Using of Communication Technology and the Future Role of the State of Qatar in the Distance Education (Part 2)

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The study aimed to identify the developmental and future role that Qatar plays in the field of distance education and communication technology, highlighting the scientific and research capabilities that the State of Qatar provides to the public, and ways to develop the scientific and educational aspects for the advancement of the state and study the problems that constitute an obstacle to the maximum benefit from communication and education technology From distance and to identify the extent to which educational and research institutions in the State of Qatar benefit from communication technology. The study relied on the survey method. The study used an electronic questionnaire form and relied on a sample consisting of (400) single people. The study concluded that 59% of the study sample are highly satisfied with the efforts of the State of Qatar in The field of distance education, while (27%) of them were satisfied with a medium degree, while (14%) of them came with a low degree, and it was found that (36%) of the study sample use educational content provided through modern communication technology, and a percentage (20%) of them are sometimes What are they looking for on those contents.

Keywords: distance education , distance learning ,open education , communication technology, e-learning, educational technology , information and communication revolution , Qatari citizens

INTRODUCTION

This part includes the results of the field study conducted by the Researcher, and its Community is determined in the Cities of the Country , and it was conducted on an intentional Sample, whose strength reached (400) single, whose ages ranged from (18) years or more, and that certain rules were taken into account in choosing that Sample , Including: Representing the Categories of Qatari Citizens (Males and Females), as well as asking individuals from the study Sample for general Information about Communication Technology. To ensure awareness of the Subject of the study. On the Mechanisms for presenting results, according to the study's Questions and Hypotheses; It was built according to a number of axes that include the survey Questions, taking into account the standards that were set for them, as well as a Commitment to: Inferring the phenomena under study, and presenting analyzes about them and their explanations; Which would explain the Research problem accurately.

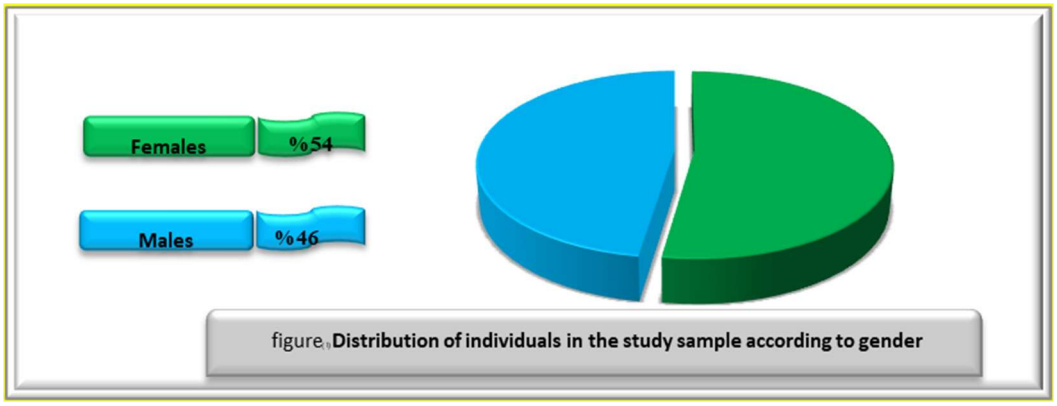
FIRST: CHARACTERISTICS OF THE FIELD STUDY SAMPLE

The Characteristics of the study Sample, especially the demographic variables (Gender, Age, and Education) and Socio-Economic level, can be illustrated as one of the independent variables of the study, as follows:

Gender

Gender is one of the basic independent variables for demographic variables, as some dependent variables depend on it, and according to the distribution of individuals in the Sample of the deliberate study, the numbers of Males and Females can be clarified according to the following figure:

FIGURE 1

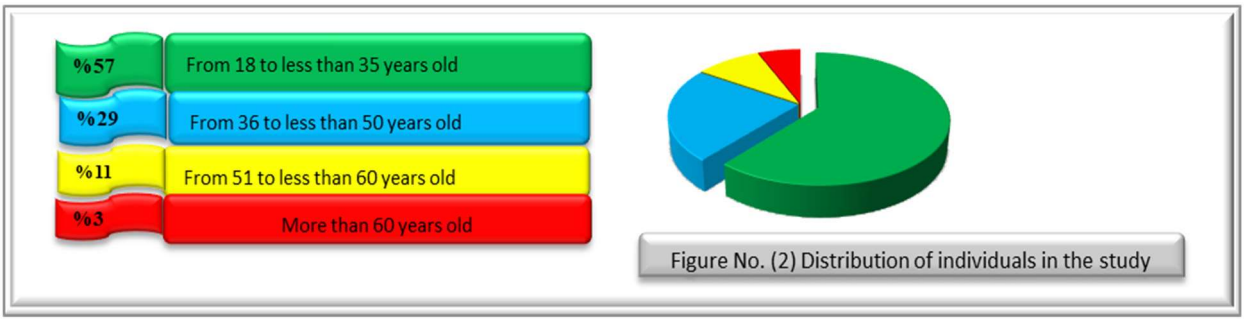


The data of Figure 1 shows the high percentage of individuals in the study Sample from Males, as its strength reached (54%), compared to the Females of the study Sample, whose size reached (46%) of the total individuals of the study Sample. Commenting on the high number of Males compared to Females in the study Sample; It is close to the general census of the citizens of the State of Qatar in General. What is useful for researching the possibility of explicitly representing groups in Society, and for generalizing the results to the Country's census. In this, it is indicated that some people, especially Females, are afraid of conducting the survey. This can be explained by the presence of some frauds on the "Internet", and thus evading answering most questions, with some justifications.

Age: The Age Variable

One of the independent variables - for the study Sample was divided into four main categories, to include all age stages, taking into account that age starts from 18 years and over; This allows him to have a good background of knowledge, as well as an awareness of scientific and Research responsibility, and that variable can be explained, as follows:

FIGURE 2



The Data of the Previous Figure, Related to the Ages of the Individuals of the Study Sample, Show That: The first place was ranked (18-35) years with a percentage (57%) of the total number of individuals who responded to the survey, and the category (36-50) years came in second place with a percentage of (29%) of the total of these individuals, and the third place came in the category (51-60) years

at a rate of (11%), and the fourth and last place came in the category of more than (60) years at a rate of (3%). . It follows from this that the high percentage of individuals in the study sample within the first age group from the age of (18-35) years old. Indicates that young people constitute a large proportion of their population base; This constitutes a good advantage as this category has been employed in society properly through its intellectual and cultural awareness of the course of life and living affairs, by relying on qualifying and training courses in all fields. This conclusion is consistent with the findings of **Wael El-Sherbiny's study (2014)**,[1] which confirmed the youth component. That it must be incorporated into most of the public policies related to them, and to empower them economically, politically, and in the media, in an attempt to raise and develop the values of loyalty and belonging to the homeland. Moreover, the private sector must also be encouraged to participate in achieving youth development through various directions.

Education

The Education Variable is one of the basic independent variables, as many dependent variables depend on it, and through it the correlation relationships between the study variables are also explained, as most of the results of previous studies confirm that individuals with higher Education compared to their counterparts with low Education are more knowledgeable. And a background with many details of things based on the volume of knowledge acquired and their successive experiences . The individuals in the study sample were divided into three basic educational levels, each level includes several sub-categories, which were subsequently grouped under one level according to the educational fields of the three levels, and this can be reviewed, as follows:

FIGURE 3

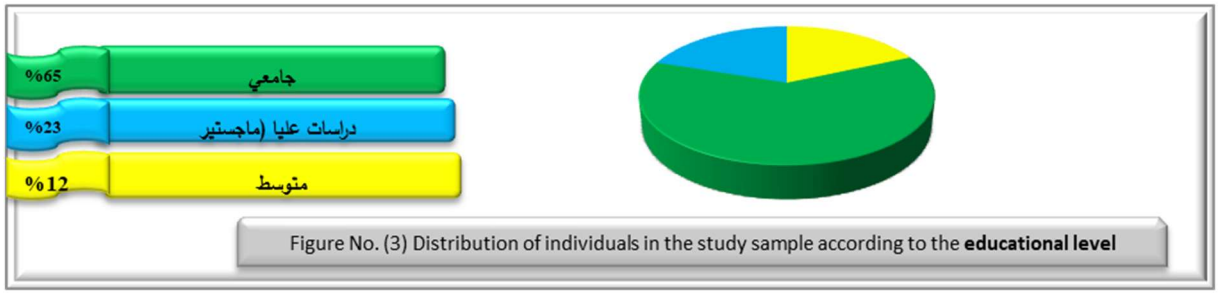


Figure No. (3) Distribution of individuals in the study sample according to the **educational level**

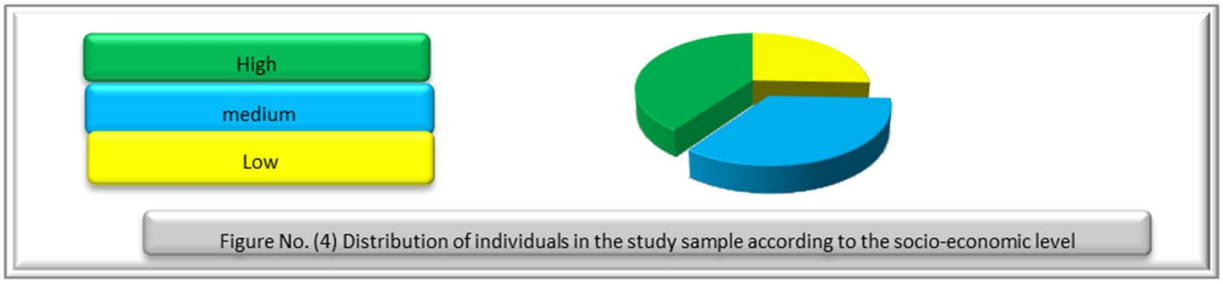
The data on the previous figure, related to the distribution of individuals in the study sample according to the previously determined educational levels, reveal the following: A university education category (bachelor's and bachelor's) came first, with a percentage of (65%) of the total individuals in the study sample. That is, two-thirds of the study sample fall within the university education, and this was required that most individuals possess a good amount of education so that they are qualified to answer the survey questions according to their educational background. Postgraduate education (master's and doctorate) ranked second, but with a wide difference compared to the university educational category, as the strength of that category reached (23%), which means serious representation of the educational elite within the study sample. In a way that gives a good measure of vitality to the results of the study according to in-depth viewpoints and a broad study of the ins and outs of educational events in the State of Qatar. Similar to the first and second educational levels; The third educational level related to intermediate education (below university) ranked last, at (12%) of the total number of individuals in the study sample.

