The Effect of Information and Communications Technologies (ICT) in the Jordanian Universities

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Abstract

This study aimed at identifies the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers, student, principle and parents, the researcher use questionnaire to collect the data sample of the study to (10) professors s and (10) supervisors were chosen randomly from ten universities in Jordan. The researcher used means, standard deviations the results of the study shows there is impact of using Information and Communications Technologies (ICT) in the educational process on teachers, students, principles and parent.

1-1 Introduction

Many studies have reviewed the significant impact of technology in learning in universities and universities as well as impact Information and Communications Technologies (ICT) in the educational process in universities and universities; these studies concluded that professors s and students supporting comprehensive approaches can help producing positive outcomes. The approaches used include appropriate policies, infrastructure, professional development, and curricula of Information and Communications Technologies (ICT) in the educational process. Nonetheless, a large body of research evidence, there are no longitudinal, randomized trials conclusively linking e-Learning with positive learner outcomes. Speculations may range between economics and ethics. This research shows the impact of Information and Communications Technologies (ICT) in the educational process and how the technology-rich environment that delivers greater impacts.

Professors s in any Educational institution as universities or universities, face some difficulties with their students, however various studies have proved that Information and Communications Technologies (ICT) in the educational process can increase student engagement, motivation, and their attendance as well. Effective Information and Communications Technologies (ICT) in the educational process can support professors improve their performance in lectures or classes and foster the development of the 21st century skills. Improvements of Information and Communication Technologies (ICTs) have affected society as a whole, especially the educational sector, where in higher education and universities; applying ICTs in the form of e-learning is significantly changing teaching and learning processes. There are countless didactic and socio-economic aspects that have driven higher learning institutions to adopt Information and Communications Technologies (ICT) in the educational process as a teaching method.

The application of using Information and Communications Technologies (ICT) in the educational process in our case would help professors s provide greater information access for their students, greater communication using electronic facilities, and increase their cooperation and collaboration. The using Information and Communications Technologies (ICT) in the educational process also provides pedagogical improvement through simulations in the lectures and classes, virtual experiences, and graphical representations. Both professors and the students are capable of choosing the most suitable and appropriate applications, which are more flexible in time and place, personalized, reusable, and adapted to specific domains, nevertheless it is cost effective and cost efficient (Fisser, 2001; Pelliccione, 2001).

1-2 Problem statement

In order to draw attention to the using Information and Communications Technologies (ICT) in the educational process which is Implementation in universities and universities, it is constructive to comprehend how universities transformed themselves from the traditional model to the current emerging knowledge age where their activities are conducted mostly online.

The mission of teaching is provide all the components that facilitate learning, and that professors can do his job with psychological stability, fulfill his needs and make him able to do his/ her best in a pleasure environment (Goodison, 2002).

In this century, Information and Communications Technologies (ICT) is now part and parcel of learning, it is unclear as to how it is being employed i.e. specifically what exactly is happening. The organization of the ICT system is a heavy asset in terms of the financial, human and time resources employed to set it up and keep it going. How then can it be justice? It is necessary to know the influence of using Information and Communications Technologies (ICT) in the educational process (Kachepa and Batchaeva, 2008).

1-3 Aims of the study

This study aims to identify the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers, student, principle and parents.

1-4 Questions of the study:

1- Is there impact of using Information and Communications Technologies (ICT) in the educational process according of student?
2- Is there impact of using Information and Communications Technologies (ICT) in the educational process according of teachers?
3- Is there impact of using Information and Communications Technologies (ICT) in the educational process according of principles?
4- Is there impact of using Information and Communications Technologies (ICT) in the educational process according of parents?

1-5 Significance of the study

This study will demonstrate the significance of applying Information and Communications Technologies (ICT) in lectures and classes, and how efficient information and Communications Technologies (ICT) in learning is in unraveling all of the obstacles of professors sin handling their students. Applying Information and Communications Technologies (ICT) in lectures and classes will pull the students' attention, by converting the lecture and classes from the boring traditional way to a new field of experience. Instructing with the use of technology helped highlighting the skills-based model of teaching, and reducing the lecture and classes model of teaching. Through shifting teachers' time and effort to technology, in addition to reducing the labor-intensive nature of the traditional model in teaching, all academic institutions will be able to transfer the focus of learning to students to students who are capable of engaging in a self-directed learning activity.

