

EXPLORING GENDER DISPARITIES IN ONLINE PLATFORM UTILIZATION AND ATTITUDES: A CASE STUDY OF JERASH UNIVERSITY'S ZOOM PLATFORM

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Abstract

This study investigates the impact of gender differences on the utilization of online platforms and attitudes toward them. A quantitative approach was adopted, employing a questionnaire comprising two domains: utilization and attitudes. The questionnaire consisted of 34 items, and its validity and reliability were assessed. The study's sample comprised 153 randomly selected graduate students from Jerash University. The findings indicate that students' utilization of online learning platforms, particularly the Zoom platform, is high, as is their positive attitude toward it. Furthermore, statistically significant gender-based differences were observed, favoring male students in both platform utilization and attitudes. The study recommends the implementation of a quasi-experimental approach to explore the gender variable's impact on students' platform utilization. Additionally, encouraging the use of Zoom platform among both students and instructors through incentivization is suggested.

Keywords – Utilization, Attitudes, Online learning, Zoom platform, Jordan.

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1. Introduction

One of the most significant current discussions in education tools is the online learning. This paper scopes the significant reliance on online platforms by higher education institutions for teaching, content delivery, and assignment management. Among these platforms, Zoom stands out as a valid, secure, and reliable application that offers students genuine learning experiences through effective discussions, instant feedback, and authentic assessments. Particularly during the COVID-19 pandemic, online learning facilitated by Zoom served as a valuable solution to mitigate students' absences. Defined as a video-based communication tool accessible via various devices, Zoom played a vital role in the educational landscape during this challenging period (Rahmat & Fachrunnisa, 2021).

Drawing on research by Erna, Genisa, Muslaini and Suhartini (2022), the study establishes that Zoom effectively functions as an online learning tool, facilitating meetings, video and audio conferences, and synchronous learning experiences for large groups of up to 500 participants. The platform's features, such as screen sharing and role switching between host and guest, contribute to a fruitful learning experience that fosters knowledge, skills, and beliefs improvement for both teachers and students.

Moreover, Zoom's collaborative nature between teachers and students proves advantageous in enhancing the teaching and learning process. The platform's high-quality video and audio further add to its appeal as an educational tool (Barbosa & Barbosa, 2019). Additionally, the interactive environment of synchronous learning on Zoom enables expanded interaction and communication between instructors and learners (Kohnke & Moorhouse, 2020). The paper also highlights the security measures of the Zoom platform, which includes features like locking meetings, muting participants, recording sessions, and controlled participant access (Zoom Video Communication Inc, 2016). Therefore, Zoom has emerged as an indispensable online learning tool in higher education, especially during the COVID-19 pandemic, owing to its reliability, interactive capabilities, and security features. As educational institutions continue to embrace digital transformation, the use of platforms like Zoom offers opportunities for innovative and effective teaching and learning experiences.

2. Literature Review

The attitudes and perceptions of students towards the Zoom application have emerged as crucial factors influencing its actual usage as an educational tool. Numerous studies in the literature highlight the advantages offered by Zoom, including active interaction and communication, real-time and active participation among teachers and students, as well as peer-to-peer engagement through oral discussions and typing messages in the chat box. Additionally, the ability to record lectures and share materials on institutional platforms, along with conducting discussions and creating forms, has contributed to making Zoom the most popular online platform for educational purposes (Mandasari, Rido & Kuswoyo, 2022; Octaviani, 2021).

However, the utilization of Zoom in online learning has encountered certain barriers. These include internet speed limitations, availability of technological devices such as smartphones or laptops, issues related to material quality, and challenges with sound and video. Weaknesses in technological infrastructure have been shown to negatively impact the teaching experience during online learning, and students' technological skills and the lack of effective communication between teachers and students are also reported as impediments to successful online learning. Furthermore, synchronous learning in online settings may require more time for concept clarification and discussions compared to face-to-face learning, and self-discipline can pose an additional challenge for learners (Rahmat & Fachrunnisa, 2021; Zhong, 2020; Lowenthal, Dunlap & Snelson, 2017; Aljaraideh, 2014).

