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## **Proposed Solutions For Addressing The E-learning Obstacles Facing Faculty Members At Al-Bayt University From Their Perspective**

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## Abstract

The aim of the research is to identify the proposed solutions For Addressing The E-learning Obstacles Facing Faculty Members At Al-Bayt University From their Perspective. The study sample consisted of (80) faculty members at the university. A two-pronged questionnaire was developed here: First: The E-learning Obstacles Facing Faculty Members. It included (29) paragraphs distributed over three areas as follows: the field of obstacles related to faculty members, and obstacles related to students, and obstacles related to the administrative side, while the second axis: proposed solutions For Addressing The E-learning Obstacles Facing and included (13) paragraphs. The results showed that the obstacles related to the administrative, financial and infrastructure side came first with the highest average (3.60), while the obstacles related to students came second with an average of (3.48). While the obstacles related to faculty members came in last place with an arithmetic average of (3.47), and the arithmetic average of disabled women as a whole (3.52). One of the most important Proposed Solutions For Addressing The E-learning Obstacles Facing is Append faculty members to training courses and workshops that are based on learning the application of e-learning " Where it came first with an arithmetic average of (4.09). Based On the results The Researchers Build the Recommendations.

**key words: The E-learning, Obstacles, Proposed Solutions**

# Proposed Solutions For Addressing The E-learning

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## Introduction:

The world today is living in a scientific and technological progress characterized by continuity and breadth. Here, And under development of the scientific and technological, educational institutions (schools and universities) strive to try to benefit from this development with the aim of reaching the desired educational goals of quality and quantity, especially in light of the current educational policies that make the student the focus of the educational process This requires the provision of all necessary conditions and conditions necessary material and moral necessary to achieve and make the student an active element in his community responsible for his learning. Since the origin of the interest in information technology to achieve positive effects in all areas of life, including the field of education in the light of the emergence of new ways and methods of education, the age referred to in Hamadneh and Sarhan (2013) that there are recent studies have proven the effectiveness of the computer, for example, in increasing achievement In response to this, educational policies in Jordanian universities have moved towards e-learning through the use of modern technology in its forms and forms. Different in the educational process, whether the presence of both the teacher and the learner in the educational situation directly or at the same time (simultaneous) or different times (asynchronous) and the promotion of new teaching practices appropriate for this in Jordanian universities.

In this direction, e-learning is a learning based mainly on the use of computers and the Internet between the student and the program and can be interaction between the student and the faculty member.(Al Qudah&Mqableh, 2013) Functionally, e-learning encompasses a wide

range of learning strategies and ICT applications for information exchange and knowledge acquisition. For example, ICT applications include radio and television, CD-ROMs and DVDs, video conferencing, and mobile technologies. , Web-based technology (Sife,Lwoga,& Sanga,2007). E-learning is an approach to facilitate and enhance learning through computer and communication technologies and devices that are used for this purpose include personal computers, CDs, television, personal digital assistants (PDAs), MP3 players and mobile phones.(Oya, Salleh,&Lahad, 2011)

From the above, E-learning means that the process of learning and receiving and receiving information is through the use of multimedia technology and electronic devices in isolation from space and time, where communication between teachers and teachers through many means of communication where communication technology plays a big role and the process of education according to the circumstances of the learner and equipment It is primarily the responsibility of learning. (Ahmad, 2012)

In this context, e-learning has many advantages that universities in different countries hire to adopt.Arkorful&Abaidoo (2014) noted that the adoption of e-learning in education, especially for higher education institutions, offers many benefits; It is considered among the best methods of education, As one of the advantages of education, focusing on the needs of individual learners as an important factor in the learning process rather than on teachers, or the needs of educational institutions, The adoption of e-learning allows institutions, students or learners the flexibility in the time and place to receive or deliver learning information, e-learning enhances and improves knowledge and qualifications through easy access to a huge amount of information, and provides opportunities for relationships between learners through the use of discussion forums, It also takes into account individual differences and allows self-learning.