A variety of technologies made education more dynamic and learner-centered which allow students to take better responsibility for their own learning, and grant them the authority to fulfill that responsibility. Computer-mediated lectures and classes tend to be more diverse and more comprehensive than face-to-face communications. In addition, computer-mediated lectures and classes offer more prospects for more interactive and collaborative activities between the students of the lecture and classes.

This study also shows how the using of Information and Communications Technologies (ICT) in learning could enable all students to have constant access to course materials published on the World Wide Web. Various technology-enhanced tools can motivate students and stimulate their interest in the learning process, thereby; it also will influence the professors himself positively. Technology-based instruction can change the type of relationship between students and the teachers, in which students will appreciate the role of their professors as coaches not as gatekeepers.

1-6 Limitation of the study

This study is limited to universities ofJordan at 2013/2014 year.

1-7 Definition Terms

Information and communication technologies in education: process of teaching and learning the topics and subject that allows considerate the purposes and effectual use of information and communication technologies (ICTs) (Pacific Policy Research Center ,2010).

Literature Review
2.1. Introduction

This chapter discusses the different kinds of influences of Information and Communications Technologies (ICT) in the educational process. ICT has an impact on every field and every career when using high and improved technology in your job it has a major positive effects on the flow of work, in teaching field ICT is considered to be very important to facilitate the educational process, professors smust do their best to use technology in an appropriate and right way inside the educational environment (Isisag, 2013)

Using technology in education is a crucial thing for its importance, technology change the way that professors sand students deal with education by allowing them to explore more opportunities to make teaching better, professors smust know the reasons behind using technology it could be to enhance, or make more professional, or improve teaching Al Musawi, (2011).Educators suggested information about how technology is used in serving professors slearning technology as mentioned by Ferdig, (2006) he also added that ICT can open the door for more new kinds of relations between professors sand students.

The use of information and communication technologies (ICT) in different processes of education comes at a time of great transformation in how individuals and organizations learn and how they transfer

learning into performance-in the classroom and online-remains as important as ever. However, the use of information and communication technologies (ICT) in learning is much more than training of (ICT). The accelerating pace of knowledge growth and change, as well as increasing pressures of the market place require researchers to look for innovative approaches to complement training. Learning should not stop at the end of class. On the other hand, Rosenberg (2006) claims that classroom will continue to serve a critical function in any learning strategy. It provides a place where students, professors scan interact, experiment, collaborate and create. It is worth noting that, the goal of this study is to provide hints and clues to policy makers how they administer the use of information and communication technologies (ICT) in education.

2-2 The using of information and communication technologies (ICT) in learning

The use of information and communication technologies **in learning** (ICT) refers to the use of information and communication technologies (ICT) in different processes of education to support and enhance learning in education institutions. This includes the use of ICT technology as a supplement to traditional classrooms, online learning or mixing the both modes (OECD, 2005).

The use of information and communication technologies (ICT) in learning offers institutions and their students the flexibility of place and time of delivering or receiving learning information. Continuing professional development practices in today's fast moving work place environment increasingly involve the use of modern technologies as part of the quest to provide a flexible and responsive learning experience (Smedley, 2010).

The use of information and communication technologies (ICT) in learning is beginning to spread widely all over the Middle East region, as access to different technology forms improves. For example, Qatar is developing and expanding its e-learning facilities (ITP, 2008).

By using of information and communication technologies (ICT) **in learning**, many additional opportunities for interactivity between students and tutors during content delivery (Wagner et al. 2008). In a hybrid (blended) course, a significant portion of traditional face-to-face class time is replaced by online components (OIT, 2009).

Zhang et al. (2006) comments that using information and communication technologies (ICT) **in learning** through interactive video facility allows student to watch any activities conducted inside the classroom and listen to instructors several times if needed. This provides tutors with more ways to interact with students and to provide them with immediate feedback (Brown et al, 2008). Those who adopt advanced technology during the teaching and learning process need to possess a range of ICT skills (Juhadil et al (2007)). This is an essential part of attracting more students and enriching the student learning experience.