Socio-Economic Level: Similar to the Previous Variables

This variable is also considered of paramount importance in explaining many scientific and research phenomena related to communication technology and its role in the development of distance education. Because higher-ranking individuals have the financial capabilities to purchase and interact with technology, compared to others; This qualifies them to be more knowledgeable and experienced than their counterparts,

and have the ability to understand a lot of their reality, and to decipher many of the events and challenges that they face, and the representation of that variable can be clarified according to the individuals of the study sample, as follows:

FIGURE 4



The data of the previous figure, related to the distribution of individuals in the study sample, is highlighted according to several factors (work or not, average income, place of residence, type of residence, ownership of housing, possession of some technological means, participation in a club, owning a car), and according to the accumulation of points obtained The respondent regarding his answers to these factors was divided into three levels and included in the categories of the socio-economic level, so that the highest points were for the high level, and vice versa, and based on that**, the following was found:**

- **A- The high socio-economic level** ranked first with a percentage of (43%) of the total number of individuals in the study sample. This represents a high percentage compared to many Arab and foreign societies, which consider this category of the elite and the number of individuals belonging to it decreases. This information is given in light of the high Qatari economy compared to many economies of the world. What raises the average annual per capita income significantly, which is also confirmed by studies and reports of the presence of the State of Qatar within the first levels of countries, in terms of the increase in the per capita share and income of the State of Qatar from the GDP, and this is a reflection of the oil boom, and the state's employment of it, which Contributed to savings and foreign currencies that contributed to pushing the wheel of the economy well over the past half century.
- **B-** The average socio-economic level was ranked second at a rate of (36%), out of the total number of individuals in the study sample, which is an appropriate percentage that reaches one-third of the sample.online education.
- **C-** The socio-economic level came in the third and last place with a rate of 21% of the number of individuals in the study sample. This requires Qatari officials to discover these groups and try to improve their material and social conditionsThis allows the state to preserve its social role in promoting the conditions of the marginalized.

SECOND: GENERAL RESULTS OF THE FIELD STUDY

This part of the field study results includes a set of axes related to the Distance Education sector[2] in the State of Qatar[3], as well as the Roles of Communication Technology in developing that sector, and the efforts of Qatari officials in exploring the challenges of that sector and their capabilities in overcoming them. In a way that allows the development of the march of that sector, whose importance has been evident, especially after the spread of the Corona pandemic, and forcing everyone to work from home; For fear of increasing the spread of the disease and infection with it, especially after the ineffectiveness of the vaccines used to eliminate it in a full percentage, **and this can be explained, as follows:**

The First Axis

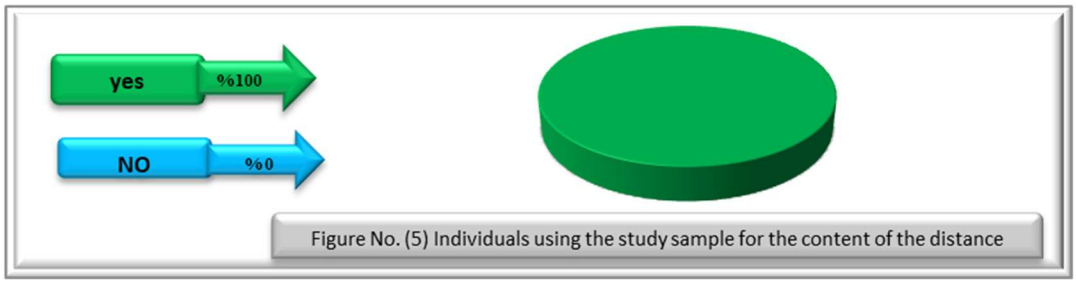
The Intensity of Individuals' Use of the Study Sample for the Content of the Distance Education Sector Provided by Communication Technology

The creation of a strong Information Technology sector is the necessary prelude that no country can ignore, when it seeks to integrate into the Information age, and this pursuit is not limited to developed countries, as even the poorest countries must break into this new technological reality In order to communicate with the rest of the world, and to deal with it scientifically, economically and politically.

In this axis - one of the general results of the field study - the rates of exposure and uses of individuals in the study sample to the contents of the distance education sector, which are provided through modern communication technology - one of the means of education[4] **through a set of questions that were asked to these individuals, to measure the rate of that Use, and we show that, as follows:**

1. **Individuals using the study sample for the content of the distance education sector provided by communication technology**: The widespread spread of modern communication technology, is an essential feature in contemporary societies, as there is agreement between information specialists that such a trend is; It could lead to a new millennium that relies heavily on the production and display of information products and services, in electronic form. This part highlights the use by individuals of the study sample for the remote educational content provided by the Qatari state through modern communication technology, which is a differentiated field that is more broad and comprehensive than the field of educational means, and the field of educational technology is expanding not the field of educational means, and this can be illustrated as follows[5]:

FIGURE 5



The results of the previous figure, related to the study sample's use of distance educational content provided by the state and through modern means of communication technology, show that (100%) of these individuals used this content, while the results did not appear (0%) did not use these means. From this it follows that most individuals in the study sample use educational technology, especially with regard to remote educational content, in which the chance of exposure to that content may be very likely in light of the increasing content of the "Internet", in addition to confirming that these means possess various elements; Strongly aroused and attracted attention; Consequently, the percentage of exposure and use increased, which is a very positive thing, and it requires its officials - that is, those in charge of the educational process - to support these advantages and weigh them continuously. The previous result also confirms the popularity of these means and their popularity during the last ten years, and as we indicated earlier about the growing role of these means in moving the Arab Spring revolutions, as these means represented a new communication pattern outside the official communication pattern in which the state authority had a clear and main role, In addition to that, there are many other features that these media possess, related to visual and video dazzling elements, as well as richness elements for each medium separately. Thus, thanks to advanced technology, she was able to attract public attention.

This result is consistent with the results of **Reem Zanati's study (2018 CE)**[6], to prove that the vast majority of students rely on social networking sites to follow up on education issues, and among the most important of these sites in order (Google, Facebook, and YouTube), and the forms of interaction and

electronic participation are concentratedFor students through these sites to express their opinions, and to engage in discussions with friends about the education issues at hand. **This result is consistent with the findings of Iman Ezz El-Din (2017),**that (100 individuals), or (50.5%) of the study sample, use the communication technologies provided by the Cairo University Center for Open Education.

2. **The extent to which individuals in the study sample use the content of the distance education field provided by communication technology:** The study sample individuals were asked to determine the extent of their use of the educational content provided remotely, depending on the means of modern communication technology, **and their answers came as follows:**

FIGURE 6

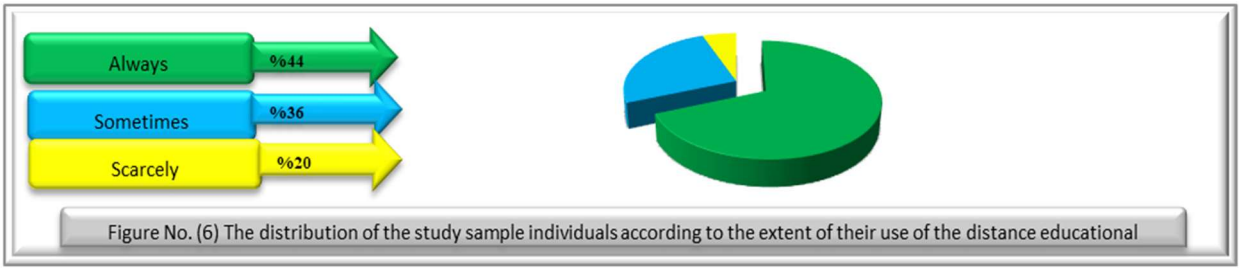


Figure No. (6) The distribution of the study sample individuals according to the extent of their use of the distance educational

The results of the previous figure, regarding the extent to which individuals in the study sample use remote educational content provided through modern means of communication technology, reveal that (44%) of these individuals always use that content, and (36%) of them indicated that they sometimes look at these contents. While 20% of them are included in the last stage of the rare use of these contents. The previous results confirm the high rate of exposure to communication technology, especially the educational content remotely, and this is explained in the light of the increasing social aspect of the "Internet", which enabled many people, on the expansion of their geographical places, to communicate, participate, and interact with each other, as the role of the "Internet was not limited "On that aspect only, but it has become one of the most powerful methods used by civil society organizations to eradicate the monopoly of information. This can be explained in light of the acquisition of the new means of communication technology on a variety of positive elements that increase the attractiveness, including: permanent availability throughout the twenty-four hours, as well as easy access to it, in addition to its low cost compared to other means, and finally, its enjoyment of many Another advantage is in the form and content of the director. In general, these results are consistent **with the findings of Kholoud Abdullah (2018)**[7]. Which clarified that "the Internet" is social media; It became a means to access information and news, in addition to its awareness-raising role in various fields. These results also agree with the results of Hana Qarni's study (2015 CE)[8], which confirmed that three-quarters of the study sample are keen on using the Internet, especially social networking sites, on a permanent basis.

3. **The number of days per week that individuals use the study sample.** The content of the field of distance education: Individuals were asked about the number of days per week that they use educational content for the distance education sector, through modern communication technology, and their answers came as follows:

FIGURE 7

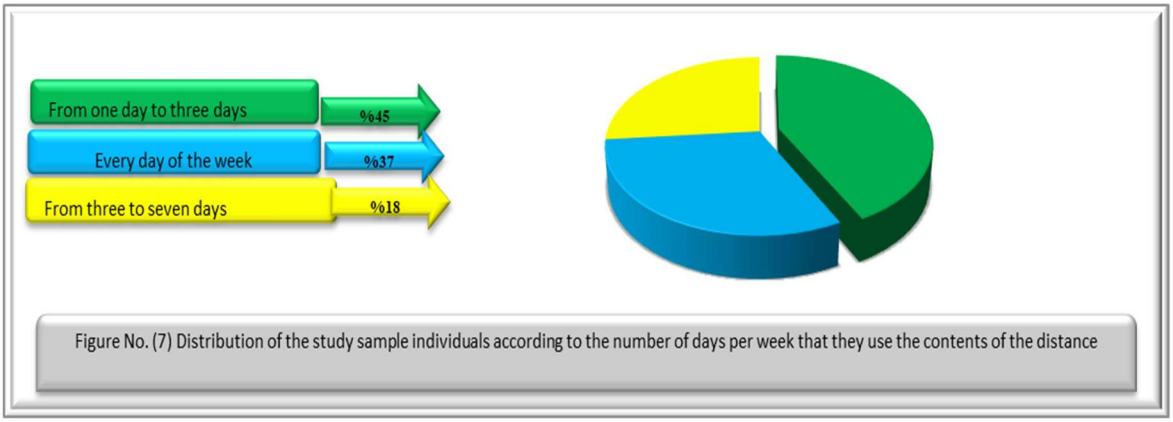


Figure No. (7) Distribution of the study sample individuals according to the number of days per week that they use the contents of the distance

The contents of the previous figure, related to the number of days per week that individuals use the study sample for the content of the distance education sector, highlight that (45%) of these individuals use it (from one to three days), and (37%) use it (every day of the week). And (18%) use it from (three to seven days). It is noted from these results that they agree with the results of the previous one, regarding the moderation of the contents of the means of communication technology for the distance education sector; What requires from those responsible for the education sector to support these means through several tracks related to raising efficiency and qualification to attract followers, especially as modern communication technology can be employed to play a wide role in the field of distance education.[9]

4. **Average time during which individuals follow the study sample the content of the field of distance education:** This point is related to the review of the number of hours in which individuals use the study sample for the content of the field of distance education through modern means of communication technology, as follows: individuals in the study sample in using the educational content of the distance education sector in modern means of communication, show that (69%) of these individuals use it for (less than an hour) per day, among (20%) of them they They use this content (from one hour to two hours) daily, while (11%) of them use it (more than two hours) daily. It is noted from these results that the time exposure - that is, the hourly rate - to the content of communication technology in relation to the distance education sector is different, and despite the average use in general of that content by the individuals of the study sample, the temporary use has decreased significantly, and the reasons vary in Explanation of this result, and perhaps the most important of which is due to the absence of broad qualification and competitiveness capabilities for educational content presented by means of communication technology.**These results are consistent with the findings of the study of Ghada Mamdouh (2017 CE)[10],** which showed that the youth of the study sample use the Internet seven days a week in first place with a rate of (76%), followed by young people who use the Internet. From four to six days at a rate (11%), and in the fourth place came those who used two to three days at a rate (4.5%). **These results are also consistent with the results of Hassan Ali Qassem (2017)[11] study**, which showed that more than (50%) of the study sample watched satellite channels daily as one of the means of new communication technology. **This result also agrees with the results of Safa Mahmoud Othman (2007 AD)[12] that the high exposure rate to the Nile Channel (one of the traditional media)** is more than three hours (6.9%), the average exposure is less than three hours (2.9%), and the low exposure (90.3%).

