

## Professors' perspectives regarding the utilize of recent applications in e-learning for educational purposes in King Saud University

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### Abstract

This study aims to describe the professors' perspectives regarding the utilize of recent applications in e-learning for educational purposes in King Saud University and the recommendation to solve the issues. This research is a qualitative descriptive study. The qualitative methodology involved interviews conducted with five respondents. The results of this study reveal that usage of the applications in e-learning has certain positives encouraging utilization. Insofar as usage of the applications in e-learning is not utilized to its full form (despite being its effectiveness), it is for 'negative' reasons. Professors suggest overcoming the obstacles, such as training for the teachers, and providing technical support. Generally, this study provides new information that is necessary for better assessment on to utilize of applications in e-learning in education.

**Keywords:** perception, e-learning, obstacles, applications, King Saud University.

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### Introduction

Multiple knowledge sources are necessary and a strategic asset to open a variety of methods to obtain knowledge for humans instead of being restricted to education and teaching in traditional environments in the 21st century to keep pace with the global progress. Therefore, creative and stimulating educational environments should be created on a technology basis that allows change and building knowledge in unlimited places and times such as providing an open variety of learning resources for students (Alyami, H. Y. 2020).

The utilize of information and communications technology has gradually expanded and become necessary in all sectors of life such as education. Furthermore, several educational institutes have provided their students with a set of recent technological tools and internet access while students learn in school. For instance, technology has been utilized in the classroom until it has become an auxiliary and reform element for education for acquiring knowledge through video clips, audio sounds, visual presentation and so on (Fu, 2013). Technology plays a prominent role in teaching subjects online

via the Internet. Besides, students utilize databases and search engines and rely on them to obtain information through technology that motivates students to educate and keeps them engaged for a long time. For instance, students are watching clips about their subject while education assists students learn better (Maness, 2004).

In addition, the Saudi government has introduced a national initiative to introduce ICT information and communications technology in whole levels of education, because of the certainty of information communication technology has various benefits when integrating it in education (Ministry of Education & Saudi Arabia, 2004). Therefore, technology is included in all aspects of education. Currently, this means that education should not be limited to textbooks (Ministry of Education & Saudi Arabia, 2004). In education, technology should be put to apply within the school. Likewise, educational processes should also include, where necessary, the applications of ICT in teaching and learning. Workers in the education sector should work to introduce ICT in the school in order to keep pace with technological development (Boundless, 2015). In digital society to integrate ICT for educational goals has increased the demand for digitally competent teachers (Instefjord & Munthe, 2017). A connection between teachers' level of digital qualification and their technologies utilize in education has examined by previous research. Consequently, exploratory researches such as those by Law and Chow (2008) and Tejedor and García-Valcárcel (2006) have found out that teachers' technologies knowledge is a

notable predictor of technology utilize in education (García & Cantón, 2019).

The key to peace and sustainable social and economic development is the result of quality education (UNESCO, 2013). Several researches state that open educational resources provide strategical opportunities to improve education quality. For instance, Glennie, Harley, Butcher; Wyk (2012) argue that the future of education in developing countries is through open educational resources.

Recently, regarding sharing and publishing knowledge freely across the Internet, educational institutions and universities in the Kingdom of Saudi Arabia have sought to join open educational resources with the philosophy that education should be available and open to all. They hope to gain a knowledgeable community that guarantees education for all. Consequence, several websites were established including huge educational resources, such as books, curricula, journals, and interactive lectures in order to be utilized for educational and research purposes free of charge (Alyami, H. Y. 2020).

Open education of distance “focutilizes on removing barriers to access” e-learning, supporting e-learners, the flexibility of e-learning provision, e-learner centeredness and constructing e-learning “programs with the expectation that” e-learners can succeed. In this research reported, open distance and online education specifically refer to the learning environment. The method of learning that currently exists in the learning environment includes an e-learning teacher e-learners. Further, the e-learning teacher and e-learners do not have geographic connection between them, so

the link between an e-learning teacher and the learner is the means of communication (Mukasa-Lwanga & Goosen, 2018).