Ellen Wartella, (2010) said that technology has become very important element in organization and society, as the ease of information flow due to various communication resources, so Saucedo (2011) said that ICT as a field contains technologies such as desktop and laptop computers, software, peripherals, and internet connections, ICT can facilitate move knowledge around the world and can added value to the educational process.

Khasawneh, (2012) enhance the use of technologies in education recently, for the impact of technologies ICT is considered as an umbrella that may include communication devices and applications such as: radio, television, phones, software and hardware, and other services and application associated with them, ICT is a variety of tools and resources which support communication and manage information, Khasawneh, (2012) highlighted the role of the technologies in educational institutions to enhance teaching and produce technologies which are friendly to children. Saucedo (2011) suggest that the use of ICT can enhance the educational environment by increasing the motivation, increase the level of participation inside the classroom, and the level of comprehension developed.

Plowman, (2010) suggested that universities learning has two main parts 1) face to face interaction which appear to be the most used tool that influence learning and it is visible, 2) mode: with interaction appear in multi modal to support the learning activity in the model the access to learning activity must be taken care of, Plowman also added that if the content of learning is not interesting the children will walk away from learning with ICT and to reach this goal areas of learning which could be supported by ICT should be identified to establish educational practices and enhance learning in playroom settings.

While Fanni, (2013) emphasized on the importance of ICT on professors training, changes in professors sperceptions of good education so the role of ICT comes to give professors smore confidence. training professors son using ICT in educational process especially those who live in disadvantage areas or don't have the required certificates is something crucially demanded, training give confidence to professors by learn how to use new tools, Fanni, (2013) added that using ICT can improve professors ssense self-efficacy, educators consider ICT as one of the main skills which professors sshould master.

also McCarrick & Xiaoming, (2007) added that nowadays technology is spread all over the world with a wide range of equipments the thing that encourage educator support using ICT inside classrooms, educators recognize the benefits of ICT to professors sby increasing teachers' motivation and develop their behaviors,

according to universities they should encourage to use ICT in the teaching of curriculum subjects, ICT has a major positive effects on making things easier to professors sand pupils when doing homework.

Gulbahar and Guven, (2008) said presenting ICT into universities can improve the academic performance of professors sby supporting them when using technology and software in their work, changes should be made in the environment and professors smust be involved in the process, so professors sshould be offered training courses where technology match the views of the curriculum by providing some computers inside classrooms, also professors should have a positive attitude of this changing and developing process.

And for the importance of teachers' attitude toward ICT Zhao and Cziko, (2001) they also added that this attitude not only affects professors sonly knowledge but also it affects the knowledge of students they teach, Gulbahar and Guven, (2008) mentioned three conditions which are necessary for professors swhen introducing ICT into their classrooms: 1) professors smust believe in the importance of technology, 2) professors sshould believe in the usefulness of technology, 3) professors sshould believe that they will handle the technological changes easily.

2-3 Types of using information and communication technologies (ICT) in learning:

In the Gray Harriman the differences between the different types of E using information and communication technologies (ICT) in learning:

- E-learning: it has been applied in different contexts, such as distributed learning, hybrid learning and online-distance teaching (Maltz et al. 2005). In an e-learning environment, a variety of tools and technologies are employed, for example, internet mediated teaching, web-based education, TV and radio broadcast, virtual classrooms and distributed learning (Rosenblit, 2009).
- Online Learning takes place via the Web and may include text, graphics, animation, audio, video, discussion boards, e-mail, and testing. Online learning is typically "on demand" and self-directed but may include synchronous chat, web based teleconferencing (audio graphics), or similar technology (Brown et al, 2008).
- Distance Learning is learning that takes place when the instructor and the learner are not in the same physical location. It can also take place if the instructor and the learner are in the same location but not at the same time. Today distance learning is carried out via a number of media ranging from postal mail to teleconferencing or the Internet. "Distance Learning" (learner focus) and "distance education" (instructor focus) are often used as interchangeable terms. In reality, however, Learning is the result of Education (ITP, 2008).
- Blended learning combines online with face-to-face learning. The goal of blended learning is to provide the most efficient and effective instruction experience by combining delivery modalities. The term "blended learning" is used to describe a solution that combines several different delivery methods, such as collaboration software, Web-based courses, Electronic performance support systems (EPSS), and knowledge management practices. Blended learning also is used to describe learning that mixes various event based activities, including face-to-face classrooms, live E-Learning, and self-paced instruction (OECD, 2005).
- M-Learning – The term M-Learning or Mobile Learning refers to the use of handheld devices such as PDAs, mobile phones, laptops and any other handheld information technology device that can be used in teaching and learning (Isisag, 2013).

