

Obstacles of Using E-Learning at Bani Waleed University ‘From the Point of Views of Faculty Members’

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Abstract— This study aimed to reveal the obstacles to the use of e-learning at Bani Waleed University from the point of view of the faculty members, and to identify the impact of academic specialization, academic degree and obtaining the International Computer Driving License (ICDL) on these obstacles. A questionnaire consisting of (24) items was developed after verifying its validity and reliability, and it was distributed to the study sample consisting of (80) faculty members in the colleges of Bani Waleed University. Appropriate statistical analyzes have been performed. Where the results of the study showed that the items of the tool as a whole constituted obstacles to e-learning, facing the faculty members, where the obstacles related to the administrative and financial aspects constituted the largest 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 between the averages of the estimates of faculty members in scientific academic disciplines and faculty members in literary academic disciplines on the obstacles to using e-learning in relation to each of the study axes, and on the axes as a whole. The results also showed that there are no statistically significant differences between the averages of Estimates of the faculty members who obtained the International Computer Driving License (ICDL) and the faculty members who did not obtain it on the use of e-learning in relation to each of the study axes, and on the axes as a whole, and in light of the results of the study, the researcher presented a number of proposals.

Keywords— E-Learning, obstacles, ICDL.

I. INTRODUCTION

We are constantly searching for the best ways and means to provide an interactive learning environment to attract learners' interest and encourage them to exchange opinions and experiences. Information technology, represented by computers and the Internet, and the related multimedia, is one of the most successful means to provide this rich educational environment, where it is possible to work in cooperative projects between different schools. For teachers, connecting to the global network and using technology enables the teacher to access educational experiences and experiences that are difficult to access in other ways. The power of the Internet, for example, lies in its ability to connect people over huge distances and between different sources of information. The use of this technology increases educational opportunities and extends them beyond the scope of schools, and this is what is known as e-learning.

Recent changes have taken place in education. And the labor market, through its needs for new skills and qualifications, began to impose new trends and specializations that meet the needs of the new economy. But e-learning and its solutions will not be successful if it lacks basic elements from the elements that are available in the current traditional education, as the latter achieves many tasks indirectly, or is invisible to the passer-by who believes that modern technology will overturn all scales without seeing its potential in the educational process in depth.

1.1. The problem of the study

With the increased use of modern technologies, both faculties and students alike have become more accepting of the changes that have taken place in the teaching and learning environment. Courses and academic degrees have become available on the Internet, and schools, universities and virtual libraries have been established. Today, the world is witnessing a qualitative shift in work methods led by information technology, which is spreading in the world in all business sectors, to provide new capabilities that increase the need for them and the pursuit of their use, which makes some organizations in developing countries face the danger of not adapting and adapting to the environment divided by rapid change, especially in light of Modern technology has become facing an intractable problem, which is its inability to interact and deal with the data of the modern era in the field of information technology, and at a time when there is no longer any option for these organizations to take the reasons for progress and advancement and to follow the path of development.

1.2. Research questions

- What are the obstacles to using e-learning faced by faculty members at Bani Waleed University?
- Do the barriers to using e-learning faced by faculty members at Bani Waleed University differ according to gender?
- Do the obstacles to using e-learning that faculty members face at Bani Waleed University differ according to the academic specialization?

- Do the obstacles to the use of e-learning faced by faculty members at Bani Waleed University differ according to the academic degree?
- Do the obstacles to using e-learning that faculty members face at Bani Waleed University differ according to obtaining the International Computer Driving License (ICDL)?

1.3. Objectives of the study:

This study aims to achieve the following objectives:

- Exposing the obstacles facing the use of e-learning by faculty members at Bani Waleed University by surveying their opinions; To provide information and data to the decision-maker to work in the future to find solutions and overcome obstacles; To increase the effectiveness of e-learning in university education, and to benefit from its advantages in providing an interactive learning environment to attract learners' interest and excitement towards learning.
- It also aims to identify the correlation - if any - between the obstacles to the use of e-learning and the nature of academic specialization and academic degree of faculty members and obtaining the International Computer Driving License (ICDL).
- The study also aims to present proposals to address the obstacles of e-learning at the university in the light of the results of this study.

