XVI. Open self-training online (MOOC Massive Open Online Courses):

Takes placeentirely Onlineonthe Internet, itis designed to accommodate an unlimited number of registered and trainees. The most famous Platforms of the MOOCs: Udemy, Udacity, EDX and Coursera.

Different Types ofMOOCs

i.xMOOC: it is the mostpopular typesof training courses, built arounda unifiedtrainingcontentand onetrainer.

ii.cMOOC: communication through training courses, and this type providetrainingcontentin the form ofa researchpanelsofalumni,considered aslaunchingpoint for severalstudentdiscussions, so that thecontentfrom the studentsand tothem.

iii.DOOC:training contentof thesejointsessions is sharedbetweenseveral trainingandeducational institutions, students of these institutions cancommunicatewith each othervia the Internet, often the management of these courses is affiliated toseveral differentinstitutions.

iv. BOOK: It is the closest to MOOCs training courses but with a limited number of trainees, about 50 trainees per training course.

v. SMOC: it is courses given directly, which means that students come at specific times to attend lessons, which broadcasts are live and direct from the trainer and not recording it.

vi. SPOC: short training courses in terms of trainees' numbers, but the communication between the trainer and the trainees will be as close as possible to communicate in real traditional training. It could be argued that these courses are the twin side of a form of communication in the traditional training courses.
vii. Corporate MOOCs: courses designed specifically for staff expertise development or complete their education, which is supported and relied exclusively by staff.
Udemy Educational Platform fall under the x MOOC.

## XVII. Statistical study to determine the trend towards self-e-training- or traditional training on a sample of technical community:

### 17.1. Case studied

Udemy educational electronic platform is an abbreviation of the two words Academy of You offers a wide experience in the field of online learning with wealthy content of more than fourteen field including development of games, applications, Web sites, and there are other areas such as information technology, network maintenance, information security, supporting a lot of administrative and commercial fields such as business management, human resources, economy, finance and marketing, in addition to many public areas of linguistics, photography, design and academic skills.
In each area come lessons with two categorization (paid and free), depending on the degree of specialization, location supervised and attended by a group of academics, most of lessons come in English but the site supports many languages reach more than 80 languages such as Turkish language, Portuguese language and Spanish language, and others, the best which trainee could finds is free of charge for most of the courses and the low price paid for paid courses compared to traditional courses.
The advantage ofUdemy Platform they offerthousandsof coursesand educational programsreachmore than 35,000, training coursecancombine videos clips, presentations, PDF files, documents, essays, links, photos, and direct sessions. Formulatedin a seriesof chaptersand lectures,sessionscan be savedfor offline viewing without Internet access, also it can be followed upby Udemy Platform specialapplicationfor mobile phones, as the number oftrainersin whichuptomore than19,000, while the number of traineesFaisaltomore than9,000,000.

### 17.2. The studymethodology

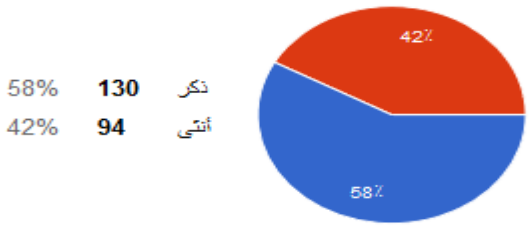
The study followedthe descriptive analytical approach, so as to analyzea sample of group of specialistsindividualsinvariousareas ofthe computer, where it wasa random individuals sample of 222 persons including males and females.
The electronicquestionnaire containedvariables of thestudied case, namely: basicvariables, andvariablesfor comparisonbetweentraditionalande-trainingtraining, specialtrainingand e-training, Udemy Platform variables.The samplewasanalyzed andthe results reached by using Google electronic model(Google Template).

## XVIII. Analysis of the results

### 18.1. Key Variables

#### 18.1.1. Gender

Figure(1) showsmaleparticipant rate accounted for58%, while the femalerate was42%, due tothe randomsamplewhich was chosen forthe study.




Shape (1)

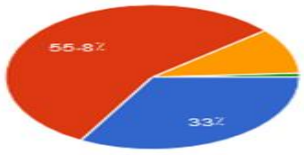
| | | |
|---|---|---|
| Males | 130 | 58% |
| Females | 94 | 42% |

18.1.2. Age

Figure(2)Shows that participant individuals in this study whom their ages are less than 20 years of up percent a get o: 33%, while individuals between the ages of(20-30) of up percentage to:55.8%, which the largest percentage, and individualsagedbetween(30-40) inthe proportionof upto10.3%, while individualsagedmore than (40) inthe proportionof uptoonly0.9%.