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Since the application of e-learning is beneficial to the learner and contributes to the achievement of educational learning objectives desired in educational institutions, it is noticeable that ICT provides a great opportunity for universities to improve teaching and learning processes. Most universities in developed countries have basic ICT infrastructure such as Local area (LAN), Internet, computers, video, audio, CDs, DVDs, and mobile technology facilities that form the basis for the creation of e-learning, and Next it is the universities that e-learning techniques adopted to improve education processes with the need to take teaching and technical issues and cost into account for each specific technology when integrating ICT in learning and teaching practices. (Sife, Lwoga, & Sanga, 2007)

With regard to the educational field in universities, we find that there are obstacles that limit the use of faculty members in universities from the application of e-learning technology in the current effective in light of the scientific and technological progress accelerated and ongoing by humanity, and respond to the data of the information society, especially as we consider that ICT is a force whose goals are sublime and directed to human activities to serve them in all areas of daily life.

## **Study problem and questions**

Digital technology has provided new flexible modes of education and previously unknown teaching strategies. At the same time, this technology has created challenges for universities and higher education (Mills, Yanes and Casebeer, 2009). It is assumed that universities are not only responding to digital advances in education, but also driving this change. Faculty members in higher education appear to be slowly responding to digital challenges, or some are resisting new teaching styles, including e-learning (Mills et al., 2009).

E-learning is a learning based on the use of computer and the Internet between the student and the program and can be interaction between the student and the faculty member E-learning tools have evolved to include text, image, video, audio and games, and PowerPoint can enrich the e-learning experience, video conferencing and the virtual world.

The use of ICTs is one of the main inputs in Educational Technology that aims to apply e-learning that makes the learner in universities the center of the educational process and has the responsibility to learn it, but this thing in fact faces challenges that may prevent the achievement of the objectives of the educational process, Based on the experience of researchers in teaching courses in educational technology and through observation of fellow faculty members in universities and the majority of traditional adherence to teaching methods, and their reluctance to use e-learning for many reasons. When the researchers returned to the previous studies did not find any study on the proposed solutions to the e-learning obstacles facing faculty members in Jordanian universities, Therefore, the problem of the study was to answer the following questions:

- What are the The E-learning Obstacles Facing Faculty Members At Al-Bayt University?
- Do The E-learning Obstacles Facing Faculty Members At Al-Bayt University differ according to the type of college (scientific, human)?
- What are the Proposed Solutions The E-learning Obstacles Facing Faculty Members At Al-Bayt University From Their Perspective?

### **Study hypotheses:**

There is no statistically significant difference in the level of The E-learning Obstacles Facing Faculty Members At Al-Bayt University due to the type of college (scientific, human).

### **Objectives of the study:**

- Identify the nature and level of The E-learning Obstacles Facing Faculty Members At Al-Bayt University.
- Proposed Solutions The E-learning Obstacles Facing Faculty Members At Al-Bayt University From Their Perspective.
- Identify the impact of the type of college to which the faculty member affects the reality of e-learning and its level.

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## Procedural definitions

**E-learning:** Is a method of learning based on the use of the achievements of modern technology and communication and electronic devices (such as computers, mobile learning devices, the Internet, e-mail and some social networking sites and electronic libraries) in the process of learning between the learner (student) and the faculty member of the university and receive information and understanding through the availability Different means of communication and techniques in a way that suits the learner's abilities and preparations in a manner that enables him to achieve meaningful learning whether it is remote or in the classroom simultaneously or asynchronously.

**The E-learning Obstacles:** Obstacles that limit the use of innovations of multimedia technology and electronic devices in the educational process that take place between the student (learner) and the faculty member at the university and reflect negatively on the desired educational outcomes in different educational situations.