1.4. The importance of the study

The study derives its importance from the novelty, vitality, and importance of the subject it raises, as e-learning will be the most common educational pattern in the near future, the need to shift from the traditional education formula to e-learning in line with modern trends that call for expanding its use.

1.5. The limitations of the study

The results of the study can be generalized in the light of the following determinants:

- The study tool that the researcher developed to achieve the objectives of the study after verifying its validity and reliability.
- The study sample was limited to (96) faculty members in the Faculty of Economics and Political Science, and the Faculty of Arts, Bani Waleed University.
- The study sample was limited to faculty members in the academic year 2018/2019 at Bani Waleed University.
- The generalization of the results of the study outside its statistical community is determined by the similarity of the external community to the study community.

II. STUDY METHODOLOGY AND PROCEDURES

2.1. Study Approach

This study relies on the descriptive analytical approach, through the library theoretical method, which is based on collecting facts and information about the nature of the problem at hand, as well as the method of describing and analyzing this information in order to reach the results related to this matter, which help to achieve the goal to be reached from this study.

2.2. The study population and its sample

The study population consisted of (255) faculty members in the academic year 2018/2019. In the Faculty of Economics and Political Science, and the Faculty of Arts, Bani Waleed University, where a random sample of faculty members in both faculties was chosen to be the study sample. The study sample consisted of (48) faculty members in the Faculty of Economics and Political Science, Bani Waleed University, (48) faculty members in the Faculty of Arts, Bani Waleed University, and thus the total number of questionnaires answered by faculty members in both colleges (96).

III. THE CONCEPT OF E-LEARNING

(Al-Owaid et al.: 12, 2012) defines e-learning as education that aims to create an interactive environment rich in applications based on computer technologies and the Internet, and enables the student to access learning resources at any time and from anywhere.

(Al-Arifi: 13, 2003) defines it as presenting the educational content with what it includes of explanations, exercises, interaction and follow-up in a partial or comprehensive manner in the classroom or remotely by means of advanced programs stored on the computer or via the Internet.

(Al-Rashid: 23, 2003) defines it as expanding the concept of the teaching and learning process to go beyond the boundaries of the walls of the traditional classrooms and launching into a rich, multi-source environment in which interactive distance education techniques have a fundamental role in which the role of both the teacher and the learner is reformulated.

As for the definition (Zeitoun: 24, 2005) of e-learning, it is "providing (electronic) educational content via computer-based media and its networks to the learner in a way that allows him to actively interact with this content, with the teacher, and with his peers, whether synchronously or asynchronously, as well as the possibility Completion of this learning at the time, place, and speed that suits his circumstances and capabilities, in addition to the possibility of managing this learning also through those means.

And he defined it (Ghuloom: 2003 AD, 3) as "an educational system that uses information technologies and computer networks to support and expand the scope of the educational process through a set of means, including: computers, the Internet, and electronic programs prepared either by specialists in the ministry or companies."

(Salem: 2004 AD, 289) defines e-learning as "an educational system for providing educational or training programs to learners or trainees at anytime and anywhere using interactive information and communication technologies such as (the Internet, local channels, e-mail, magnetic disks, and computers). etc.) to provide an interactive multi-source learning environment in a synchronous way in the classroom or asynchronously remotely without being committed to a specific place depending on self-learning and interaction between the learner and the teacher.

E-learning is also defined as the use of multimedia that is included in the electronic medium (international information network, the Internet, broadcasting, video films, television,

video conferences, e-mail, or a conversation between two parties via the international information network) in the educational process (Salem: 2004 AD, 289).