### **Background**

Especially since the late 1960s, the beginning of the movement of distance learning practices was noted by the pioneer philosopher M. Graham Moore. With growth such as online learning and web-based teaching, Moore's educational technology supplied important contributions to several areas (Horzum, 2013). Firstly, to clarify the concept of distance education, Moore and Kearsley (2011) identified that it is a planned, open-access educational model that between learners and the instructor are in different locations and requires special education designs and techniques. E-learning (e-learning), which is defined as a new form of education that has recently emerged through the utilize of Internet technologies. E-learning provides rich and interactive learning environments in which modern educational methods are utilized through technological tools and the Internet. Thence, students increase their information and grow their experiences and skills through a vast range of technological applications, strategies and tools (Khan, 2001; Yücel, 2006). E-learning is proof that 21st century will be a more global and information-based period with the aid of communication technologies. As a result with the development of information and communication technologies, e-learning has emerged for a new method in education.

The traditional education has started to be aided by the methods with technological content through the increasing utilize of

information and communication technologies in education (Sun, Tsai, Finger, Chen, Yeh, 2008; Wang, 2003). With the rapid developments and changes in the era of information and technology, technology utilized in daily life also become a critical component in the world of education directly or indirectly (Alyami, H. Y. (2020).

Additionally, Feldman and Zucker (2002) demonstrate that one of the modern teaching concepts is teaching and learning online. They supposed that when communication was available, instruction based online is covered between the students and teachers. They believed that the process should be taken the plane in an online condition. In line with Barbara Means (2007), online learning is complementary to the vast learning that includes previous technologies such as educational television, video conferencing and correspondence courses. The biggest beneficiary of the Internet utilization is education which offers proposes and at the same time characterizes by flexibility and expediency for students and with countless opportunities for innovative teaching (Moos and Azevedo, 2009; Huddleston and Pike, 2008; Zhang et al., 2008; Wang and Wang, 2009; Hardaker and Singh, 2011; Macharia and Pelsler, 2012).

**It means in whole situations through the Internet can be present the teaching and learning process. Also, learning of online will become one of the methods to share subjects.**

Nowadays, students study the material not only in the classroom at school, but also in an online classroom. The progress of technology can assist the teacher to demonstrate the subjects for the students

and them access to information. The Internet has a wide range of content across applications that are easily accessible by students and teachers (Joshi and Kaur: 2011). Presently, the technology-based learning system in the world has been applied by several universities which is e-learning. The first e-learning programs were with little interaction between students and information sharing as mentioned by Epignosis in 2014. Technology-based e-learning contains other vital technologies and the utilize of the Internet to create materials for learning, also regulate courses in an organization for teaching learners (Windiarti, Fadilah, Dhermawati, & Pratolo, 2019). **It means that the technology role is important to supply the learning process.**

Regarding approaches to online learning, Feldman and Zucker (2002) define sorts of approaches in learning-based online recognized such as learning of asynchronous and learning of synchronous. The doctrine with the combination in condition and real situation via the Internet defined as synchronous learning. Synchronous learning characteristics contain a device such as looking up the online presentations, the media for distributing, connecting data of audio and video, shared whiteboard, the direct message. The learning process that can postpone time is called learning asynchronous. Likely the appropriate context for this term is "Personal time management" which indicate to the series of rules, recommendations and habits term of how to manage one's time effectively and do as much work as possible in a limited time (Covey, 1990).

By using Learning Management Systems (LMSs), e-learning accreditation was managed. According to Rogers et al (2009), mentioned that Learning Management System (LMS) aims to provide training programs and electronic courses organized using various communication technologies (mobile devices and computers) in order to facilitate e-learning processes that system (LMS) is utilized by academic institutions and companies. Like this system assists both teachers and students browse the recorded lectures, training course and student assessments in easy-to-manage ways.

