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# The Dimensions of Distance Learning and its impact on achieving Customer Value

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**Abstract:** Today's distance learning system seeks a realistic and tangible endeavor that allows the learner to advance to the highest levels of education, such as obtaining a doctorate. It depends on different means of receiving science, so that the learner can attend classes or different conferences and benefit from them wherever he is.

This research aims to identify the dimensions of distance learning and its impact on achieving customer value in the public universities of the Middle Euphrates Technical Region. This research derives its importance by paying attention to the opinions of professors and students and their impressions about the dimensions of distance learning and their impact on the value of the customer.

The problem of the research lies in determining to what extent distance learning dimensions can be considered as having an impact on achieving the value of the customer (the learner) in the universities surveyed? The descriptive analytical method was used for its suitability and research purposes. The research sample was chosen randomly from (150) professors and graduate students in the researched universities, and the research reached a number of results that helped to come up with many conclusions that confirmed the overall validity of the research trends and their premises, and in the light of those conclusions, a set of recommendations were made In a manner that stressed the need for the universities surveyed to pay attention to the dimensions of distance learning to achieve customer value.

## Introduction

Distance learning is a modern method of education that emerged as a result of the entry of technologies into all areas of life, employing in the mechanisms of all modern technologies, as well as all means of communication and communication. Some believe distance learning is ineffective, as it requires sufficient awareness and knowledge of using technology, or distance learning may not be suitable for many learners who wish to communicate directly with their colleagues, and teachers. And there are those who learn easily from a distance, as they are not limited to methods, there are those who can enter universities in another country, and obtain knowledge and join it by participating and watching lectures through the distance learning system.

Contemporary society is a continuous learning society, as a result of human interaction from a distance thanks to information and communication technologies.

Many contemporary concepts have emerged in the learning environment. The technology that exists today in the world helps in addressing the challenges facing educational institutions and systems. It has adopted many learning methods. This prompted universities to follow the method of distance learning, as countries developed plans to benefit from the distance learning experience, and the wide spread of the Internet has facilitated the transition to the distance learning system. And its adoption as a modern method of the educational process, as well as reliance on the Internet to broadcast lectures by educational institutions and watch them by learners recorded in the form of videos through that network.

## The first topic: research methodology

Research problem: The research problem is summarized in the question that:

How can the dimensions of distance learning affect the achievement of customer value?

2. Research Objectives: The research aims at the following:

1 - Familiarity with the conceptual framework of distance learning, and customer value.

2- Knowing the reality of distance education in the researched universities.

3- To identify the justifications for adopting the direction of distance learning.

4- Revealing the reality of distance learning in the surveyed universities.

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5- Some proposals that would contribute to strengthening the work of the investigated universities to achieve the value of their customers.

3. The importance of the research: The importance of the research lies in the following:-

1- Distance learning has now become an urgent necessity in higher education institutions, in light of societal conditions and changes to achieve real personal benefits for learners.

2- The endeavor of university education institutions to enhance the benefits of their educational outputs through the optimal use of communication and information technologies in various fields of education and scientific research.

3- Contribute to showing the impact of distance learning dimensions in achieving the value of learners.

4- Shed light on the expected and growing role of distance learning as a modern technology in the educational process that contributes to solving the educational problems of the universities surveyed.

5- This research may represent a fertile ground for conducting advanced scientific studies and research on the use of information technology in distance learning to enhance the value of learners in higher education institutions in Iraq.

Fourth: The research hypothesis: The research used the descriptive analytical method, which depends on the analysis of literature related to distance education and the value of the customer in Iraqi public universities.

Fifth, the limits of the search:

1. The spatial boundaries of the research: represented by the government universities of the Middle Euphrates region

Al-Furat Al-Awsat Technical University, University of Kufa, University of Karbala, University of Babylon, Al-Diwaniyah University, Al-Muthanna University.