E-learning (Al-Mubarak: 12, 2003) is a method of learning in delivering information to the learner that relies on modern technologies for the computer and the global information network and their various media, such as: CDs, educational software, e-mail, and forums for dialogue and discussion. The researchers believed that the definition of (Al-Mousa: 2003,200) is the closest definition of e-learning, where he defined it: as a method of learning using modern communication mechanisms from a computer and its networks and multimedia such as sound, image, graphics, search mechanisms, electronic libraries, as well as Internet portals, whether remotely or in the classroom; What is meant is the use of technology of all kinds to deliver information to the learner in the shortest time, the least effort, and the greatest benefit.

3.1. Types of e-learning:

Distance Education: It is one of the learning methods in which the available means of communication and communication play a key role in overcoming the problem of the long distances separating the teacher and the learner.

Blended Learning: A model in which direct learning strategies in traditional classrooms are combined with online e-learning tools. It is also called blended learning.

Mobile Learning: It is the use of small and portable wireless devices such as mobile phones, smart phones, and small personal computers (Tablet PCs), to ensure that the learner can access the educational content from anywhere at any time.

Synchronous Learning: The education style brings together the teacher and the learner at the same time using education tools, such as: virtual classrooms, Bb Collaborate, instant chat, or text chatting.

Asynchronous Learning: Among the asynchronous learning tools are the following: educational forums, social networks, digital educational content, e-mail, blogs, and private encyclopedias. (Tarek, 2015).

3.2. The goals of E-learning

Access to the portal of modern technologies must be based on specific goals that must be achieved through this entry in order to achieve the greatest benefit.

- Providing a rich and multi-source educational environment that serves the educational process in all its axes.
- Reformulating the roles in the way in which the teaching and learning process takes place in line with developments in educational thought.
- Finding incentives and encouraging communication between the educational process system, such as communication between home, school, and the surrounding environment.
- Modeling education and presenting it in a standard form. Lessons are presented in an exemplary manner and outstanding teaching practices can be replicated. Examples of this are model question banks, model lesson plans, optimization of audio, video and related multimedia technologies.

- Preparing a generation of teachers and students capable of dealing with technology, the skills of the times, and the tremendous developments that the world is witnessing.
- Helping spread technology in society and making it an electronically educated society that keeps pace with what is going on in the ends of the earth.



3.3. Requirements for the success of e-learning

1. Technical and financial requirements:

In order to provide the physical capabilities to provide an infrastructure that includes a server, equipment, and powerful devices with a high bandwidth capacity, and to provide a high-speed Internet network.

2. Human requirements

Qualified human cadres capable of controlling the management of the system, designing courses, producing plans, and special training for lecturers and students included in the system.

3.4. Ways to overcome the obstacles of e-learning

The students' response to the new style and their interaction with it as follows:

- Monitoring ways of integrating classrooms with immediate education and making sure that the curricula are proceeding according to the plan drawn for them.
- Increasing the focus on the teacher and making him aware of his personality and importance to the educational institution, and making sure that he does not feel that he is not important and that he has become a traditional heritage thing.
- Awareness of community members about this type of education and not standing negatively from it.
- Availability of a wide area of electromagnetic space and expansion of the field for wireless communication.

3.5. What is the role of the teacher in e-learning?

E-learning does not mean canceling the role of the teacher, but rather his role becomes more important and more difficult, as he is a creative person with high efficiency who manages the educational process ably and works to achieve the aspirations of progress and technology. The teacher's profession has become a mixture of the tasks of the leader, research project manager, critic and mentor. In order for the role of the teacher to be effective, the teacher must combine specialization and experience, who is well qualified and has acquired the

necessary experience to hone his experience in the light of the accuracy of technical guidance (Tariq, 2015).

Teachers need not only formal but ongoing training from their peers to help them learn the best ways to integrate technology into their teaching.



3.6. Types of e-learning management systems

Learning management systems include open source systems such as: ATutor, Claroline, Dokeos, Fle3, ILIAS, KEWL nextgen, LON-CAPA, Moodle, OLAT, Sakai Project.