FIGURE 8

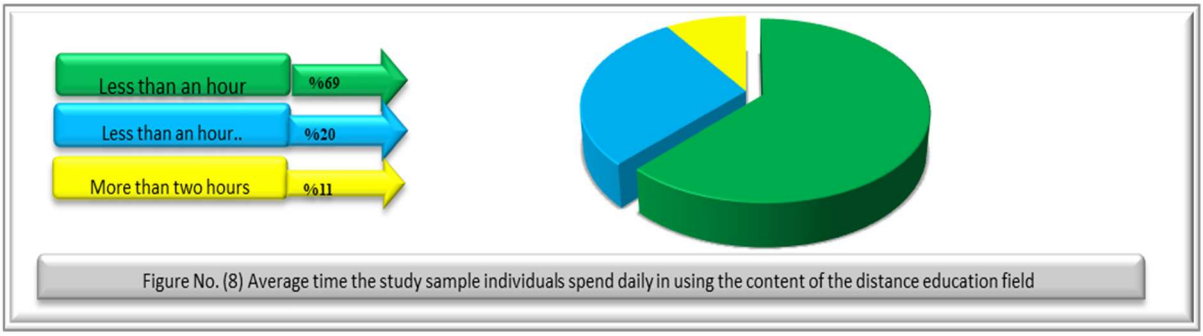


Figure No. (8) Average time the study sample individuals spend daily in using the content of the distance education field

The Second Axis

The Motives of the Uses of Communication Technology in the Field of Distance Education

5. **Advantages that communication technology can add in the field of distance education:** The study sample individuals were asked to rank four more features that communication technology could add in the field of distance education, and the answers were as follows:

TABLE 1
ARRANGING THE MOST ADVANTAGES THAT COMMUNICATION TECHNOLOGY CAN ADD IN THE FIELD OF REMOTE COMMUNICATION

Order / Features or category #	first category#	second category#	third category#	Fourth category#	the weight Likely#	
					Points#	%
Raise the degree of communication between the elements of the educational process	152	19	23	7	1001	23.7
Increasing the level of effectiveness among the elements of the educational process	42	136	37	27	985	23
Reducing pressures for the Student	49	67	74	29	846	20
Reducing pressure for the Teacher	48	31	52	32	744	17.6
Reducing pressure for School Administration	34	19	15	19	632	15
[13]Weighted sum of weights					4208	100

The Data of the Previous Table, Related to the Advantages That Communication Technology Can Add in the Field Of Distance Education, Show the Following: The phrase "raising the degree of communication between the elements of the educational process" came in first place with relative weight (24%), and came in second place "increasing the level Effectiveness among the elements of the educational process, with a relative weight of (23%), and the phrase "reducing the number of stresses for the student" was ranked third, with a relative weight of (20%), and the phrase "reducing the number of stresses for the teacher" came in fourth place with a relative weight. The amount of (18%), and finally the phrase "reducing the number of pressures for school administration", with a relative weight of (15%). Thus, education represents one of the main pillars in the relationship of information technology with society as a whole and its relationship with this technology is getting more and more reliable day after day, whether in terms of being a means of education or an educational material or a tool to support school and educational administration, and the computer can have a role in the development of education if that is prepared and

done. Preparing students, qualifying teachers, Educating School and Educational Administration, preparing Software, and modifying curricula and teaching methods[14]. Thus, the most important characteristic of the use of information technology in education can be clarified, the following:

- It provides the learner with specific immediate Feedback, based on the principle of immediate reinforcement.
- It takes into account individual differences depending on the appreciation of Education and pursues experiences.
- It can be used in curative teaching.
- Providing educational opportunities such as Distance Education and Open Education.
- Dealing with dialogue and direction with the learner.

Diversity in programs and continuous development. In general, there are multiple advantages in distance education, which appear clear when compared to traditional education, as the student does not move from his place, but rather that the curriculum is the one that moves from one place to another and this saves a lot [15]. It can be indicated in this to the findings of **the results of Sally Ahmed (2018)[16] study**, from the youth's belief that modern communication technology meets their needs and facilitates some tasks for them, such as knowing the news, following up on current events, or using them

6. **The extent to which individuals in the study sample benefit from the content of the distance education field provided by communication technology:** The study sample individuals were asked about the extent of their benefit from the content of the distance education field that communication technology can provide, and this can be explained, as follows:

FIGURE 9

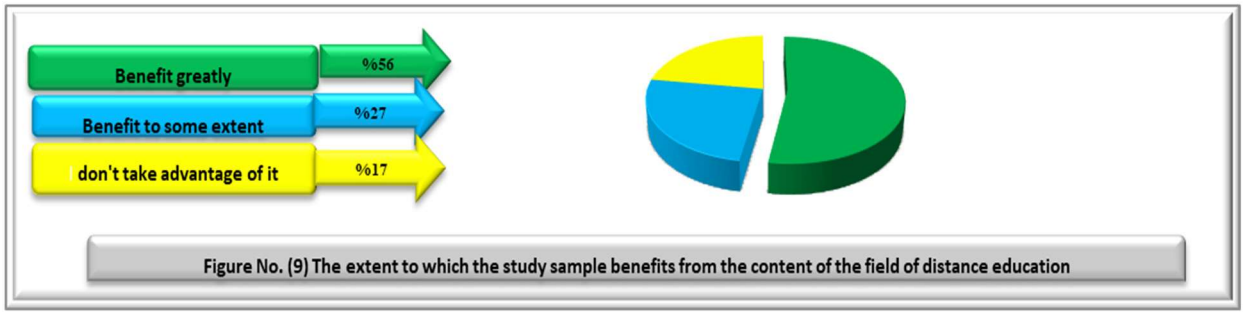


Figure No. (9) The extent to which the study sample benefits from the content of the field of distance education

The data of the previous figure, related to the extent to which individuals in the study sample benefit from the content of means of communication technology related to the content of the distance education sector, show that (56%) of these individuals benefit greatly, and that (27%) of them benefit to some extent, as indicated (17 %) Of these individuals indicate that they do not benefit from this content. It is evident from this that the individuals of the study sample believe that the Qatari state's efforts were clearly successful in improving the educational service provided on the means of modern communication technology, and even improving it well, which contributed to the increase in dazzling presentation methods, which greatly enriches the scientific material presented, and the possibilities of interaction With her on the part of the students who follow her, and overcoming the clarification challenges. Accordingly, there are many characteristics of remote e-learning, as follows:

Creating an interactive environment during the learning process through the multiplicity of technologies used, such as printed texts, images and videos, as well as not being restricted to a time or place, as it can be used anywhere in the world, seven days a week, in addition to teaching large numbers in a short time and compensating for the shortage of academic cadres, and it also leads to expanding the scope of education for different groups of society, regardless of age, social and economic level or health status. **This result is consistent with the findings of Mahitab Jamal Abd al-Salam (2018)[17] study** regarding the importance

of using educational video clips in self-education, as the respondents expressed their satisfaction with the method of learning using video more than traditional education.

7. **Benefits of the content of the distance education field provided by communication technology from the viewpoint of individuals. Study sample:**The study sample was asked individuals a set of expressions expressing the benefits of the content of the distance education field that can be provided by the means of modern communication technology, and asked them to put their opinion in approval or rejection, and we explain that as follows:

TABLE 1
BENEFITS OF THE CONTENT IN THE FIELD OF DISTANCE EDUCATION PROVIDED BY COMMUNICATION TECHNOLOGY FROM THE VIEWPOINT OF THE STUDY SAMPLE

Nr	Phrases	Agree		Neutral		Disagree		Average	standard deviation	sequence
		K	%	K	%	K	%			
1	It reflects the views of professors and students on important topics and issues	195	48.7	169	42.2	36	9	2.27	.651	1
2	Knowing new information in different specialties	190	47.5	127	31.7	83	207	2.24	.657	3
3	Learn a new skills	180	45	156	39	63	15.7	2.21	.721	2
4	The ability to understand reality and know the experiences of other countries	47	11.7	60	15	293	73.2	1.42	.729	6
5	Providing a rich subject in the academic courses at universities	180	45	140	35	80	20	1.35	.762	4
6	Lectures are presented in an interesting and easy way	180	45	103	25.7	117	29.2	1.19	.769	5
General Average								2.9		

The results of the previous table, related to the opinions of individuals in the study sample, about the benefits of the content of the distance education field that modern communication technology can provide:

A. Approval of (49%) on the phrase "reflecting the views of professors and students on important topics and issues." (42%) answers were neutral, while 9% rejected it.
B. (48%) of the individuals in the study sample agreed on the phrase "knowledge of new information in different specialties," while (32%) of the answers got the neutral form, while (21%) rejected it.
C. Approval of (45%) of the individuals in the study sample on the phrase "learning new skills," while the answers (39%) were neutral, and (16%) rejected it.
D. (73%) of the individuals in the study sample raised the phrase "the ability to understand reality and know the experiences of other countries," while the answers of (15%) were neutral, while (12%) of these individuals agreed with them.
E. (45%) of the individuals in the study sample agreed on the phrase "providing a rich subject in university curricula," while the answers (35%) were neutral, while (20%) rejected it.
F. Approval of (45%) of the individuals in the study sample on the phrase "giving lectures in an interesting and easy manner," while (29%) rejected it, while the answers (26%) of them were neutral to that statement.