2. Temporal limits: The temporal limits were limited to the period between November 2021 and the end of June 2022.

**The second topic: distance learning**

First:- The concept of distance learning: The heavenly laws, being the source of learning authority, provided man with enough to understand his reality and work to change it for the better, just as God taught Adam all the names, He taught man what he did not know. It is believed that the origin of truthfulness for the concept of learning derives its roots from the institution responsible for education, because education was largely responsible for the birth of learning according to the current understanding (Muhad, 2010, p. 25). In the real world the distance learning system is no longer a hope recently. It represents one of the contemporary practices of the concept of "lifelong learning" after the global crisis that occurred, as many believe, and which has become inevitable since the emergence of (Covid-19) at the end of 2019. The world entered into a real crisis in several areas that increased dramatically, including That teaching and learning included all disciplines, at all levels of study, schools, universities and graduate studies ((Abdelkader.2021: 2. Learning is a personal behavior carried out by the individual, to acquire information, experiences, skills and knowledge, the individual can, through performing a job, learn The learner here aims to learn (Abdul Hamid, 2021, p. 1).

There are distance learning means that provide direct communication between the teacher and the learner at the same time, such as telephone communications and social media, which are used by websites specialized in distance learning or universities, and then the learner watches them later. (Amira, et al. (2019), p. 276) .

The development has led us to the method of distance learning via the Internet after technological and technical progress, which has left a significant impact on the development of the educational process worldwide for their benefit and the benefit of humanity. The distance learning system is a basic method on the teacher's understanding of: (The value of online educational platforms, the diversity of its methods, for learners as creators and participants, and teaching them from anywhere in the world (HakLeem.2021:3).

The distance learning system is an educational approach based on modern technology of presentation and reception, an approach supported by countless educational universities that provide students with learning outside the classroom (Hwa Hu, 1024: 2005).

Distance learning is defined as: learning using modern means of communication, from a computer, the Internet, and media, such as audio, image and video. With the least time and effort, and the greatest benefit (Al-Miqdadi, 2020, p. 125).

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It is also defined as "a package of product/service. It is necessary to identify the aspects of the service that are critical to the learner's perceptions." Knowing what the learner expects is a prerequisite but not sufficient to achieve their satisfaction (Steel, (2012): 2).

It was defined as: transferring learning to the learner in his place of residence instead of transferring the learner to the educational institution itself, and adapting the curriculum and the speed of progress in the scientific subject, in accordance with the special circumstances) (Al-Ghadhouri, 2021 p. 104).

And distance learning is the provision of educational materials through another medium using techniques to reach the learners at home or in any remote location (Zafari, Balasna, p. 78).

Distance learning is defined as: a system based on formal learning but with the help of electronic materials
Or it is the transfer of skills and knowledge via the Internet (Sridevi.2018:85.

Therefore, the educational process is provided to a large number of learners at the same time or at different times, which gives them the opportunity to obtain various certificates, in the field of wide university specializations, which are spread in universities of different countries. Therefore, distance learning is necessary for the learner's perceptions, and knowing what to expect from a real benefit that leads him to the promising future of success.

The importance of distance learning: The principle of distance learning is based on the distance between the teacher and the learner, and the role of technology in creating communication between them, without the actual presence of the learner at the lecture site. This makes college admissions easier for learners. Therefore, teachers need to understand that distance learning is a way to develop the learner's competence and improve his behavior. The teacher must prepare himself, improve his teaching abilities, and increase his experience to help the learner achieve his value of real benefit from learning (Herman, 123: 2012). Since the learners differ in their different mental abilities, it was necessary for the teachers to take into account these differences in a way that would contribute to the process of understanding the scientific material given to them. And activating electronic methods and means that would make the learner an effective element in the educational process.

Second: The reasons that prompted the development of the distance learning system: The educational system is considered one of the most important systems in all human societies, because learning is the basis for building and progressing countries and societies. Technology has enhanced the distance learning system. It made direct communication between the teacher and the learner face-to-face, voice and image easily, and facilitated the rapid exchange of documents and files on the spot (Abdul-Majid (2021, p. 5) There are a number of reasons that contributed to the transformation of educational thought to the development of the distance learning system, including: - (Hussain, 2020, pg. 15).

