THE CHALLENGES FACING LECTURERS IN IMPLEMENTING E-LEARNING AT TOBRUK UNIVERSITY

Zahia FARHAT[1]

Dr, Tobruk University, Tobruk, Libya

Abstract

E. learning has long been offered by many universities of all sizes and profiles as an optional means of learning. However, the critical issues brought by COVID-19 pandemic and other recent crises made it an inevitable alternative. This research will examine the ability of Libyan lecturers in E-learning as well as whether they have positive or negative attitude. Furthermore, the difficulties that could face them while the use of the E. learning. This tentative study is in line with a recent findings and recommendations . In fact, there are some obstacles in these studies where the developed counties have some challenges, for instance, the a availability of customized curriculum, digital platform and other innovative and/or financial prerequisites. This study emphasizes that the importance of the lecturer's intellectual competence is needed more than the other components for this transformation. A questionnaire will be used for the data collection. These data will be gathered and analysed using a quantitative research method.

Key words: E-Learning, Libyan Lecturers, Digital Platform, Transformation.

Introduction

Electronic learning or e-learning is a system that is designed to provide distance teaching to students (Arkorful and Abaidoo, 2015). It is delivered online in formal contexts and uses various forms of multimedia delivered via hardware and software. Most often a desktop or laptop PC is used to deliver e-learning (Samsuri, Nadzri and Rom, 2014).

Other technologies teach using tutorials, learning support systems and online lectures (Kattoua, Al-Lozi and Alrowwad, 2016). The aim is to improve classroom engagement by creating a positive environment in which students can participate in tutorials and learning tasks. It also promotes engagement by offering a combinations of texts, videos, audio, collaborative sharing and interactive graphics. It also aims to improve the quality of teaching and learning in response to the for institutions higher of higher education to maintain a competitive advantage in what is now a global educational marketplace for students (Islam, Beer and Slack, 2015).

The use of e-learning has also effectively reduced the cost of education for students while also improving the quality of learning and teaching (Songkram, 2015). This demonstrates the economic benefits of e-learning for students using it and also provides spare time in which to engage in other useful activities (Aparicio, Bacao and Oliveira)_.(

E-learning also allows learners the flexibility to take classes wherever and whenever is convenient. Furthermore, it allows for different types and learning approaches by utilizing interactive content available on the internet (Songkram et al., 2015). The increase availability of technology and the all-encompassing nature of the internet have created a major need for web-based learning and teaching. So distance learning is being increasingly used.

In universities, online learning is defined as learning that takes place completely or in part over the internet (Gilbert, 2015). Online learning benefits many learners and commonly used everywhere from elementary to high schools and beyond..

The engagement is important for effective learning and demonstrates that it is not just student to student interaction that matters. There are six different forms of engagement n distance learning (1) teacher-content (2) content-content (3) student-teacher (4) student-student (5) teacher-teacher and (6) student-content (Talebian, Mohammadi and Rezvanfar, 2014).

Theories promoting the adoption of new technologies in the learning process suppose that students are active participants who pursue and absorb knowledge via a meaningful context and different tools can be used for communication and collaborative learning (Sarkar, 2012). The structure of a learning system implies that it is a challenge for e-learning to be effectively integrated into a complicated system so that flexible, time scalable, and long-lasting. Learning itself is under the control of the instructors and institutions using aconventional learning management system (LMS) regardless of any external tools (Sarrab, Al-Shihi and Rehman, 2013). This leaves little room for learners to organize their digital learning space and to take forward their activities.

Currently, higher education is experiencing a major transformation involving increased accessibility. Knowledge in the higher education setting is being obtained and shared in new ways and the changes in technology meant that this is happening quickly. Educational institutions offer online classes or courses using online elements as well as face-to-face course delivery. Universities also deliver almost all their courses using web-based technology to deliver everything from assessments to assignments.

This study aims to identify the difficulties that face lecturers at Toburk University in providing e-learning as well as examining whether they have positive or negative attitude to it.

Literature review

In this section we will examine a number of previous studies into e-learning, some of which related to online learning challenges while others covered educational technology in general.

Theoretical framework

The application of technologies and digital literacies have been developed and improved (Coiro, Knobel, Lankshear, & Leu, 2008: p.4). The pedagogical theories and teaching approaches need to respond to new technology and examine how it can be most effectively integrated into learners' education.

Theories abound regarding educational processes, techniques and approaches but they still adhere to traditional learning methods. The biggest influence that has driven the development of the new pedagogies is the activity theory (Mwanza &Engeström, 2005). In this, the focus is on the interaction between humans and computers and it has played an essential role in learning expansion using instruments, tools and mediation. The theory highlights the potential impact of these new tools on teaching and learning as well as how they modernize, contextualize and transform procedures (Engestrom, 1987).

Vygotsky (1978) focused on learning development and social interaction, (Cole &Wertsch, 1996) whileAttwell (2010, a) explored Vygotsky's ideas in terms of technology-enhanced education and personal contextual learning. Coffield (2008) said there is "no "convincing evidence that learners can be divided by their learning preferences into four groups: visual, auditory, kinaesthetic or tactile".He also concluded that(p.32) "this movement allows its disciples the pretense of student-centered teaching, and it neatly transfers the responsibility of students' failure to learn to tutors, e.g. 'You didn't match your teaching style to their learning styles".

The COVID-19 pandemic transformed the whole education process to an online one, especially English language education which has been transited to e-learning in most universities. In our case, this has been the first time for EFL learners to be engaged in e-

learning. So this study focuses on the challenges and obstacles encountered during the pandemic. It also looks at how to minimize these issues in the future in the same way that other similar ones have been investigated and covered by numerous other studies and projects in the past.