Comparing theresults, we find a discrepancy between theratiosandthe biggestcategoryarethoseat the university level.

| | | |
|---|---|---|
| 33% | 74 | أقل من 20 |
| 55.8% | 125 | من 20 - 30 |
| 10.3% | 23 | من 30 - 40 |
| 0.9% | 2 | أكبر من 40 |



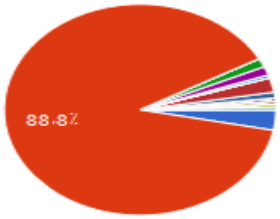

Shape (2)

| | | |
|---|---|---|
| Less than 20 | 74 | 33% |
| Between 20-30 | 125 | 55.8% |
| Between 30-40 | 23 | 10.3% |
| More than 40 | 2 | 0.9% |

18.1.3. Country

Figure(3) shows that the largest number ofparticipantsin this studywerefromSudanincreased by88.8% and Iraq 3.1%, while thePalestine2.2%, andthe percentage of participantsfromthe States ofJordan and Saudi Arabiaare equal1.3%, and Syria0.9%, and Lebanon, Algeria, Somalia, Kenya and Ethiopiarate was 0.4%, while the rest of theArab countriesdid notparticipate. This is becauseof the randomsamplethat participatedin this study.

| | | | | | |
|---|---|---|---|---|---|
| 0% | 0 | سلطنة عمان | 3.1% | 7 | العراق |
| 0% | 0 | قطر | 88.8% | 199 | السودان |
| 0.4% | 1 | لبنان | 0% | 0 | مصر |
| 0% | 0 | ليبيا | 1.3% | 3 | الأردن |
| 0% | 0 | اليمن | 1.3% | 3 | السعودية |
| 0% | 0 | موريتانيا | 0.4% | 1 | الجزائر |
| 0.4% | 1 | الصومال | 0% | 0 | المغرب |
| 0% | 0 | جزر القمر | 0% | 0 | تونس |
| 0% | 0 | جيبوتي | 2.2% | 5 | فلسطين |
| 0% | 0 | تنزانيا | 0.9% | 2 | سوريا |
| 0% | 0 | نيجيريا | 0% | 0 | الإمارات العربية المتحدة |
| 0.4% | 1 | كينيا | 0% | 0 | البحرين |
| 0.4% | 1 | أثيوبيا | 0% | 0 | الكويت |
| 0% | 0 | النيجر | 0% | 0 | اليمن |



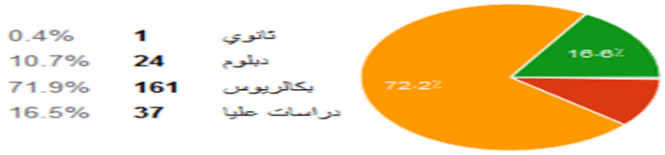

Shape (3)

| | | | | | |
|---|---|---|---|---|---|
| Iraq | 7 | 3.1% | Sultanate of Oman | 0 | 0% |
| Sudan | 199 | 88.8% | Qatar | 0 | 0% |
| Egypt | 0 | 0% | Lebanon | 1 | 0.4% |
| Jordan | 3 | 1.3% | Libya | 0 | 0% |
| Saudi Arabia | 3 | 1.3% | Yemen | 0 | 0% |
| Algeria | 1 | 1% | Mauritania | 0 | 0% |
| Morocco | 0 | 0% | Somalia | 1 | 0.4% |
| Tunisia | 0 | 0% | Comoros | 0 | 0% |
| Palestine | 5 | 2.2% | Djibouti | 0 | 0% |
| Syria | 2 | 0.9% | Tanzania | 0 | 0% |
| UAE | 0 | 0% | Nigeria | 0 | 0% |
| Bahrain | 0 | 0% | Kenya | 1 | 0.4% |
| Kuwait | 0 | 0% | Ethiopia | 1 | 0.4% |

| | | | | | |
|---|---|---|---|---|---|
| Yemen | 0 | 0% | Niger | 0 | 0% |

18.1.4. Educational Level

It is evident fromFigure (4)that the participants ratein this study ofhigh school studentswasonly:0.4%, while those inthe diplomastageStudentsaccounted for:10.7%, andBachelor Students: 71.9% (the highest), while the ratio amongpost-graduate studentswas:16.5% .