This refers to the importance of including information technology-related courses within the study plans for teacher preparation and considering them a major requirement of the preparation programs. This formula considers the use of information technology courses and their addition to teacher preparation programs, and in this format, technology can be used as educational aids (teaching aids) . These results are consistent with the results of Kholoud Abdullah (2018)[18] study, which confirmed that Internet applications and social media have a great impact on the development of political awareness among Saudi women, the study sample. Which confirms that it is not limited to the entertainment and social role only. These results also agree with the findings of the study of Laman Muhammad (2018)[19], that "the Internet" and the technological tools it contains; It greatly contributes to influencing the increase in the amount of information among its users, in addition to offering values and ideas that contribute to addressing community issues. Zainab Ibrahim's study (2013 AD)[20] concluded that educational YouTube clips provided learners with quick experiences with their opinions in the presented video clips and experiences, and provides flexibility and an attractive way to display lessons through video files, in addition to the ease of uploading video files to it and the possibility of classifying them into private and public. Which helped the students towards using it in self-education?

The Third Axis

The Role of the State of Qatar in Developing the Field of Distance Education Using Communication Technology

8. **Individuals' opinions of the study sample on the roles of the State of Qatar in developing the field of distance education:** In this regard, it can be referred to the Qatar Education Vision 2030, which aims at the rapid and strong advancement of Qatari education, so that it becomes the best in the world, as after a few years, less than five years, the Qatari state has managed to rank fourth in the world in the field of education, and this is a success. Great, as it achieved in a short period of a large program that is still in progress, and the state is still pumping a lot of money for its own education. Similar to the previous question, the study sample individuals were asked a number of statements related to the roles of the State of Qatar in developing the field of distance education using communication technology, and the results of that question can be reviewed, as follows:

TABLE 2
OPINIONS OF INDIVIDUALS IN THE STUDY SAMPLE ON THE ROLES OF QATAR IN DEVELOPING THE FIELD OF DISTANCE EDUCATION

Qu#	Skudvhv#	Agree #		Neutral#		Disagree#		Average#	standard deviation#
		K#	(#	K#	(#	K#	(#		
1	Availability of all educational Tools and modern Teaching Techniques	190	47.5	177	44.2	33	8.2	2.41	0.633
2	The Presence of Specialists and Technicians to Operate educational Technologies	193	48.2	180	45	26	6.5	2.39	.628
3	It works on sharing Cooperation Efforts between Internal and External educational Institutions	190	47.5	180	45	30	7.5	2.37	0.621
4	It works to Finance Distance Education Programs	199	49.7	187	46.7	14	3.5	2.36	.559
5	It imports Communication Technology for use in Distance Education	250	62.5	130	32.5	80	20	2.32	0.547
6	Using Communication Technology to improve the Quality of Distance Education	180	45	200	50	20	5	2.29	0.534
7	Supports Research and Scientific Funding	200	50	166	41.5	34	8.5	2.24	0.526
8	Mothers and Housewives are Exempt from Tuition Fees	190	47.5	199	79.7	11	2.7	2.22	0.519
9	Providing Distance Education Programs without Tuition Fees	210	52.5	170	42.5	20	5	2.18	0.517
10	The State is Increasing its Efforts to Deliver Internet Services to Everyone	240	60	150	37.5	10	2.5	2.59	0.514
11	The State Reduces the Cost of Internet Services	199	49.7	186	46.5	15	3.7	2.51	0.511
Jhqhudd#Dyhudjh#								51<#	

Approval of (48%) of the individuals in the study sample on the phrase "the availability of all educational means and modern teaching techniques," while the answers of (44%) of them were neutral, while they rejected it (8%).

A- (48%) of the individuals in the study sample agreed on the phrase "the presence of specialists and technicians to operate educational technologies," and the answers (45%) of them were neutral, and they rejected it (7%).

B- Approval of (49%) of the individuals in the study sample on the phrase "working on sharing cooperation efforts between internal and external educational institutions," and the answers of (45%) were neutral, while they rejected it (8%).

C- (50%) of the individuals in the study sample agreed on the phrase "working to finance distance education programs," and (47%) of them had neutral answers, while (4%) rejected it.

D- Approval of (63%) of the individuals in the study sample on the phrase "import communication technology for use in distance education," while the answers of (33%) of them were neutral, and they rejected it (20%).

E- (45%) of the study sample agreed on the phrase "communication technology is used well to improve the quality of distance education," and (50%) of them gave neutral answers, while (5%) rejected it.

F- Approval of (50%) of the individuals in the study sample on the phrase "supporting the financing of research and scientific operations," and the answers of (42%) were neutral, among whom (9%) refused.

G- (48%) of the individuals in the study sample agreed on the phrase "mothers and housewives exempt from tuition fees", while the answers (80%) of them were neutral, and they rejected it (3%).

H- Approval of (53%) of the individuals in the study sample on the phrase "providing distance education programs without tuition fees," while the answers of (43%) of them were neutral, while (5%) of them rejected it.

I- (60%) of the individuals in the study sample agreed with the phrase "the state's efforts to deliver Internet services to all are increasing", and the answers (38%) of them were neutral, and (3%) rejected it.

J- Approval of (50%) of the individuals in the study sample on the phrase "the state reduces the cost of Internet services," while the answers (47%) of them were neutral, while (4%) rejected it.

The Fourth Axis

Assessing the Efforts of the State of Qatar in Developing the Field of Distance Education Using Communication Technology

9. **Individuals evaluation of the study sample of the efforts of the Qatari state in developing the field of distance education using communication technology:** The State of Qatar has a distinguished role in the development of Distance Education, which developed with the development of the whole World in that field, starting with the use of mail, and later the real breakthrough was the discovery of the Internet.

So there are websites specialized in this field, which have facilitated the process of Communication and learning, as well as providing discussion sessions and direct contacts through the sites and Programs specialized in this, and the opinions of individuals in the study sample can be clarified and evaluated for the efforts of the Qatari state in the field of Distance Education, as follows:

FIGURE 10

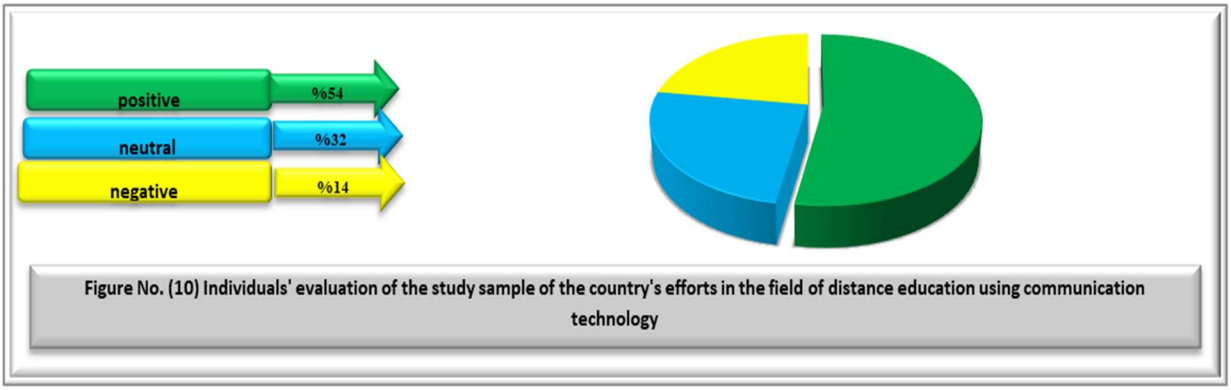


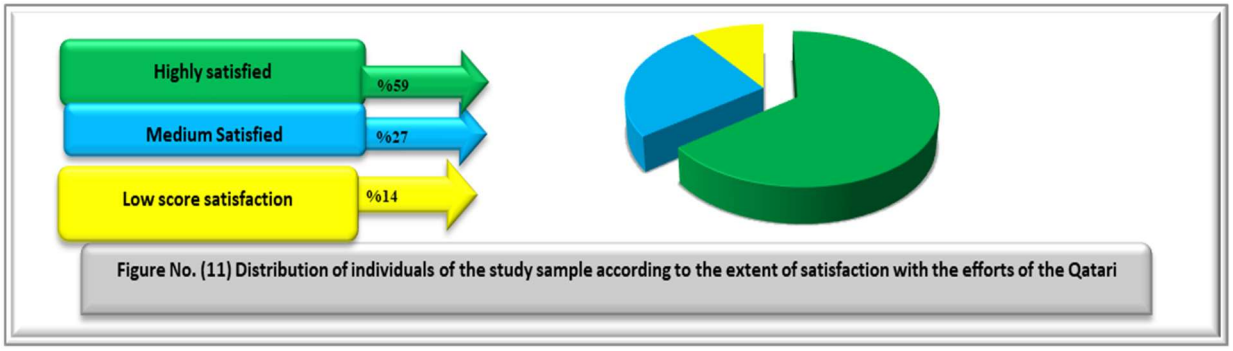
Figure No. (10) Individuals' evaluation of the study sample of the country's efforts in the field of distance education using communication technology

The data of the previous figure, related to the individuals' evaluation of the study sample of the efforts of the Qatari state in developing the field of Distance Education using Communication technology, show that (54%) of the study sample individuals have positive Evaluation of these efforts, and (32%) of them have neutral responses, while (14) %) Of them rated negatively for these efforts. It is noted from this the positive Evaluation of the efforts of the Qatari Government in the field of Distance Education, as this confirms the credibility of the efforts put forward to achieve the goals of sustainable development that Qatar and all Countries of the world seek until 2030, to achieve equality in Education and Rights, as Qatar has multiple roles in this field, as Qatar supports distinguished Academic Researchers in the field of scientific Research, as well as graduate Students, Teachers and School Administrators, with the aim of promoting Research and knowledge production, improving educational practices, and developing educational Policies. This is indicated by the development in Communications and Information Technology; It led to a review of government performance and its Educational functions, and the services it provides to sectors of Society, whether the public or other Organizations and Institutions, and how they keep pace with the requirements of the times. Therefore, communication and information technology Constitutes a new sector that is added to the restructuring of the modern national Economies of developed and developing Countries alike [21].

This result differs with the results of Nada Abdul Qadir (2017)[22] study, which concluded that Qataris feel a high degree of satisfaction with the utility sector but are less satisfied with education. And that's when it comes to public services. We find here that Qataris, despite their dissatisfaction with the level of education in independent schools, seem uninterested in the other education options provided by the voucher system, which was launched recently. This illustrates the complex reality of the process of satisfying the citizen in general but more specifically, in the local context where it appears that the citizen is strongly linked to their traditional values.

10. **The degree of satisfaction of individuals in the study sample with the efforts of the Qatari state in the field of developing distance education using communication technology:**

FIGURE 11



The results of the previous figure, related to the degree of Satisfaction of individuals in the study sample, with the efforts of the Qatari state in the field of developing Distance Education using Communication Technology, show that (59%) of them are highly satisfied with those efforts, while (27%) of them are satisfied with a moderate degree of that Efforts, while (14%) of them showed a low level of Satisfaction with these efforts. It is noted that this result is consistent with the results of the previous question regarding the positive evaluation of the efforts of the Qatari Government in supporting the field of Distance Education; Consequently, that educational field obtained a great degree of satisfaction on the part of the individuals who study sample, and this also accords with the ranking of the State of Qatar according to the quality index of University Education, which comes first in the Arab World, and fourth in the World, thus registering an unprecedented number for any Arab country in the global, regional and Arab ranking for Education. ; One of the reasons for this progress is the optimal use of modern Communication Technology in managing the educational process in general, whether on a regular basis or remotely. **This result is consistent with the findings of the study of Reem Abdullah (2020 AD)[23],** which proves the results of the effectiveness of the strategy used in developing Research writing Skills to a very large degree, as the study sample is largely satisfied with it, which confirms that the blended learning according to the experiment strategy ; Contribute to increasing Communication and interaction, and reduce stress in the Course.