Several studies have investigated the effectiveness of Zoom in various educational contexts. For instance, Hidayat, Lovita, Zakiyah, Mimin, and Nupratiwi (2022) found that 72% of students used Zoom effectively for learning purposes in elementary schools. Similarly, Dantes, Audina, Marsakawati and Suwastini (2022) explored teachers' perceptions of Zoom application and reported its effectiveness during the COVID-19 pandemic. Moreover, Zoom's role as an online learning platform is appreciated for promoting cooperation between instructors and students in an interactive environment. Students benefit from the platform's flexibility, accessibility, and interactivity, which enable independent learning based on individual abilities and levels. This shift in the instructor's role from a knowledge transmitter to a facilitator and monitor of the teaching process is also evident (Vitarani, Pujiastuti & Sudigdo, 2021; Shaid, Tasaddaq, Abdul & Kiran, 2021).

A considerable amount of literature has been published on the use of zoom. These studies tackle the positive attitudes of students towards Zoom as an online learning platform are attributed to its user-friendly interface and the convenience it offers. Features like sharing materials, presentations, and assignments within virtual classrooms, as well as saving and revisiting videos, contribute to student satisfaction (Atikah,

Nurwijayanti & Kendari, 2022). Also, Zoom's synchronous learning mode, which incorporates microphone and webcam functionality, facilitates an interactive learning experience comparable to traditional face-to-face learning (Rahayu, 2020). Such benefits are reflected in students' overall positive attitudes towards online learning and, specifically, the use of Zoom (Rojabi & Femilia, 2023).

In recent years, there has been an increasing amount of literature addresses the issue of gender differences in utilizing Zoom as an online learning platform. Researchers have investigated whether gender influences Zoom usage, and it is found that proficiency levels and prior experience with the platform play a more significant role in its utilization than gender itself. As policy-makers consider online learning, this research provides valuable insights for decision-making. Additionally, scholars have employed quantitative and qualitative approaches to examine the impact of gender differences on online learning, focusing on variables such as academic performance, attitudes, and attention to use (Alfadda & Mahdi, 2021; Balta & Tzafilkou, 2019; Yoonjung, Young & Suk, 2022). For instance, Lowes, Lin and Kinghorn (2016) discovered statistically significant differences in students' online course performance favoring female students, indicating higher scores attained by female learners.

In general, the literature demonstrates the widespread adoption of Zoom as a valuable educational tool in higher education institutions. Its features, including flexibility, accessibility, and interactivity, have contributed to its popularity among instructors and students alike. Moreover, researchers have identified barriers and challenges associated with its utilization in online learning, such as technological limitations and self-discipline. The literature also recognizes the positive impact of Zoom on students' attitudes towards online learning, and the issue of gender differences in its utilization remains an important subject of investigation for policymakers and researchers alike.

3. Problem Statement

The central factor influencing students' adoption and actual usage of online learning platforms is their attitude towards such platforms. Consequently, the literature has extensively discussed attitudes towards online learning. Overcoming barriers in online learning, such as internet speed, inadequate infrastructure, limited technical support, and challenges in fostering values and beliefs, is crucial in cultivating positive attitudes towards online learning platforms (Kalam, Kadery & Habib, 2021). Some studies have suggested that both male and female students exhibit similar positive attitudes towards online learning (Celika & Uzunboylua, 2015), particularly in specialized courses like learning English (Indriani & Widiastuti, 2021). However, conflicting findings regarding gender-based differences in students' usage of online platforms have been reported in previous studies (Alfadda & Mahdi, 2021; Balta & Tzafilkou, 2019; Yoonjung et al., 2022). Thus, this paper seeks to address the following questions:

1. What is the extent of students' utilization of the Zoom platform at Jerash University?
2. Is there a statistically significant difference in students' utilization based on gender?
3. What are the attitudes of students towards utilizing the Zoom platform at Jerash University?
4. Is there a statistically significant difference in students' attitudes towards utilizing the Zoom platform at Jerash University based on gender?

3.1. Objectives of the Study

The current study seeks to achieve the following objectives:

1. To assess the degree of students' utilization of the Zoom platform at Jerash University.
2. To investigate whether there is a statistically significant difference in students' utilization based on gender.
3. To determine the attitudes of students towards utilizing the Zoom platform at Jerash University.

4. To assess whether there is a statistically significant difference in students' attitudes towards utilizing the Zoom platform at Jerash University based on gender.