This study focus on apply e-learning management systems in distance education. The risk increases in wasting resources and creating difficulties in integrating with different systems when university is given the freedom to adopt LMSs in their own way. The effectiveness and efficiency of online learning in Saudi university would improve when all universities collaborate and utilize the same LMS. This study concentrates, from the teachers' perspectives in Saudi university, on the success of applying various LMSs utilized in online learning. The targeted system is Blackboard which utilized in King Saud University (KSU) for online Distance learning (Alshahrani, Jilani & Alkhatabi, 2018).

**Aim:**

To explore teachers' perspectives regarding the utilize of recent applications in e- learning.

To explore teachers' perspectives regarding the advantages of the utilize of recent applications in e- learning.

To explore teachers' perspectives regarding the disadvantages of the utilize of recent applications in e-learning.

To explore teachers' perspectives regarding the extent does e-learning contribute to the performance of traditional education functions in education.

## Method

### Design

In this study, the researcher utilized a descriptive qualitative method in order to obtain data through interview. This research employed semi-structured individual interviews to collect in-depth qualitative data. In using this method, the researcher tried to reveal the perception of the participants towards the utilize of recent applications in e-learning for educational purposes.

### Study Setting

The researcher will be conducted the study in University of King Saud which is the biggest University in Saudi Arabia. Establishing Saudi Arabia's first university was a response to the educational and professional needs of a young nation. Abdulaziz Al-Saud, proclaimed the King in 1932, and began laying the foundations for modernizing his country and establishing an educational system. The Kingdom's first institute of higher education, King Saud University, was subsequently opened in Riyadh in 1957. Students began studying in the College of Arts in the 1957-58 academic year. Since that time, KSU has gone through many stages of developments, and its administrative organization has developed and adapted according to the diverse needs and expanding role of the nation. In this University enrolled different international

students who studied in varieties colleges. For instance, various of them studied in College of Humanities, College of Engineering, College of Food and Agricultural Sciences, College of Computer and Information Sciences, College of Architecture and Planning, College of Business Administration, College of Medicine, College of Pharmacy.

### Participant

The participants of this research were lecturers who worked in Common First Year at King Saud University in Saudi Arabia. There were five e-learning professors in University. The particular qualitative technique chosen in this study was an interview. The participants in the current study composed of (5) male lecturers who worked in Common First Year in King Saud University and who taught the — courses for students in the first semester of the academic year (1441 – 1442 Ah/ 2020). In this study utilized random sampling technique to choose the participant. The participants will be interviewed by the researcher to know their perspectives regarding the utilize of recent applications in e-learning for educational purposes, as well as demographic factors.

### Inclusion criteria:

The study was limited to a sample at King Saud University whom worked in Common First Year and taught courses. The study focalized on courses in level I, the study applied in first semester of the academic year (1441 – 1442 Ah/ 2020). All respondents were male Arabic and English speakers and the interview

questions were conducted in Arabic and English over a six-month period 2020.

### **Instrument**

The researcher utilized in-depth interviews to collect the data with lecturers who worked in Common First Year. This study utilized interview guidelines that contain semi-structured questions in order to interview lecturers. The researcher interviewed the lecturers based on the interview guidelines and some questions that can appear in the interview process.

### **Ethical Consideration**

This study was conducted in accordance to ethical standards established by Human Ethics of Research Committee at King Saud University with Approval No 66/810 to lecturers who work in the Common First Year in King Saud University, during the first semester of the academic year (2020). Recruitment will occur under the supervision by from the dean of Common of the First Year at the University of King Saud. Ethical issues include gaining informed consent from participants, maintaining privacy and confidentiality and causing no harm and truthfulness.