2-4 The impact of using Information and Communications Technologies (ICT) in learning according of professors s

Karsenti and Collin, 2010 said that with the increasing role of technology inside classrooms by starting with amendments on professors training program, professors sneed to encourage on the use of ICT inside classrooms, universities need to take care of the curriculums that professors steach, develop professors sskills by encouraging teaching practice, professors smust overcome all the challenges which they face.

Vrasidas et al, (2010) attempts to enhance technology in education lead to various answers from professors sthat range from excitement, fear, uncertainty, and skepticism, Vrasidas suggested some solutions to the challenges that professors sface and said that providing professional programs because Building partnerships for developing, implementing and evaluating programs for professors preparation in teaching with ICT has worked well in several instance and suitable technologies can, develop and give support to teachers, cooperation of the organization that provide technological programs is required, develop university curriculum, support learning tools.

Also Schneider, (2002) said that professors sshould encourage students to be more creative by preparing the material, and give them instructions, also professors sshould know their strengths and weaknesses, professors sshould always do brainstorming by keeping profiles about students achievements and improvements inside classrooms, professors salways respect thinking skills and present them for students to enhance the educational

process.

2-5 The impact of using Information and Communications Technologies (ICT) in learning according of students

Educators and found that technology increase their experiences, enhance self-efficacy, and engage students in classrooms, educators encourage the availability of technological resources inside classroom to help students Alam, (2011). Educators seem to consider technology as a problems solver inside universities as well as overcoming the obstacles they face, educators also added that teachers' self-efficacy and confidence should be taken into consideration and provide the technical support for them (Schrum et al, 2008).

Cox et al, (2000) proposed some motivational factors that affect positively when professors suse ICT inside classrooms: teachers' ability to use ICT, available resources, if using ICT will enjoy and increased the interests inside classrooms, making lessons interesting, increase the motivation in the class, improve presenting the lessons, and improve the students' participation.

Furthermore on the importance of motivation toward ICT what Reiners et al, (2005) have said that ICT help in initiating a positive series starting with increasing the interests, attention, and curiosity which lead to motivation which at last lead to increasing the professors involvement and raising students' grades. Moreover, technology increase students' motivation, engagement, and interest by exploring the way that professors use ICT in teaching and learning process, the researcher pointed out that when professors suse ICT it is stronger and more productive than using the old traditional way, finally ICT is so positive as a tool to enhance the work of professors sbecause of the flexibility, activity, and engagement into lessons by teachers.

Alam, (2011) investigated the reasons affecting on teachers' motivation and that cause concerns inside classrooms, teachers' motivation is affected by various factors such as: social factors in teachers' personal life, the environment inside universities and classrooms, the economic status, students' behavior, the stress from practicing teaching, getting reward on good work, teachers' personality and confidence.

3-1 Methods and Procedures

This chapter contains description of study methodology, population and sample in addition to the chosen method as well as tool used to collect data. Also procedure of construction or development necessary steps to ensure its veracity and consistency. Furthermore, practical procedures and statistical processing are used in the treatment of the study data as the following:

3-2 Study Methodology:

Researcher used descriptive analytical method which is based on the data collection, classification, organization and analysis.

3-3 Study population:

Population of the study consisted of 10 universities inJordan in 2013-2014.

3-4 Study Sample:

The study sample was selected randomly based on Demographic variables (age, gender, academic qualification, experience) from the population of the study equivalent to (10) professors sfrom ten universities inJordan and (10) supervisors from ten universities inJordan

3-5 Instrument of the study:

To realize The impact of using Information and Communications Technologies (ICT) in the educational process according of teachers, student, principle, parents and Decision-makers in this study, the researcher built and developed preliminary which questionnaire consists of (25) items for this matter through revising the literature review and the previous studies which related to the content.