4. Research Methodology

4.1. Method

The research utilized a descriptive approach, which falls under the quantitative research paradigm. Data was collected through a structured questionnaire to assess the students' utilization of the Zoom platform and their attitudes towards it. For the first and third research questions, the data was analyzed using measures such as mean, standard deviations, and rank. To address the second and fourth research questions, independent samples t-test was employed. The data analysis was performed using the Statistical Package for the Social Sciences (SPSS).

4.2. Sampling

The sampling method employed in this study was simple random sampling. From the educational sciences faculty at Jerash University, a total of 153 students were randomly selected to form the sample for the study.

		Frequency	Percent
Education level	Diploma	88	57.5
	Master	65	42.5
Gender	Male	47	30.7
	Female	106	69.3
	Total	153	100.0

Table 1. Distribution of sample members according to gender, study year and type of university

4.3. Instrumentation

The current study utilized a questionnaire as the primary instrument for data collection. The questionnaire was divided into three parts. The first part focused on gathering personal information from the respondents. The second part consisted of 19 items aimed at assessing the utilization of the Zoom platform by students at Jerash University for educational purposes. The third part contained 16 items specifically developed to gauge the students' attitudes towards Zoom as an online learning platform. All items in the questionnaire were rated on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree."

To ensure the construct validity of the Utilization scale, a pilot sample of 25 students was used. For each item, correlation coefficients were calculated, indicating the relationship between the individual item and the overall total score. The obtained correlation coefficients ranged from 0.46 to 0.84, demonstrating the validity significance of each item. These correlation coefficients confirm the appropriateness of the items in measuring the students' utilization of the Zoom platform effectively. The questionnaire's design was based on previous studies and related works to ensure its relevance and appropriateness for the research context (Hidayat et al., 2022; Rahmat & Fachrunnisa, 2021; Zhong, 2020).

It can be noted that all the correlation coefficients were expected and significant, for that none of the scale items have been deleted.

Item	Correlation coefficients	Item	Correlation coefficients
1	.71**	11	.84**
2	.65**	12	.48*
3	.69**	13	.77**
4	.77**	14	.59**
5	.68**	15	.72**
6	.75**	16	.77**
7	.79**	17	.71**
8	.82**	18	.48*
9	.72**	19	.79**
10	.46*		

* Significant at (0.05); ** Significant at (0.01)

Table 2. Correlation Coefficients between the Items and the Total Score

4.4. Instrument Reliability of Utilization Scale

To establish the reliability of the instrument, the test-retest method was employed. The questionnaire was administered to a sample of 25 students from the same population, and after a two-week interval, the same students were re-administered the questionnaire. Pearson’s correlation coefficient was computed between their responses on both occasions, yielding a high correlation coefficient of 0.91. Additionally, the internal consistency of the Utilization Scale was assessed using Cronbach’s alpha coefficient, resulting in a value of 0.84. These values indicate a high level of reliability for the Utilization Scale and provide confidence in the instrument’s ability to achieve the study’s objectives.

4.5. Construct Validity of Attitude Scale

To assess construct validity, correlation coefficients between the individual items and the total score were computed using a pilot sample of 25 students. The correlation coefficient for each item indicates its significance in measuring attitudes, as it represents the relationship between the item and the overall total score. The calculated correlation coefficients for the items and the total score ranged from 0.65 to 0.91, demonstrating the validity significance of each item. These correlation coefficients affirm the appropriateness of the items in effectively measuring students’ attitudes towards the Zoom platform. The specific correlation coefficients for each item and the total score are presented in the Table 3.

It can be noted that all the correlation coefficients were expected and significant, for that none of the scale items have been deleted.

Item	Correlation coefficients	Item	Correlation coefficients
1	.77**	9	.74**
2	.79**	10	.82**
3	.92**	11	.82**
4	.83**	12	.90**
5	.84**	13	.83**
6	.65**	14	.83**
7	.91**	15	.70**
8	.81**		

* Significant at (0.05); ** Significant at (0.01)

Table 3. Correlation Coefficients between the Items and the Total Score

4.5.1. Instrument Reliability: Attitude Scale

The reliability of the Attitude Scale was assessed using the test-retest method. The instrument was administered to a sample of 25 students selected from the same population and original sample. After a two-week interval, the same students were re-administered the questionnaire. Pearson's correlation coefficient was calculated between their responses on both occasions, resulting in a high correlation coefficient of 0.88. Additionally, Cronbach's alpha coefficient was computed to assess the internal consistency of the Attitude Scale, yielding a value of 0.82. These values indicate a satisfactory level of reliability for the Attitude Scale, thereby ensuring the accuracy and consistency of the instrument in achieving the study's objectives.

