تصورات واتجاهات أعضاء هيئة التدريس نحو التعلم الإلكتروني في ليبيا جامعة الزاويـــة كدراسة حالة

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الملخص:

هدفت هذه الدراسة إلى التعرف على منظور أعضاء هيئة التدريس حول التعلم الإلكتروني بجامعة الزاوية بليبيا والتعرف على العوامل التي تؤثر في اتجاهاتهم.

وقد اشتملت عينة الدراسة على 109 من أعضاء هيئة التدريس من مختلف الكليات (كلية الاقتصاد، كلية العلوم، كلية الحقوق، كلية التربية، كلية الطب).

تم توزيع الاستبيانات عبر الإنترنت. تضمنت الاستبانة على ثلاثة محاور رئيسية وهي: منظور أعضاء هيئة التدريس حول أهمية استخدام التعلم الإلكتروني، ومعرفة أدوات التعلم الإلكتروني، وحواجز التعلم الإلكترونيالتي تواجه عضو هيئة التدريس في جامعة الزاوية.

أظهرت نتائج الدراسة عدم وجود فروق ذات دلالة إحصائية بين متوسط أعضاء هيئة التدريس على محورين (أهمية التعلم الإلكتروني ومعرفة أدوات التعلم الإلكتروني) وهذا يعني أن هناك تقارباً في آراء أعضاء هيئة التدريس حول التعلم الإلكتروني. ويعتبرون أنفسهم يتمتعون بموقف إيجابي للغاية تجاه التعلم الإلكتروني.

كما أظهرت النتائج أن أعضاء هيئة التدريس لديهم بعض المعوقات اتجاه استخدام التعليم الإلكتروني. كما يتضمن ذلك تحديد مواقفهم اتجاه التدريس عن بُعد، ووجهات نظرهم حول العوائق التي قد يواجهونها في التدريس. كذلك تم الإبلاغ عن بعض الحواجز السياقية والفنية والإدارية.

كما تنصح وزارة التربية والتعليم بالبدء في التخطيط للاعتراف الرسمي وإدخال التدريس عن بعد في مؤسسات التعليم العالي الليبية.
الاصطلاحات الرئيسية:
التعلم الإلكتروني، جامعة الزاوية، اتجاهات أعضاء هيئة التدريس.

Perceptions &Attitudes of Teaching Staff Towards E-learning in Libya
Zawia University as Case Study

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Abstract: This study aimed to identify of perspective the teaching staff about e learning at zawia university, Libya and to identify the factors that affect their attitudes.

The study sample included 109 faculty members from various colleges (Faculty of Economics, College of Science, College of Law, College of Education, and College of Medicine).

Questionnaires were distributed online. The questionnaire included three main axes: the teaching staff perspective on the importance of using e-learning, knowledge of e-learning tools, and e-learning barriers facing the teaching staff at Zawia University.

The results of the study showed that there are no statistically significant differences between the average the teaching staff on two axes (the importance of e-learning and knowledge of e-learning tools), and this means that there is convergence in the views of faculty members about e-learning. They consider themselves to have a very positive attitude towards e-learning. The results also show   suggest that the teaching staff have some barriers in using e-learning. This   involves also idefining their attitudes towards remote teaching, and their views on the barriers they may face in teaching. Some contextual, technical and administrative barriers have also been reported.

The ministry of education is recommended to start planning for official recognition and introduction of remote teaching in Libyan higher education institutions.

Key words: E-learning, Zawia University, Attitudes of Teaching Staff.

I.INTRODUCTION

Libya is facing major challenges in the field of education during the second decade in the 21st century; armed conflicts and the COVID-19 crisis on have affected the educational process .Where most educational institutions lost their activity, which caused confusion and delay in the educational.

The academics have realized that rapid growth in Information Communication and Technologies is becoming increasingly important in our daily lives and in the rebuilding education sector, it gaining wide acceptance as a "nontraditional" mode for accessing higher education (1).