### **Recruitment Procedure**

Recruitment flyers were posted on the professors' station notice boards of skills of communication at Common First Year interested in participating were asked to contact the researcher via email. The professors of skills of communication encouraged professors to participate in the study. A number of steps were taken

before the interviews themselves were conducted. First, a sheet of initial information and a consent form was distributed to each interviewee – either directly at their place of work or by mail. All the respondents received a signed letter explaining the aim of the interview and assuring them that their responses would remain confidential. Second, the consent form and data sheet were completed and emailed back to the researcher. Moreover, the topics to be covered were introduced to respondents.

### **Data Collection**

The researcher has collected the data via individual face-to-face in-depth interviews. The venue at Common First Year and time were chosen which did not contradict with the participants' lectures. Furthermore, the interviews for non-Muslim participants were arranged for any time whereas the interviews for Muslim participants were organized for non-prayer time, in accordance with religious and cultural norms. Audio recording device was chosen for the interviews in order to gather as much information as possible which was a voice recorder application on a smart phone. Further, it is significant that nothing intervene or distracts the interview for the recording to be heard and effective (Kvale, 2009). To achieve this, the venue of all interviews was inside a quiet and Air-conditioned room. The interviews were carried out in English and Arabic lasted for approximately varied between 20 and 40 minutes, depending on how many supplementary questions were asked. The research questions developed by the researcher include: about recent applications, advantages, disadvantages for

utilizing in e-learning and the extent does e-learning contributes to the performance of traditional education functions in education.

**Data analysis**

Miles and Huberman (1994a) have been determined several stages of analysis for qualitative data such as drawing of conclusion, data reduction, verification and data display. Some steps have been followed for the analysis of qualitative data gathered via interviews. Initially, the data was to read and reread which was in the form of printed transcripts until obtaining familiarity with it. another step, the data have been coded and categorized, using the themes has been derived from

the questions of research. Finally, the data has been summarized and related back to the questions of research (Denscombe, 2007; Miles & Huberman, 1994b; Punch, 2005).

**Findings**

**Discussion**

As several findings, teachers’ perspectives regarding the utilize of recent applications in e- learning are still a new thing for them. The researcher had collected the data from interviews. They are the teachers’ perspectives regarding the utilize of recent applications in e- learning and the recommendations. The findings will be discussed below:

Name	Age	Gender	Teaching curriculum	Qualification	Years of experience
<b>Faheed</b>	40-50	Male	University skills	PhD	15
<b>Mohammad</b>	40-50	Male	University skills	PhD	18
<b>Abdullah</b>	30-40	Male	University skills	PhD	7
<b>Abdelbagi</b>	30-40	Male	University skills	PhD	8
<b>saad</b>	30-40	Male	University skills	PhD	8

**The applications utilized in e-learning**

All interviewees in this paper (Faheed, Mohammad, Abdullah, saad; Abdelbagi) utilized Zoom and blackboard in e-learning. Saad, commented:

*When I would to explain the subjects to students, I preferred to utilize one of these applications such as Zoom or blackboard.*

This type of applications is well known for the teachers due to the teachers’ familiarity with it, its usefulness in providing

information to a class quickly and clearly, and also due to its ease-of-utilize. As Mohammad stated:

*I like utilized Zoom or blackboard in e-learning because I have had experience with how to utilize these applications and the process was very simple and easy and these applications had several methods to deliver information for students. Of the applications, teams were mentioned in the interviews by most respondents.*

Furthermore, there were a number of applications mentioned just by one respondent such as blackboard learn, adobe captivate, Webex, google classroom, google meet and platform were less interesting for the interviewees

### **The advantages of using applications in e-learning**

Most of interviewees in this study utilized applications in e-learning for several advantages. There were strong advantages expressed about applications that have been utilized by teachers in e-learning such as saving time and effort, delivering information to the students via several methods, attending from any place and any time, abolition individual differences between students, contributing several students in the lecture and Interacting with students.

Four out of five respondents, Faheed, Abdullah, Saad; Abdelbagi believed that the applications in e-learning have been utilized by the teachers in order to save their time and effort.

