

# Obstacles to the use of e-learning from the point of view teacher of the history In misan province

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## **Abstract**

*The study aimed to know the obstacles of e-learning from the point of view teacher of the history in Misan province, since the research was limited to the faculty of education and the faculty of dentist as they are the newest faculties in Misan university and they also represented as research samples which reached 100 samples consisting of (50) human specialty and (50) scientific specialty in for the academic year (2018-2019), the researcher prepared questionnaire consists of (30) clause and everyone has five alternative (strongly agree, agree, neither, disagree, strongly disagree) then the data processed statistically using the Pearson and Spearman correlation coefficient. It was concluded that the e-learning is an integrated educational system in the delivery of science and knowledge to the learners without time and place restrictions. The researcher recommend the faculty members to take training courses to help them in teaching, and spread the electronic culture between the society members to achieve the most interaction with this type of education. The researcher suggest to make similar studies in another faculties in Misan university, and make experimental study to the effectiveness of e-learning in some variables such as achievement and thinking*

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**Key words:** E-learning –faculty members –Misan - university

## **I. Introduction**

E-learning considered as one of the new trend in education system, \_e-learning\_ is the most commonly used term but we also use another terms such as online learning, Electronic Education, Web Based Education, the E-learning refers to learning by using internet technology where content is spread in the internet or the extranet and this method allows to create sources links the learners can use out session. *Damees, 2011*

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## **Research problems**

- 1) What are the obstacles in using E-learning from the faculty member's perspective in Misan province?
- 2) Are the obstacles that the faculty member face while using e-learning varies by specialty In misan province?

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3) What are the obstacles in using e-learning that faculty members face according to the difference between the university colleges?

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### Aim of the study

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- 1) Identify the most important obstacles in using e-learning Misan province from the point of view teachers of history.
- 2) Identify the obstacles from the males and females perspective in the scientific specialization.

## II. Literature review

### 1. E-learning types

- Synchronous e-learning (*Azmy, 2014*)
- Asynchronous e-learning (*Zeitoun, 2007*)

### 2. E-learning elements

The elements of e-learning consist of the teacher, the student, the electronic content, the electronic libraries, the electronic books and magazine, the email and the electronic conferences. (*Altwadry, 2004; Kotaite, 2009*)

### 3. E-learning techniques

This era is witnessing continuous development in technological means used in the educational processes which are three main techniques: first: sound technology which consists of two types first one interactive and the second one is static sound tools. Second: visualizations. Third: computer and its networks. (*Kandil, 2006*)

### 4. The component of e-learning

- The educational system: this system considered with providing digital courses and the student interacts with it in a synchronous and asynchronous ways with having feedback. (*Salem, 2004*)
- Administrative system: this is about the administrative side of e-learning and this system consists of: admission, electronic courses, virtual semester, electronic tests, e-mail, educational discussion forum, electronic monitoring (*Abdeen,, 2013*).

### 5. E-learning design

The e-learning is integrated system consists of set of component and elements to make this system work (*Estetah,2007*). The component of the e-learning system consists of 1-system environment 2-input. 3-system processes 4-outputs 5-feedbaks. (*Altamemy, 2018*)

### 6. E-learning phases

- Analysis phase: in this phase all objectives, content, the characteristics of students application and their educational needs then make sure that the needs in line with possibilities. (*Eltayeb, 2016*)

- Design phase: this phase includes content design, screens, sequencing and learning strategies. (*Al-Shammari, 2007*)
- Development phase: this phase includes programming, launching processes, using media and feedback. (*Altamemyr, 2018*).

#### **7. E-learning importance**

- E-learning helps the students with special needs and for those unable to attend daily. (*Al-Hudhaifi, 2008*)
- Supporting new modern teaching ways depend on the students.
- Benefiting the population of developing communities.
- Make it easier to learn foreign languages.
- Reduce learning costs. (*Aziz, 1990*)
- Update the educational courses according to the quick changes happened in the digital knowledge.
- Easy access to information and knowledge resources.
- Enhance the education level.
- Meet the growing demand for education and training (*Kotaite, 2009*).