According to Silva and Cartwright (2017) technology has become part of our social, business, and educational life'. The use of the Internet has a vital role in disseminating knowledge via online classes (2).

The world, higher learning institutions (HLIs) are increasingly turning to e learning to support and enhance their learning and teaching activities (3).

Recently, few public universities in Libya have initiated limited attempts to use E learning alongside traditional classroom.

zawia university was one of the first universities to use e learning as solution to the closure of universities because of covid -19 (4).

This study refers to teachers' Perceptions &Attitudes to e learning in Zawia University. This university is a Libyan state university established in 1988.It is a member in many communities such as Association of Arab Universities (AARU), Association of African Universities (AAU) and the Federation of Universities of Islamic World. University of Zawia has 23 faculties located in many cities (Zawia, Ejelat and Zuwara), these faculties are of different fields of specializations e.g. Faculty Arts, Faculty Education, Faculty of Law, Faculty of Economics, Faculty of Science, Faculty of Veterinary, Faculty of Agriculture, Faculty of Engineering, Faculty of Medicine, Faculty of Dentistry, Faculty of Pharmacy, Medical Technology, Faculty of Information Technology. The university administration and its faculties are located 6 km south of Zawia city in an area of about 100 square hectares (5).

The sample included faculty members from different faculties in Zawia University in Libya Data were collected from faculty members via the responses of 109 questionnaires.

The results of this study suggest that there was a convergence of views the teaching staff about E-learning because all of them were found to have positive attitudes towards e-learning as shown in the results section. This article will be further organized as follow:

In the next section, we review some Literature review. In section 3, we explain Hypotheses. In section 4, we show Metholog**y**. In section 5, we present results and discussion in case study and finally in section 5, we conclude our study.

2. Literature review

Few kinds of the studies have examined the attitudes of teachers negative and postive towards e learning, this studies indicate to introduction of technology in education has faced many challenges even in developed countries.

According to Donnelly & McAvinia, (2012), there are "many there are "many academics have had no training and little experience in the use of communications and information technology as an educational tool" (6).

Teo (2009) ,suggests that the presence of external variables such as poor ICT infrastructure and support on system use had a significant influence on teachers' attitudes towards technology (7). This is also in line with Legris, Ingham, and Collerette's (2003) argument that external variables can enhance understanding of what influences attitudes and their presence can contribute to the explanation of individuals' differences towards using the technology .Furthermore, administrative factors could contribute to minimizing the benefit of using E-learning (8).

Muna et al. (2020) have recently published a report about the use of e-learning in Libya. The use of e-learning in Libya is still at a very early stage. In addition, it was illustrated that most public universities have started limited attempts to apply either custom or open source e-learning applications, but the majority of academic staff still do not have enough knowledge and skills to use it properly (9).

On the other hand, some studies suggest that the teachers' positive attitudes towards e-learning. According to Feeney (2001), E-learning has been the focus of recent scholarly attention. As the integration of technology into higher education becomes an institutional imperative at universities

worldwide, the adoption of digital courses in a new E-learning environment becomes both an organizational goal and a source of data upon which to evaluate performance. Furthermore, hestates the higher education institutions face persistent challenges in the use of technology, with Elearning being the latest technological challenge (10). According to Pulkkinen.et al, (2007), The e-learning has the potential to improve the learning experience at all levels, the Teachers are the key to applying technology to give students the opportunity to learn anytime and anywhere (11).

According to Similarly in Al- Fadhli (2008) study Kuwaiti students found e-learning to be better than the traditional way of teaching and that e-learning is more enjoyable compared to the traditional method(12).

According to Abdelaziz, Riad & Senousy, (2014) state that E-learning use in combination with technologies such as information and multimedia alters the traditional learning style and learning environment. Teachers can deliver a lecture anytime or/and any place (13). At the same time, Darcy (2012) points out that E-learning technology plays an essential role in English learning courses through the use of ICT With the coming of computer technology, E-learning has played a progressively important role; especially in higher education(14).

