Challenges and Difficulties of Using E-Learning in Libyan Universities

Amira Boudia AL-atrash

English Language Department, Faculty of Education/ Qasser ben Ghashair, Tripoli University, Libya

amiraalatrash2222@gmail.com

ABSTRACT

The purpose of this study is to find out the challenges and difficulties of using E-Learning faced by Libyan students, also it focuses on the importance of e-learning. A random sample of students was selected from the Department of English at Tripoli University, Faculty of Education, Gasser ben Ghashair. Data for this study were collected by administering students' questionnaire consisting of 10 questions. The sample of the study consisted of 30 students: 28 females and 2 males. The results of this study indicated that students faced difficulties with internet connection and with the way of teaching that used by the teachers. The study recommended that the internet services should be improved, and teachers should train how to use e-learning.

الملخص

الغرض من هذه الدراسة هو معرفة تحديات وصعوبات استخدام التعلم الإلكتروني التي يواجهها الطلاب الليبيون، كما تركز الدراسة على أهمية التعلم الإلكتروني. تم اختيار عينة عشوائية من طلاب قسم اللغة الإنجليزية بجامعة طرابلس بكلية التربية قصر بن غشير. تم جمع بيانات هذه الدراسة من خلال إدارة استبيان مكون من 10 أسئلة. تكونت عينة الدراسة من 30 طالباً: 28 إناثاً و 2 ذكور. أشارت نتائج هذه الدراسة إلى أن الطلاب يواجهون صعوبات في الاتصال بالإنترنت وطريقة التدريس التي يستخدمها أعضاء هيئة التدريس اثناء شرح المحاضرات الكترونيا , أوصت الدراسة بضرورة تحسين خدمات الإنترنت ، وضرورة تدريب أعضاء هيئة التدريس على كيفية استخدام التعلم الإلكتروني.

KEY WORDS: challenges, e-learning, Libyan students, and universities.

INTRODUCTION

Some years ago the development of educational materials was not considered evidence of scholarship. That stance has eroded over the past decade, but indiscriminate acceptance as scholarship is also not justified. Historically, e-learning materials have not been rigorously subjected to a formal, valid, and reliable evaluation process. For e-learning to be fully and widely recognized as evidence of

scholarship. (Jorge et al 2007,p. 503).

The rapid change of technology development, the tendency toward globalization in higher education, and the destruction of student boundaries have opened up new approaches and viewpoints for educational practice, including e-learning. Information and communication technologies are now (ICT) is currently employed in educational settings to help learners learn more effectively. It benefits instructors more effectively do administrative tasks. (Jashaan 2020, p.125).

Research Questions:

This research asks the following questions:

1- What are the challenges and difficulties faced by Libyan students in using e-learning?

2- What are the benefits that Libyan students get from e-learning?

Aims of the study:

1- To find out the challenges and difficulties that face Libyan students in using e-learning.

2- To focus on the importance of e-learning.

Significance of the study:

As technology continues to advance, the approach to the traditional method also changes. Nowadays, knowledge can be acquired effectively without the need for physical presence, for this reason this study is designed. E-learning can change the relationship between teachers and students from the traditional and it can also provide a useful platform to communicate. E-learning can plays a crucial role in learning process especially in higher education.

Statement of the problem:

With the rapid growth in the number of technology in everyday life, there has been a corresponding increase of its incorporation in learning, but most Libyan universities ignored the role of e-learning and they just concentrate on the traditional learning which costs a lot, this study focuses on the difficulties of using e-learning and tries to find solutions.

Literature Review

The term "E-learning" was devised in 1998 by Jay Cross; Electronic learning or E-learning is a popular way of developing education by technological breakthroughs. In general online learning is the same as learning. With the goal of acting as a development platform for the modern knowledge-based society, e-learning emerges as a fresh paradigm and contemporary educational philosophy. E-learning has been defined in a variety of ways. E-learning, for instance, is described by Khan (2005) as "an innovative technique for offering well-designed,

learner-centered, interactive, and supported learning environments to anyone, anywhere, at any time" (p. 3). According to (Islam et al., 2015) there are many obstacles while using e-learning successfully in a classroom setting, as is to be expected. Five categories can be used to categorize the current discussion of these issues: learning styles and culture, pedagogical e-learning, technology, technical training, and time management issues.