3-6 Reliability

To ensure instruments reliability and validity researcher presented preliminary questionnaire for the number of questionnaire arbitrators and judges whom are experts and specialized in this field were selected in intentionality manner from some of Faculty members from governmental and private universities in Jordan In order to ensure that each statement clarity and accuracy of the context, and how suitable is the form of the field which is being measured and their suitability to the aims of the study. and the arbitrators for the study tool preliminary form an approval of 80% and more on evidence of items sincerity was based on proposals members of the arbitration, and has become in its final form consisting of four fields were, the impact of using (ICT) on learning according to 1) teachers, 2) student, 3) principle, 4) parents were measured through (25) items Appendix (1) shows the tool study final form. T the level of scale answer for each paragraph was according to five point Likert scale

identified follows: one represents Strongly Agree, two represents agree, three represents normal, four represent disagree, five represents strongly disagree. Likert scale was used to judge the results which were divided to High, Average and Low according to the following standard:

The highest value - minimum value of alternatives
Number of levels
Therefore, the level of response as follows:
High level if it was 1+1.33=2.33
Average level if it was 2.34+1.33= 3.67
Low level if it was 3.86 and more = 5.00

Thereby, if the average responses of the study sample were between (1 -2.33) the degree of difficulties will be in high level. If the average of their responses were between (2.34- 3.67) the degree of difficulties will be in average level while if the average of their responses were between (3.86- 5.00) the degree of difficulties will be in low level.

3-7 Validity

To ensure stability, the researcher adopted the method of testing and retesting. Questionnaire has been distributed for number of professors sand supervisors from universities inJordan. Twenty (10) professors sare from outside the study sample, as it was re-applied to them after two weeks, where as the value of Pearson's correlation coefficient is (0.83), its high value and acceptance for the purposes of this study. The equation of Cronbach alpha also used of internal consistency reliability coefficients were as follows:

1- the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers?
2- What is the impact of using Information and Communications Technologies (ICT) in the educational process according of student?
3- What is the impact of using Information and Communications Technologies (ICT) in the educational process according of principles?
4- What is the impact of using Information and Communications Technologies (ICT) in the educational process according of parents?

Table (1)
Stability Rate

Field	Number of statements	Cronbach Alpha
impact of using Information and Communications Technologies (ICT) in the educational process according of teachers	8	94%
impact of using Information and Communications Technologies (ICT) in the educational process according of student	10	88%
the impact of using Information and Communications Technologies (ICT) in the educational process according of principles	4	83%
impact of using Information and Communications Technologies (ICT) in the educational process according of parents	3	90%

Table (1) shows that all Cronbach alpha values for all fields exceeds 60%, in which the first, and third, had (94%, 83%, 90%, 88%) respectively, while the second, fourth field got (90%) which have been accepted for the research.

Statistical treatment:
For achieving the purpose of statistical treatment, the following statistical methods were used:
1. To answer the first question: research used mean and standard deviations.
2. To answer the second question research used test T-test statistical (One Way Anova) and (Shaffee) test for

dimensional comparisons where necessary.

3. To find the stability of tools research use of the equation of Cronbach alpha and Pearson's correlation coefficient.

Furthermore, practical procedures and statistical processing are used in the treatment of the study data as the following:

Stability Rate

To ensure stability, the researcher adopted the method of testing and retesting. Questionnaire has been distributed for number of English Language professors sfrom governmental and private universities in Jordan. Twenty (20) professors sare from outside the study sample, as it was re-applied to them after two weeks, where as the value of Pearson's correlation coefficient is (0.83), its high value and acceptance for the purposes of this study.

4-1 Data analysis and Discussion Results

The purpose of this study is to to identify the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers, student, principle parents and Decision-makers.

   1- In order to answer the first question, that is: **Is there impact of using Information and Communications Technologies (ICT) in the educational process according of students?**

The Arithmetic means and standard deviations were calculated for the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers, table (3) will explain further:

Table (2) Means and standard deviations of the dimension estimate the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers.