Abdullah said that:  
*When I utilized Zoom to explain lessons to the students in a lecture, Zoom didn't take a long time nor even take much effort.*

Four participants also stated that there were several methods to deliver information to the student while using the applications in e-learning which they assisted in leading to the elimination of individual differences between students.

Faheed said that:

*I explained the lesson to students by using an app and added some knowledge through YouTube and a website which assisted me to make sure to understand and convey the information to the students. Four respondents argued that using the blackboard applications assists in accommodating several students and increases their interaction.*

Mohammad commented that:

*I explained the lesson by blackboard applications and I noticed that blackboard assisted in accommodating several students, so explaining the lesson by applications was reflected in the increased interaction the students in the lecture.*

Few respondents mentioned that have utilized applications in e-learning for several advantages because they have lower cost, controlled the time, easy communication with students and familiar usage of the applications by lecturers.

One out of five respondents believed that using applications in e-learning has numerous functions such as controlled the time of the lecture and easy to communicate with the students.

Faheed stated that:

*When I utilized these applications to teach university students, I found that these applications had various worthy functions include controlled the time of the lecture and the ease of communication with students. Besides, there were other*

*functions that this program carried among its folds.*

One respondent confirmed that using the applications in e-learning in the lecture has various benefits such as being suitable for the teachers and ease to perform administrative tasks.

Abdelbagi said that:

*I preferred to utilize the Zoom app in e-learning when I explained lessons to the students. Because these applications assisted me to do several administrative tasks without effort which was comfortable for me.*

### **The obstacles of using applications in e-learning**

All respondents mentioned that significant factors that affected the utilizing of applications in e-learning by professors were not familiar with new apps, the difficulty for teachers to perceive students' interactions and lack of confidence in students while they have taken the exam.

Mohammad stated:

*At the beginning of using the Zoom program, I faced significant obstacles. For instance, I have difficulty using the Zoom program and later also, I discovered that the teacher can not determine if the students were interactive with the teacher while they were present in the lecture.*

*Further, I can not observe the students while they were taking the exam, so they maybe can cheat from the book or contact*

*their friends to obtain the correct answer for the question.*

*After the test, I found that several students had obtained high grades, even though they did not have sufficient knowledge or participation in the scientific material in the lecture.*

Few participants commented that poor communication and insufficient technical support were obstacles to using applications in distance learning.

Faheed said that:

*I faced a few difficulties while using the applications such as the poor connection and difficulty in obtaining technical support or direction for using the available or hidden functions.*

One out of five respondent mentioned that lecturers' indifference in giving grades was a waste of excellent students effort which was one of the obstacles of e-learning.

Mohammad stated:

*My inability to distinguish between outstanding or non-performing students led to indifferent grades being given to distinguish between them.*

### **E-learning replace traditional education**

E-learning replaces and performs the tasks of traditional education was mentioned in the interviews by all respondents. This type of method has well known and utilized by the teachers due to the teachers' familiarity with this method and they have more experience about it. Furthermore, this method is usefulness in delivering information to the students clearly and quickly, and as well due to its ease-of-utilize.

As Abdullah stated:

*E-learning were useful to me because it saved time and effort because I did not have to write a lot of material on the whiteboard. I can also write the material clearly and neatly before start the lesson through applications then I can just offer it in the lecture for students, then by using e-learning was that process is very simple and easy.*

### Summary

In conclusion, according to the findings of interviewees, it has been found that these findings have beneficial for education sector and decision makers in the Ministry of education.

