

FACTORS INFLUENCING THE ACCEPTANCE OF E-LEARNING ADOPTION IN LIBYA'S HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The growing influence of technologies on all aspects of life, including the education sector, requires developing countries to follow the example of the developed countries and adopt technology in their education systems.

Libya has been able to boost its economic and educational position over the years, and this brings it to the concern of applying modern methods of learning into its Higher Education (HE) system. E-Learning has been advocated by several university professors and researchers as one of pertinent method in the education system in the current society context of busy schedules and dual responsibilities of adult learners. However, due to many cultural, governmental and technological reasons, the state of e-Learning in Libya's HE has not been to an adequate level.

This paper aims to shows the outcomes of several studies, which discover the effect of national and international ethos and methods to education on the usefulness of manipulating, applying and utilizing e-Learning schemes and machinery in Libya's Higher Education institutions. The writers have advanced an inquiry form, which was finished by ripe Libyan students registered for PhD educations in the United Kingdom, who are also permanent professors at the Universities of Tripoli, Garyounis, El-Zawia and Aljabal-Algharbi. The measurable and qualitative inquiry of the replies show numerous complications connected to the utilization of e-Learning and, Information and Communication Technology (ICT) in Libyan universities.

KEYWORDS

E-Learning, Information Communication Technology (ICT) Infrastructure and Higher Education (HE).

1. INTRODUCTION

E-Learning denotes to the utilization of electric media and information and communication technologies (ICT) in learning. E-Learning is widely comprehensive of all forms of instructive skill in learning and coaching. E-Learning is comprehensive of, and is widely identical with montage learning, technology enhanced learning (TEL), computer based instruction (CBI), computer based training (CBT), computer aided instruction or computer assisted instruction (CAI), internet based training (IBT), web based training (WBT), online learning, computer-generated education, virtual learning environments (VLE) (which are also named learning stages), m-learning, and digital educational association. These substitute names lay emphasis on a specific feature, constituent or distribution technique.

E-Learning comprises of several kinds of mass media that convey text, aural, metaphors, animatronics, and flowing video, and comprises of technology uses and procedures such as audio or video tape, satellite television, CD-ROM, and computer grounded learning, as well as native intranet or extranet and web based education. Information and communication schemes, whether free vertical or grounded on either native nets or the Internet in schmoozed learning, underlie many e-Learning procedures.

E-Learning can befall in or out of classroom. It can be self-paced, asynchronous education or may be teacher commanded, synchronous education. E-Learning is suitable to remoteness education and plastic learning, but it can also be utilized in combination with face-to-face education, in which situation the term merged education is commonly utilized.

Libya has a decent evaluation for learning in the setting of the Arab world, bestowing to the United Nation's Human Progress Index. Libya remains at the topmost of the list of all African countries in provisions of education, not only geologically, but also tactically. Libya has enduringly been keen to safeguard entrance

to suitable education for all associates of its society, men and women. The administration system devices plans to develop and progress the ICT substructure of Libya, and it pursues to progress and refurbish the complete educational procedure, together with the enlargement of prospectuses and informing its logical content; the implementation of ICT within teaching, together with higher education, is an vital factor in its general development tactics. Al-badree (2006) converses the educational, technical, and attitudinal contests connected to this. The outline of e-Learning packages in the edifying system of a particular country must take into reflection the communal and cultural features of that humanization. The communal and cultural upbringing of the educationalists and beginners plays an important role in deciding the achievement of e-Learning teaching. This importance varies from one culture to another, according to the ethics of the society, and its civilizations and customs.

E-Learning needs more than mere technology to be fruitful. There is the necessity for educational specialists who are well skilled in ICT, proficient of utilizing e-Learning systems and emerging learning constituents that discourse the needs of beginners. Nearby based experts are also mandatory to sustain apparatus as well as e-Learning schemes and tackles.