In this article we will introduce surveying about teaching staff' attitudes toward   e learning in Zawia University to assess their opinions and determining factors that influence their attitudes.

3. Hypotheses

We have chosen to focus on some hypotheses around Perceptions &Attitudes of Teachers towards E-Learning in Zawia University. Therefore, this reserch has three research hypotheses were examined to determine which hypothesis should be accepted and which should be rejected.

H1: there is a convergence of views the teaching staff about the importance of using E-learning.

H2: There is a consensus between the attitudes of the faculty members about the desire to learn electronic learning media.

H3: There are several barriers face the teaching staff of the Zawia University to implement e learning.

4. Methodology

The study sample involved 109 of teaching staff from different faculties (Faculty of Economics, Faculty of Science, Faculty of Law, Faculty of Education and Faculty of Medicine) in Zawia University in Libya.

4.1. Instrument

The questionnaire comprised of four sections: The first section focused on faculty staff' demographic information as shown in table 1

The second section is the importance of e-learning and included nine items.

The third section is knowledge of e-learning tools and included eight items.

The fourth section is the barriers of e learning and contains 15 items.

Responses were indicated on a five-point Likert scale (Strongly Agree= 5   , Agree= 4, Not sure/Neutral= 3, Disagree= 2, Strongly

Disagree= 1).

4.2 Data Analysis

Data collected were analyzed using questionnaires as part of descriptive statistics through statistical package for social sciences (SPSS) version 20.0.

Table 1. Shows general information of academic members.

Factors	Number of items	Cronbach's Alpha (α)
Teaching Staff's perspective on The importance of using e-learning	9	0.818
Teaching Staff's Perception to Knowledge of e-learning tools in Al-Zawiya University	8	0.865
the barriers of e-learning facing a faculty member at Al-Zawiya University	15	0.879

4.3 Validity and Reliability

Cronbach's alpha was used to measure the validity and reliability of the questionnaire and most values were above a 0.80, indicating a questionnaire reliability see table 2.

Table 2 :Reliability testing

Criterion	participants	Percentage
Gender		
Male	47	43.1%
Female	62	56.9%
Total	109	100%
Qualification	**participants**	**Percentage**
Master	64	3.7
PhD Student	4	58.7
PhD	41	37.6
Total	**109**	**100.0**
Faculties	**participants**	**Percentage**
Faculty of Economics	**21**	**19.3**
Faculty of Science	**13**	**11.3**
Faculty of Law	**16**	**15.3**
Faculty of Education	**47**	**43.1**
Faculty of Medicine	**12**	**11.0**
Total	**109**	**100.0**

5. Results and Discussion

This section presents the results that data collected through questionnaires.
We will present the results in detail as following:

Teaching Staff's perspective on the importance of using e-learning

Table 3 shows that the overall mean for the importance of e-learning for teaching staff is (3.899), and the standard deviation is (0.843) .The lowest value recorded for the following phrase (it is possible to identify individual differences between students using e-learning).Results from this phrase concur with results with   study   for   Kubat, U. (2018) . Kubat's study confirmed that students identify their individual differences with the help of tests, home works and activities during the teaching and learning process (15).

Table 3: shows overall mean for Knowledge of e-learning tools.

Statement	Disagree	Strongly Disagree	Undecided	Agree	Strongly Agree%	Mean	S.D
E-learning contributes to developing students' self-education skill	3.7	0	12.8	59.6	23.9	4.04	0.719
E-learning helps students integrate into professional life	2.8	0	16.5	60.6	20.2	3.48	0.694
E-learning develops students' ideas	2.8	0	8.4	57.8	33.0	4.21	0.681
I believe using e-learning technologies will improve my education performance for students	10.1	0	14.6	52.3	22.9	3.90	0.879
E-learning help students for access to new references	3.7	0	8.3	51.4	36.7	4.21	0.746
E-learning motivate the student's to learn	14.7	1.8	23.9	46.8	12.8	4.52	0.958
The technologies used online courses in universities create	1.8	1.8	11.0	50.5	34.9	4.15	0.826