5. Results and Discussions

Results Related to the First Question: "What is the degree of students' utilization of the Zoom platform at Jerash University?"

To address the first question of the study, the means and standard deviations of the degree of students' utilization of the Zoom platform at Jerash University were computed and presented in the tables.

Rank	N	Item	Mean	Std. Deviation	Level
1	1	I can download assignment	4.49	.717	High
2	15	I can sign to zoom platform from any device as long as connected with internet	4.39	.610	High
3	3	I contact my teacher any time and any place	4.36	.655	High
3	17	I can move from audio to visual mode by clicking	4.36	.545	High
5	2	I can upload all kind assignments through zoom	4.33	.902	High
6	5	I can watch the lecture in any time and in any place	4.31	.870	High
7	11	I can obtain on my grade in easy way	4.29	.733	High
8	13	I can take an exam through zoom in effective way	4.26	.723	High
9	9	I can effectively participate in the lecture and discussion	4.25	.920	High
10	12	I can do my presentation through zoom in easy way	4.22	.875	High
11	6	I can watch the lecture many times	4.20	1.070	High
12	18	I can express my point view without interrupting lecturer through chatting feature	4.19	.695	High
13	7	I can stop, repeat, backward and forward the lecture	4.18	.899	High
14	10	I can share all kind of multimedia with my lecturers and friends	4.14	.918	High
15	8	I can get instant feedback from my lecturer	4.13	.951	High
16	16	I can open any teaching material while I am watching the lecture	3.66	.767	Moderate
17	19	I can corporate in projects with my friends	3.65	.719	Moderate
18	14	I can integrate educational aids through zoom platform	3.61	.693	Moderate
19	4	I contact my friends to understand the ambiguity in course's content	3.52	.967	Moderate
		Utilization at all	4.22	.515	High

Table 4. Means and standard deviations of the degree of students' utilization to zoom platform at Jerash university, ranked in a descending order

Table 4 presents the results of the analysis for students' utilization of the Zoom platform at Jerash University. Item 1, "I can download assignments," received the highest mean score of 4.49, indicating that students find this feature particularly valuable. On the other hand, item 4, "I contact my friends to understand ambiguity in the course's content," received the lowest mean score of 3.52, suggesting that

students are less inclined to use this aspect of the platform. Overall, the mean score for students' utilization of the Zoom platform at Jerash University was 4.22.

Students utilize the Zoom platform for various reasons, such as attending lectures, engaging with peers and instructors, and benefitting from the platform's flexibility, ease of use, accessibility, and interactivity. The increased utilization of electronic platforms, particularly during the COVID-19 pandemic, has contributed to forming a positive attitude towards these tools. The ability to record lectures and access them at any time and location has further enhanced students' appreciation for online learning. Additionally, for some students who work to support their families' financial needs, learning through the Zoom platform offers an ideal solution, allowing them to balance work and education effectively. The platform has also proven valuable for conducting exams, presenting assignments, and sharing multimedia and various Microsoft Office files. Moreover, this study has found that generally Zoom's psychological aspects, such as creating a safe environment for answering questions without shyness, have been beneficial for students with low self-confidence, fostering increased academic achievement and active participation. The current results matched with previous work such as Hidayat et al., (2022).

Cacheiro-González, Medina, Domínguez and Medina (2019) demonstrated that electronic learning platforms enhance higher-order thinking skills, including creative and critical thinking, while also boosting students' motivation through increased access to the subject matter being taught. Consequently, during the coronavirus pandemic in Indonesian higher education, WhatsApp emerged as the most popular learning platform, followed by Zoom (Tauhidah, Jayanti, Rahmasiwi, Pamungkas & Saifulloh, 2021). Previous research has indicated that students have a positive perception of platforms like Google Classroom (Haji, 2022). Importantly, the findings of this study align with the existing literature, revealing a substantial utilization of the Zoom platform for educational purposes among Jerash University students.

Results Related to the Second Question: "Is there a statistically significant difference in students' utilization due to gender variable?"

To explore whether there are statistically significant differences ($\alpha=0.05$) between the means of students' utilization based on gender, a t-test analysis was conducted. The results of the analysis can be found in Table 5.