1. The challenges facing educational institutions and systems in light of the rapid increase in science, knowledge and information.
2. The increasing demand for education: It has become difficult to achieve parity in education in light of the high number of learners. The educational systems faced the burden of containing them and providing the appropriate numbers of teachers.
3. The shortage of qualified educational staff. The development of the teacher is considered one of the priorities for the success of the educational process to improve the skills of dealing with the student, and to deliver the information he needs with the highest possible efficiency.

At the same time, distance learning still includes a lot of untapped potentials that allow access to the learner in his place, and link the teacher and the learner in new ways.

Third: The objectives of distance learning: The objectives of distance learning come as the educational process is not an enjoyable activity at all, especially in higher education, so many methods of learning have been devised, which help to create greater effectiveness, such as the Farc method, which depends on the fact There is an ideal sensory method for each person to learn, as well as the method of learning, or imagination, which depends on the visualization of information by the learner. Which leads to assimilation of each method used according to the circumstances and the data in the best way for them. One of the most important objectives of the distance learning system: (Al-Anzi, and Al-Saeedi,, p. 2016)

1. There is no need for the teacher and learner to be present in one place for the learning process to take place completely.

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2. Diversity of learning resources based on technological techniques in developing an interactive environment for the teacher and the learner together.

3. Achieving the principle of democracy and supporting equal educational opportunities and its applications in education and its various levels.

4. Providing opportunities for professional mobility at a time when the individual has to change his profession every period as a result of the emergence of new professions that depend on technology.

5. Providing opportunities for people with disabilities whose circumstances prevent them from continuing traditional learning.

6. Providing opportunities for talented and talented people to show their talents and superiority and to finish their studies in less time.

7. Develop the skills of the teacher and the learner together in dealing with innovative ideas, and technological modernity.

8. Expanding the learner's horizons to not be satisfied with the teacher as the only source in obtaining information.

Fourth: Dimensions of distance learning: The distance learning process is one of the main pillars that work on the progress and development of societies, by paying attention to all its main components, including the teacher, the learner, the method of education, and the educational material. The methods that the teacher uses to provide knowledge, information and skills to the learner, in proportion to the latter's ability and inclinations, meet his needs, and take into account the individual differences between learners (Al-Khaza'ala, and others (2019, p. 78). There are those who see that the three dimensions of distance learning are:( Personality of the learner, depth of knowledge, learning options.(13:2020.Flanders&et)(While Phillips sees four dimensions of distance learning: (the interaction of the learner with the other learner, the interaction of the learner with the teacher, the interaction of the learner with resources, the interaction of the learner with the computer) (Phillips.2004:782) In sum, the dimensions of distance learning can be defined by seven dimensions: (, information technology, learning preferences, learner perceptions, teacher skills, goals or objectives of the educational process, learner personal characteristics, learner environment).

Fifth: Types of distance learning:

   Distance learning uses various educational means such as: modern means of communication, television and satellite stations, to present the scientific material over long distances and does not require the presence of the learner in the classroom, but rather the presence of a teacher and an educational institution that supervises the implementation of the educational process between the teacher and the learner. Hence, distance learning is a technique in which modern technology, textbooks, and private communications share, to replace the teacher and the traditional educational institution (Ahmed, 2021, p. 273). One of the most important types of distance learning is as follows:-

1- Learning Outcome-Based Model: It is defined as a real and clear visualization in the form of a set of targeted learning outcomes of what the student should learn and be able to accomplish upon completion of the unit or course. (Derndry, 2014, p. 7).

2- Direct (synchronous) e-learning: based on technology, it is an attractive anchor for identifying emergency conditions that lead to highly effective educational results in terms of direct support in the form of forums, chat rooms, electronic bulletin boards...etc) (Law.2013; 7). Indirect (asynchronous) e-learning: in which the learner receives courses or lessons according to a planned study program, in which he determines the time and place that suits his circumstances by employing some distance learning methods such as e-mail, videos and CDs (Al-Khazraji and Muhammad Ali, 2018 , p. 255).