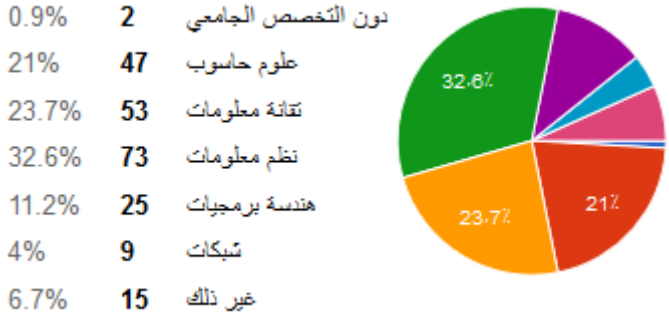



Shape (4)

| | | |
|---|---|---|
| Secondary School Students | 1 | 0.4% |
| Diploma Students | 24 | 10.7% |
| Bachelor Students | 161 | 71.9% |
| Post Graduate Students | 37 | 16.5% |

18.1.5. Specialization

Figure (5)Shows the students' rate of participants in this study of specialized in information systems32.7%, and IT23.7%, while participants from specialized in computer science accounted for21%, and software engineering11.2%, while participants from other disciplines6.7%, and Networking 4%andwho are without university specialization accounted for0.9%.

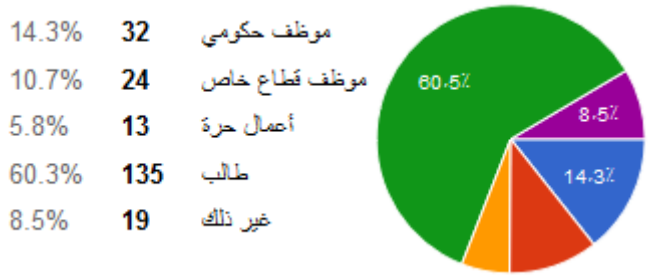



Shape (5)

| | | |
|---|---|---|
| Non University Specialized students | 2 | 0.9% |
| Computer Science Students | 47 | 21% |
| IT Students | 53 | 23.7% |
| information systems Students | 73 | 32.6% |
| software engineering Students | 25 | 11.2% |
| Networking Students | 9 | 4% |
| Others | 15 | 6.7% |

18.1.6. Employment Status

Data of Figure(6)Describes that the largestcategory ofparticipationarestudentsasaccounted for60.3%, while theGovernment employeesratio was14.3%, andemployees ofthe private sector10.7%, and othersreached8.5%, while the entrepreneurshipcategoryaccounted for5.8%.



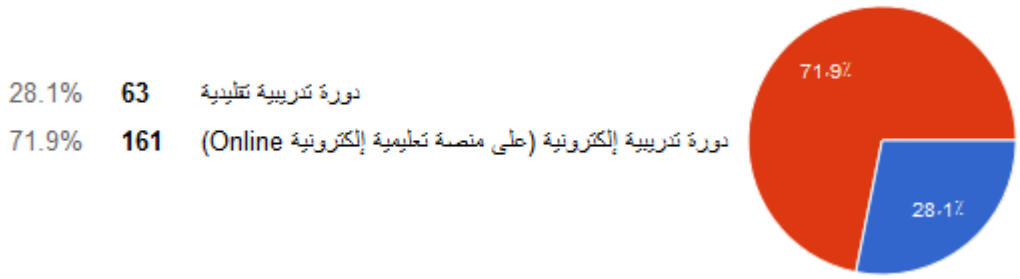

Shape (6)

| | | |
|---|---|---|
| Government Employee | 32 | 14.3% |
| Private Sector Employee | 24 | 10.7% |
| Entrepreneurship | 13 | 5.8% |
| Student | 135 | 60.3% |
| Others | 19 | 8.5% |

**18.2. Variablesfor comparisonbetween the Traditional Training andE-Training**

18.2.1. If there isa training courseavailableelectronicallyandtraditionallyand with the samecontent, whichever you prefer?

From Figure (7), we find that individualswho preferelectronictraining session71.9%, while the rate of who prefer traditional training sessionwas28.1%.
Therefore weconcludethat thetrend towardse-courses is increasing.



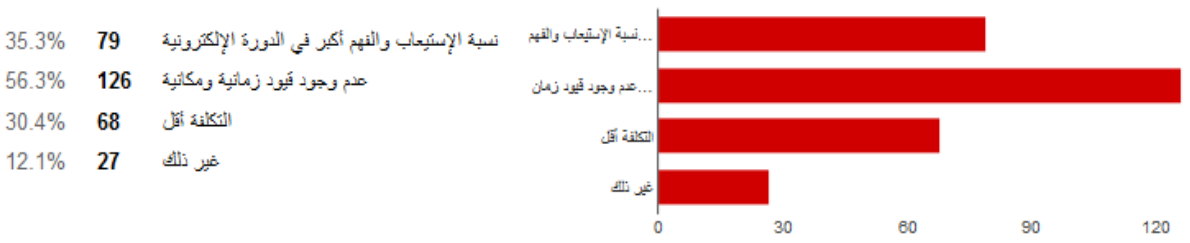

Shape (7)

| | | |
|---|---|---|
| Traditional Training Course | 63 | 28.1% |
| E-Training Course(on an E-education Platform {Online}) | 161 | 71.9% |