The Fifth Axis

The Effects of Using Telecommunications Technology in the Field of Distance Education

11. **Effects of Using Telecommunications Technology in the Field of Distance Education in the State of Qatar:**The Educational System is part of the Societal System, as it is influenced by the direction in which the community believes and practices; Consequently, the effects of those Societal variables are reflected, to one degree or another, on the efficiency of all community Institutions, including educational Institutions, including these Institutions in terms of new Technology. Accordingly, the study sample was presented to individuals a number of statements related to the effects of using Telecommunications Technology in the field of Distance Education in the State of Qatar, and we explain that, as follows:

TABLE 3
THE OPINIONS OF THE STUDY SAMPLE INDIVIDUALS ON THE EFFECTS OF USING COMMUNICATION TECHNOLOGY IN THE FIELD OF DISTANCE EDUCATION

Nr	Phrases	Agree		Neutral		Disagree		Average	standard deviation
		K	%	K	%	K	%		
1	Increased Skills in using Computer Programs	257	64.2	130	32.5	14	3.5	2.39	.538
2	The Development of the Ability to obtain Information from the Internet	246	61.5	140	35	14	3.5	2.41	.531
3	Educational Programs are becoming more Flexible	230	57.5	150	37.5	20	7.5	2.44	.523
4	Saves Teachers and Learners time	215	53.7	160	40	25	6.2	2.47	.506
5	Efforts to Clarify educational Curricula intensify	190	47.5	190	47.5	20	5	2.52	.501
6	Increasing Student Participation in Academic Courses	200	50	170	42.5	20	5	2.54	.490
7	Easy access to Information Sources	190	47.5	187	46.7	23	5.7	2.58	.482
8	Learning at any time without being restricted to the Time Factor	196	49	160	40	40	10	2.58	.479
9	Easily Communicate between Classmates and the subject Professor	191	47.7	167	41.7	44	11	2.62	.466
10	Providing Practical Study in the Academic Subjects that need this	199	49.7	185	46.2	16	4	2.64	.452
general Average								**2.32**	

The results of the previous table, related to the effects of communication technology in the field of distance education from the viewpoint of the individuals, the study sample, show the following:

A- Approval of (64%) of the individuals in the study sample on the phrase "increasing skills in using computer programs," while the answers (34%) of them were neutral, while (4%) of them rejected the phrase.

B- (62%) of the study sample agreed on the phrase "the development of capabilities to obtain information from the Internet, and the answers (35%) of them were neutral, while (4%) of them rejected it.

C- Approval of (58%) of the individuals in the study sample on the phrase "educational programs have become more flexible," (38%) of them whose answers were neutral, while their refusal was important (8%).

D- (54%) of the individuals in the study sample agreed on the phrase "teachers and learners' time saved", and (40%) answers were neutral, while (6%) rejected it.

E- (48%) of the study sample agreed with the phrase "efforts to clarify educational curricula", and (48%) of them answered neutral, while (5%) rejected it.

F- Approval of (50%) of the individuals in the study sample on the phrase "increased participation of Students in academic courses," while the answers of (43%) of them were neutral, and (5%) of them rejected it.

G- (48%) of the individuals in the study sample agreed on the phrase "easy access to Information sources", while the answers (47%) of them were neutral, and (6%) rejected it.

H- (49%) of the individuals in the study sample agreed with the phrase "learning at any time without being bound by the time factor." The answers of (40%) were neutral, while (10%) rejected it.

I- Approval of (48%) of the individuals in the study sample on the phrase "easy Communication between Classmates and the professor of the subject," while the answers (42%) of them were neutral, and (11%) of them rejected it.

J- (50%) of the study sample agreed on the phrase "providing practical study in the study subjects that need this." (46%) answers were neutral, while (4%) rejected it. **These results are consistent with the results of the study of Abraham's emotions (2019 AD),** as the study concluded that the third Millennium is called the Element of modern Information and Communication Technology, and it has become the provision of wide services to access Information at any time and place, and in the fastest time, with the different role of the Teacher in the System Distance Education with the use of modern Technologies so that every Student can advance according to his level of Study, and this gives Students more opportunity to absorb their Lessons than the traditional System.

These results are consistent with the findings of the study of Khalil Ibrahim Al-Saadat (2018), that the use of distance education in the college Programs. It will lead to developing the skill of using the Computer and obtaining Information from Information Networks. It will also make the college's Programs be flexible, as well as save Teachers and Learners 'time and efforts, in addition to covering wide geographical Areas.

The Sixth Axis

The Success of Communication Technology in Developing the Field of Distance Education in Qatar

12. **Individuals' Opinions of the study Sample on the Success of Communication Technology in developing the field of Distance Education in Qatar:** The following figure shows the opinion of the individuals of the study sample about the extent of the contribution of modern means of Communication Technology to the development of Distance Education in the State of Qatar:

FIGURE 12

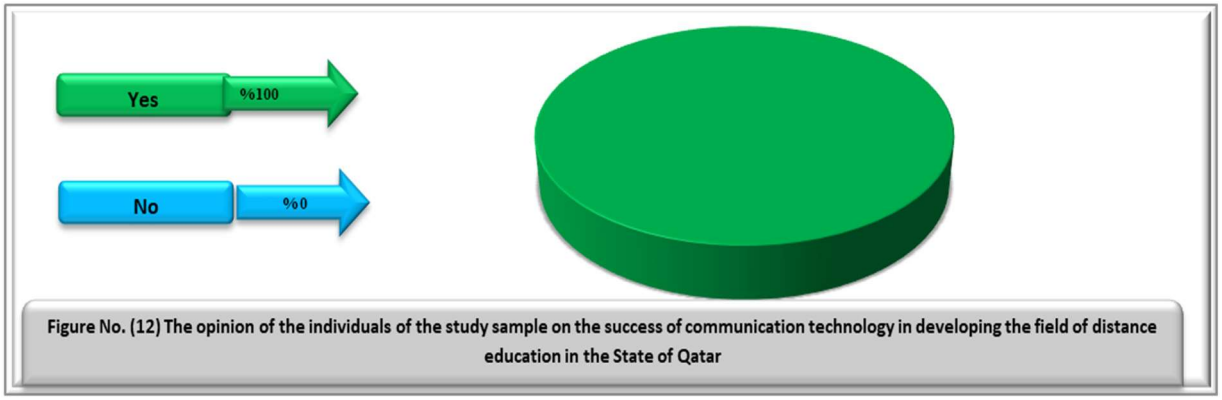


Figure No. (12) The opinion of the individuals of the study sample on the success of communication technology in developing the field of distance education in the State of Qatar

The data of the previous figure, related to the opinions of the individuals of the study sample in the contribution of modern means of communication technology in the development of the field of distance education in the State of Qatar, confirm that all of them (100%) confirm the success of modern communication technology in developing that sector, while none of the respondents showed (0%) No objection to the success of these methods. The previous result shows the success of the efforts of the Qatari state in developing the field of distance education using modern communication technology, as these efforts escalate every day, and what is evidenced by the launch of the Qatari vision 2030, which is trying in various ways to achieve, and in all fields Especially educational, and the resultant Qatari education ranked first in the Arab world and fourth internationally, in the international education index. All this confirms sincere efforts to improve the educational environment and accelerate its movement, in order to meet the needs of the labor market and contribute to the development of the country in general.

13. **Opinions of Individuals in the Study Sample on the Extent to which Communication Technology Contributes to Developing the Field of Distance Education in Qatar:** After ensuring that all individuals in the study sample agree on the success of modern means of Communication Technology in developing the Distance Education sector in the State of Qatar, they were asked to determine the extent of that success from their point of view, **and this can be explained as follows:**

FIGURE 13

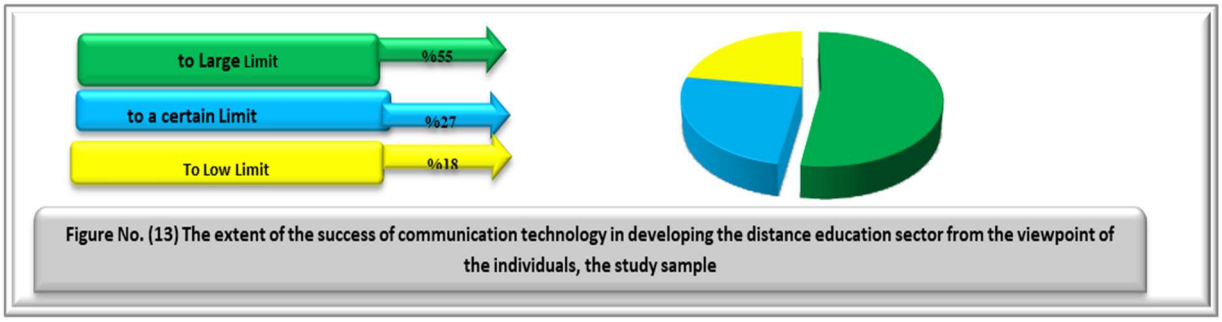


Figure No. (13) The extent of the success of communication technology in developing the distance education sector from the viewpoint of the individuals, the study sample

The results of the previous figure, related to the opinions of individuals in the study sample, on the extent of the success of Communication Technology in developing the Distance Education sector, reveal that (55%) of these individuals believe that the means of modern communication Technology "succeeded to a large extent" in developing the Distance Education sector.Also (27%) of them indicated its "success to some extent", while (18%) of them indicated its "success to a low extent" in developing that sector. **This result is consistent with the findings of the study of Heba Abd al-Latif (2017 AD)** regarding the

existence of a positive effect of Communication Technology (a Multimedia Forum) on the development of learning outcomes among Students of the General Diploma in Education, Division of Distance Education.

The Seventh Axis

The Extent to Which Educational and Research Institutions in the State of Qatar Benefit From Communication Technology

14. **Individuals' perception of the study sample of the extent to which educational and research institutions in the State of Qatar benefit from modern communication technology:** The study sample was asked a number of phrases related to the benefit of educational and research institutions in the State of Qatar from modern communication technology, and their answers came as follows:

TABLE 4
INDIVIDUALS' PERCEPTION OF THE STUDY SAMPLE OF THE EXTENT TO WHICH EDUCATIONAL AND RESEARCH INSTITUTIONS BENEFIT FROM COMMUNICATION TECHNOLOGY

Nr	Phrases	Agree		Neutral		Disagree		Average	standard deviation
		K	%	K	%	K	%		
1	Providing Money for Transportation for the Elements of the educational Process	250	62.5	130	32.5	20	5	2.26	.471
2	The Possibility of covering wide Geographical Areas	168	42	210	52.5	22	5.5	2.41	.486
3	Increase Communication Capabilities with Teachers from other Countries	191	47.7	195	48.7	14	3.5	2.31	.504
4	The Possibility of educating Women from Home without leaving it	190	47.5	189	47.2	21	5.2	2.22	.517
5	Saving Expenses for Printing Books and School Tools	200	50	185	46.2	14	3.5	2.11	.523
6	Reducing the Mobility Risks of the Elements of the educational Process	219	54.7	169	42.2	12	3	2.9	.542
general Average								**2.52**	

The results of the previous table, related to the individuals 'perceptions of the study sample, indicate the extent to which educational and research institutions in the State of Qatar have benefited from modern communication technology, as follows:

A- Approval of (63%) of the individuals in the study sample on the phrase "providing money for transportation and transportation for the elements of the educational process," while the answers of (33%) of them were neutral, while (5%) of them rejected it.