## the importance of studying:

- The importance of the study is that it will try to identify the reality and level of The E-learning Obstacles Facing Faculty Members At Al-Bayt University, and identify the proposed solutions to address them.
- Provides feedback to decision-makers in educational and educational institutions as they seek to detect obstacles that limit the employment of e-learning, by identifying and strengthening strengths, diagnosing weaknesses and working to remedy them in order to raise the level required for the educational process and achieve the desired educational goals.
- It is hoped that this study will lead to the generation of studies related to the application of e-learning in different educational institutions such as public universities and public and private schools.

### Study limits:

The study was implemented and implemented within the following limits:

- This study was limited to faculty members at Al-Bayt University for the second semester of the academic year 2018/2019.
- The validity and reliability of the study tools used in collecting the study data, the results of which were determined by the study's credibility and reliability in general.

### Previous studies:

Through the review of literature and previous studies have emerged many studies related to e-learning and its constraints in different educational institutions have been arranged according to the latest study standard are as follows:

**Abu Na'ir and the Scarnah Study (2014)** This study aimed to detect Attitudes of Faculty members at Al- Balqa Applied University towards the use of Internet at Education. The study population consisted of all faculty members working in Al- Balqa Applied University in all colleges and disciplines and academic ranks. was applied during the second semester of the academic year 2012/2013. The study sample consisted of 93 faculty members have been chosen randomly, has been the development of a questionnaire consisting of 48 items distributed on three areas, and used appropriate statistical methods to analyze the information. The study results showed that Attitudes of Faculty members at Al- Balqa Applied University towards the use of Internet at Education was significantly high in all areas of study, and also showed the presence of obstacles facing faculty members at the University of Al- Balqa Applied in Internet use in university education, but not high important. In light of the results of the study, the researchers made a series of recommendations and suggestions of the most important need to develop administrative regulations for the Jordanian universities in order to turn communicate with faculty members continue to continue a traditional letter via the information network and Internet site.



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### **Almarabeh, Mohammad, Yousef, Majdalawi Study (2014)**

This study indicated that there are a number of challenges that students may face when using the University of Jordan platform (Moodle) in learning. These challenges were due to hardware sources, problems with laboratories, and problems with the university Internet, followed by problems related to students who had difficulties in seeking help to work on the program or solving technological problems, as well as problems related to students with learning difficulties in a screen. PC.

### **Al Qudah & Mqableh Study (2013)**

The study aimed to reveal the challenges of e-learning facing faculty members in private Jordanian universities from their point of view, and the courses they attended in the field of e-learning. The sample of the study consisted of (113) faculty members. The results showed the following descending order of challenges: scientific research, challenges of e-learning techniques, financial and administrative challenges, professional challenges, evaluation, management, planning and design of e-learning. The results also showed that 73% participated in ICDL courses and 14.2 participated in WORLDLINK courses. And The results showed that there are differences attributed to the type of college and for the benefit of the human faculties, and differences due to the university, and in favor of the university wall, and the absence of statistically significant differences in the challenges due to gender, academic rank and experience.

### **Hammadna and Sarhan's study (2013)**

The aim of this study was to identify the degree of the use of the Internet by Arabic teachers in teaching in Mafraq and their attitudes towards it in the light of some variables, The sample of the study consisted of (160) teachers, The researchers developed a tool consisting of (61) paragraphs. The results showed that the degree of use of the Arabic language teachers on the Internet was moderate, while the trends towards the use was large. The results also showed differences in the degree of use of the Internet attributable to the effect of the variables of scientific qualification in

favor of the master's campaign and the workplace in favor of the Kasbah of Mafraq, while there were no differences attributable to the effect of the sex variables and experience. It showed no statistically significant differences in the trends attributable to the effect of sex variables, educational qualification, teaching experience, & workplace.