1.1 Learning Style and Cultural Challenges

Understanding students' learning styles is desirable in order to produce the best learning results. Learning habits of online students might be ambiguous, which has an impact on how academics create learning materials. Some students prefer to learn by engaging with others, while others prefer to learn through graphic representation, while yet others prefer to listen to instructions and take written notes. The learning outcomes are affected by this difficulty, and it is extremely difficult for academics to comprehend their students' learning preferences in an online learning setting.

Everyone has a unique learning style, which is influenced by their cultural background. Students who are taught using their unique learning style and taking into consideration There are many different teaching methods; significant ones include the experimental method, facilitation, and the Socratic method (Banning, 2005). The traditional style known as didactic emphasizes lecturing and is largely teacher-centered, with learning activities mostly involving taking notes and paying attention to teachers. Traditional teaching methods continue to use lectures as a cost-effective way of instruction where one academic can disseminate knowledge to a wide audience (Walkin, 2000). However, because it places a significant emphasis on the instructor as the knowledge expert and the source of all learning materials, pedagogic can mean that the teacher has complete responsibility for the academic teaching.

In order to encourage students to become autonomous learners, academics use a variety of tactics that take into account students' prior knowledge and preferred learning styles. This changes the emphasis from the dominant teacher-centered learning model to what is known as self-directed learning. To be a successful academic and facilitator, one must be knowledgeable, confident, and in control, as well as sensitive to the demands and learning preferences of each student.

The Socratic method places a strong emphasis on student-oriented learning

so that students are able to think independently. Various strategies, including quizzes, discussions, intense group work sessions with a strong emphasis on peer communication, self-assessment, and research, can be used by academics to develop students' critical thinking skills, however, not all students may be able to attain this position of critical thinkers without sufficient direction, support, and nurturing. Facilitative learning shifts away from the strong teacher-centered learning to what is known as self-directed learning, where the academic. It might take a significant amount of time and energy to support children (Banning, 2005).

The strong teacher-centered learning is replaced with what is known as self-directed learning in the facilitative learning, where the academics must be aware of the many learning styles and must provide instructional materials that make learning possible for students because it might be challenging for a student to study in other ways when they prefer a particular learning style. The most significant function of academic is this. Understanding learning styles is therefore a crucial factor to take into account when creating courses, and universities should offer resources and training to help academics overcome this challenge. The strong teacher-centered learning is replaced by what is known as self-directed learning. The course material and the students' learning styles must be evaluated when a level of students joins, which is a time-consuming and expensive operation. The most significant challenge to overcome is not recognizing learning styles because this eliminates the potential of learning. (Islam et al., pp. 106-8, 2015)

3.2 Pedagogical Challenges of E learning

The greatest way to acquire learning what the pedagogy is concerned with enabling if pedagogy is not taken into consideration, the desired learning outcome will not be attained. For Successful pedagogy, teachers must comprehend how students learn.

Learn, then create and present course materials, advise students as needed, and pass on information and skills. E-learning will achieve its return on investment in this way. Any e-learning system should be built on pedagogy; without pedagogical principles, learning would be hindered. E-learning requires a different pedagogical approach, particularly in areas like online assessment , individual, and group interaction. These abilities are not unique to everyone, though, as telephone, TV, and mail services have all been used for decades in e - learning. (ibid).

3.3 Technological Difficulties

Technical challenges are issues that occur when things are being developed, such as bugs, speed, faults, functions, and features that don't work properly or in the way that scholars require them to. Technical issues, bugs, and slowness are crucial if academics are to use the system, and they are crucial to the success of e-learning technology. If the system does not work properly, the technology won't be used, and using it will be perceived negatively. This will have a significant impact on institutions as they have made significant investments and need to make the most of those investments. (ibid).

3.4 Challenges in Technical Training

The term "training challenge" refers to the educational requirement that will allow academics to appropriately learn and use the e-learning functions and features. When studying at the e-learning literature, there are many complaints about the inadequate training that academic institutions give them. There have been complaints about insufficient training, training methods that do not reflect academics' personal preferences, a lack of practical learning , and a lack of instruction on how to develop materials in accordance with pedagogical requirements. (ibid).

(Windiarti et al 2019) says that one challenge that teachers must get beyond is time management. Personal time management refers to a system of habits, principles, and instructions on how to manage one's personal time successfully and complete as much work as possible in the allowed period of time. This context of the term is arguably the most well-known. The new technique of learning (e-learning) becomes more appropriate than direct learning; the level of communication and the amount of time for feedback are good, along with the best course preparation, and may be used to clarify the physical circumstances to the development of knowledge. It implies that both offline and online learning can save time when it comes to learning.