Gender	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Male	47	4.43	.518	3.541	151	.001
Female	106	4.13	.487			

Table 5. T-test results of students' utilization due to gender

Table 5 reveals that there are statistically significant differences at ($\alpha=0.05$) in students' utilization of the Zoom platform based on the gender variable, with males showing higher utilization than females. One of the more significant findings to emerge from this table is that male students may possess stronger English and technological skills compared to female students. Additionally, male students may have fewer domestic responsibilities, allowing them more time for online learning activities compared to their female counterparts who may have to assist their mothers in household chores and cooking. Moreover, societal norms and gender dynamics may play a role, giving male students more opportunities to engage and interact in distance learning through various forms and discussions. The results of the current study contradict with previous studies such as Lowes et al. (2016).

Female also showed that they utilized online learning less than their counterparts due to their commitment in raising children and home tasks (Alon, Doepke, Olmstead-Rumsey & Tertilt, 2020). According to emotional domain related to online learning, female students were more supportive and interactive comparing with male (Lee, 2007). In contrary, male showed social presence higher than female (Cho, Lim, Lim & Kim, 2022). Therefore, relying on the relevant reviewed literature, we have noticed that several studies had revealed that male students utilized platforms more than female students. However, there are

many other studies showed that female students relied on using online learning more and better than the males. This can be justified as the community culture, technological infrastructure and institutional support are the main motives behind these variables between male and female students.

Results Related to the Third Question: “What are the students’ attitudes toward utilizing the Zoom platform at Jerash University?”

To address the third research question, the means and standard deviations of the students’ attitudes towards utilizing the Zoom platform at Jerash University were computed. These results are presented in Table 6, with items ranked in descending order based on their mean scores.

Table 6 presents the results of the analysis for students’ attitudes toward utilizing the Zoom platform at Jerash University. Item 10, “I like Zoom because it does not require a specific program to download it,” received the highest mean score of 4.32, indicating that students appreciate the convenience of using the platform without the need for additional software. On the other hand, item 9, “I like Zoom because it is easy to use,” received the lowest mean score of 3.54, suggesting that some students may perceive certain aspects of the platform as less user-friendly. Overall, the mean score for students’ attitudes toward utilizing the Zoom platform at Jerash University was 4.01.

Rank	N	Item	Mean	Std. Deviation	Level
1	10	I like zoom platform because it is not need certain program to download it	4.32	.702	High
2	11	I prefer zoom platform because it is free of charge	4.31	.702	High
3	8	I belief learning by zoom platform is valuable	4.16	1.130	High
4	1	I like using zoom platform as new learning tool	4.14	.830	High
5	15	I am happy to collaborate with my classroom mate through zoom platform	4.10	1.081	High
6	4	I feel confidant while I using zoom platform	4.08	.870	High
7	7	I think learning by zoom platform suits me	4.07	1.139	High
8	12	I feel that zoom platform convenience to my learning style	4.03	1.054	High
8	13	I feel zoom help me to gain knowledge gradually based to my ability.	4.03	1.085	High
8	14	I like lectures through zoom platform because it releases my attention	4.03	1.085	High
11	2	I fell with fun and enjoyment during using zoom platform	4.01	1.127	High
11	3	I prefer to take new online courses through zoom platform	4.01	1.133	High
13	6	I prefer to take exams through zoom because the correction of the exam is objective	3.64	1.348	Moderate
14	5	I like learning though zoom platform because I can express my opinion without shyness	3.62	1.147	Moderate
15	9	I like zoom platform because it easy to use	3.54	1.270	Moderate
		Attitude	4.01	.930	High

Table 6. Means and Standard Deviations of the Students’ Attitudes Toward Utilizing Zoom Platform at Jerash University (Items Ranked in Descending Order)

The researchers attribute these results to Zoom’s ability to provide learning contexts that suit students’ real-life situations. Additionally, the platform aligns with the contemporary trend of utilizing electronic devices such as smartphones, laptops, and iPads. The positive attitudes of students toward Zoom as a learning tool can be explained by their active engagement with electronic devices and their interest in distance learning experiences. Furthermore, the younger generation is proficient in English and possesses

sufficient technological skills, making them comfortable with using platforms like Zoom. It was also shown that since using Zoom requires basic English and technological skills, students with minimal innovative skills are more likely to have positive attitudes toward distance learning through platforms like Zoom. The results of current study consistent with results of the previous studies such as (Mandasari et al., 2022; Aljaraideh, 2009).