- JUSUR system In 2007, the National Center for E-learning and Distance Education in the Kingdom of Saudi Arabia, in cooperation with the Malaysian Open University, introduced a learning management system with the aim of providing faculty members and students in higher education with modern technologies in education and the use of an interactive electronic environment (Al-Khalifa, 2010).
- The Tadarus system was developed by Harf Information Technology Company and the Tadarus system is used in many educational institutions such as the Deanship of Distance Education at Imam Muhammad bin Saud Islamic University and the General Authority for the Memorization of the Holy Qur'an, the global electronic reader.

TABLE 1. Respondents' response rate (sample size = 65)

| | |
|--|----|
| The total number of distributed questionnaires | |
| The number of questionnaires returned is empty | 65 |
| Number of completed questionnaires collected | |
| overall response rate | |
| The response rate used in the analysis | |

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TABLE 2 shows frequencies and percentages of the study sample according to the variables of type, specialization, academic degree, and obtaining the ICDL.

| Variants | Categories | Percentages | Duplicates |
|----------------|---------------------|-------------|------------|
| Type | male | 72,3% | 47 |
| | feminine | 27,7% | 18 |
| Specialization | Human sciences | 76,9% | 50 |
| | applied Sciences | 23,1% | 15 |
| Degree | Mr | 4,6% | 3 |
| | Associate Professor | 10,8% | 7 |
| | Assistant Professor | 18,5% | 12 |
| | lecturer | 26,2% | 17 |
| | assistant lecturer | 40% | 26 |
| ICDL | Yes | 24,6% | 16 |
| | no | 75,4% | 49 |
| Total | | 100% | 65 |

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Table 2 shows the frequencies and percentages of the study sample according to the variables of type, specialization, academic degree, and ICDL. As it turns out, the majority of the respondents were males, numbering 47 individuals, at a rate of 72.3%, while the percentage of females was 27.7%, which is equivalent to 18 individuals out of the total respondents, noting that the student did not distinguish between the two types, but rather focused only on those who occupy the position of a faculty member. It is also noted that most of the sample's vocabulary is from the humanities compared to the applied sciences, where representation came from 76.9% to 23.1%, respectively. In terms of the academic degree of the respondents, it is clear that teaching assistants are the largest respondents with a percentage of 40%, followed by lecturers with a percentage of 18.5%, then an assistant professor with a percentage of 10.8%, and finally the degree of professor with a percentage of 4.6%. It is also noted that the percentage of those who did not obtain an international driving license for a computer was greater (75.4%) than those who obtained an international driving license for a computer (24.6%).

Table 3 presents the stability and validity values of the study scales according to Cronbach's alpha method. It is noted from the table that the alpha coefficient for the axis of obstacles related to the administrative and financial aspects of e-learning, and the obstacles related to the teacher and student of e-learning are, respectively, (.698) and (.555). It is noted that it is higher than the level of the minimum (.50) in force to accept stability and the validity of the measures of this type according to the study (Nunnally, 1978), while the focus of the obstacles related to e-learning itself facing faculty members was the special alpha coefficient (.350) and that it is less than the minimum. And in relation to the study's endeavor to obtain higher levels than the minimum and improve Reliability. The test is conducted again by omitting some phrases.

TABLE 3. Stability and goodness in the three axes

| Study axes | Number of items | Constancy | Goodness |
|---|-----------------|-----------|----------|
| Obstacles related to the administrative and financial aspects of e-learning | 8 | .698 | .8355 |
| Obstacles related to the teacher and the student to e-learning | 10 | .555 | .7450 |
| Obstacles related to e-learning itself facing faculty members | 6 | .315 | .5612 |

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Table 4 shows the values of reliability and validity for the three axes after deleting some items in order to obtain the highest rates of reliability and validity. Item No. (8) was deleted from the first axis, and the test was conducted again, so the highest obtained was (.735), which is considered higher than The acceptable minimum is (.70) according to the study (Hairs, Anderson, and Tatham, 2010), and a test was conducted several times to improve the stability and validity of the second axis. Items (15, 14, 13, 12) were deleted, so (.686) was obtained. It is higher than the acceptable minimum level (.60) according to the study ((Song, 2006). As for the third axis, despite the deletion of three of its items, its status did not change below the

level of the minimum level, as the highest value reached (.456). It will be excluded from the axes of the study later.