### Discussion

As a finding of the increasing pace of advances in technology and the education crisis and subsequent developments in associated with applications which have utilized in e-learning in recently. As well as, as several findings, teachers' perspectives regarding the utilize of applications in e-learning stated that applications are significant for education. Therefore, teachers in Saudi Arabia are now being encouraged to utilize applications in e-learning in their teaching on a routine basis. **The researcher had collected the data from interviews and literature study.** The findings will be discussed below:

#### ***The applications utilized in e-learning***

A modern educational method appeared since the dawn of technological development. This study revealed that teachers have utilized applications in the modern educational method which is called e-learning. The Ministry of

education should, therefore, assist the availability of applications in the education process to facilitate the utilization of e-learning in education. A Previous study conducted by Joshi and Kaur (2011) confirmed that the progress of technology assists in providing moderation educational methods, therefore the students on the Internet find a wide range of content across applications and they learn the material not only in the classroom at school but also in an online classroom. It related to the findings that the applications assisted to see the dream of the method of e-learning in reality. If these applications are existing in the education process, the teachers are more likely to utilize these applications effectively in e-learning.

#### **Advantages of using applications in e-learning**

The key finding of this study is that as e-learning is utilized to its full capacity (being applications available), it is for 'positive' reasons. That is, utilize is not because teachers and students are just preferred to the introduction of e-learning into the lecture, but rather is because there are certain advantages encouraging full utilization by willing stakeholders. There are the number of advantages to the utilize or implementation of e-learning these include variety sources of information, implement lecture from any place and time, abolition individual differences between students, accommodating a large number of students, interaction with students, communication with students, performance administrative tasks. These advantages, especially when applications operate by teachers, can significantly have a great return on the utilize of e-learning.

The main advantage of using an applications in e-learning was that professors provided for students several sources of information via using an applications in education. Professors sent information to the student in several forms in the traditional educational method which was require for using more than one device and cost time and effort. Using applications in e-learning facilitate to occur multiple processes at the same time which assists students to obtain information faster than traditional educational method and in various methods in education such as videos, PDF, podcasts, and teachers can utilize all these tools as part of their lesson plans (Clover, 2017). As findings, most respondents confirmed that using applications in e-learning facilitate provides information to students in a short record time in and several methods without hassle. E-learning should keep pace appropriate with the developments and update of applications in order to gain the benefit from these applications in education.

The second advantage of using an application in e-learning was attendance lessons from any location and time. In traditional education, students must attend early educational facilities whether they live near or far from the school in order to receive knowledge such as schools or institutes. Moreover, few students may have faced some problems with their colleagues or teachers, so they lead to hate and leave permanently education. Recently, introducing technology assisted spread Internet the wide domain in most places in the city. For instance, the Internet not only utilizes in the house, but also the Internet can utilize it in outward places at

any convenient time for professors and students such as a coffee shop, restaurant and lobby of the hotel (Yigitalievna, 2021; Mukasa-Lwanga & Goosen, 2018). As findings, most respondents confirmed that using applications in e-learning facilitates for students to gain knowledge depending on their location and time. Without Internet access would not be able to utilize technology to the fullest extent possible in e-learning, and professors and students may not be likely to be able to enjoy all the benefits of e-learning. Government should be recognized that the Internet is widespread most throughout the world, especially in educational facilities places that could assist teachers and students utilize it for educational and personal interests.

The third advantage of using an applications in e-learning was abolition individual differences between students. If all students have access to e-learning (increasingly using applications in e-learning led to appear advanced applications that have a variety of functions), then all students will be able to quickly and easily access the latest content and resources made available by the teachers. Using applications in e-learning assist elimination on individual differences between the students based on the provision of education for all student depend their needs (Abed, 2019). Most participants agreed that according to benefits associated with using applications in e-learning, applications in e-learning greatly assist to eliminate individual differences between students. Then, all students could engage in the learning process and they could begin to proceed in a self-learned process of exploration.

The fourth advantage of using an applications in e-learning is that the lecture accommodated an unlimited number of students. Previously, when universities registered the students at the beginning of each term, the universities have obligated to a limited number of students. Nowadays, universities have overcome these issues via using e-learning in education. The introduction of e-learning in universities has assisted the presence of a variety of students who attend the lecture online from far and different places around the world (Abed, 2019). Most respondents confirmed that using e-learning in universities assisted the existence of numerous set students from several various cultures and places in one lecture and at the same time. Third or developing countries should follow the developed countries in progressing the technological environment in order to be able to benefit from the utilize of e-learning. For instance, when these developing countries can utilize e-learning in education, they can be overcoming numerous difficulties such as the number of newly enrolled students.