B- (42%) of the individuals in the study sample agreed on the phrase "the possibility of being covered by wide geographical areas." The answers of (53%) of them were neutral, while (6%) of them rejected that statement.

C- Approval of (48%) of the individuals in the study sample on the phrase "raising the capabilities of communicating with teachers from other countries," while the answers of (49%) of them were neutral, while they rejected it (4%).

D- (48%) of the individuals in the study sample agreed on the phrase "the possibility of educating women from home without leaving it," and the answers (47%) of them were neutral, while (5%) of them rejected it.

E- Approval of (50%) of the individuals in the study sample on the phrase "saving expenses for printing books and school tools," while the answers (46%) were neutral, and (4%) rejected it.

F- (55%) of the study sample agreed on the phrase "reducing the risks of movement for the elements of the educational process," while the answers (42%) were neutral, while (3%) rejected it.

Thus, it is ensured that modern communication technology can provide many elements for the development of the educational process, including that education be more (productive, speed, more equality, more specific, better curricula) as well as assistance in delivering scientific material to minds. **These results are also consistent with the findings of the study of Khalil Ibrahim Al-Saadat (2018 CE)[24]** that women can choose what suits them from the courses without leaving their home, if the means and methods of distance education are available, and that the woman will be able to learn a lot of family and social information. And medical, and that the educated will be able to address her teacher from a distance and discuss educational matters with her.

The Eighth Axis

Studying the Causes of Problems That Constitute an Obstacle to the Maximum Benefit From Communication Technology and Distance Education

15. **Reasons for not making effective use of communication technology in the distance learning sector:** The study sample individuals were asked a number of statements related to the reasons for not making effective use of Communication Technology in the Distance Education sector, and they were asked to rank the three most important reasons regarding them, and their answers came as follows:

TABLE 5
INDIVIDUALS RANKING THE STUDY SAMPLE REGARDING THE MOST IMPORTANT REASONS FOR NOT BENEFITING FROM COMMUNICATION TECHNOLOGY IN THE DISTANCE EDUCATION SECTOR

	Third category	Second category	first category	the weight Likely	
				Points	%
There are problems on the Internet	81	60	191	731	21.2
Do not provide new information	41	118	122	539	15.6
Its duration is short and insufficient	99	30	44	364	10.5
There is no effective interaction between students and professors	42	120	64	219	6.3
Incorrect submission dates	19	33	44	163	4.7
The change in broadcast dates is made without notice	47	54	41	150	4.3
Decreased means clarification	13	12	33	142	4.1
Printed books and notes are better than distance education	17	9	21	137	3.9
Weighted sum of weights				3445	100

The results of the previous table related to the individual ranking of the study sample indicate the three most important reasons for not benefiting from communication technology in the distance education sector, the following: In the first order came the phrase “the existence of problems in the Internet”, with a reference weight of (21%), and it came in the second order The phrase "do not provide new information", with a weighted ability (16%), and in the third order came the phrase "short and insufficient presentation time", with a weighted weight of (11%), and in the fourth place came the phrase "there is no effective interaction between students and teachers." With a relative weight of (6%), and the phrase "inappropriate dates for submission" came in fifth place with a reference weight of (5%), and the phrase "change in broadcast dates will be made without mentioning", with a reference weight of (4%), The phrase “low used demonstration tools” came in seventh place with a capacity weight of (4%), and the phrase “printed books and notes is better than distance education” came in last place, with a ratio of (4%). It is noted from the previous results, that the distance education system may reveal many facts, including the challenges that current education methods may suffer from, and in parallel with that, the distance education system also has its pros and cons, and it is necessary to pay close attention to them in light of The changes of the current era, in which communication technology has imposed many solutions to overcome the traditional methods of education, through which it is possible to save a lot of government budgets, while increasing the percentage of supply and clarification for students Thus the education system is more effective than before. In addition to this, the isolation provided by distance education; Students are far from their teachers. They do not have a direct source of help other than the abstract objective facts inherent in printed materials[25].

These results are consistent with the findings of the study of Sally Ahmed (2018)[26], the lack of awareness and culture of e-learning and distance education among most students, in addition to the failure to update some of the pages of some colleges in the university,

The Ninth Axis

Means of Developing and Future Development of The Scientific and Educational Aspects for the Advancement of the Qatari State in the Fields of Communication Technology and Distance Education

Establishing an advanced education related to information technology or educational technology or teaching affects the civilization shift in an open future world, and from this point of view it is not possible to separate the education process from advanced information technology without taking into account the content of each of them and their impact on each other[27].

The development of the role of the State of Qatar in the distance education process according to the individuals ’vision of the study sample, as follows.

16. **Individuals' view of the study sample of the technical elements that could have the developmental and future development of the distance education sector:** The study sample was presented to individuals a number of technical Elements that could have the developmental and future development of the scientific and Educational aspects for the advancement of the Qatari state in the field of Distance Education using modern Communication Technology, and the answers of the individuals came as follows:

TABLE 6
THE OPINIONS OF INDIVIDUALS, THE STUDY SAMPLE, ON THE TECHNICAL ELEMENTS THAT MUST BE AVAILABLE TO DEVELOP THE FIELD OF DISTANCE EDUCATION

Nr	Phrases	Agree		Neutral		Disagree		Average	standard deviation
		K	%	K	%	K	%		
1	Increase the level of Clarity of Sound and Picture	194	48.5	179	44.7	27	6.7	2.72	0.514
2	Increase the use of educational Film Materials	191	47.7	190	47.5	19	4.7	2.51	0.511
3	Try to use graphs and figures	225	56.2	171	42.7	4	1	2.57	0.532
4	Centering Speed in explaining the educational Material	226	56.5	169	42.2	5	1.2	2.59	0.491
5	Activate the Participation of Students and the Teacher	230	57.5	160	40	10	2.4	2.39	0.485
6	Presentation of practical and practical Examples	160	40	230	57.5	9	2.2	2.41	0.489
7	Continuous updating of educational Material Contents	141	35.2	258	64.5	1	0.2	2.47	0.531
8	Establishing an Electronic library in all educational Fields	139	34.7	148	37	13	3.2	2.68	0.467
9	Providing the possibility of Communication between Students of one Group	252	63	129	32.2	29	7.2	2.46	0.732
General Average								**2.31**	

The results of the previous table, especially the individuals of the study sample, reveal the technical elements that can have the developmental and future development of the field of distance education using communication technology, and the answers came as follows:

A- Approval of (49%) of the individuals in the study sample on the phrase "raising the level of sound and image posture," and the answers of (45%) were neutral, and (7%) rejected it.

B- (48%) of the individuals in the study sample agreed with the phrase "increasing the use of educational film materials," while the answers of (48%) were neutral, and (5%) rejected it.

C- Approval of (56%) of the individuals in the study sample on the phrase "trying to use graphs and figures," while the answers of (43%) of them were neutral, while (1%) of them rejected it.

D- (57%) of the individuals in the study sample agreed with the phrase "speeding up the explanation of the educational material," and the answers of (42%) were neutral, while (1%) of them rejected that statement.

E- (58%) of the individuals in the study sample agreed with the phrase "activating participation on the part of students and teachers," and the answers of (40%) of them were neutral, while (2%) of them rejected it.

F- Approval of (40%) of the individuals in the study sample on the phrase "review of practical and practical examples," and the answers of (58%) were neutral, while (2%) rejected it.

G- (35%) of the individuals in the study sample agreed with the phrase "continuous updating of the contents of the educational material," and the answers of (65%) were neutral, while (0.2%) of them rejected that statement.

H- (35%) of the individuals in the study sample agreed on the phrase "establishing an electronic library in all educational fields," while (37%) answers were neutral, while (3%) rejected it.

I- Approval of (63%) of the individuals in the study sample on the phrase "providing the possibility of communication between students of one group," and (32%) their answers were neutral towards this phrase, while (7%) rejected it.

The importance of these results related to the means of development comes in light of what Latifa Ali (2017 CE)[28] suggested, that it is necessary to reform the educational system with all its inputs and outputs, especially in light of the current system's inability to meet the challenges posed by information and communication technology and the world's transformation from an industrial society. To an information society.

These results are consistent with the results of Karim Awad Brissem's (2017) study on the importance of educational visual communication methods in the process of teaching the materials established in the basic stages to teachers of all scientific specializations in order to Communicate Information, ideas and experiences in a better and easier way.

This is in line with the findings of the study (2016, Robinson, R., Molenda, M., & Rezabek)[29] that the implementation of real learning in the Internet is possible through intended educational strategies and appropriate educational techniques, but through an educational approach,

17. **Individuals' view of the study sample of the administrative elements that can develop in the future and development of the distance education sector:** To raise the level of effectiveness of communication technology in the educational field, it is necessary to take advantage of all the possibilities that can be used in the process of design, Accordingly, the study sample individuals were asked to define their opinions with approval and rejection of a number of administrative elements through which the development, development and future of the field of education sector could be developed via distance using communication technology.

TABLE 7
THE OPINIONS OF INDIVIDUALS, THE STUDY SAMPLE, ON THE ADMINISTRATIVE ELEMENTS THAT MUST BE AVAILABLE TO DEVELOP THE FIELD OF DISTANCE EDUCATION SECTOR

Nr	Phrases	Agree		Neutral		Disagree		Average	standard deviation
		K	%	K	%	K	%		
1	Increasing educational Material Times	158	39.5	141	35.2	101	25.2	1.68	0.691
2	Announce Broadcast Dates and Adhere to them	168	42	121	30.2	109	27.2	2.17	0.821
3	Re-Broadcast educational Materials more than once	201	50.2	120	30	79	19.7	2.23	0.839
4	Qualifying educational Subject Teachers to deal with Technology	161	40.2	136	34	103	25.7	2.27	0.845
5	The Need to improve Internet Services	276	69	74	18.5	50	12.5	2.32	0.851
6	Increasing the number of Technological Means used in the Field of Distance Education	249	62.2	120	30	31	7.7	2.48	0.863
7	Increased officials Answering Inquiries	201	50.5	131	32.7	68	17	2.52	0.872
general Average								**2.09**	

The results of the previous table, relating to the administrative elements through which the field of distance education sector can be developed, developed and future using communication technology, confirm the following:

- **A-** Approval of (40%) of the individuals in the study sample on the phrase "increasing the times of educational materials," while the answers (35%) of them were neutral, while (25%) rejected them.
- **B-** (42%) of the individuals in the study sample agreed with the phrase "announcing the broadcast dates and abiding by them," while the answers (30%) were neutral, and (27%) rejected them.
- **C-** Approval of (50%) of the individuals in the study sample on the phrase "re-broadcasting educational materials more than once," while the answers of (30%) were neutral, and (20%) rejected it.
- **D-** (40%) of the individuals in the study sample agreed on the phrase "qualifying teachers of the educational subject to deal with technology." The answers of (34%) were neutral, while (26%) rejected it.
- **E-** Approval of (69%) of the respondents in the study sample on the phrase "the need to improve Internet services," while the answers of (19%) were neutral, and (13%) rejected it.
- **F-** (62%) of the study sample agreed on the phrase "increasing the number of technological means used in the field of distance education," while the answers of (30%) were neutral, while (8%) rejected it.
- **G-** (51%)of the individuals in the study sample agreed with the phrase "increasing the respondents to inquiries, "while the answers (33%) of them were neutral, and (17%) rejected it.