It can be concluded from these results that credibility and practical efficiency are available to a large extent in the tool used to collect data for the first and second axes of the field study only, and therefore the hypotheses related to their axes may be supported to a large extent.

TABLE 4. Stability and goodness in the three axes after deleting some items

| Study axes | Number of items | Constancy | Goodness |
|---|-----------------|-----------|----------|
| Obstacles related to the administrative and financial aspects of e-learning | 7 | .735 | .8573 |
| Obstacles related to the teacher and the student to e-learning | 6 | .686 | .8283 |
| Obstacles related to e-learning itself facing faculty members | 3 | .456 | .6753 |

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In Table 5, the values of the mean and standard deviation for the items of the first axis show obstacles related to the administrative and financial aspects of e-learning. It is noted from the table that the mean and standard deviation of the items are arranged in descending order from largest to least, where the items are: (7) the prevailing educational system does not allow the use of e-learning, (4) lack of cooperation between universities in exchanging experiences and knowledge in the field of e-learning, (5)) The university does not train faculty members to use e-learning in the first place B (arithmetic mean = 2.85 and standard deviation = 1.16), (arithmetic mean = 2.09 and standard deviation = 1.00), (arithmetic mean = 1 ,85 and standard deviation = 0.75), respectively.

TABLE 5. Shows the means and standard deviations of the obstacles related to the administrative and physical aspects of e-learning, arranged in descending order according to the means:

| Rank | Quantity | Items | Mean | Standard deviation |
|------|----------|---|------|--------------------|
| 1 | 7 | The prevailing educational system does not allow the use of e-learning | 2.85 | 1.16 |
| 2 | 4 | Lack of cooperation between universities in exchanging experiences and knowledge in the field of e-learning | 2.09 | 1.00 |
| 3 | 5 | The university does not train faculty members to use e-learning | 1.85 | .75 |
| 4 | 1 | The lack of equipment in the halls with the modern tools and devices necessary for e-learning | 1.75 | .43 |
| 5 | 3 | Inadequate classroom environment and components when introducing any educational technology | 1.74 | 1.06 |
| 6 | 2 | Lack of financial capabilities allocated to e-learning programs | 1.58 | 1.00 |
| 7 | 6 | Unavailability of computers | 1.48 | .75 |

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In Table 6, the values of the arithmetic mean and standard deviation for the items of the second axis show obstacles related to the teacher and the student of e-learning. It is noted from the table that the arithmetic mean and standard deviation of the items are arranged in descending order, where the items are: (17) the lack of information and the necessary technological skills for e-learning, (9) the lack of teachers who are proficient in the technological skills necessary for e-learning, (11) e-learning may weaken faith Students with educational attitudes and values that the university works to provide them with the first rank B (arithmetic mean = 2.71 and standard deviation = 1.16), (arithmetic mean = 2.12 and standard deviation = 1.08), (arithmetic mean = 2, 02 and standard deviation = 0.94), respectively.

TABLE 6. Shows the means and standard deviations of the obstacles related to the e-learning teacher and student are arranged in descending order according to the means:

| Rank | Quantity | Items | Mean | Standard deviation |
|------|----------|--|------|--------------------|
| 1 | 17 | Lack of information and technological skills necessary for e-learning | 2.71 | 1.16 |
| 2 | 9 | Lack of teachers who are proficient in the technological skills necessary for e-learning | 2.12 | 1.08 |
| 3 | 11 | E-learning may weaken students' faith in the educational trends and values that the university works to impart to them | 2.02 | .94 |
| 4 | 18 | I am not convinced of the importance of using e-learning and its advantages | 1.98 | .74 |
| 5 | 10 | Lack of ability and competence in the use of e-learning by students | 1.98 | .80 |
| 6 | 16 | Students' lack of response to the new style of education | 1.92 | .80 |

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Correlation analysis between axes:

Correlations analysis was conducted on the axes of the study to determine the initial picture of the correlations between them. Table 7 shows the links between these axes. It is noted from the table that the axis of obstacles related to the administrative and financial aspects of e-learning is positively and significantly associated with the axis of obstacles related to the teacher and student of e-learning, where we find (r = 0.423). Which is related to the administrative and financial aspects of e-learning, where we find (r = 0.423).

| Study axes | Obstacles related to the administrative and financial aspects of e-learning | Obstacles related to the teacher and the student of e-learning |
|--|---|--|
| Obstacles related to the administrative and financial aspects for e-learning | 1 | .423** |
| Obstacles related to the teacher and the student for e-learning | .423** | 1 |

Prepared by the researcher 2019

Hypothesis testing or answering the study questions:

Do the e-learning obstacles faced by faculty members differ according to type?

The means, standard deviations, and a T-test were used for the effect of gender on the use of e-learning.

Table 8 shows the results of the arithmetic averages, standard deviations, degrees of freedom and the value of (T), the level of significance of the effect of gender on the use of e-learning on each of the study axes and on the axes as a whole, and it shows that there are no statistically significant differences between the averages of the members' estimates the teaching staff in terms of gender (males, females) on each of the study axes, and on the axes as a whole.

Do the e-learning obstacles faced by faculty members differ according to specialization?

The means, standard deviations, and a T-test were used for the effect of specialization on the use of e-learning.

Table 9 shows the results of the means, standard deviations, degrees of freedom and the value of (T), the level of significance of the impact of specialization on the use of e-learning on each of the study axes and on the axes as a whole. The teaching staff in terms of specialization (humanities, applied sciences) on each of the study axes, and there are statistically significant differences between the averages of the faculty members' estimates in terms of specialization (humanities, applied sciences) on the axes as a whole only.

Are there different obstacles to using e-learning faced by faculty members according to obtaining the International Computer Driving License (ICDL)?

The means, standard deviations, and a T-test were used for the effect of obtaining an international computer driving license on the use of e-learning.

TABLE 8. Means, standard deviations, and the T-test for the effect of gender:

| Study axes | Type | Quantity | Mean | Standard deviation | T-test | Degree of freedom | Statistical significance |
|--|--------|----------|------|--------------------|--------|-------------------|--------------------------|
| Obstacles related to the administrative and financial aspects for e-learning | Male | 47 | 1.78 | .547 | - | 63 | .91 |
| | Female | 18 | 2.00 | .616 | | | |
| Obstacles related to the teacher and the student for e-learning | Male | 47 | 2.12 | .587 | .023 | 63 | .92 |
| | Female | 18 | 2.12 | .585 | | | |
| obstacles as a whole | Male | 47 | 2.00 | .463 | -.470 | 63 | .40 |
| | Female | 18 | 2.06 | .547 | | | |

Prepared by the researcher 2019

TABLE 9. Means, standard deviations, and the T-test for the effect of specialization

| Study axes | Specialization | Quantity | Mean | Standard deviation | T-test | Degree of freedom | Statistical significance |
|--|------------------|----------|------|--------------------|--------|-------------------|--------------------------|
| Obstacles related to the administrative and financial aspects for e-learning | Human sciences | 50 | 1.90 | .609 | - | 63 | .164 |
| | Applied Sciences | 15 | 1.93 | .404 | | | |
| Obstacles related to the teacher and the student for e-learning | Human sciences | 50 | 2.08 | .604 | -1.01 | 63 | .177 |
| | Applied Sciences | 15 | 2.26 | .495 | | | |
| obstacles as a whole | Human sciences | 50 | 1.99 | .532 | - | 63 | .039 |
| | Applied Sciences | 15 | 2.09 | .269 | | | |

Prepared by the researcher 2019

TABLE 10. The means, standard deviations, and the T-test of the effect of obtaining the ICDL.