No.	Statement	Mean	Standard Deviation	Rank	Degree of applicability
1	Contribute to the expansion of education so that education can happen anywhere at any time.	2.68	**1.04**	**1**	**Average**
6	Improve Trends of students toward educational given material	**2.34**	**0.97**	**2**	**High**
7	Increase the interaction process between the students themselves.	**2.32**	**1.08**	**3**	**High**
4	Increase the motivation of students as a result of feedback obtained during the calendar.	**2.18**	**0.86**	**4**	**High**
2	Provide modern teaching methods such as: self-learning, discovery learning, problem solving, and cooperative learning.	**2.02**	**0.95**	**5**	**High**
8	Raises the level of students in the English language	**1.85**	**0.95**	**6**	**High**
5	Do not help students to consult with their colleagues all over the world about modern teaching methods.	**1.37**	**0.74**	**7**	**High**
3	Do not develop research skills, language, take responsibility and decision-making.	**1.89**	**0.76**	**8**	**High**
	Performance as a whole	**2.28**	**0.67**		**High**

According to table (2), the means are to be varying from high to average among the dimension which estimates the impact of using Information and Communications Technologies (ICT) in the educational process according of professors sfor the responds of the individuals of the study sample, Whereas, statement (1) which is "Contribute to the expansion of education so that education can happen anywhere at any time." was ranked as the first with the mean (2.68), and the last rank statement (3) which is: "Do not develop research skills, language, take responsibility and decision-making.", with the mean (1.89).

   2- In order to answer the second question, that is: **Is there impact of using Information and Communications Technologies (ICT) in the educational process according of teachers?**

The means and standard deviation have been calculated for the **impact of using Information and**

Communications Technologies (ICT) in the educational process according of professors sin table () which explains:

Table (3): The means and standards deviations of the dimension estimate the impact of using Information and Communications Technologies (ICT) in the educational process according of teachers.

No.	Statement	Mean	Standard Deviation	Rank	Degree of applicability
5	Enables professors sto Diversify in activities and strategies of teaching	2.48	1.04	1	Average
3	Helping professors sto overcome geographical boundaries.	2.34	0.97	2	High
1	Provide educational content with a renewed dynamic nature .	2.32	1.08	3	High
2	Helping professors sto develop their academic skills via Video conferencing	2.18	0.86	4	High
7	Improve interaction process between the student and the teacher	2.02	0.95	5	High
10	Train professors sto participate in producing and evaluate educational software.	1.85	0.95	6	High
9	Enables professors to diversify evaluation methods and feedback.	1.67	0.90	7	High
6	Provide professors efforts in teaching educational material Vocabulary.	1.39	0.70	8	High
3	Helping to get teachers' decisions easily	1.37	0.74	9	High
8	Do not Improve technical skills for teachers	1.37	0.74	10	High
	Performance as a whole	1.90	0.57		High

It is from table (3) that the means are varying between high and average within the dimension which estimates the **impact of using Information and Communications Technologies (ICT) in the educational process according of professors s**for the answers of the individuals of the study sample, in which the total mean is (1.90), and the standard deviation is (0.57), whereas statement (5) which is: "Enables professors sto Diversify in activities and strategies of teaching ", took the first rank with the mean (2.48), and the last rank was for statement (8) which is: "Do not Improve technical skills for teachers" with the mean (1.37).

      3- In order to answer the second question, that is: **Is there impact of using Information and Communications Technologies (ICT) in the educational process according of principles?**

The means and standard deviation have been calculated for the **impact of using Information and Communications Technologies (ICT) in the educational process according of principles** in table (4) which explains:

Table (4): The means and standards deviations of the dimension estimate the impact of using Information and Communications Technologies (ICT) in the educational process according of principles.

No.	Statement	Mean	Standard Deviation	Rank	Degree of applicability
2	Helping educational departments to overcome the lake of teachers' number	2.44	0.83	1	Average
1	Helping Departments to contact with other departments to identify solutions for the problems.	2.32	0.87	2	High
4	Helping in coordination between educational departments and curriculum	2.31	0.97	3	High
3	Do not Help educational departments to overcome the Tutorials problems.	1.53	0.79	10	High
	Performance as a whole	2.10	0.52		High

It shows from table (4) that the means were varying from average to high within the dimension which estimates the **impact of using Information and Communications Technologies (ICT) in the educational**

process according of principles for the answers of the individuals within the study sample, whereas, the total mean is (2.10), and the standard deviation is (0.52), in which statement (2) which is: "Helping educational departments to overcome the lake of teachers' number" is in the first rank with the mean of (2.44), and the last rank was statement (3) which is: "Do not Help educational departments to overcome the Tutorials problems." with the mean (1.53).