18.2.2 What is the Reason making you preferring an E-Course on Traditional Training Course? Figure (10) show that the biggest reason for preferring electronic training course on traditional is the lack of temporal and spatial limitations by rate56.3%, followed by the second reason, rate35.3%, which is the apprehension and understanding is larger due to the individuality in training, while the third reason It is that the cost is less and the rate stood at 30.4%, and there are other reasons of 12.1%.

Shape (10)

| | | |
|---|---|---|
| Rate of Apprehension & Understanding | 79 | 35.3 % |

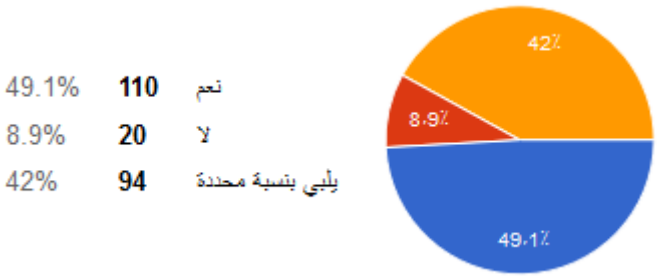



| | | |
|---|---|---|
| Non Existence of temporal and spatial limitations | 126 | 56.3 % |
| Less Expense | 68 | 30.4 % |
| Others | 27 | 12.1 % |

Their intention of dependence on e-trainingas an alternative of traditional training, while 36.6% are finding that the biggest reason for non apprehensionis that they do not see the trainer and communicate with him what causing them a kind of inertia, and 13.4% feel that there are psychological barriers hinder them from apprehension, and 8% believe that there are other reasons.

18.2.3. Do you find thatthe content ofthe educationalcourses offeredelectronicallyon an E-Education Platform has ahigh qualityandmeets youraspirations,desires andgoals?

(Figure13)shows that49.1% of studentsof electroniccoursesfind thatcontentmeets theaspirationsand desiresand goals, and 42% of them meettheir desiresa certain percentage, while 8.9%does not meetany goalsordesiresfor them.

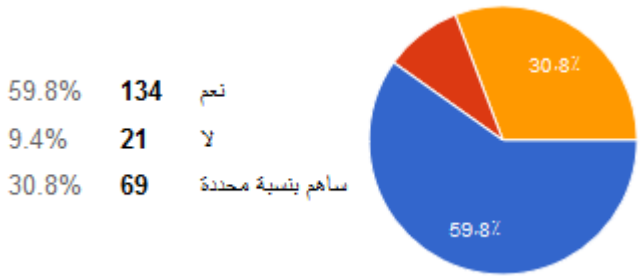



Shape (13)

| | | |
|---|---|---|
| Yes | 110 | 49.1% |
| No | 20 | 8.9% |
| Meet forSpecific Rate | 94 | 42% |

18.2.4. Have you foundthatyour presenceon anE-trainingcoursesin E-leaning Platform participatedin acquiringnew skills and knowledge for you?

(Figure14)shows that59.8% of studentsfinde-courses have participatedin theacquisitionofnew skills and knowledge, and30.8% havecontributed toa specificrate, while 9.4% of them these coursesdid notcontribute to theacquisitionofknowledge and skills.



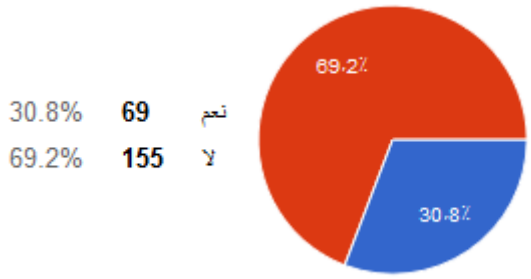

Shape (14)

| | | |
|---|---|---|
| Yes | 143 | 59.8% |
| No | 21 | 9.4% |
| Participatedin Specific Rate | 69 | 30.8% |

**18.3. Udemy E-training Educational Platform variables**

18.3.1. Have you heard about Udemy E-training Educational Platform?

From Figure(15), we find that the rate ofthe answerto(yes) 30.8%, and the proportion ofthe answerto(not) stood at69.2%, andwhichconclude thatUdemyE-training EducationalPlatform islittle knownin Arab society.