#### **8. E-learning objectives**

- Provide the opportunity to the students to deal with the open world through the information networks.
- Continue to use the computer as a supporting tool.
- Enrich the curriculum by following the style of play using the computers.
- Enhance the curriculum through doing electronic activities. (*Amer, 2007*)
- Provide a rich multi-source interactive environment that serves the educational process in all its axes.
- The possibility of replacing the shortage of academic staff.
- Prepare a generation capable of handling technology. (*Allam, 2000*)
- Build network for each school through which parents can communicate with teachers and management.
- The school connects with educational and government institutions in an organized and easy way. (*Altamemy, 2018*)

#### **9. Benefits of e-learning**

- Make it easy for student to contact each other and to contact the school.
- The students feel equal.
- The possibility of modifying the method of teaching. (*Jaber, 1998*)

- Providing curriculum all day long and seven days a week.
- Many and easy ways of assessment of student development.
- Not to actually rely on attendance(*Al-Louh,, 2011*)

#### **10. Characteristics of e-learning**

- Reduce the cost of education.
- Reduce the overall teaching time.
- Flexibility in progress (*Al-Zaher, 1999*)
- Make education more interesting and fun and stay away from boredom in traditional education
- The possibility of reviewing a large amount of information
- Keeping up with amazing scientific development taking place in all fields of knowledge.(*Al-Seif, 2009*)
- Taking into account the individual differences of each learner as a result of that every student has his own device
- Encourage self-education. (*Eltayeb,2016*)

#### **11. E-learning requirement**

- Make the technological means and tools available and make the teachers and students have easy access.
- Assist teachers and learners by specialists.(*Gerges, 2005* )
- Make the classrooms and facilities fit out the technology integrations demands.
- Practice the skills of dealing with information and communication technology.(*Al-Mubarak, 2009*)
- Providing technical personnel specialized in the operation and maintenance of communication technology equipment.
- Develop plan ad clear approach according to apply e-learning.(*Al-Hailah,2003*)

#### **12. Negative points in e-learning**

- E-learning needs intensive efforts
- Reducing the role of the teacher although he is an important educational supervisor.
- Weakening the role of the school as a social system.(*Jawadi, 2006*)
- The students tired of dealing with media and do not take it seriously
- Cost factor in production and maintenance.

- Focus on the cognitive part of the educational process more than the skill and emotional side. (*Hamdan, 2007*)
- Difficult of interaction between the student and each other's and the interaction between the students and their teachers.
- Focus on the senses of hearing and sight without the rest of the senses such as smell and touch.
- Difficulty of applying performance evaluation methods. (*Altamemy, 2018*)

### **13. E-learning obstacles**

- Obstacles belonging to the students: some of the students have weak computer abilities .other students are blocked from login the websites and solving the exercises and sending them to the teachers through the website due to lack of full understanding of how to deal with the site ,because they are afraid to be punished if they make a mistake. Lack of e-learning skills among the students. Lack of sufficient awareness among students of the importance of e-learning. (*Hawamdeh, 2011*)
- Obstacles belonging to the teachers: some of the teachers have weak computer abilitiesand use modern techniques. Lack of professional teachers in the design of e-learning. Deficiencies of preparation programs that make the teachers have no skills in dealing with modern technology.Weakness of persuading the teacher of the importance of e-learning. (*Al-Shammari, 2007*).
- Obstacles belonging to the educational institution:Lack of clarity of the objectives of e-learning when applied in schools and universities. Lack of electronic strategy. Unsuitable elements of the school environment. (*Zeitoun, 2005*)
- Obstacles belonging to the used technique: the loading processes of websites that contains graphics or video or audio may take a lot of time to load. Keep up with quick developments of technologies. Irresponsibility to ethical controls. Lack of educational software in Arabic. (*Salama, 2005*).