3.5 Time Management Challenges

Instructors that use e-learning systems face difficulties in managing their time. According to Reeder (2004) some of the “cyber culture values” are described by speed, spread and fast response. However in recommendations set out by Burd and Buchman (2004), the prerequisite needed to be an active online teacher is that instructors must visit the discussion page at least once a day to see if there is a post from students. A practical question is that visiting the discussion board once a day may not be seen as

acceptable according to virtual culture values. Some researchers have stated that academics should always maintain a vigorous presence on online discussion boards so they control discussion, provide answers and feedback so students do not disengage from the course (Vonderwall et al., 2007; Mayes et al., 2011; Nandi et al., 2012). (cited in Islam, 2015, p.106).

Govindasamy (2002, pp.292-4) adds another five challenges:

3.1. Developing content:

Implementation of e-Learning in any organization must restructure the activities of the faculty. Faculty members are frequently expected to change immediately into e-Learning content providers. Faculty members are frequently required to take on the roles of topic specialists, instructional designers, visual artists, media producers, programmers, and instructors in addition to their traditional position as instructors. Why would they resist any e-Learning implementation? Who would want to work six jobs and just get paid for one, after all?

These strong statements are not intended to imply that teachers cannot be converted into creators of e-Learning content, but rather that they must be appropriately equipped with the necessary skills and given the time to do so.

3.2. Content management and storage

When a task or collection of information becomes out of date, the learning object should be eliminated. To reflect the present task, the learning objects should be examined, revised, and changed.

3.3. Packaging content

Content packaging, often known as "just-in-time learning," ensures that the learning materials are available when students need them. Alternatives include offering full courses that are planned to last for a specific amount of time, and allows students participate in them. When a learner desires to progress personal or professional, they may engage in this type of learning.

3.4. Student's support

One aspect of e-Learning that differs significantly from the conventional classroom delivery method is student support. Student support can be conducted in a regular classroom environment according to supply and demand. When a student requires performance help, they would express their demands clearly and subsequently get the support they require. To include performance support elements in e-Learning environments, where students learn through interaction with programmed instructional systems, any difficulties

that students may meet into must be considered before.

3.5. Assessment

A crucial element of both teaching and learning is assessment. In short, evaluation supports a student's chosen learning strategy. A student is more likely to adopt the desired deep holistic approach to e-Learning if they are frequently evaluated on higher-order thinking skills. Contrarily, if learners are assessed on lower-order cognitive abilities, they may be encouraged to adopt the unfavorable surface atomistic method of learning.

3. Methodology

This chapter presents the method and procedure that was applied in this study. It was organized under the following sub-headings: design of the study, the participants, time and place of the study, time and place of the Study, and instrument of the study.

3.1 Design of the Study:

The purpose of this study is to find out the difficulties and challenges faced by Libyan students. The nature of this research is quantitative.

3.2 The Participants:

The participants in this study are the students at Tripoli University, Faculty of Education, Gasser ben Ghashair, Department of English Language. The participants are 30 students 28 females and2 males, females represented 96% and males represented 4% of the sample. Their ages ranged between 18 to 25 years old. All the participants are Libyan.

3.3 Time and Place of the Study:

The study was conducted in January 2023 at Faculty of Education, Qasser ben Ghashair.

3.4 Instrument of the Study:

To find out the difficulties and challenges of using e-learning, the researcher used a students' questionnaire, it starts with background information about the participants including: name, gender, age. Nationality. It contains 10 items. The questionnaire takes 15 minutes to apply.

4. Data Analysis, Discussion and Results:

This section represents data analysis, discussion, and results of the questionnaire.