Sixth: The advantages and disadvantages of distance learning: that the individual is a party to the educational process, which means giving the learner the opportunity to discover himself, his reality, his livelihood, and his ambitions, and thus obtaining and providing new, and adding to what he possesses of knowledge accumulation to enhance capabilities and skills in order to promote effectiveness In performance. (Muhad, 2010, p. 29). The remote teacher who is specialized in his field of work can create the best methods and methods that help him to develop newer means to disseminate knowledge among the learners' classes and using several techniques because his extensive experience helps him to adapt to all the circumstances and situations he is going through. Thus, he is able to understand the learner more, using technology for

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their benefit as it should, and contribute to preparing a generation that benefits from technological progress as it should.

There are many negatives of distance learning, the most important of which are: a feeling of loneliness and isolation as a result of the lack of social interaction, the low level of personal skills of the learner, as well as the possibility of questioning the credibility of the certificate resulting from distance learning (Fraih, 2021, p. 8).

Customer Value Concept: Customer value is one of the most important priorities that educational institutions seek to achieve their goals, as it correlates with their existence and continuity. The beginning of its inception goes back to a period of transition from the slogan "The customer is the king to employing science in determining the true desires of the customer." And the added value to it.(Khanchour, 2006, pg. 378) and (Pankowska.2006:36) believes that generating value for the learner requires a new approach towards educational processes through: (the essence of the teacher's capabilities, which is the key to success factors, knowledge management, managing relationships with the learner). , the development of information technology engineering, resource management through contracts, and education standards.

Customer value is defined as: the relative preference for a specific product or service for a strong customer that he personally evaluates (Militina.2020:87).

The value of the customer is described as "the process of exchange conducted by the customer between the benefits he obtains from the good or service, and the cost of obtaining them" (Abu Faza', 2015, p. 23).

It can be defined as: "The benefits that the customer expects to obtain from the product in exchange for the costs he pays as a result of obtaining and using that product" (Abdul Hamid, (2018, p. 33).

It is also defined as: the customer's overall evaluation of a product's benefit based on perceptions of what is received, and what is provided by producers (2017: Deventer& Redda 4).

And Kotler stated that the value of the customer that he desires is represented by the characteristics of the product, while the value he actually obtains, which represents the results of the product, reflects the value of the customer received, and is determined from the difference between the total and included customer costs (financial cost, time cost, energy cost, and psychological costs). And between the customer's total values, which include (product value, service value, personal value, and perception value (Al-Fayhan, 2017, p. 55).

It was defined as: the benefit arising from the personal perception of the customer as a result of his association with the organization's offers in which there is a reduction in costs, i.e. the balance between benefits and sacrifices) (Suryadi.2018:6.

And the value of the customer: It is a combination of the benefits that the customer receives from the organization that regulates the quality of the product, its appropriate price, delivery at the right time and place (Abdullah, (2016, p. 14).

It was also defined as "the extent to which customers know the product/service to improve its experience and increase their satisfaction" (Maza.2020:8.

Thus, the customer's value can be defined as what the customer expects to balance the benefits he derives from using educational services, and the efforts he makes in exchange for those benefits.

2- Dimensions of customer value: The literature indicates that the dimensions of customer value are the sum of all values, benefits and costs that the customer obtains from the marketing offer. (Al-Zamki, 2021, p. 604). There are two main dimensions of customer value through which it is built: Hygiene value, and motivating value. The core value reflects the perceived total value of the benefits achieved as a result of using or consuming services compared to other competitive offers (Al-Rafie, 2011, p. Customer value We must work on improving the basic and added values for each dimension of customer value (Al-Saeedi 2005, p. 6).

Types of customer value: The types of customer value are centered: (functional value, symbol value, utility value, and cost value) - 3

It was limited to two main elements: (Abdul Hamid and Raouf, 2018, p. 34). (Jie Yan. 2020: (a) Total customer value: It is a package of benefits that the customer obtains, and this benefit includes: (product value, service value, personal values, and mental status value.