A study in Kuwait was conducted to collate students' views concerning mobile learning in the light of the COVID-19pandemic. It concluded that generally students were in favour of its use in higher education. The result of the study is a recommendation to develop teaching courses using e-learning. However the relatively small size of the sample (just 52 participants) could be considered too limited to be able to make broad generalizations (Alanezi & AlAzwani, 2020).

Another study explored the online learning challenges for medical education during the COVID-19 outbreak (Rajab, Mohammad, Gazal, &Alkattan, 2020). Interviewing 208 learners and faculty members in the college of medicine of AlfaisalUniversity in Riyadh, Saudi Arabia it found that the challenges camein the areas of communications, assessments, online education experience, the use of technology tools and time management. There were also issues caused by the general anxiety and stress caused by the pandemic. On the other hand, students felt positive about online learning during this period.

A meta-analysis conducted by Yildiz (2020) looking at trends in educational technology from 2015 to 2020 examined several factors and found that the use of educational technology in teaching and learning was appropriate.

An article published by Liguori and Winkler (2020) focusing on the pandemic's impact on entrepreneurship education called for extra studies and resources to be committed to the challenges regarding the field.

Another study analysed the weaknesses, strengths, challenges and opportunities of online education in the time of the pandemic (Shivangi, 2020). This provideda numberof guidelines for dealing with online learning challenges during national disasters and pandemics.

A case study of adolescent online learners in Pennsylvania by Wolfinger (2016) examined the effectivenessof online virtual schooling through middle school. It looked at academic issues, learners' characteristics and social and educational support. The results underlined the vital role of teachers in virtual learning, as well as the importance of parents' involvement.

A survey was conducted by the International Association of Universities in 2020 about COVID-19's global impact on higher education. Unsurprisingly, it found that all participants had been affected by a negative influence on the quality of activities which included an inequality in educational opportunities.

A study by Ali (2017) focused on the use of the Blackboard platform as a motivator in English language learning and teaching. It discovered that some learners were motivated to work harder in learning English while others were demotivated by it.

Alturise (2020) conducted a study into learners' and teachers' satisfaction in the online learning model using the Blackboard platform at Qassim University, Saudi Arabia. The study concluded e-learning represents an advance in education, but there is a significant need to improve online learning applications.

Some researchers have looked into the challenges and obstacles for e-learning during the COVID-19 crisis. The focus was also to arrive at solutions to improve the learners' performance and overcome these problems in the future.

Methodology and Data analysis

For data collection and sampling in this study, lecturers' responses were gathered using a structured questionnaire circulated in the form survey. Ten questions were asked to increase the accuracy of the findings. The questions were produced to ask teachers about their readiness and abilities for utilizing e-learning in teaching process. Data was collected from 40 lecturers at Tobruk University. They have been asked about their attitudes to use technology during the learning process.

The data was analyzed using quantitative research method. Based on the results, it has been demonstrated that more than half of the respondents a (57.5%) agree that it is essential to engage e-learning in order to enhance education outputs. Whereas only 12% of them disagree.in addition, the data shows that most of the lecturers don't have professional background for using e-learning, only 15% have enrolled training courses for using e-learning. The percentage of 75% agree that using technology need some technological devices for both lecturers and students. It has been seen that only 12% and 17% believe that e-learning requires a lot of time and effort. As far as cost is concerned, it can be seen that nearly half of the participants agree that there are some problems regarding financial issues, while only 10% disagree. The majority of the lecturers with the percentage of 80% believe that e-learning require a lot of training classes and knowledge. Whereas only 2.5% do not believe so. Therefore, exactly half of the participants stated that it is important to engage training courses in order to improve teachers' technological skills.

	Questions	Agree	Neutral	Disagree	Strongly Agree
1	Do you think that e-learning is important in enhancing education outputs?	57.5%	7.5%	12%	22.5%
2	Have you ever enrolled e-learning training courses?	15%	1,5%	12.5%	15%
3	Do you need any devices in e-learning?	75%	_	_	25%
4	Do you think e-learning teaching requires a lot of time?	12%	7.5%	10%	2.5%
5	Do you think e-learning teaching requires a huge effort?	17%	5%	12.5%	-
6	Are there any financial issues for using e-learning in teaching?	47.5%	2.5%	10%	17.5%
7	Are there any cognitive issues for using e-learning in teaching?	15%	7.5%	10%	-
8	Do students encounter problems in e-learning?	60%	7.5%	5%	27.5%
9	Do you need information and training to use e-learning?	80%	7.5%	2.5%	10%
10	Is it sufficient to provide training courses to improve teachers' computer skills?	50%	12.5%	-	37.5%

Conclusion & findings

Utilizing e-learning has become an important part of the teaching process these days.

The results show that most of the participants have knowledge barriers concerning the use of e-learning. They also demonstrated that teachers should engage training courses in order to able to use e-learning tools in classes. As they lack the knowledge and skills for effective use of e-learning devices, so they require support and assistance to relates technological skills to the teaching material. Moreover, Lecturers have faced financial barriers such as not being able to ensure internet access or provide suitable electronic devices for both teachers and students.

Students have faced problems during the use of e-learning, so they should be engaged in more training classes as well as they should be offered financial assistance to be able to used e-learning tools. The role of the teacher is also important in encouraging the students who are less motivated because it is very crucial and effective in the learning process.

Recommendations

This study recommends that the Ministry of Higher Education should offer training courses in using e-learning methods such as Zoom. Students should be encouraged to take e-learning seriously

The University should offer financial support to help implement e-learning for students.

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