effective learning for the diverse learners							
Using e-learning, we can overcome the problems of shortage of faculty members and real shortage of Inadequate ICT and e-learning infrastructure	8.3	1.8	10.1	39.4	40.4	4.08	1.001
Using e-learning, it is possible to identify individual differences between students	35.8	5.5	23.9	26.6	8.3	1.96	1.088
Total						3.899	0.843

Teaching Staff's Perception about Knowledge of e-learning tools.

Table 4 shows that the overall mean for Knowledge of e-learning tools domain is 3.946 with a standard deviation of 0.854, where the highest values recorded for the following phrases (join a training course on the methods used to publish courses, such as virtual Classroom, smart board, and show video on youtube). From the above table, it is clear that there was a convergence of views the teaching staff about using e-learning tools.

Table 4 : shows overall mean for Knowledge of e-learning tools.

Statement	Disagree	Strongly Disagree	Undecided	Strongly Agree	Agree	Mean	S.D
I would like to join e-learning training courses.	**3.7**	**2.8**	**9.2**	**43.1**	**44.0**	**4.27**	**0.812**
Working with *e-learning tools* is exciting.	**2.8**	**2.8**	**13.8**	**48.6**	**33.9**	**4.12**	**0.813**
I would like to join training courses in developing educational content design skills (electronic courses)	**2.8**	**2.8**	**9.2**	**48.6**	**38.5**	**4.21**	**0.794**
I would like to join a training course on the methods used to publish courses, such as virtual Classroom ,Google meet	**10.1**	**3.7**	**14.7**	**46.8**	**33.0**	**4.06**	**0.891**
I would like to register for training courses in designing electronic tests)Quiz creator, Quiz marker	**3.7**	**3.7**	**8.3**	**44.0**	**42.2**	**4.21**	**0.883**
I would like to join a training course in developing the	**14.7**	**2.8**	**3.7**	**46.8**	**45.9**	**4.34**	**0.760**

use of the smart board							
I like use of audio media education/show video on YouTube	**1.8**	**2.8**	**10.1**	**42.2**	**43.1**	**4.22**	**0.875**
I don't like to use e-learning tools in teaching	**8.3**	**52.3**	**11.0**	**8.3**	**3.7**	**2.14**	**1.004**
Total						**3.946**	**0.854**

The barriers of e-learning facing teaching staff

Table 5 shows that the total mean for the barriers of e-learning facing teaching staff is (3.40) and the standard deviation is (1.016). The highest values recorded for the following phrases: poor internet infrastructure, the lack of training courses provided by the institution, lack of clearly strategic plans towards E-learning ,lack of training courses provided by the institution) and lack of smart rooms for using E-learning

Which reflects that the teaching staff agrees for face academic challenges when they use e learning.

Table 5: shows overall mean for **the barriers** of e learning.

Statement	Disagree	Strongly Disagree %	Undecided	Agree	Strongly Agree	Mean	S.D
Lack of knowledge on how to use the system is an issue.	38.1	44.0	6.5	7.4	3.7	1.36	1.085
It will be difficult for me to become skilful in the use of e learning in teaching.	41.0	45.3	1.6	2.4	2.8	2.43	1.001
The lack of e-learning applications in Arabic it difficult to deal in teaching	41.1	42.2	5.5	6.6	4.6	2.84	1.073
poor internet infrastructure	2.3	2.8	5.2	40.2	49.5	4.63	0.949
Electronic malfunctions limit e-learning	37.7	52.3	3.8	4.0	2.2	2.59	1.116
Using e learning requires a lot of mental effort to prepare courses.	39.5	53..2	3.0	2.7	2.6	3.59	1.234
Lack of smart rooms for using e-learning	0	0	1.4	29.8	68.8	4.62	0.605
Teaching staff needs providing with some knowledge about	0	4.6	2.1	35.3	57.8	4.42	0.808