B- The total cost of the customer: This paragraph is divided into: (cash cost, time cost, effort cost, psychological cost).

**Statistical Analysis:**

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Answers of respondents from questioner were tabulated and coded by Excel, then inserted to statistical program (SPSS version 26), through it the following measures were taken:

1- Descriptive statistics: involving calculation of descriptive parameters of answers which included frequencies, means, standard deviations, validity and reliability of questioner and normal distribution of items and variables of study.

2- Inferential Statistics: which used to test the study hypotheses by using Simple Regression Analysis.

**Study scale:**

The degree of possible responses to the items was measured according to the five-point Likert scale**, 1-5 points.** The responses to the questionnaire items (strongly agree, agree, neutral, disagree, strongly disagree) were converted to the following degrees:

Strongly disagree **1 points**

Disagree 2 points

Neutral 3 points

Agree 4 points

Strongly agree **5 points**

The averages of the sample responses and the criteria for judging them are classified and shown in the table(1)

| Mean interval | Criteria |
|---|---|
| Strongly disagree | **Less than 1.80** |
| Disagree | **1.80-2.59** |
| Neutral | **2.60-3.39** |
| Agree | **3.40-4.19** |
| Strongly agree | **More than 4.20** |

**Data validity test for statistical analysis**

To ensuring the safety and validity of present study procedure, some conditions must be met the normal distribution of data, independency of variables and absence of multicollinearity between them.

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**1-      Normal distribution of data.**

Normal distribution was conducted by using Kolmogorov-Smirnov and Shapiro-Wilk tests and the following outputs were obtained:

**Table (2): Test of Normality**

| Variables | Kolmogorov-Smirnov | Shapiro-Wilk |
|---|---|---|
| Remote learning | 0.087 | 0.968 |
| Customer value (Student) | 0.099 | 0.985 |

As shown in the table, values of Kolmogorov-Smirnov and Shapiro-Wilk tests were higher than 0.05 for both variables Remote learning and Customer value (Student), then according to this condition , the data of both variables distributed normally.

**2-      Multicollinearity:**

One way to detect multicollinearity is by using a metric known as the **variance inflation factor (VIF)**, which measures the correlation and strength of correlation between the predictor variables in a regression model. Hair, et al. (2013) stated that multicollinearity was proven when VIF value was less than 5

The calculated VIF value for the predictor variable (Remote learning) was (1.0), hence the data of present study was suitable to applied statistical analysis.

**Reliability and validity**

**Construct validity:** calculated by Pearson correlation method by identified the extent to which the questionnaire statements are related to the variables to which they belong.

**Table (3) Construct validity of variables as correlation coefficient values**

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| Items | Remote learning | Customer value |
|---|---|---|
| 1 | 0.684** | 0.291** |
| 2 | 0.620** | 0.191* |
| 3 | 0.612** | 0.311** |
| 4 | 0.486** | 0.303** |
| 5 | 0.650** | 0.520** |
| 6 | 0.628** | 0.283** |
| 7 | 0.630** | 0.275** |
| 8 | 0.638** | 0.406** |
| 9 | 0.681** | 0.491** |
| 10 | 0.645** | 0.590** |
| 11 | 0.357** | 0.377** |
| 12 | 0.546** | 0.390** |

Results in the table (3) indicate that all items are associated with its variable at the level of statistical significance P≤0.01, this confirm the consistency of all items with their variables and revealed high structural validity.

**Reliability:**

The concept of stability refers to the consistency of the results of the scale, that is, the extent to which the same results can be reached if the same scale is applied several times to the same examinees.

The researcher calculated the reliability coefficient of the test by the method of internal consistency (also called "internal coherence") in order to ensure the validity of the questionnaire as a tool for collecting data necessary for the current study.