### **14. The role of the teacher in e-learning**

- Be aware of the characteristics and qualities of each learner is taught through continuous interaction between him and the learners, and encourages continuously the interaction between the learner and the outside world.
- To work efficiently as a guide and facilitator to reach the desired knowledge. (*Aziz, 1990*)
- To use teaching skills that take into account the diverse needs of learners and individual differences between them, he should use the skills of positive interlocutor and good listening skills and the skill of respecting opinion and other opinion. (*Al-Louh,, 2011*)

### **15. The role of the student in e-learning**

- Computer, Internet and e-mail using.
- Self-education.

- The ability to search for the wanted scientific material. (*Eltayeb, 2016*)
- Determine the information it extracts from these sources and choose the appropriate ones.

- Ability to interact with others electronically. (*Kotaite, 2009*)

**Previous studies: -**

**\*\* Arab Studies:**

**Study (Salama, 2005):**

Salama addressed the integrity of a study (the effect of using the Internet on the academic achievement of Al-Quds Open University students) using the experimental approach in his study, where the study sample consisted of (72) students, including (34) students and (38) students, and the study yielded several results, the most important of which is the presence of Statistically significant teams in the overall arithmetic mean on the achievement test in favor of the experimental group. The study also demonstrated that the group of students who used the Internet was the best performance of the group of students who studied in the traditional way. (Salama, 2005, pp. 170-190)

**Study (Al-Seif, 2009): -**

(The availability of adequate e-learning, its obstacles and methods of its development from the viewpoint of faculty members in the College of Education at King Saud University) This study was prepared to reveal the level of qualification of female faculty members in all education in King Saud University from their point of view, where the study sample reached (153) A member, and the study used the descriptive approach and the study tool consisted of a questionnaire that reached after its arbitration of (108) paragraphs and was applied to an exploratory sample of (30), where the study showed that the most important obstacles that faced faculty members are the large administrative and teaching burdens, and opposes academic associations With programs Training provided inside and outside the university and the difficulty of electronic courses. (Al-Seef, 2009, pp. 3-149).

**Study (Al-Hawamdeh, 2011): -**

This study aimed to uncover (obstacles to the use of e-learning from the viewpoint of the faculty members at Al-Balqa Applied University) where the researcher used the descriptive approach, and the study sample consisted of (96) members of the faculty at Irbid University College and Al-Hosn University College. The study tool consisted of a questionnaire, and the results of the study after being analyzed by statistical methods showed that the obstacles related to the administrative and material aspects are the biggest obstacles, followed by the obstacles related to e-learning itself, while the obstacles related to the teacher and the student came in the third rank and the results of the study showed that there are no statistically significant differences Among the averages of faculty members 'assessments of the scientific academic disciplines and faculty members of literary disciplines on the obstacles to using e-learning. (Al-Hawamdeh, 2011, pp. 803-804)

**\*\* Foreign studies:**

**Study (Allen, 1998): -**

This study sought (investigating the effectiveness of multimedia programming in the achievement of students of the University of Texas in the microbiology course and their retention in learning) as well as their attitudes towards the use of computers and multimedia in teaching microbiology content. The number of the sample population was (76) students divided equally into two control and experimental groups, The results of the study, which lasted (16) weeks, revealed the presence of statistically significant differences in favor of the experimental group that studied multimedia on the control group that was studied in the usual way in the achievement and retention of learning and the direction towards the computer. (Al-Hudhaifi, 2008, p. 18)

#### **Study (Anderson, 2008): -**

(To identify the most prominent challenges in the e-learning course in Sri Lanka) This study included (1887) people, information was collected from 2004 to 2007 and this study covers the opinions of students and faculty, and the quantitative method was used to determine the most important factors, followed by a qualitative analysis To explain why these factors are important, the study identified seven major challenges in the following areas: student assistance, flexibility, learning and teaching activities, inputs (infrastructure and connectivity with the computer network), trust, academia (student quality, topics taught previously), local language, directions. (Al-Hersh et al., 2010, p. 31)

\*\* Extent of benefit from previous studies, by reviewing:

- 1) The Objectives
- 2) The sample
- 3) The search tools
- 4) The Statistical means
- 5) The Results