2. E-LEARNING IN LIBYA

Libya plays a chief role within the African landmass, on both an occupational and an educational level, by stimulating and supporting main creativities and plans, comprising of those in the adjacent states of Sudan, Chad, Niger and Mali. Nevertheless, the contests of a pitiable and unripe substructure, joined with a deficiency of experienced, skilled teachers, ICT endowment and ICT for teachers, shows a great trial to the present transformation process. The 1st methodical study of the application of e-Learning schemes in Libya was directed by Al-badree in 2006 and this study signposted that the application procedure is still in its determinative years. The effort to inspect e-Learning is yet at a situation study phase, because the disposition of info and infrastructures skills is not extensive. Nevertheless, teachers have been appearing in drill courses on e-Learning operation since 2002, and e-Learning was successively combined into the HE exam process in 2005. The Libyan Section of Education has lay emphasis on that ICT generates new methods of education & drill and has the ability to augment the organization of, and progress the level of, teaching in Libya. The worldwide spread of ICT has permitted individuals to utilize skill in all scopes of life, be it at work, at home, in institutes or in the field of amusement. This has controlled to an augmented number of beginners and coaches in Libyan universities, institutions and colleges bringing distance learning sequences.

This paper will show the features that pupils reflect to be blockades to initial, on-going, and concluding online educational sequences, utilizing a quantifiable investigation of the replies to an investigation survey intended and applied by Kenan (2009). The analysis offered the views of sixty three accused, which consist of 12 (19.05%) females and 51 (80.95%) males. The survey recognized the contests skilled by teachers, pupils and practical staff in HE organizations in Libya. The queries were articulated after an extensive initial study had been done, linked to barriers to the application and utilization of e-Learning and ICT in learning. The goal of the survey was to check if the accused views definite previous insights concerning the blockades to utilize e-Learning and ICT in learning. Also the accused were required to direct their individual opinions about any other contests they confronted when dealing with e-Learning and ICT.

The education freight in Libyan universities is characteristically large; for instance, the normal number of coaching hours for educational staff is 24 hours per week, and Libyan universities have not up till now recognized a scientific investigation tradition. Consequently, even professors find it difficult to find the time for active research and educational development. The after graduate packages started in 1973 in several staffs of Libyan universities comprised of education (Tripoli University) and prose. In 2004, the entire number of after graduate pupils who had required a Master's degree from Libyan institutes in diverse disciplines was about 3150, and only 40 students had acquired a PhD certificate from the 3 main institutes. Although 7 or 8 institutes now have the incomes and educational position to award PhDs, many pupils, specifically in engineering, science, management and finance, found it essential to voyage abroad to carry out after graduate learning, and there were some 3500 who did this in the academic year 2004/2005 (Said, 2005).

2.1 The Challenges to E-Learning in Libya

Artemi (2009) categorized the contests connected to the application and utilization of e-Learning and ICT in Libyan organizations into 3 classes: deficiency of ICT substructure; deficiency of skilled workforces, and confrontation to alteration. Kenan (2009) performed further studies regarding these contests. She clustered the barricades into 3 categories grounded on the deductions from her study, and on her private skill as an educationist: Organization barriers; Technical barriers and Social barriers.

2.1.1 Technological

The maximum proportion of professed blockades is knowledge, at 34%; this blockade has an effect on instructive procedures and is connected to: IT recital abilities; design abilities; boundaries connected to bandwidth, and the safety supplies of IT systems. The mainstream of Libyan beginners does not have access to a personal computer or the Internet. Libya is still way behind other countries in terms of access to private computers. In 2004 it was assessed that in Libya, personal computer density was low, at 3.4 per 100 people; nation-wide 17% of Libya schools had a processor, but only 12% had one for coaching and education (MBNQA 2004). While in other states, such as United States and United Kingdom, the fraction of computers accessible in subordinate institutes was 73% and 78% correspondingly (Consultation Unit 2007). Nevertheless, there are also many less advanced states where computer learning is very great. In accumulation, the capability to contact the Internet and the amount of Internet users varies extensively from country to country.