The researcher relied on measuring Cronbach Alpha and split-half coefficients (Spearman-Brown and Guttmann).Table (4) shows the value of these parameters:

**Table (4) Reliability statistics of variables**

| Variable | No. of items | Cronbach Alpha | Spearman-Brown coefficient | Guttmann coefficient |
|---|---|---|---|---|
| Remote learning | 12 | 0.745 | 0.742 | 0.702 |
| Customer value | 12 | 0.792 | 0.773 | 0.741 |
| Total degree | 24 | 0.776 | 0.751 | 0.748 |

The data in Table (3) show that the values of the reliability coefficient of the respondents' answers of the two variables were high, which indicates a high reliability, and the reliability coefficient calculated for the total score of the questionnaire showed also high levels of reliability and acceptable to the researcher.

**Demographical characteristics of respondents**

**Table (5) Descriptive characteristics of respondents**

| variables | | Frequency | Percentage |
|---|---|---|---|
| Gender | Males | 79 | 52.7 |
| | Females | 71 | 47.3 |
| Age groups (Years) | Less than 30 | 19 | 12.7 |
| | 30-40 | 75 | 50.0 |
| | 41-50 | 34 | 22.7 |
| | More than 51 | 22 | 14.7 |
| Educational level | H.S Student | 36 | 24.0 |
| | Diploma | 6 | 4.0 |
| | MSc | 38 | 25.3 |
| | PhD | 70 | 46.7 |

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Table (5) shows the Descriptive characteristics of respondents. Males were slightly higher percentage than females

**Descriptive statistics of Answers**

The information of this part contributes to clarifying the descriptive characteristics of the items of the study variables.For the purpose of showing the trends and level of acceptance of the respondents on the items (questions) included in the study variables, the mean, standard deviations, and the level of acceptance for the items were calculated as follows:

**Table (6): Mean, standard deviations, and the level of acceptance on remote learning items**

| No. | Item | Mean | SD | Rank | level of acceptance |
|---|---|---|---|---|---|
| 1 | During the period of suspension of studies at ……………. | 3.02 | 1.126 | 8 | Neutral |
| 2 | Remote learning system is better than normal learning? | 2.20 | 0.941 | 12 | Disagree |
| 3 | It is difficult to explain several practical parts …… | 3.95 | 1.054 | 2 | Agree |
| 4 | The remote learning system authorize the teacher …….. | 2.52 | 1.073 | 11 | Disagree |
| 5 | The educational platforms had been activated in a form…….. | 3.41 | 1.030 | 7 | Agree |
| 6 | Using all Visual Communications, such as telephone …………… | 3.69 | 0.928 | 5 | Agree |
| 7 | The remote learning helps the teacher ………………. | 3.73 | 1.215 | 4 | Agree |
| 8 | The remote learning system gives the teacher ……………. | 2.81 | 1.032 | 10 | Neutral |
| 9 | The remote learning system gave the student ………………. | 2.97 | 1.093 | 9 | Neutral |
| 10 | The student felt isolated from his internal ……………. | 3.66 | 1.042 | 6 | Agree |
| 11 | The student's scientific level is decreases …………. | 3.75 | 1.147 | 3 | Agree |
| 12 | The student loses the spirit of perseverance ………… | 4.06 | 1.070 | 1 | Agree |
| Overall | | 3.31 | 0.403 | Neutral | |

The statistical outputs of the descriptive statistical analysis of the remote learning items refer to the following facts:

1- Overall mean reached 3.31, higher than hypothetical mean (3.0), their SD 0.403 indicating that the answers of the sample members were not dispersed, the overall level of acceptance was neutral.

2- Mean of most items (8 items)was higher than hypothetical mean

Three types of level of acceptance were recorded, most respondents disagreed items 2 and 4, have neutral answers on three items (1, 8 and 9), and agreed the other 7 items.