The fifth advantage is that using applications in e-learning allowed interacting professors with students or students with each other. Recently, technological progress leads the appearance of e-learning in education, particularly for universities. When the students utilize e-learning in education, they will be able to send their questions to professors and will receive immediate answers. As well, students are able to discuss and explain incomprehensible subjects to each other. Therefore, introducing e-learning in education increases interaction between professors

and students or between the students each other (Dong et al., 2020). The findings of this study found that utilizing e-learning in education not only increased interaction between students and professors but also massive progressed students' participation in learning. Decision makers should encourage and aid the utilization of e-learning particularly, in high institutions.

The final advantage is that few respondents mentioned that using applications of e-learning in education had as well some advantages such as communication with students and performing administration tasks. First, in terms of continuous technological progress, students were not only able to communicate with professors, but technological progress also assisted increase the circle of acquaintance with their colleagues in different places. By using e-learning, students have the freedom to communicate with each other and their professors via email, voice or video (Abed, 2019). The existence of different communication sources should not only assist in communication, but should also increase the level of intellectual, cultural and scientific awareness for the students. Secondly, the findings of the present study have significant implications for the administrative tasks of professors. A previous study showed that using applications in e-learning assisted in reducing the administrative burden for the professors. For instance, when professors utilize applications in e-learning, they can send and receive all documents for short time (Abed, 2019). The utilize of e-learning could aid in reducing the burdens of life of people.

### **Obstacles of using applications in e-learning**

The key finding of the study is that, insofar as e-learning is not utilized to its full capacity (despite being available), it is for 'negative' reasons. This means that the lack of utilizing is not due to the opposition of professors and students to the utilize of applications in e-learning, but rather due to the presence of certain barriers or obstacles that prevent utilization. They are the following: there is a lack of familiar with using new applications, lack of knowledge of the students' interaction, lack of confidence, lack of connection, lack of technical support and lack of justice in grading giving.

The first obstacle, as already referred to in the previous, is the lack of familiarity with using new applications in the lecture which can have a highly detrimental effect on the utilize of e-learning in the lecture. The professors can not deal with programs or even download software if it requires dealing with settings. The previous study found that professors were not familiar with e-learning (Windarti, Fadilah, Dhermawati, & Pratolo, 2019). All respondents confirmed that insufficient awareness of using applications in e-learning affects the presentation of the lecture to students if there is a problem in the applications. Universities should conduct courses on how to utilize e-learning applications in order to have sufficient knowledge about dealing with and using applications and should universities inform professors of all updates about the developments of applications.

The second major obstacle to the utilize of applications in e-learning is the lack of professor awareness of the students' interaction with him in the classroom. If the students do not interact with the professor in the lecture, students can not well understand the subject in the lesson. Therefore, the interaction of students is significant to assist increase their academic achievement. The previous study mentioned that even the students have attended the lecture online, the professor can not recognize their interaction in the lecture (Arkorful, et al., 2015). Students may be prevented from not opening the cameras during the presentation due to various religious, customs or privacy reasons. Asking questions should be random to students in order to ensure their interaction and understanding.

The third major obstacle to the utilize of applications in e-learning is the lack of confidence in the student exam. Insufficient confidence in exams leads to obtaining grades that students do not deserve. Furthermore, weak questions or fragile tests lead students to not study or pay attention to the scientific material. All participants confirmed that when professors utilized applications in e-learning for assessment, it is impossible to control the behavior of students such as cheating or monitor (Arkorful, et al., 2015). The professor should put a short time to answer the question, therefore one question answered should require one minute in the exam which would be closed automatically.