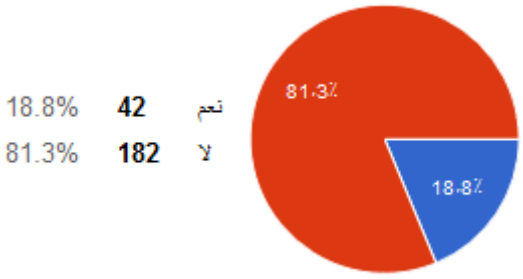



Shape (15)

| | | |
|---|---|---|
| Yes | 69 | 30.8% |
| No | 155 | 69.2% |

18.3.2. Did you attend any Training Course on Udemy E-training Educational Platform?

From Figure(16), we find that the rate ofthe answerto(yes) 18.8%, and the rate ofthe answerto(not) isa largepercentage of81.3%, therefore weconclude that whom heardofUdemyE-training EducationalPlatform ,more than half of themdid not receiveanytraining course on it.

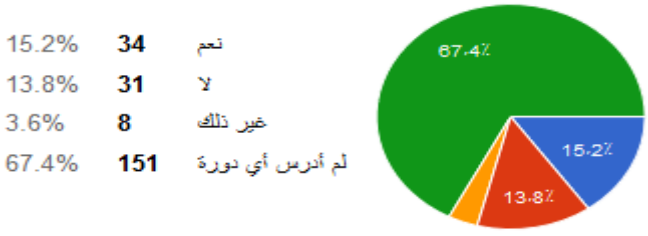



Shape (16)

| | | |
|---|---|---|
| Yes | 42 | 18% |
| No | 182 | 81% |

**18.3.3. Did you complete theonlinetraining coursesto an end?**

From Figure(18), we find that the rate ofthe answerto(yes) 15.2%, and the rate ofthe answerto(not) stood at13.8%, and the rate ofthe answerto(other) amounted to3.6%




Shape (18)

| | | |
|---|---|---|
| Yes | 43 | 15.2% |
| No | 31 | 13.8% |
| Other | 8 | 3.6% |
| Didn't attend any Course | 151 | 67.4% |

## XIX. Results

Through the results of this study, we can conclude the following:
i.As the rate(55.8%) of the individuals involvedare agedbetween(20-30) years,itshows thatyoung peoplein theundergraduate andgraduatealways informed bynewvariablesandthe content ofthe Internetmore thanother age groups.

ii. They Undergraduate Students category more informed than others on the e-content, because the participants of them was (71.9%), followed by graduate students a class by (16.5%), and can be due to their availability to receive science and develop themselves more than others.
iii. The reasons why the majority of the members of the technical community to move toward e-training is the lack of temporal and spatial limitations by (56.3%). The reason is in order to concern the academic study, work and lack of time for them, as well as the percentage of apprehension and understanding is larger so as to achieve the individuality in training and education by (35.6%), and also the cost of electronic courses less than traditional courses and accessible to all, where the figure was (30.4%).
iv.The majority oftechnical communitymembers can not findanyobstaclebetweentheir understandingandapprehendthe e-course,rating (48.7%), while some of themfind that thelack of communicationand seeingtrainer is causingthemsome kind ofinertia andreducesapprehensiontheiraccounted was(36.6%), andsome of them rating(13.4%) feelthere isa psychological barrierhinderingto completeonline trainingsuccessfulanduseful andit hasa negativelyaffects the level oftheir apprehension.
v.E-courses meet the aspirationsand desiresandgoalsoftenastraineesaccounted for(49%), while that meeta certain percentageofsomeaccounted for(42%), anddid not meetany goalfor (8.9%) of them.
vi.E-courses contributeby (59.8%) in the acquisition ofnew skills and knowledge, while contributingbyspecificfor (30.8%) of the individuals, while(9.4%) of the traineesthese coursesdid notcontribute to theacquisitionof new skills.
vii. Udemy educational Platform unknown toa large group of members ofthe Arab community who specialize invariouscomputerareasat a rate(69.2%), while the one who hearsitaccounted for(81.3%)of themdid not receiveanytraining coursethrough them,and (18.8%) onlyreceivedtraining coursesthroughthis Platform .
viii.Not alltraineescompleteselectroniccoursesto an endueseveral reasons, includingthat the methoddid not like themandthere isnegligence fromthemaccounted for7.9%, while 3.6%hadtheir causethat the presentedcontent during the sessiondid notobtaintheir admirationdid notapprehend it, and (2.9% )did not understandthe course.
ix.Traineeswho attendtraining coursesandelectronicto its endunderstand the content througha rate ofmore than(70%)it is an indicationthat the content of the coursesis goodandat a high level.

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