4- In order to answer the second question, that is: **Is there impact of using Information and Communications Technologies (ICT) in the educational process according of parents?**

The means and standard deviation have been calculated for the **impact of using Information and Communications Technologies (ICT) in the educational process according of parents** in table (5) which explains:

Table (5): The means and standards deviations of the dimension estimate the impact of using Information and Communications Technologies (ICT) in the educational process according of parents.

No.	Statement	Mean	Standard Deviation	Rank	Degree of applicability
1	Allowing parents to follow up children's level via internet.	2.68	1.11	1	Average
3	Allowing students parents to look at presented scientific material and their children result.	2.64	1.00	2	Average
2	Do not Allowing parents to overcome Tutorials problems	2.08	1.06	10	High
	Performance as a whole	2.31	0.64		High

It shows from table (5) that the means were varying between average and high within the dimension which estimates the impact of the difficulties facing English language professors swith the curriculum for the answers of the individuals of the study sample, where the total mean was (2.31) and the standard deviation (0.64), whereas, the statement (1) which is: "Allowing parents to follow up children's level via internet." was the first rank, with the mean of (2.68), and the last rank was statement (2), which is: " Do not Allowing parents to overcome Tutorials problems" with the mean of (2.08).

Discussion and recommendations
5-1 Discussion
Firstly, research tries to discuss the results of first question: Is there impact of using Information and Communications Technologies (ICT) in the educational process according of students? Table (2) shows the **impact of using Information and Communications Technologies (ICT) in the educational process according of students** were between High and Average where total means (2.28) and standard deviation (.68), averages ranged between (1.89-2.68) paragraph Number (1) got first rank that is "Contribute to the expansion of education so that education can happen anywhere at any time" with mean (2.68) and standard deviation (**1.04**) due to learn that takes place when the instructor and the learner are not in the same physical location. It can also take place if the instructor and the learner are in the same location but not at the same time. Paragraph number (3) got the last rank that is "Do not develop research skills, language, take responsibility and decision-making" with the mean (1.89) and standard deviation (0.76) that proves learning via using Information and Communications Technologies (ICT) is not Impeding the development of research skills, language, take responsibility and decision-making but this method improve research skills, language, take responsibility and decision-making and these findings are consistent with (Zhang,2006) and (Reiners,2005).

Secondly, research tries to discuss the results of second question" Is there impact of using Information and Communications Technologies (ICT) in the educational process according of teachers? Table (3) shows **impact of using Information and Communications Technologies (ICT) in the educational process according of professors s**were between High and average where total mean (1.90) and standard deviation (.57) averages ranged between (1.37- 2.48) paragraph Number (5) got first that is Enables professors sto Diversify in activities and strategies of teaching with mean (2.48) and standard deviation (1.04) due to using Information and Communications Technologies (ICT) in the educational process presents clear, accessible and easily understood strategies for diversifying the classroom repertoire and provides very concrete strategies for diversifying classroom activities, and articulating a broader range of task-oriented questions, themes and stimulus. Paragraph number (8) Do not Improve technical skills for professors swith mean (1.37) and standard deviation (.74) this indicates learning via using Information and Communications Technologies (ICT) is not Impeding the Improvement technical skills for professors sbut this method encourage professors to use technical skills in teaching also professors develop their technical skills by using (ICT) in classroom with students . As studies of

(Karsenti,2010).

Thirdly, research tries to discuss the results of third question: Is there impact of using Information and Communications Technologies (ICT) in the educational process according of principles?

5-2 Recommendations:
According to the findings of this research, the following
1. Professors smust get training courses which will free them from psychological stress and pressure.
2. Professors smust receive a salary equivalent to the importance of their task, sufficient to place them in a Position of equality with official employees.
3. Professors smust receive the moral material recognition suitable to their responsibilities.
4. Have a sufficient working environment, including the high technology and resources essential today for good teaching, in addition to real protection in terms of occupational health and safety.
5. Professors smust receive in-service training and professional development within the profession in order to keep in touch with new teaching styles and strategies
6. Conducting studies that explore the reasons behind professional difficulties facing professors sin universities
7. Conducting similar studies that examine other domains affect the professional difficulties facing teachers. .

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