how to upload/download the audio/video material, PDF, PowerPoint							
The scientific material in your courses is difficult to adapt electronically	52.3	46.7	2.4	6.6	2.0	2.95	1.189
There are the problems faced by teaching staff during online teaching	45.9	48.9	1.8	0	3.4	2.91	0.948
Lack of culture that promotes the use of technology for learning	1.8	8.3	4.2	42.2	43.5	3.95	0.980
E-learning causes isolation between the students	43.5	39.1	12.9	1.8	2.6	3.35	1.050
Lack of clearly strategic plans towards E-learning	0.9	7.1	6.2	41.3	44.5	4.15	0.931
Lack of training courses provided by the institution	2.4	1.7	0	54.8	52.1	3.92	1.169
No response for teaching staff to use eLearning system	61.3	59.3	1.8	1.3	1.1	3.33	1.05
Total						3.40	1.016

Generally, findings reported in table1 revealed that , the number of statements whose average exceeded the average of the axis is 8 out of 9 except for item 3 using e-learning, it is possible to identify individual differences between students as shown table 3 .

Results from this study concur with results from Joseph e.al (2020) which found that established that the teaching staff appreciate e-learning and articulate many benefits derived from the learning management system (16). Form the table there was strong positive convergence of views the teaching staff about the importance of using e learning, this agrees with hypothesis 1.

in the table 4 findings reported revealed that , the number of statements whose arithmetic average exceeded the average of the axis is 7 out of 8 as shown in table 2, which indicates that faculty members at Al-Zawiya University have a desire to learn about e-learning tools , such as google classroom, Smart-boards and using YouTube videos . Results from this study concur with results from Alharbi. O. at el and A. Assareha (2010),which found association strong positive consensus between the attitudes of the faculty members about the desire to learn electronic learning media (17),(18). This is Supported the second hypothesis.

It is obvious from Table 5 there are some barriers facing the teaching staff when using e learning at teaching. The barriers are as : poor internet infrastructure (mean= 4.63), the lack of training courses provided by the institution(3.62), lack of clearly strategic plans towards E-learning(4.15) ,lack of training courses provided by the institution (3.92) and lack of smart rooms for using E-learning(4.62). The results also showed the teaching staff needs providing with some knowledge about how to upload/download the audio/video material, PDF, PowerPoint (4.42).

These findings are consistent with the study results of Amal Rhema and Iwona Miliszewska (2010), Mohammed Mohammed Nasser Hassan Ja'ashan (2020),Entisar Alhadi Al Ghawail1 ,Salama Embark Saleh (2020) which discussed teachers' negative attitudes towards e-learning. All of these results have supported the third hypothesishypothesis.

6. Recommendation

In Based on discussed barriers in this research. The participants suggested different strategies for developing Implementation of remote teaching in

Libyan higher education institutions. We hope that following them from the MHESR to develop e-learning implementation as in other neighboring countries.

The recommendations are as follows:

- Providing a well-functioning internet network that is available to professors and students in all university branches.
- Providing appropriate training opportunities for faculty members and university students on uses of computers and the Internet, and the use of e-learning applications.
- Working on a plan training plan for development in the field of educational technology applications and implementation by the university.
- Improving infrastructure and training for teaching staff and students

7.Conclusion and Further Works

The research has concluded that there was positive a convergence of views teaching staff about e learning in Zawia University and a large percentage of the teaching staff of both sexes did not have previous experience with online courses. In addition, the results suggest that teachers have complete satisfaction with use e-learning media in teaching. Moreover, a large percentage of the teachers have confirmed that: they need more experience distance learning.

 In the future work, infrastructure needs to be improved and integrating ICT in higher learning institutions in Libya.

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