4.1 Results of the Questionnaire:

		Gender	Age	Nationality	I have limited internet connection.	I face many interruptions when learning at home.
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0

Mean		1.7333			1.6667
Std. Error of Mean		.12625			.08754
Median		2.0000			2.0000
Mode		2.00			2.00
Std. Deviation		.69149			.47946
Variance		.478			.230
Skewness		.409			-.745-
Std. Error of Skewness		.427			.427
Kurtosis		-.770-			-1.554-
Std. Error of Kurtosis		.833			.833
Range		2.00			1.00
Minimum		1.00			1.00
Maximum		3.00			2.00
Sum		52.00			50.00
Percentiles	25	1.0000			1.0000
	50	2.0000			2.0000
	75	2.0000			2.0000

Table 1 shows the statistical analysis of the first items of the questionnaire

		Some teachers do not teach.	It is hard to speak or listen in online classes.	I do not have a smartphone.	I do not have money to recharge phone credits.
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		1.3333	1.6000	1.9000	1.6000
Std. Error of Mean		.08754	.09097	.05571	.11346
Median		1.0000	2.0000	2.0000	2.0000
Mode		1.00	2.00	2.00	2.00
Std. Deviation		.47946	.49827	.30513	.62146
Variance		.230	.248	.093	.386
Skewness		.745	-.430-	-2.809-	-1.330-
Std. Error of Skewness		.427	.427	.427	.427
Kurtosis		-1.554-	-1.950-	6.308	.831
Std. Error of Kurtosis		.833	.833	.833	.833
Range		1.00	1.00	1.00	2.00
Minimum		1.00	1.00	1.00	.00
Maximum		2.00	2.00	2.00	2.00

Sum		40.00	48.00	57.00	48.00
Percentiles	25	1.0000	1.0000	2.0000	1.0000
	50	1.0000	2.0000	2.0000	2.0000
	75	2.0000	2.0000	2.0000	2.0000

Table 2 shows the statistical analysis of the second part of the questionnaire

		There is a lack of concise explanations from the teachers.	I am afraid of lightning.	I have eye problems because of exposure to bright light.
N	Valid	30	30	30
	Missing	0	0	0
Mean		1.2000	1.6333	1.6000
Std. Error of Mean		.10057	.08949	.09097
Median		1.0000	2.0000	2.0000
Mode		1.00	2.00	2.00
Std. Deviation		.55086	.49013	.49827
Variance		.303	.240	.248
Skewness		.106	−.583−	−.430−
Std. Error of Skewness		.427	.427	.427
Kurtosis		.097	−1.784−	−1.950−
Std. Error of Kurtosis		.833	.833	.833
Range		2.00	1.00	1.00
Minimum		.00	1.00	1.00
Maximum		2.00	2.00	2.00
Sum		36.00	49.00	48.00
Percentiles	25	1.0000	1.0000	1.0000
	50	1.0000	2.0000	2.0000
	75	2.0000	2.0000	2.0000

Table 3 shows the statistical analysis of the last questions of the questionnaire

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-19	12	40.0	40.0	40.0
	20-21	14	46.7	46.7	86.7
	more than 21	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4 shows the age of the students

The table shows the age of the students 40% of the students are between 18-19, 46% are between 20-21, and only 13.3% more than 21.

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Libyan	30	100.0	100.0	100.0

Table 5 shows the nationality of the sample

The table shows the nationality of the sample 100% of the participants are Libyan.

Table 6: I have limited internet connection.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	70.0	70.0	70.0
	No	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

The result of this item shows that 70% of the students have a limited internet connection, and 30% have good internet connection.

Table 7: I face many interruptions when learning at home.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	33.3	33.3	33.3
	No	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

The results of this item shows that 33.3% face many interruptions when learning at home, 66.6% of the students don't have.

Table 8: Some teachers do not explain in a perfect way through using e-learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	66.7	66.7	66.7
	No	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

The result of this table shows that 66.7% of the students agree that Some teachers do not explain in a perfect way through using e-learning. 33.3% don't agree.

Table 9:It is hard to speak or listen in online classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	40.0	40.0	40.0
	No	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

The results of this table indicates that 40% of the students say yes, and 60% say no.

Table 10:I do not have a smartphone.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	10.0	10.0	10.0
	No	27	90.0	90.0	100.0
	Total	30	100.0	100.0	

The result shows that 90% of the students have smartphones, and only 10% of the students don't have.

Table 17:I do not have money to recharge phone credits.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	6.7	6.7	6.7
	Yes	8	26.7	26.7	33.3
	No	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

The result of this item shows that 26.7% of the students don't have money to recharge their phone credits, and 66.7% are able.

Table 18:There is a lack of concise explanations from the teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	6.7	6.7	6.7
	Yes	20	66.7	66.7	73.3
	No	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

The results of this table indicates that 66.7% say yes' There is a lack of concise explanations from the teachers', and 26.7% say no.

Table 19:I have problem when I face lightning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	36.7	36.7	36.7
	No	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

The results of this table indicates that 36.7 of the students have problem when they face lightening, and others don't have.