### **III. ResearchMethodology**

- The researcher adopted the descriptive approach.
- The research community consists of (678) teachers of the history in of Misan province for the academic year (2018-2019).
- The researcher identified the research sample as teacher of the history where the number of teacher were (100) person at the center of the province.
- the researcher prepared a questionnaire that included (30) paragraphs prepared by reviewing a set of previous studies and research related to the subject of research such as the study (*Salama, 2005*) and the study (*Mohammed., 2006*) and the study (*Hawamdeh, 2011*).
- For the purpose of achieving the honesty of the tool the researcher relied on extraction of virtual honesty.

- Using the Pearson and Spearman correlation coefficient as a statistical tool, it was found that the Pearson coefficient is (0.85) which is statistically significant.
- Research data were processed using SPSS program (*Al-Zahir, 1999*).

#### IV. Results

Table (1) T-test of the obstacles of using e-learning between scientific and humanitarian majors.

Significance level	T value		Freedom degree	Samples number
	Tabular	Calculated		
Statistically	1.98	2.17	98	100

Table (1) shows that there are statistically significant differences between scientific and human majors at the level of significance (0.05) and the degree of freedom (98) as the calculated T value (2.17), while the tabular T value (1.98), we find the T value is greater than the tabular It shows that there are more obstacles in e-learning among at the specialization of history according to the arithmetic circles shown.

Table (2) T - Test of the Obstacles of Using E - Learning in Humanities by Gender.

Significance level	T value		Freedom degree	Standard deviation	Arithmetic mean	Samples number	Sex	Major
	Tabular	Calculated						
Not statistically	2.01	0.01	48	1.35	95.10	25	Male	
				1.72	95.00	25	Female	

Table (2) shows that there are no statistically significant differences between males and females in the human specialties at the level of significance (0.05) and the degree of freedom (48) if the mean for males (95.10) with standard deviation (1.35), while the mean for females (95.00). The calculated T value was (0.01), which is smaller than the spreadsheet (2.01). And this shows the obstacles of e-learning are almost the same between the males and females.

Table (3) T - test of the obstacles of using e-learning in scientific disciplines by gender.

Significance level	T value		Freedom degree	Standard deviation	Arithmetic mean	Sample number	Sex	Major
	Tabular	Calculated						
Not statistically	2.01	1.58	48	1.69	86.70	25	Male	Practically
				2.02	82.00	25	Female	

As shown in Table (3), there are no statistically significant differences between males and females in scientific major at the level of significance (0.05) and the degree of freedom (48) where the mean for males (86.70) standard deviation (1.69), while the mean for females (82.00) The calculated T value was (1.58) which is smaller than the tabular if it reached (2.02). This shows that the obstacles of e-learning in scientific disciplines are similar in males and females.

### V. Conclusions

1. Most researchers agree that there are many obstacles that stand in front of the application of e-learning, which are (financial, physical, time and place).
2. There are also obstacles to the use of e-learning for humanities more than scientific major and the reason is due to the nature of the curriculum being taught.

### VI. Recommendations

1. Provide the necessary financial allocations to provide modern technologies.
2. Work to increase attention to infrastructure and technical equipment and technology in order to create appropriate conditions for teachers to use the system of e-learning in teaching.
3. Develop training courses for faculty members to take full advantage of e-learning and use it in teaching.
4. Application of e-learning in an environment that blends with the traditional, so that we do not do without traditional education but be complementary to each other.
5. Work to spread the electronic culture among members of the community to achieve the greatest amount of interaction with this type of education.
6. Make further studies in the field of e-learning and the obstacles of using it from the point of view of the administrators of the university administration and students.
7. Make a field study based on observation method to identify the reality and requirements of e-learning at Misan University.
8. Make an experimental study on the impact of the application of e-learning on the attitudes of Misan University students towards the teaching profession.

9. Make an experimental study to know the effectiveness of e-learning with some variables such as achievement and thinking.
10. Making similar studies for the current research on other student samples and comparing their results with the results of the current research.

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