**Table (7): Mean, standard deviations, and the level of acceptance on customers value**

| No. | Item | Mean | SD | Rank | level of acceptance |
|---|---|---|---|---|---|
| 1 | Not having enough computers ……………. | 3.46 | 0.946 | 8 | Neutral |

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| 2 | Poor internet contributes in weakness………………... | 4.19 | 0.825 | 1 | Agree |
|---|---|---|---|---|---|
| 3 | The home environment does not allow ………………. | 3.74 | 1.026 | 4 | Agree |
| 4 | The internet cost is high? | 3.76 | 1.060 | 3 | Agree |
| 5 | The teacher is always ready to help …………….. | 3.69 | 0.897 | 5 | Agree |
| 6 | Lecture hours are suitable to the student's ……………….. | 3.54 | 0.987 | 6 | Agree |
| 7 | Dropping out of work because the student………… | 3.33 | 1.034 | 10 | Neutral |
| 8 | The services provided exceed the student's ……….. | 3.01 | 0.905 | 12 | Neutral |
| 9 | The teacher's knowledge of the student's …………….. | 3.40 | 1.043 | 9 | Agree |
| 10 | The university seeks to take care of the student ……. | 3.49 | 0.995 | 7 | Agree |
| 11 | The remote learning system failed to achieve……. | 3.77 | 0.970 | 2 | Agree |
| 12 | Opening a direct variety of visual ……………… | 3.27 | 0.996 | 11 | Neutral |
| | Overall | 3.56 | 0.360 | Agree | |

The statistical outputs of the descriptive statistical analysis of the customer's value items refer to the following facts:

3- Overall mean reached 3.56, higher than hypothetical mean (3.0), their SD 0.360 indicating that the answers of the sample members were not dispersed, the overall level of acceptance was agree.

4- Mean of all items was higher than hypothetical mean

Two types of level of acceptance were recorded, most respondents neutral to 4 items 1,7, 8, and 12, but most respondents agreed other 8 items.

**Inferential Statistics for the respondent's opinions and testing the two hypotheses of the study**

Test of the two hypotheses of the study: The information, facts, analyzes, and interpretations of this statistic contribute to answering the study questions and verifying the validity of the two hypotheses of the study, which clarify the expected correlation relations between the study variables, and the evidence of the influence relationship of the remote learning variable (as an independent variable) in the customers value (as a dependent variable), inferring the statistical outputs. The procedures and tests necessary for this in an attempt to reflect the researcher's desire to reach conclusions that may support or reject the two hypotheses of the study plan, in whole or in part.

1- **Analyzing and testing the correlation between the study variables:** Simple linear regression analysis was used for this purpose and the calculated correlation coefficients were tested using the t-test statistics to know the significance of the relationship between the two variables.

**The first main Hypothesis:**

Null Hypothesis (H$_1$): There is no statistically significant correlation between remote learning and customer's value

Alternative hypothesis (H$_0$): There is a statistically significant correlation between remote learning and customer's value

**Table (8): The results of a simple linear regression analysis of the correlation between remote learning and customer's value (n=150)**

| Correlation coefficient (r) | t calculated | t tabulated | P value |
|---|---|---|---|

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| 0.254 | 3.198 | 1.655 | 0.002 |
|---|---|---|---|
| Statistical significance | Statistical significance at the level 0.01 | | |

It is evident from the results in the table (8) that the correlation between remote learning and customer's value is positive relationship and significant at the level 0.01, where the t calculated value (3.198) is higher than t- tabulated value (1.655), this lead us to reject the null hypothesis and accept the alternative one which states that " **There is a statistically significant correlation between remote learning and customer's value"**