With regard to teacher training, the educational institutions based on teacher preparation must bring about the educational innovation required to introduce society to the information age without a positive contribution by teachers and educators, so the teacher must be the leader of the educational revolution, because teacher negativity increases as the education technologies become more advanced and complicated unless It promises to contribute positively to the adaptation of technology to the realistic educational environment. In general, the use of technology in the educational process saves a lot of time and effort, as it has benefits in various aspects.

Therefore, it is necessary to take advantage of these methods and direct students and university professors to the importance of these means, which provides them with an integrated educational system along with the traditional system, and even complement it. And that by developing the curriculum and obliging both the professor and the student to a part of self-education in which he uses technology (). It is noted from these results that they agree with the findings of **the study of Khalil Ibrahim Al-Saadat (2018 AD),** regarding the necessity of the existence of educational aids and modern education technologies, including computers, the necessity of the presence of specialists and technicians to operate these means and devices, and **the Cooperation of the Kingdom's Universities** in the process of financing education programs Mothers and housewives are exempt from tuition fees, and distance education programs are offered without tuition fees and with full funding from the University.

THIRD: HYPOTHESES OF THE STUDY

The First Hypothesis: There is a statistically significant correlation between the intensity of () the individuals 'exposure to the educational content of communication technology and the assessment of () the Qatari state's performance in developing that field:

1- **The relationship between the intensity of individuals 'exposure to the educational content of communication technology and the evaluation of the Qatari government's performance in developing that field:**

TABLE 8
THE RELATIONSHIP BETWEEN THE INTENSITY OF INDIVIDUALS 'EXPOSURE TO THE EDUCATIONAL CONTENT OF COMMUNICATION TECHNOLOGY AND THE EVALUATION OF THE QATARI GOVERNMENT'S PERFORMANCE IN DEVELOPING THAT FIELD

Exposure / Intensity / Positive evaluation	Exposure intensity of educational content with communication technology								Chi-square value[30]	Moral	indication
	High		medium		Low		Total				
	Repetition	%	Repetition	%	Repetition	%	Repetition	%			
High	**103**	**42.9**	**39**	**26**	**6**	**60**	**148**	**37**	**2.823**	**0.03**	Function
medium	**121**	**50.4**	**78**	**52**	**3**	**30**	**202**	**50.5**			
Low	**16**	**6.6**	**33**	**22**	**1**	**10**	**50**	**12.5**			
Total	**240**	**100**	**150**	**100**	**10**	**100**	**400**	**100**			

The data of the previous table, related to examining the relationship between the intensity of individuals 'exposure to the educational content of communication technology, and the evaluation of the Qatari government's performance in developing that field indicate that:

A- (50%) of the study sample individuals with high exposure to educational content in communication technology have a positive average evaluation of the performance of the Qatari state in the field of distance education, and (43%) of these individuals who are highly exposed to that content have a high positive evaluation to evaluate the performance of the Qatari state. In the field of distance education, in addition, (7%) of these individuals rated them in the low range of the country's performance in the field of distance education.

B- (52%) of the study sample individuals with moderate exposure to educational content in communication technology have a positive average evaluation of the performance of the Qatari state in the field of distance education, and (26%) of these individuals with high exposure to that content have a high positive evaluation to evaluate the performance of the Qatari state. In the field of distance education, moreover, 22% of these individuals have a low evaluation of the country's performance in the field of distance education.

C- (60%) of the study sample individuals with low exposure to educational content in communication technology have a high positive evaluation of the performance of the Qatari state in the field of distance education, and (30%) of these individuals with low exposure to that content have a positive average evaluation to evaluate the performance of the country In the field of distance education, in addition, 10% of these individuals have a low evaluation of the country's performance in the field of distance education.

D- Using the (chi-square) test to find out the extent of a relationship between the intensity of exposure to the content of the distance education sector for communication technology and the evaluation of the Qatari state's performance in the distance education sector, it was found that there is a statistically significant relationship, where the value of (Chi square) was (2.823)), And at a level of significance (0.03), which is a statistical function. As the value of (chi-square) is less than $\alpha = (0.05)$.

Based on the results of the first hypothesis tests, it can be said that there is a statistically significant correlation between the intensity of the study sample's exposure to the educational content of communication technology and the evaluation of the Qatari state's performance in developing that field.

In light of this, it must be emphasized that educational technology is not a closed system. On the contrary, it follows the style of open systems, as it is able to absorb new information from other related systems, and it is also able to interact and adapt according to new circumstances.

The Second Hypothesis: There are statistically significant differences between the demographic variables of the individuals in the study sample (gender, age, education, and socio-economic level) and their evaluation of the Qatari state's performance in developing distance education:

1. **The differences between the type of individuals, the study sample, and the evaluation of the country's performance in developing distance education:**

TABLE 9
THE DIFFERENCES BETWEEN THE TYPE OF INDIVIDUALS, THE STUDY SAMPLE, AND THE EVALUATION OF THE COUNTRY'S PERFORMANCE IN DEVELOPING DISTANCE EDUCATION

(gender) **Positive evaluation**	Type (gender)						Chi-square value[31]	Moral	indication
	Females		Males		Total				
	Repetition	%	Repetition	%	Repetition	%			
High	**67**	**35**	**89**	**42.5**	**156**	**39**	**4.633**	**0.02**	Function
medium	**100**	**52**	**99**	**47.3**	**199**	**49.7**			
Low	**24**	**15.5**	**21**	**10**	**45**	**11.3**			
Total	**191**	**100**	**209**	**100**	**400**	**100**			

The results of the previous table, related to testing the differences between the type of individuals in the study sample and assessing the performance of the country in the development of distance education, indicate that:

A- (52%) of the female individuals in the study sample have an average positive evaluation of the Qatari government's performance in the distance education sector, (35%) of the female individuals in the study sample have a high positive evaluation for this performance, and (16%) of the female individuals Study sample, they have a low positive evaluation for that performance.

B- (47%) of the male individuals in the study sample have an average positive evaluation of the Qatari government's performance in the distance education sector, (43%) of the male individuals in the study sample have a high positive evaluation of this performance, and (10%) of the male individuals Study sample, they have a low positive evaluation for that performance.

C- Using the (chi-square) test to identify the extent of a relationship between the type of individuals in the field study sample and assessing the performance of the Qatari government in developing distance education, it was found that there are statistically significant correlational differences, as the value of (chi-square) reached (4.633). Significance level (0.02), which is a statistical function. As the value of (chi-square) is less than α = (0.05).

2. **The differences between the ages of individuals, the study sample, and the evaluation of the Qatari state's performance in developing distance education:**

TABLE 10
THE DIFFERENCES BETWEEN THE AGES OF THE INDIVIDUALS, THE STUDY SAMPLE, AND THE EVALUATION OF THE QATARI STATE'S PERFORMANCE IN DEVELOPING DISTANCE EDUCATION

(Age) **Positive evaluation#**	Age								Total#		Chi-square value[32]#	Moral#	indication#
	Less than 22 years old#		From 23 years to less than 35 years Males#		From 36 years to less than 60 years#		Over 60 years old#						
#	Repetition#	# #	Repetition#	# #	Repetition	#	Repetition#	# #	Repetition#	# #			
High#	**76**	**40**	**52**	**37.4**	**20**	**42.5**	**3**	**17.6**	**151**	**37.7**	**11.322#**	**0.03#**	Function#
medium#	**104**	**54.7**	**70**	**50.3**	**23**	**47.3**	**11**	**64.7**	**208**	**52**			
Low#	**10**	**5.2**	**17**	**12.2**	**11**	**10**	**3**	**17.6**	**41**	**10.2**			
Total#	**190**	**100**	**139**	**100**	**54**	**100**	**17**	**100**	**400**	**100**			

The results of the previous table, which relate to testing the differences between the ages of individuals in the study sample and evaluating the performance of the Qatari state in developing distance education, indicate that:

A- (55%) of the individuals in the study sample in the category "less than 22 years old" have an average positive evaluation of the performance of the Qatari government in the distance education sector, (40%) of the individuals in the study sample in the category "less than 22 years old" have a positive evaluation This performance is high, and (5%) of the study sample individuals in the category of "less than 22 years old" have a low positive evaluation for that performance.

B- (50%) of the individuals in the study sample in the category "from 23 years to less than 35 years" have an average positive evaluation of the Qatari government's performance in the distance education sector, (37%) of the individuals in the study sample category "from 23 years to less From 35 years old, they have a high positive evaluation of this performance, and (12%) of the study sample individuals in the category "from 23 years to less than 35 years old" have a low positive evaluation for that performance.

C- (43%) of the individuals in the study sample in the category "from 36 years to less than 60 years", have an average positive evaluation of the performance of the Qatari government in the distance education sector, (37%) of the individuals in the study sample category "from 36 years old to less." From 60 years old, they have a high positive evaluation of this performance, and (20%) of the study sample individuals in the category "from 36 years old to less than 60 years old" have a low positive evaluation for that performance.

D- (65%) of the individuals in the study sample in the category "over 60 years old" have an average positive evaluation of the performance of the Qatari government in the distance education sector, (18%) of the individuals in the study sample in the category "over 60 years old" have a positive evaluation This performance is high, and (18%) of the study sample individuals in the category "over 60 years old" have a low positive evaluation for that performance.

E- Using the (chi-square) test to identify the extent of differences between the age levels of the individuals in the field study sample and assessing the Qatari state's performance in developing the distance education sector. And at the level of significance (0.03), which is a statistically significant. As the chi-square value is less than α = (0.05).