The adoption of online learning through various platforms has been shown to positively influence students' attitudes towards these platforms (Eren, 2012). Adeyeye, Ojih, Bello, Adesina, Yartey, Ben-Enukora et al. (2022) observed that students favored Zoom and Moodle platforms, citing a lack of difficulties in their utilization. Scholarly perspectives emphasize that students' attitudes and satisfaction increase when using electronic platforms in an educational context, facilitating the exchange of experiences and opinions in an engaging environment (Anderson, Liam, Garrison & Archer, 2001). Conversely, Algerian students exhibited a preference for conventional learning over virtual learning, indicating negative attitudes towards e-learning (Benadla & Hadji, 2021). This negative perception may be attributed to inadequate communication between lecturers and students and poor internet connections. In conclusion, students' attitudes towards electronic platforms serve as a crucial indicator of the actual utilization of these platforms for educational purposes.

Results Related to the Fourth Question: “Is there a statistically significant difference in students' attitudes toward utilizing the Zoom platform at Jerash University due to the gender variable?”

To examine whether there are statistically significant differences ($\alpha=0.05$) in students' attitudes toward utilizing the Zoom platform based on the gender variable, a t-test analysis was conducted.

Gender	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Male	47	4.34	.527	3.081	151	.002
Female	106	3.86	1.027			

Table 7. T-test results of students' attitudes toward utilizing zoom platform at Jerash university due to gender

Table 7 indicates that there are statistically significant differences at $\alpha=0.05$ in students' attitudes toward utilizing the Zoom platform at Jerash University based on the gender variable, meaning that gender play a significant role in shaping attitudes towards the platform. It is suggested that male students may find virtual classrooms through Zoom more appealing due to their psychology, which may be less interactive in traditional face-to-face teaching methods. Additionally, males may have more positive perceptions towards dealing with electronic devices, possibly because they are more engaged in job-related activities after university hours compared to their female counterparts. On the other hand, female students may exhibit better organization skills, particularly in preparing materials, completing assignments, and participating in direct teaching, represented by conventional teaching methods, which they find beneficial in understanding complex concepts.

6. Conclusion

The study concludes that there are statistically significant differences in students' utilization of online platforms based on gender, favoring male students. However, concerning attitudes toward utilizing the Zoom platform, no significant gender differences were found. The research further reveals that students exhibited a high degree of utilization and positive attitudes toward the Zoom platform, which is attributed to the various attractive features that effectively engage them. The results of this study ensure that the ideal integration of online platforms as a distance learning mode, improvements in technological infrastructure, updates in electronic software, and enhancement of students' and instructors' English and technological skills are necessary.

In conclusion, the transition to online learning has prompted students to actively engage with electronic platforms, honing their expertise in tasks such as attending lectures, uploading assignments, and

downloading educational materials. Over time, there has been a noticeable shift in students' attitudes from initial skepticism to a more positive outlook, driven by factors such as user-friendliness, advantages, flexibility, and suitability.

Jerash University has played a commendable role in incorporating electronic platforms as integral tools in the teaching and learning process. Both lecturers and students have undergone training courses to optimize their use of these platforms. The university's course plans have been updated to adapt to contemporary changes in educational technology, encompassing three phases: conventional face-to-face lectures, blended learning, and online distance learning courses. This comprehensive strategic plan positions the university to navigate the dynamic educational landscape.

Students and lecturers at Jerash University have become adept at utilizing the Zoom platform, resulting in improved attitudes and utilization. The collaborative sharing of electronic experiences among students, coupled with mutual assistance, has fostered a positive and comfortable learning environment in online lectures compared to traditional ones. This transformative phenomenon is shaping a new generation of learners committed to educational reform, actively seeking to enhance their technological and English language skills to stay abreast of current innovations.

The study relied on a quantitative approach using a questionnaire, which helped uncover the high degree of utilization and positive attitudes of students towards online platforms in general, due to the appealing features they offer. The study recommends the provision of sufficient training courses to encourage both students and instructors to utilize online platforms effectively. Additionally, creating an attractive technological teaching environment can further boost students' attitudes toward using the Zoom platform and other online tools.

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