**Al-Adly and Ali Study (2013)** The aim of this study was to reveal the attitudes of faculty members at the University of Mustansiriya towards the use of computers in teaching. The study sample consisted of (135) faculty members who were selected by stratified random method. A two-part questionnaire was developed to measure the attitudes of faculty members towards the use of computers in teaching, while the second approach measures the obstacles to using computer in teaching. The results showed that the attitudes of faculty members towards the use of computers in teaching are positive. Academic and scientific rank. The results also showed that there are obstacles from the faculty members point of view towards the use of computers.

**Oya, Salleh, & lahad Study (2011)** A study on the challenges of e-learning in Nigerian university education based on the experience of developed countries (UK, Australia, Korea and France) found that these countries have a vision and action plans for e-learning, they have good government policies and financial support, they allocate work programs and form committees with Enough funds to achieve e-learning goals, believe in research as an integral part of the e-learning strategy, and initiate awareness, training and motivational programs. To meet the challenges of Nigerian university education, the government should improve educational funding as recommended by UNESCO, 26 percent of the annual budget, and the government should keep its promise on improving the country's electricity supply, the researchers noted. In addition, university administrators should initiate awareness-raising and training of staff on the use of ICTs and enhance motivation.

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**Andersson Study (2008)** The study examined the potential of e-learning in developing countries by examining 37 factors belonging to eight different categories: student, teacher, institution, support, course, technology, costs, and society to identify which of these challenges are most prominent in e-learning. Sri Lanka. The findings identified seven major challenges: student support, flexibility, teaching and learning activities, access, academic confidence, regionalization and attitudes.

**Sife, Lwoga, & Sanga, study (2007)** A study on new teaching and learning technologies and the challenges facing higher education institutions in developing countries found that despite the achievements revealed by some Tanzanian universities in the implementation of ICTs for teaching and learning, these universities still face many challenges in conducting such There are challenges in a variety of ways: lack of a structured approach to ICT implementation, awareness, trends and attitudes of ICTs, administrative support, technical technical support, and the nature of transformation. Higher Lim, where many institutions have failed to integrate ICT in education and learning technology because they use ICT to replicate the traditional practices, content and control, the need for staff development, financial support is inadequate.

**Chizmar & Williams Study (2001)** A study aimed at identifying the obstacles of e-learning from the perspective of faculty members. The study sample included 105 faculty members at the Illinois State University in the USA. The results of the study confirmed that the most important obstacles were the lack of time for faculty members to prepare and use modern technologies, and the lack of financial incentives that encourage the faculty member to develop himself, The study recommended that universities should create and provide a selection of online education technology models and lead to a specific educational strategy so that faculty have a variety of options to suit both the student and the needs of the instructor, and also respect the value of time for faculty and promote the creation of places for faculty members. Teaching to work together to share experiences and development efforts. Emphasizing the support and motivation of faculty members.

In view of these studies it is noted that they focused on the study of the most important obstacles to e-learning in educational institutions such as schools and universities and within key areas of relevance to the educational administration and people involved in the educational process (student, teacher) and infrastructure and others of course in different universities and schools, The most important characteristic of this study is that it was applied to the faculty members of a public university in the Jordanian structure and taking into consideration the impact of the type of faculty (humanitarian, scientific) on the degree of application of e-learning in university education, and strive to propose solutions that may contribute to enhance the use of learning This study benefited from previous studies in the theoretical framework, preparing a questionnaire, discussing the results.

## **Method and procedures**

### **Methodology**

The descriptive analytical method (survey) was used as suitable for the purposes of the study, interested in describing the various aspects of the study problem, It aims to prepare data to prove certain hypotheses in order to answer specific questions related to current phenomena by gathering information about them at the time of research using appropriate tools and subjecting the data to statistical analysis using SPSS.

### **Study community and sample:**

The study community included all faculty members at Al-Bayt University in the academic year 2018/2019, The members of the study sample were randomly identified through the distribution of the research tool surveyed to about (80) faculty members were conducted statistical descriptive and inferential analyzes.

