

Obstacles of using e-learning as perceived by the teaching Staff at Al-Balqa'a Applied University

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Abstract

This study aims at exploring the obstacles of using e-learning as perceived by the teaching staff at Al-Balqa'a Applied University, and defining the influence of a staff's being specialized and having an ICDL certificate on these obstacles. In order to have this aim attained, the study adopted the Analytical Descriptive Model for which a questionnaire, after having been confirmed in terms of credibility and constancy, was developed consisting of (24) items. This questionnaire was distributed to a population of (96) teaching staff at Irbid University College and Al-Husn University College. As proper statistical procedures were taken, the study showed that the items had represented the e-learning obstacles faced by the teaching staff. The obstacles related to administrative and financial aspects were the largest ones to be faced, whereas the obstacles related to e-learning itself occupied the second rank. The third rank, however, was occupied by the obstacles related to teachers and students. The findings showed, as well, that there are no statistically significant differences in terms of mean estimates of obstacles of e-learning between staff in science departments and staff in art departments at each of the study's pivots and all pivots as a whole. Moreover, the study showed that there are no statistically significant differences in terms of mean estimates of obstacles of e-learning between staff with an ICDL certificate and staff with no an ICDL certificate at each of the study's pivots and all pivots as a whole. In light of such findings, the researcher submitted a number of recommendations.

For the paper in Arabic see pages (803-831)