2.1.2 Mismanagement

The proportion given for misconduct as a blockade is 29%; there are numerous issues which oppose the operation and utilization of e-Learning and ICT in Libya, such as augmented amount of work for educational staff; advance time; conveyance time; lack of strategic arrangement and visualization; deficiency of drill in technical progresses, and lack of provision for educational features of the progresses.

2.1.3 Cultural

The proportion of accused who professed culture as an obstacle was 21%; cultural obstacles occur where a definite ethos or collection is incapable to admit or accept a new procedure in a significant area of their lives, due to features such as spiritual principles, social taxes or habits. This boldness has been strengthened by actions because, with the arrival of new technologies, jobs that could previously be done with a minimum of education have quickly disappeared. A main notion of e-Learning is the litness of timing for pupils, but some religions enforce a stern daily schedule, and it is also extensively known that many institutions of higher education have timetables, which are stationary and not at all lithe. In order to reflect social issues or social encounters that could act as blockades to e-Learning, one has to find the causes why people or persons may favour not to study in an electrical atmosphere. Some of the causes are matters such as: the terror of signifying a deficiency of ability or capability; terror of skill; terror of separation from other pupils; deficiency of responsiveness of the necessity to progress or the chances obtainable; accusing others for insufficient presentation somewhat than captivating accountability for one's own activities; deficiency of private self-assurance, and a overall belief that persons cannot alteration. Consequently, fear stances a solemn blockade to e-Learning, because it is merely through coverage and skill that one can expertise or be relaxed with e-Learning.

The ethos which still rules most investigation presented by Libyan institution of higher education is usually the notion of a 'research drill', such as expositions presented by scholars to acquire documentations, or by educational staff to whole the educational necessities for job advancement, so the aims of such investigation have not arisen from the actual requirements of civilization. The Libyan Business Administrative Survey or Global Keeness Report (LBES/GCR) positions Libya 97th out of 111 states in institution of higher education or business investigation cooperation. Nonetheless, some educational staff conducts additional happenings, such as inscription and publication of text books for instance, to upsurge their salary.

2.2 The Benefits of Using E-Learning and ICT in Libyan Institutions

Libyan institution of higher education could profit from the notion of lively education, and progress it in the shape of e-Learning, where scholars are not only hearers in the period, but also intermingle with the instructor and converse collected the information presented by the matter. Both lively education and e-Learning inspire students to use numerous bases of information, and encourage them to incorporate and occupation info proficiently, so that scholars are permitted to generate queries and converse new notions inside functioning teams, where info is joint in order to attaining a mutual aim.

3. CONCLUSION

E-Learning can prove creative in meeting the challenges of higher education. In Libya, e-Learning has enormous prospects. The vast and constant improvement of the information and telecommunication technologies in Libya indicates that society is ready to accept and embrace e-Learning fully. However, special care should be taken to analyse the opportunities and factors that can influence e-Learning adoption and implementation.

This paper reflected on the higher education context in Libya and the applications of ICT and e-Learning in Libyan higher education to date; it also discussed the challenges for and prospects of integrating ICT in higher learning institutions in Libya. It was found that the challenges or the barriers to e-Learning in Libya could be classified generally into 3 categories: Organization barriers; Technical barriers; Social barriers. The integration of e-Learning in the education system is likely to gather speed thanks to recent decisions and commitment of the Libyan government. Access to ICT facilities is likely to be improved in the very near future in all Libyan institutions thanks to major infrastructure projects that are currently in progress. However, there is a need for provision of suitable training at different levels, the development of expertise in e-Learning use, and research to gather data and inform future developments; these are important factors that require plentiful attention and great effort from the Libyan government to ensure the development of adequate awareness, attitude, and motivation towards e-Learning as well as suitable responses

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