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**Table (1)**

**Frequencies and percentages according to study variables**

	Categories	Frequencies	Percentages
the college	Scientific	35	44%
	Humanities	45	56%
	Total	80	100.0

**Study Tool:**

The E-learning Obstacles scale was prepared based on a review of educational literature and related research studies, As a study (Abu Na'ir and the Scarnah , 2014), (Al Qudah&Mqableh , 2013) , (Hammadna and Sarhan's, 2013)& (Al-Adly and Ali, 2013), A two-pronged questionnaire was developed here: First: The E-learning Obstacles Facing Faculty Members. It included (29) paragraphs distributed over three areas as follows: the field of obstacles related to faculty members, and obstacles related to students, and obstacles related to the administrative side, while the second axis: proposed solutions For Addressing The E-learning Obstacles Facing and included (13) paragraphs. The five-lecrat scale (very high, high, medium, low and very low) was adopted for the two axes, corresponding to the numbers respectively (1,2,3,4,5). The lower mark of the paragraph, the negative paragraphs have been addressed.

**Validity and stability of the tool:**

The validity of the tool was verified as the tool was presented to (6) arbitrators with competence in the field of computer and e-learning, and faculty members in universities, and asked them to express their views on the accuracy and linguistic integrity in the formulation of paragraphs of the scale, and the suitability of the paragraph for the field included in it, and delete Or add some paragraphs according to the arbitrators' notes, Based on the observations made by the arbitrators on the tool, the proposed amendments were made. First: The E-learning Obstacles Facing Faculty Members. It included (29) paragraphs distributed over three areas as follows: the field of obstacles related to

faculty members (10) paragraphs from (1-10), and obstacles related to students (9) paragraphs from (11-19), and obstacles related to the administrative side(10) paragraphs from (20-29). while the second axis: proposed solutions For Addressing The E-learning Obstacles Facing and included (13) paragraphs, In order to ensure the stability of the study tool, the test-retest method was verified by applying the scale, and re-applied after two weeks to a group outside the study sample consisting of (30) faculty members from outside the study sample. Pearson between their estimates both times, and the coefficient of stability was also calculated by the method of internal consistency according to the Kronbach alpha equation, Table (2) shows the coefficient of internal consistency according to the Kronbach alpha equation and the return stability of the fields and the tool as a whole. These values were considered appropriate for the purposes of this study.

**Table (2)**  
**Coefficient of internal consistency Alpha Kronbach and the return stability of the first axis according to its three fields and the second axis and the total score**

the field	Repeat stability	Internal consistency
obstacles related to faculty members	0.85	0.75
obstacles related to students	0.88	0.75
obstacles related to Administrative, financial and infrastructure	0.87	0.84
obstacles as a whole	0.88	0.92
proposed solutions For Addressing The E-learning Obstacles Facing	0.87	0.85

### **Application Procedures of the Study Tool:**

**To achieve the objectives of the study, the following actions were taken:**

- Review a number of previous research studies related to the subject of the study.
- Preparing the study tool, and presenting it to a number of arbitrators, to verify its validity and consistency.

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- Determine the study community and sample.
- Distribute the scale among the study sample to answer it.
- Using SPSS to conduct appropriate statistical treatments.
- The researchers used the following step-by-step criterion to judge the degree of E-learning Obstacles (4.5-5 very high, 3.5-4.49 high, 2.5-3.49 medium, 1.5-2.49 low, and 1-1.49 very low) This step was adopted in order to expose the obstacles in order to urgently resolve them.
- Present the results in the light of the study questions and discuss them.

## Study Design

The study included according to its design on the following variables:

- Independent variable (taxonomic): Type of Faculty (Humanitarian, Scientific).
- The dependent variable: Level of E-learning Obstacles facing faculty members at Al-Bayt University.

## Statistical treatments

After carrying out the study and collecting the data, the Statistical Packages Program (SPSS) was used to analyze the study data and then answer the study questions and test the hypothesis zero through the conduct of descriptive statistical and heuristic statistical analyzes (arithmetic averages, standard deviations and standard errors).