The graph below shows the relationship between study variable
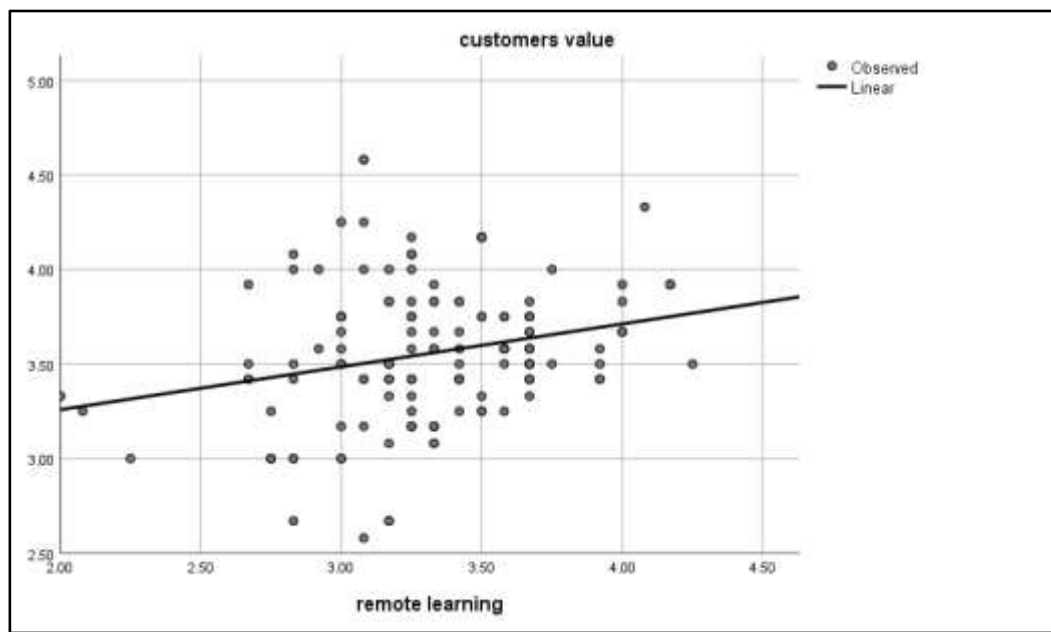


**2-** **Analyze and test the influence relationship between the study variables:** This part includes the effect relationships and their testing between the study variables included in the second study hypothesis, and as shown in the following**:**
**The second main Hypothesis:**
**Null Hypothesis (H₂):** There is no statistically significant effect of remote learning on customer's value
**Alternative hypothesis (H₀₂):** There is a statistically significant effect of remote learning on customer's value

**Table (9): Statistical output for effect of remote learning on customer's value**

| $B_0$ Model constant | $B_1$ Regression coefficient | Calculated F | Tabulated F | P value | $R^2$ |
|---|---|---|---|---|---|
| 2.805 | 0.227 | 10.255 | 3.91<br>df (1,148), $P \leq 0.01$ | 0.002 | 0.065 |
| Statistical significance | | | Statistical significance at the level 0.01 | | |

The results of estimating the parameters of the simple linear regression model in the table (9) show a number of facts that translate the ability of remote learning to affect the customer's value, as follows:
The e-learning variable showed a statistically significant effect on the customer value, the calculated F value (10.255) for the simple linear regression model which was greater than the tabulated F value of (3.91) at the level of significance ($P \leq 0.01$) and (1,148) degree of freedom.
Inferred from the coefficient of determination $R^2$ (which represents the percentage of variance in the dependent variable that can be predicted by the independent variable), which reached 0.065, that mean the e-learning variable can explain alone about 6.6% of customer's value variance.

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In terms of the regression coefficient ($B_1$) (which reflects the amount of change in y if x changes by one unit), the increase of e-learning by one unit leads to an increase of 0.227 in customer value.

These facts, lead us to reject the null hypothesis and accept the alternative one which states that "**There is a statistically significant effect of remote learning on customer's value**

**Conclusions:**
1- The respondents' answers varied about the e-learning questions.
2- Most respondents disagreed on items 2 and 4 which stated "Remote learning system is better than normal learning?" and "The remote learning system authorize the teacher to consider the individual differences of the student through the content of the course material?" respectively.
3- Item 1, item 8 and 9 obtained a "neutral" level of acceptance and this indicates the difference in the respondents' opinions about the concept of this phrase.
4- On the other hand, there is an agreement to some extent on other questions.
5- However , in sum the analytical statistics output referred to a positive and significant correlation between the e-learning and the customers value, and e-learning influence customers value

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