The fourth obstacle to the utilize of applications in e-learning is the lack of connection. Even if all the tools associated

with the computer are available, they are useless unless if they are not connected to the Internet. Nowadays, the issue is not the internet connection, but the consistent connection at an appropriate speed is a problem (Gautam, 2020). Most participants said that although professors and students prefer using a computer in education, the computer does not have many benefits without the Internet. Decision makers should aid to develop Internet infrastructure in order to gain a strengthening environment that would utilize it by them without issue and assist growing student achievement.

The fifth obstacle to the utilize of applications in e-learning is lack of technical support. Professors faced several issues that require technical support such as (both usage and installation, such as how to navigate a new program or eliminate a 'glitch') and are unlikely to know how to solve technical issues when they arise (K. Bingimlas, 2009). The interviews supported that insufficient technical support affects the utilize of applications in e-learning. Ministry of education should allocate a training program for employees in the educational process on how to deal with technological issues or provide someone who is available during the week in order to assist the professors regarding any issue.

The final obstacle affecting the utilize of applications in e-learning is the lack of justice of grades grants. The main obstacle to encouraging and motivating students to desire to learn is that all students have obtained the highest grades. One respondent found that there was no difference among students of grades given.

If students have suspicious about no fairness in award grades for them, then they will become sluggish in pursuit of study gaining. Professors should be strict and insist on fairness in treating students on base with the principle of equality.

### **Extent e-learning contribute to the performance of traditional education functions**

Technological development has created that has generated more choices for today's functions. Recently, for instance, people preferred to send their paper messages via email instead of the post office, as well as professors preferred to utilize e-learning in education instead of traditional education. This study found that the progress of technology led to appear new method of education which is called e-learning. The traditional process of teaching has been changed by introducing the development of multimedia and information technologies especially when the utilizers have utilized the Internet in education (Wang et al. 2009). For instance, professors have explained their lessons in education via using applications in e-learning. A previous study found that sophistication in technology has generated a race to advance online course capability particularly in universities, colleges, and other institutions of higher learning (Arkorful, et al., 2015). All respondents indicated that professors preferred to utilize e-learning more than the traditional methods in education. Professors would consider that it is significant to replace e-learning instead of traditional education in the school curriculum.

### **Conclusion**

This study aimed to investigate utilization applications in e-learning and the advantages and disadvantages of using these applications. This study was directed by three questions and derived three key findings of applications, advantages and disadvantages of e-learning utilized in education. The methodology utilized in order to answer questions involved qualitative techniques. The study revealed that professors are familiar with using the various applications in e-learning. The results of this study were significant because the utilize of applications in e-learning has several benefits according to the results. Using applications in e-learning awarded professors multichoice for providing information to students. In short, the internet provided for students' freedom to search for lectures regard to subjects, discovered what is introduced by professors in the lecture and also permitted a major interaction between both students and professors outside the lecture environment. Using applications in e-learning assisted the professors not to adhere to a certain place or time and gave the largest number of students an opportunity to join the lecture from places and times vary. The professors faced several obstacles in usage of applications in e-learning. In brief, the main findings were the following. Professors utilized several applications in their live are doing so to a far greater extent than at their work. The low usage was due to a lack of familiar with using educational applications. Insofar as utilization of the applications in e-learning enough was not occurring, this was because there were a set of interrelated barriers preventing utilization. These included the lack of

familiar with usage of new applications, lack of 'interaction, a lack of technical support (both in terms of hardware and software) to universities, a lack of internet, a lack of confidence and a lack of equity. Using applications in e-learning in education by professors gave the decision-maker confidence on a new method of education.

### Recommendations

The Ministry of Education should increase the efforts to establish regular programs to train professors on utilizing the new applications in e-learning. By following the training, the teachers will have a broad knowledge on applications usage. Finally, the Ministry of Education should provide technical support for how to utilize these applications in education at each university to maintain the continuity of applications utilizes in e-learning.

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الترتيبات:

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النقطة في نهاية الجملة وفي المراجع.

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