## Results and discussed:

### **The first question: What are the The E-learning Obstacles Facing Faculty Members At Al-Bayt University?**

To answer this question were extracted averages and standard deviations of of E-learning Obstacles facing faculty members at Al-Bayt University, and the table below shows that.

Table (3)

**Arithmetic averages and standard deviations of e-learning constraints facing faculty members in descending order according to arithmetic averages**

Rank	No.	the field	Mean	Std. Deviation	Class
1	3	obstacles related to Administrative, financial and infrastructure	3.62	.677	High
2	2	obstacles related to students	3.51	.665	Medium
3	1	obstacles related to faculty members	2.87	.609	Medium
		obstacles as a whole	3.33	.615	Medium

Table (3) shows that the arithmetic averages of e-learning constraints ranged between (3.47-3.60), Where the obstacles related to the administrative, financial and infrastructure side came first with the highest average of 3.60, While the obstacles related to faculty members came in last place with an arithmetic average of (3.47), The arithmetic mean of disabled women as a whole was (3.52). This may be due to the existence of clear obstacles in terms of infrastructure and administrative and financial obstacles that stand in the way of the faculty members in applying e-learning in university teaching in the first place more than in other areas related to students and faculty. It is clear between the importance of providing financial and administrative support, infrastructure readiness and the degree of application of e-learning. These Results are consistent with a study (Andersson,2008) The study examined the potential of e-learning in developing countries based on the study of 37 workers belonging to eight different categories: student, teacher, institution, support, course, technology, costs, and Sri Lanka, where its results show the identification of seven major challenges are as follows: student support, flexibility, teaching and learning activities, access, academic confidence, regionalization and trends.



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The arithmetic averages and standard deviations of the study sample estimates were calculated on the paragraphs of each field separately, as follows:

**The first area: the obstacles related to faculty members From Their Perspective**

**Table (4)**

**Arithmetic averages and standard deviations of the field of constraints related to faculty members in descending order according to arithmetic averages**

Rank	No.	the field	Mean	Std. Deviation	Class
1	4	The faculty members are satisfied with the traditional teaching strategies (face-to-face teaching) to suit the large numbers of students in the same class.	4.12	.93	High
2	2	Lack of training courses for faculty members related to employment of e-learning in education.	3.97	.94	High
3	3	The proliferation of teaching burdens on faculty members that hinder the application of e-learning in education.	3.64	.90	High
4	6	Lack of time for faculty member to prepare and develop e-learning programs	3.59	.88	High
5	7	Difficulty implementing all courses through e-learning	3.55	1.05	High
6	8	Weakness in English language proficiency to deal with different hardware and software among faculty members.	3.53	1.06	High
7	1	weakness faculty members have the necessary skills to apply e-learning.	3.36	1.08	Medium
8	5	Lack of confidence of faculty members in the results of student assessment during the application of e-learning.	3.36	1.08	Medium
9	10	The difficulty of evaluating students through e-learning techniques	3.32	1.09	Medium
10	6	Negative attitudes of faculty members towards e-learning techniques.	2.89	1.10	Medium

	obstacles related to faculty members	2.87	1.18	Medium
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Table (4) shows that the arithmetic averages ranged between (2.87-4.12), where paragraph (4), which provides "The faculty members are satisfied with the traditional teaching strategies (face-to-face teaching) to suit the large numbers of students in the same class" in the first place and an arithmetic average of (4.12), While paragraph (6) reads: " Negative attitudes of faculty members towards e-learning techniques.

" ranked last and with an arithmetic average of (2.87). The arithmetic mean of the areas of obstacles related to faculty members was 2.87.