Table 20:I have eye problems because of exposure to bright light.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	40.0	40.0	40.0
	No	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

The results of this table shows that 40% of the students have eye problems because of exposure to bright light, and 60% don't have.

Results and Discussion

This part represents the discussion and the results of data analysis and interpretation of the results. The researcher used SPSS (Statistical Package Social Science). The study indicated that the students face many difficulties and challenges, 70% of the students have a limited internet connection, it is a high percent. On the other hand, 66% of them don't face interruptions when learning at home. Another challenge face the students which is: some teachers don't explain in perfect way though using e-learning. However, 60% found it easy to speak and listen in online classes, and 90% have smartphones. It can be said that it is possible for the students to attend online classes, but the real challenges with the connection of the internet and the teaching techniques. This is the answer of the first question: What are the challenges and difficulties faced by Libyan students in using e-learning?. Also the study explains the importance of e-learning.

Recommendation

1- The internet services should be improved.
2- Teachers should be trained how to use electronic classes.
3- E-learning should be given attention and concentration especially in universities.
4- E-learning should be blended with traditional teaching.

Conclusion

The study attempts to find out the challenges and difficulties the students at the faculty of education Qasser ben Ghashair face in learning. it emerges that using e-learning is facing many challenges include academic challenge concerns with teaching techniques and technical challenge concerns with connection of internet. The advantage of e-learning is students can learn from their homes, and it doesn't need classes, electronic classes can contain many students. Another advantage is that students can listen and speak in the online classes. On the other hand, there are some disadvantage of e-learning such as technical problems and teaching techniques.

References

Banning, M. (2005). Approaches to teaching: Current opinions and related research. *Nurse Education Today*, *25*(7), 502–508. https://doi.org/10.1016/j.nedt.2005.03.007

Govindasamy, T. (2001). Successful implementation of e-learning. *The Internet and Higher Education*, *4*(3–4), 287–299. https://doi.org/10.1016/s1096-7516(01)00071-9

Islam, N., Beer, M., & Slack, F. (2015). E-learning challenges faced by academics in Higher Education: A literature review. *Journal of Education and Training Studies*, *3*(5). https://doi.org/10.11114/jets.v3i5.947

Jorge, C. M. H., Jorge, M. del C. A., Gutiérrez, E. R., García, E. G., & Díaz, M. B. (n.d.). *Use of the icts and the perception of e-learning among university students: A differential perspective according to gender and degree year group.* Interactive Educational Multimedia. Retrieved February 8, 2023, from https://revistes.ub.edu/index.php/IEM/article/view/11767

Mohammed Nasser Hassan Ja'ashan, M. (2020). The challenges and prospects of using e-learning among EFL students in Bisha University. *Arab World English Journal*, *11*(1), 124–137. https://doi.org/10.24093/awej/vol11no1.11

Banning, M. (2005). Approaches to teaching: Current opinions and related research. *Nurse Education Today*, *25*(7), 502–508. https://doi.org/10.1016/j.nedt.2005.03.007

Govindasamy, T. (2001). Successful implementation of e-learning. *The Internet and Higher Education*, *4*(3–4), 287–299. https://doi.org/10.1016/s1096-7516(01)00071-9

Islam, N., Beer, M., & Slack, F. (2015). E-learning challenges faced by academics in Higher Education: A literature review. *Journal of Education and Training Studies*, *3*(5). https://doi.org/10.11114/jets.v3i5.947

Jorge, C. M. H., Jorge, M. del C. A., Gutiérrez, E. R., García, E. G., & Díaz, M. B. (n.d.). *Use of the icts and the perception of e-learning among university students: A differential perspective according to gender and degree year group.* Interactive Educational Multimedia. Retrieved February 8, 2023, from https://revistes.ub.edu/index.php/IEM/article/view/11767

Mohammed Nasser Hassan Ja'ashan, M. (2020). The challenges and prospects of using e-learning among EFL students in Bisha University. *Arab World English Journal*, *11*(1), 124–137. https://doi.org/10.24093/awej/vol11no1.11 Walkin L. (2000). *Teaching and learning in further and adult education* (2nd rev.). Thornes.

Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B. W. (2019). Teachers' perception toward the obstacles of e-learning classes. *Ethical Lingua: Journal of Language Teaching and Literature*, *6*(2), 117–128. https://doi.org/10.30605/25409190.v6.117-128