3. **The Differences Between the Educational Level of The Individuals of the Study Sample and their Evaluation of the Qatari state's Performance in the Field of Developing Distance Education:**

TABLE 11
THE DIFFERENCES BETWEEN THE EDUCATIONAL LEVEL OF THE INDIVIDUALS OF THE STUDY SAMPLE AND THEIR EVALUATION OF THE QATARI STATE'S PERFORMANCE IN THE FIELD OF DEVELOPING DISTANCE EDUCATION

Education / Positive evaluation#	Age						Total#		Chi-square value[33]#	Moral#	indication#
	Above graduate#		graduate#		Undergraduate#						
#	Repetition#	(#	Repetition#	# #	Repetition	# #	Repetition#	(#			
High#	23	37.7	100	40.1	31	34.4	154	38.5	1.34# #	0.91#	Non Function #
medium#	25	40.9	120	48.1	48	53.3	193	48.3			
Low#	13	21.3	29	11.6	11	12.2	53	13.3			
Total#	61	100	249	100	90	100	400	100			

The results of the previous table, which relate to testing the differences between the educational levels of the individuals in the study sample, and the evaluation of the country's performance in developing distance education, indicate that:

A- (41%) in a category of "postgraduate" education, have an average positive evaluation of the performance of the Qatari government in the distance education sector, (38%) a category of "postgraduate" education, have a high positive evaluation for this. Performance, and (21%) of the respondents in the "postgraduate" education category have a low positive evaluation for that performance. (48%) of the individuals in the study sample have a "university" education category, and have an average positive evaluation of the performance of the Qatari government in the distance education sector, (40%) of the individuals in the study sample have a "university" education category, who have a high positive evaluation of this performance. And (12%) of the study sample individuals with a "university" education category have a low positive evaluation for that performance.

B- (53%) of the individuals in the study sample in a category of "undergraduate" education, have an average positive evaluation of the performance of the Qatari government in the distance education sector, (34%) of the individuals in the study sample in a "university" education category have a high positive evaluation for this performance. And (12%) of the study sample individuals with a "university" education category have a low positive evaluation for that performance.

C- Using the (chi-square) test to find out the extent of a relationship between the educational levels of the individuals in the field study sample and their evaluation of the Qatari government's performance in developing the field of distance education, it was found that there were no statistically significant differences, as the value of (Chi square) was (1.34) , And at a significant level (0.91), which is not statistically significant. As the value of chi-square is greater than α = (0.05).

4. The differences between the socio-economic level of individuals and the evaluation of the Qatari state's performance in the field of distance education:

TABLE 12
THE DIFFERENCES BETWEEN THE SOCIO-ECONOMIC LEVEL AND THE EVALUATION OF THE PERFORMANCE OF THE COUNTRY IN THE FIELD OF DISTANCE EDUCATION

the level / Positive evaluation	Socio-Economic level						Total		Chi-square valu[34]	Moral	indication
	High		Medium		Low						
	Repetition	%	Repetition	%	Repetition	%	Repetition	%			
High	125	48.2	25	20.5	5	26.3	155	38.7	4.212	0.45	Function
medium	104	40.1	24	19.7	10	52.6	138	34.5			
Low	30	11.5	73	59.8	4	21	107	26.7			
Total	259	100	122	100	19	100	400	100			

Table No. (11) data, related to examining the differences between the socio-economic level and evaluating the performance of the country in the field of distance education, indicate that:

A- (48%) a high socio-economic level have a high positive evaluation of the performance of the Qatari government in the distance education sector, (40%) a high socio-economic level have a moderate positive evaluation of this performance, and (12%) a high socio-economic level have a low positive evaluation of that performance.

(60%) an average socio-economic level have a low positive evaluation of the Qatari government's performance in the distance education sector, (21%) a low socio-economic level have a high positive evaluation of that performance, and (20%) an average socioeconomic level have a medium positive evaluation of those efforts. (53%) of the study sample individuals with a low socio-economic level have a positive average evaluation of the Qatari government's performance in the distance education sector, (26%) of the study sample individuals with a low socio-economic level have a high positive evaluation of that performance, and (21%) of the study sample individuals with a low socioeconomic level have a low positive evaluation of this performance.

B- Using the (chi-square) test to find out the extent of a relationship between the socio-economic level of the individuals in the field study sample and their positive attitudes towards the January Revolution, it was revealed that there is no statistically significant relationship, as the value of (Chi Square) reached (4.212), and at a significant level (0.45) It is not statistically significant. As the value of (chi-square) is greater than $\alpha = (0.05)$.

In general, after carrying out previous statistical tests;It can be said that there are statistically significant differences between the demographic variables of the individuals in the study sample (gender, age, education, and socio-economic level) and their assessment of the Qatari state's performance in developing distance education.

This result can be explained in the light of several challenges facing the educational process in the entire Arab world and not in Qatar, in addition to the high costs and teacher training capabilities. The Corona pandemic imposed itself as an emergency situation in the Arab world, which forced everyone to learn from home, and therefore future planning processes for that type of education must increase alongside traditional education, so that it can be improved. **This result is consistent with the findings of Iman Ezz El-Din (2017),** regarding the existence of a statistically significant relationship between the student's educational system and the evaluation of the educational level (formal - open). **This result differs from Khalil Al-Saadat (2018)[35],** which concluded that there are no statistically significant differences in the total score of each axis between the study sample according to age, social status, presence of children, employment status, educational level, and gender.

ENDNOTES

1. Wael Abdel Hamid El-Sherbiny. The proposed method for developing loyalty and belonging among Egyptian youth and its impact on Egyptian National Security, Research the National Defense College Leave Fellowship. The 43rd National Defense Course, Cairo, National Defense College, Nasser Higher Military Academy, 2014 AD.
2. The Distance Education Sector Arose in the Late Seventies in Some European and American Universities, as Students used to take their Educational Needs (Books, Strips tapes, Video Tapes) by Mail, and then Students Would View and Study them Well, and in the Same Way the Students Interacted with the Assignments, as they Were. These Institutions Require Students to take the Final Exam at the University in order to Calculate the Full Marks.
3. France is one of the Countries that Fall Under this Pattern and has Taken its Means in Preparing for the Information Age in Schools and Institutes, and has paid Special Attention to Preparing Remote Teachers. For Detail See: Maha Goeli.Previous Reference.1997 ADPp. 320.
4. What is Meant by educational Means: "The Tools, Devices, or Materials that the Teacher uses with his Pupils in educational Situations to Achieve Specific Goals, whether these Tools were Designed and prepared by the teacher or were pre-prepared and prepared, and whether they were complex or Simplified and prepared from

some Tools, Materials and Local Capabilities: Hamada Muhammad Masoud Ibrahim and Ibrahim Yusef Muhammad Mahmoud. Educational Technology and Technological Innovations (Cairo: Al-Azhar University, College of Education, 2009 AD), p.74

5. It is noteworthy that this question was the main criterion for completing the survey questions with the individuals of the study sample, as that question was asked to (532) respondents, and (132) respondents were excluded whose answers did not meet the truth, and thus the original number became (400) respondents who answered yes to that question; accordingly, investigation procedures were completed with them.
6. Reem Naguib Zenati. Previous Reference. Pp. 201.
7. Kholoud Abdullah. Previous Reference. 292
8. Hana Hussein Qarni. Previous Reference. P. 248.
9. Ghada Mamdouh. The Role of TV Channels and New Media in Shaping Critical Skills Towards Democratic Practice in Egypt. Unpublished PhD thesis (Cairo: Cairo University, Faculty of Mass Communication, Department of Radio and Television, 2017 AD) P. 255.
10. Ghada Mamdouh. Previous Reference. P. 261
11. Hassan Ali Qasim. Previous Reference. P. 237.
12. Safa Mahmoud Othman. The specialized Arab news Channels' Treatment of Current Political Events and the Attitudes of the Egyptian Elites Towards them. Unpublished PhD thesis.(Cairo: Cairo University, Faculty of Information, Department of Radio and Television, 2007 AD) p. 311.
13. 400 Respondents Answered that Question, after Restricting the Individuals' Answers to the Study Sample.
14. Nabil Ali. Previous Reference. P. 269.
15. Nabil Gad Azmy. Previous Reference. P. 194.
16. Sally Ahmed. Previous Reference. P. 242.
17. Mahitab Jamal Abdul Salam. The Motives of University Youth's Use of Educational YouTube Clips for Self-Education and The Gratifications Achieved. Unpublished Ma Thesis (Cairo: Cairo University, Faculty Of Mass Communication, Department Of Radio And Television, 2018 Ad) P.232.
18. Kholoud Abdullah. Previous reference.P. 289.
19. Laman Muhammad. Previous reference. P. 243.
20. Zainab Ibrahim. The Effectiveness of Content Presentation Tools Based on Electronic Communication Applications in Developing the Skills of Employing Some Technological Innovations Among Students Of Educational Technology And Their Attitudes Towards Them. Unpublished Phd Thesis (Cairo: Cairo University, Graduate School of Education, Department of Educational Technology, 2013 Ad) P. 221.
21. Hussam Al-Din Muhammad MazenMeans and technology of teaching and learning, previous reference. Pp. 69-72.
22. Nada Abdel Qader Mansour. Education in Qatar: The Complex Reality of Citizen Satisfaction. Previous Reference. P. 209.
23. Reem Abdullah. Previous Reference.
24. Khalil Ibrahim Al Saadat.Previous Reference. P 224.
25. Hussein Hamdi Al-Tobji. Didactic Educational Technologies. Previous Reference. Pp. 50-51.
26. Sally Ahmed Gad.The Role of Social Networking sites in Educating University Youth to use Modern Technology in Education. In the Scientific Journal of Radio and Television Research, No. 16, October-December 2018, p.50.
27. Muhammad Muhammad Al-Hadi. Previous Reference. 1997 ADP. 65.
28. Karim Awwad Brism. Previous Reference. P 254.
29. Robinson, R., Molenda, M., **&**Rezabek. Op.Cit. P.105.
30. Chi-square test: It is a statistical Test used to Study the Relationship between two Descriptive Variables (Qualitative), and for Judgment we Look at the Significance Value if it is Greater than (0.05) we can Judge that there is no Relationship between the two Variables, and if it is Less than (0.05), we can Judge that there isA Relationship between the two Variables.
31. **Chi-square test:** It is a statistical Test used to Study the Relationship between two Descriptive Variables (Qualitative), and for Judgment we Look at the Significance Value if it is Greater than (0.05) we can Judge that there is no Relationship between the two Variables, and if it is Less than (0.05), we can Judge that there isA Relationship between the two Variables.
32. **Chi-square test:** It is a statistical Test used to Study the Relationship between two Descriptive Variables (Qualitative), and for Judgment we Look at the Significance Value if it is Greater than (0.05) we can Judge that there is no Relationship between the two Variables, and if it is Less than (0.05), we can Judge that there isA Relationship between the two Variables.

33. Chi-square test: It is a statistical Test used to Study the Relationship between two Descriptive Variables (Qualitative), and for Judgment we Look at the Significance Value if it is Greater than (0.05) we can Judge that there is no Relationship between the two Variables, and if it is Less than (0.05), we can Judge that there is A Relationship between the two Variables.
34. **Chi-square test:** It is a statistical Test used to Study the Relationship between two Descriptive Variables (Qualitative), and for Judgment we Look at the Significance Value if it is Greater than (0.05) we can Judge that there is no Relationship between the two Variables, and if it is Less than (0.05), we can Judge that there isA Relationship between the two Variables.
35. Khalil Ibrahim Al Saadat. Previous Reference.P. 249

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