**The second area: the obstacles related to students from the perspective of faculty members**

**Table (5)**

**Arithmetic averages and standard deviations of the field of constraints related to students in descending order according to arithmetic averages**

Rank	No.	the field	Mean	Std. Deviation	Class
1	17	Students are preoccupied with websites other than targeted e-learning sites.	3.83	.71	High
2	16	Weakness of students in mastering the English language to deal with different hardware and software.	3.76	.75	High
3	11	Lack of cooperation between students and faculty in the application of e-learning.	3.75	.85	High
4	18	The number of weekly lectures taken by students.	3.70	.85	High
5	15	Weakness students have the skills to deal with e-learning.	3.63	1.00	High
6	14	Students are not convinced of the usefulness of e-learning.	3.44	1.27	Medium
7	19	Level of cognitive abilities of students in university specialization.	3.28	0.97	Medium
8	12	Lack of Internet access for students at home.	3.17	1.15	Medium
9	13	Low motivation of students towards e-learning	3.00	1.09	Medium

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	obstacles related to students	3.51	0.656	Medium
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Table (5) shows that the arithmetic averages ranged between (3.00-3.83), where paragraph (17), which states " Students are preoccupied with websites other than targeted e-learning sites." ranked first with an average of (3.83). While the paragraph (13) and read "Low motivation of students towards e-learning" and the last rank and an arithmetic average of (3.00). The arithmetic mean of the area of student-related challenges was 3.51.

**Third: Obstacles related to the administrative, financial and infrastructure aspects from the point of view of faculty members**

**Table (6)**

**Arithmetic averages and standard deviations of the items of the field of constraints related to the administrative, financial and infrastructure side, in descending order according to the arithmetic averages**

Rank	No.	the field	Mean	Std. Deviation	Class
1	29	The financial cost required for the hardware and software to be used in e-learning	3.80	.932	High
2	24	Some networks and pages require a fee for their use.	3.70	.972	High
3	25	Lack of financial support for the application of e-learning	3.70	.972	High
4	26	Low university administrative encouragement in the application of e-learning	3.68	.907	High
5	27	Not to prefer the use of e-learning because it makes the student exceed his limits as a student.	3.66	1.080	High
6	28	Lack of financial and moral incentives for faculty members who employ e-learning.	3.64	.961	High
7	20	Lack of availability of computer laboratories within the university.	3.64	1.045	High
8	22	Frequent interruption of communication during the application of e-learning.	3.61	1.160	High
9	21	Decrease in the number of computers per laboratory compared to the number of students per class.	3.60	.925	High
10	23	The small number of computers connected to	3.15	1.354	medium

	the Internet.			
	obstacles related to Administrative, financial and infrastructure	3.62	.677	High

Table (6) shows that the arithmetic averages ranged between (3.15-3.80), where paragraph (29), which states " The financial cost required for the hardware and software to be used in e-learning" ranked first with an arithmetic average of (3.80), while paragraph No. (23) which reads: " The small number of computers connected to the Internet." at the last rank with an arithmetic average of (3.15).The arithmetic mean for the administrative, financial and infrastructure constraints was 3.62.

**The second question: Do The E-learning Obstacles Facing Faculty Members At Al-Bayt University differ according to the type of college (scientific, human)?**

To answer this question, the mean and standard deviations of the e-learning constraints facing faculty members at Al-Bayt University were extracted according to the college type variable. To illustrate the statistical differences between the arithmetic averages, the T test was used. The tables below illustrate this.

**Table (7)**

**Arithmetic Averages, Standard Deviations and T-Test for the Impact of College Type on E-Learning Obstacles Facing Faculty Members at Al-Bayt University**

	the college	No.	Mean	Std. Deviation	Values (T)	Significance level
obstacles related to faculty members	Scientific	35	3.28	.541	-2.482	.010
	Humanities	45	3.58	.630		
obstacles related to students	Scientific	35	3.26	.701	-2.681	.008
	Humanities	45	3.61	.591		
obstacles related to Administrative, financial and infrastructure	Scientific	35	3.39	.753	-2.624	0.008
	Humanities	45	3.69	.569		
obstacles as a whole	Scientific	35	3.31	.628	-2.724	.006
	Humanities	45	3.63	.565		

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Table (7) shows that there are statistically significant differences attributed to the impact of the type of college in all fields and constraints as a whole.