| Study axes | Obtaining the ICDL | Quantity | Mean | Standard deviation | T-test | Degree of freedom | Statistical significance |
|--|--------------------|----------|------|--------------------|--------|-------------------|--------------------------|
| Obstacles related to the administrative and financial aspects for e-learning | Yes | 16 | 1.89 | .812 | - | 63 | .014 |
| | No | 49 | 1.91 | .469 | | | |
| Obstacles related to the teacher and the student for e-learning | Yes | 16 | 2.18 | .692 | .425 | 63 | .234 |
| | No | 49 | 2.11 | .548 | | | |
| obstacles as a whole | Yes | 16 | 2.04 | .670 | .195 | 63 | .024 |
| | No | 49 | 2.01 | .414 | | | |

Prepared by the researcher 2019

Table 10 shows the results of the means, standard deviations, degrees of freedom and the value of (T), the level of significance of the impact of obtaining an international computer driving license on the use of e-learning on each of the study axes and on the axes as a whole, and they show the presence of statistically significant differences between the averages of the faculty members' estimates in terms of obtaining

an international computer driving license on the axis of obstacles related to the administrative and financial aspects of e-learning and on the axes as a whole on the one hand, and on the other hand, it reveals that there are no statistically significant differences between the means of the faculty members' estimates in terms of obtaining an international

license to drive a computer on the axis of obstacles related to the teacher and the student of e-learning.
Do the e-learning obstacles faced by faculty members differ according to the academic degree?

The means, standard deviations, and (ANOVA) test were used to test the effect of academic degree (which contains more than two dimensions are assistant lecturer, lecturer, assistant professor, associate professor, professor) on the use of e-learning.

TABLE 11. The means, standard deviations, and the ANOVA test for the effect of the academic degree:

| Study axes | Academic degree | Quantity | Mean | Standard deviation | T-test | Degree of freedom | Statistical significance |
|--|---------------------|----------|------|--------------------|--------|-------------------|--------------------------|
| Obstacles related to the administrative and financial aspects for e-learning | Assistant lecturer | 26 | 1.97 | .594 | 1.265 | 64 | .294 |
| | Lecturer | 17 | 1.68 | .359 | | | |
| | Assistant Professor | 12 | 2.13 | .677 | | | |
| | Associate Professor | 7 | 1.86 | .680 | | | |
| | Professor | 3 | 1.86 | .286 | | | |
| Total | | 65 | 1.91 | .565 | | | |
| Obstacles related to the teacher and the student for e-learning | Assistant lecturer | 26 | 2.17 | .555 | .837 | 64 | .507 |
| | Lecturer | 17 | 2.00 | .640 | | | |
| | Assistant Professor | 12 | 2.29 | .574 | | | |
| | Associate Professor | 7 | 1.88 | .559 | | | |
| | Professor | 3 | 2.28 | .631 | | | |
| Total | | 65 | 2.12 | .582 | | | |
| obstacles as a whole | Assistant lecturer | 26 | 2.07 | .451 | 1.326 | 64 | .271 |
| | Lecturer | 17 | 1.84 | .461 | | | |
| | Assistant Professor | 12 | 2.21 | .569 | | | |
| | Associate Professor | 7 | 1.87 | .521 | | | |
| | Professor | 3 | 2.07 | .220 | | | |
| Total | | 65 | 2.01 | .484 | | | |

Prepared by the researcher 2019

Table 10 shows the results of the arithmetic averages, standard deviations, degrees of freedom, T- value, and the level of significance of the effect of the academic degree on the use of e-learning on each of the study axes and on the axes as a whole, and it shows that there are no statistically significant differences between the averages of the estimates Faculty members in terms of academic degree on each of the themes, and on the themes as a whole.

IV. CONCLUSIONS

It is clear that most of the faculty members use the computer as an important part of their daily lives, but within a variety of frameworks that are not directed administratively towards an educational aspect. They use the Internet daily but are not directly connected to school subjects. We believe that there is an optimistic outlook towards the use and application of e-learning at an early age.

V. RECOMMENDATIONS

- Applying e-learning in an environment mixed with the traditional, so that we do not dispense with the traditional, but rather they are complementary to each other.
- Work to rehabilitate wired and wireless communication networks and provide the possible amount of electronic means for educational facilities.

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