.They agree with the study (Al Qudah&Mqableh, 2013)Which suggests that faculty members in human faculties face more challenges in e-learning than their colleagues in scientific colleges.

**The Third Question: What are the Proposed Solutions The E-learning Obstacles Facing Faculty Members At Al-Bayt University From Their Perspective?**

To answer this question were extracted averages and standard deviations of the proposed solutions to address the E-learning Obstacles from the perspective of faculty members at Al-Bayt University, and the table below shows that.

**Table (8)**

**Arithmetic averages and standard deviations of the proposed solutions to meet the E-learning Obstacles in descending order according to the arithmetic averages**

Rank	No.	the field	Mean	Std. Deviation	Class
1	4	The employment of E-learning in education has made the promotion of teaching body.	3.99	.793	High
2	6	Providing university administrative facilities that encourage the application of e-learning.	3.82	1.074	High
3	2	The faculty members have trained training courses and workshops based on learning to learn E-learning.	3.74	1.066	High
4	5	Provide financial support and material and moral incentives for each person (faculty members, student) diligent in the application of e-learning.	3.66	.940	High

Rank	No.	the field	Mean	Std. Deviation	Class
5	3	Establishing an institutional framework that governs the relationship between faculty members and students during E-learning.	3.63	1.009	High
6	1	Adjusting the numbers of students in the same class to allow the application of e-learning easily.	3.62	.935	High
7	9	Providing internet connection during lectures whether in classrooms or university computer labs.	3.58	1.141	High
8	11	Setting the appropriate academic workload that allows the faculty member to apply e-learning and prepare software and designs for the courses and circulation between the faculty member and the student, whether simultaneously or asynchronously.	3.55	.927	High
9	12	Encourage the exchange of experiences related to the applications of e-learning between the faculty members at the same university and other universities through the holding of conferences and workshops collaborative science and the establishment of social networking sites that bring them together.	3.49	1.184	medium
10	7	Equip the infrastructure, classrooms and establishments with the requirements of integrating modern technologies in e-learning such as modern computer labs, external internet and intranet.	3.42	1.130	medium
11	8	Providing supervisors of computer labs at the university with high efficiency with modern technologies to provide assistance to the faculty member on the mechanisms of e-learning and its applications	3.40	1.254	medium
12	13	Conduct an annual evaluation of faculty members on the degree of use of e-learning and the nature of the applications used.	3.37	1.178	medium
13	10	Find non-university supporters to provide e-learning requirements and	3.35	1.234	medium

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Rank	No.	the field	Mean	Std. Deviation	Class
		requirements.			
		proposed solutions For Addressing The E-learning Obstacles Facing	3.59	0.647	High

Table (8) shows that the arithmetic averages ranged between (3.35-3.99), where paragraph (4), which states that "The employment of E-learning in education has made the promotion of teaching body. " in the first place with an average of (3.99), followed by paragraph( 6) Providing university administrative facilities that encourage the application of e-learning. with an average of (3.82), while paragraph (10) read: "Find non-university supporters to provide e-learning requirements and requirements. " Pounds and an arithmetic mean was (3.35). The mean of the proposed solutions to face the obstacles of e-learning as a whole (3.57).

**Recommendations:**

Based on the results of the study, researchers recommend the followings:

- Holding training courses for faculty members on e-learning applications in university teaching.
- Providing financial and moral support to faculty members to enhance their motivation towards the application of e-learning.
- Paying more attention to the university infrastructure and equip it in a way that encourages the use of e-learning.
- Applying faculty members to courses in English and concepts and terminology that are necessary to accommodate dealing with modern technology and software.

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