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OBSTACLES OF USING ELECTRONIC LEARNING IN UNIVERSITY INSTITUTIONS/ EXPLORATORY STUDY IN BAGHDAD UNIVERSITY

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ABSTRACT: *The research aims is to diagnose the obstacles that face using electronic learning in institutions related to Baghdad university through reconnoitering a point of view from teaching stuff to taling (150) individuals, and adopted from as a key tool to collect the data and information, then analyzed their answers by using the basic components method.The research concluded to: 1. a variation in obstacles influence degree in using electronic learning in university institutions and its rate contribution in variation was (79.55%).2. Obstacles order was descending (common challenges, technologies and technical skills, teaching stuff personality the absence of vision and resistance to change student personal skills and finally infrastructure obstacles).3. There are differences in researched samples responses towards the obstacles of using electronic learning according (place of work, specialization)*

KEYWORDS: Electronic Learning, University Institutions, Baghdad University

INTRODUCTION

With the huge technological and scientific development and in age the information were for everyone, electronic learning has become in a very high place in the scientific and social competition and a new method of education that allows openness to the world through the direct dealing with information sources, where the desire for academic achievement for a number of wishing become inevitable, it has therefore become imperative for Iraqi universities finding obstacles. That face the application of this kind of learning in Iraqi environment to find treatments and solutions.

So this research will focus on the identify administrative, regulatory financial, human obstacles that prevent applied it in right way through four topics, first on deals with methodology research and previous studies, the second one focus on theoretical framing, while the third one deals with analysis of research results and discuss them and the forth on specialized for conclusions and recommendations.

The First Topic: Methodology and Previous Studies

Research Problem

The advances in information and communication field lead to abundance of information and this lead to the need of develop the ways of learning and education to obtaining the learner the information himself and programmed electronically till the electronic learning became a reality in many teaching systems because of the existence of alternatives for learners in terms of place and time. But the application of electronic learning in Iraq faces obstacles and therefore the institutions must diagnose the obstacles to find appropriate solutions to overcome or face them.

The problem of the research epitomized in answering the following questions.
1. what are the obstacles in electronic learning application in university institution from the surveyed sample point of view.
2. what are the most influential obstacles in using electronic learning .
3. are the differences in the research samples response according to (place of work, specialization).

The research Importance
1. Provide a conceptual framing about electronic learning concept and its application obstacles.
2. Drawing the attention of officials in teaching institutions towards investment of modern technology to develop education outcomes in the line with the needs of labor market.
3. The research will contribute in raise the level of the masters and students in the university through identifying the obstacles to overcome them.

Research Aims
1. diagnose the obstacles faces using electronic learning through the opinion of research samples in teaching institution in Baghdad university.
2. Determine the effect of these obstacles in using electronic learning and arranged them according to the degree of importance.
3. Detect the differences in the sample response in determine the obstacles that faces electronic learning using according to (p;ace of work, specialization).
4. provide appropriate recommendation and proposals for the advancement of electronic learning in Baghdad university.

Research Hypothesis
1. The variation in the degree of influence of obstacles in electronic learning using in university institutions.
2. There were no statistically significant differences at the level of significance (0.05) of the samples response on the questionnaire items according to (place of work and specialization).

Research Hypothesis
The descriptive Research which is based on the views of samples survey and analysis and interpretation of data in order to reach the results and explain the phenomenon under study.

Research Borders
1. Spatial Borders: representive by Baghdad university colleges in AL – Jadiriya.
2. Human Borders: including samples from teaching stuff in colleges and centers related to Baghdad university in AL – Jadiriya complex.
3. Temporal Borders: from the period 1/1/2014 to 30/12/2014.

Research Samples
Adopted stratified random sample consisting (150) individuals from teaching staff in Baghdad university and the following is the description of this sample:
Table (1) identified the sample surveyed

Information		Frequency	Percentage %
Gender	Male	74	49.3
	Female	76	50.7
Place of work	Market research and consumer protection center	18	12
	College of women science	29	19.3
	College of science	29	19.3
	College of engineer	27	18
	High institution for financial and accounting studies	25	16.7
	College of agriculture	22	14.7
qualification	Doctorate	49	32.7
	Master	101	67.3
specialization	Human science	29	19.3
	Science degree	121	80.7
Scientific tittle	Professor	13	8.7
	Assistant prof.	54	36
	Lecture	43	28.7
	Assistant lecturer	40	26.6
total		150	100

1. The female rate is (50.7%) and its is close to the male rate which is (49.3%).
2. The highest rate for the sample was from colleges (science, science for women) and it reached to (19.3%) for both of them and then college of engineering in (18%) rate after it come the high institution for counting and financial studies in rate (16.7%) and the college of agriculture in (14.7%) and the lowest rate was from market research and consumer protection center which was (12%).
3. Most of the sample individuals have master degree rating (17.3%) while the rate to whom have doctorate was (32.7%).
4. The highest rate of the sample was from specialization (80.7%), while the rate to whom have human science specialization was (19.3%).
5. Most of the sample individuals whom have assistance prof title forming (36%) and lowest rate was to whom have professor title reaching (8.7%).

Research tool

Questionnaire adopted as a sin tool in collecting data and information related to the research and take advantage from these (salim, 2010) (salama and AL-Dayil, 2004) (mussa, 2002) in determine the obstacles using electronic learning.

THEORETICAL FRAMING

First: The Concept of electronic learning and its importance

The history of electronic learning return to sixty of past century when all the subjects were gathered in a programme shape in a book written by (sexz) about the programming learning, this book consist testing measuring level of progress for the learner in these subjects, this is the beginning of the self – teaching appearance. And with the computer discovery and then the appearance of internet, this concept evolution to become more inclusive.
After that the electronic learning become more known and used for the first time in education institutions but using only in financial and administrative staff in American university then in research projects and after that in programming a learning subjects just in university until the beginning of seventies of the twentieth century starting using it in schools and since 1997 the using of computer increase in teaching as result of computer progress.

And because all above, it has appeared many specialized literature definitions for electronic learning such as (it is educational system providing teaching programme for learners any time and in any place using active in formation, communication techniques like (interen, intarnet, radio technologies, local channels, satellite channels, telephone, electronic mail computer, teleconferences, ..) to provide a suitable active educational environment for many references in simultaneous manner or unsimultaneous according to the interaction between teacher and learner. (salim, 2004: 289)

While Horton and Horton denified the electronic learning (it is a using for web and internet technique to made education. (Horton & Horton, 2003: 14)And (Fallon & Rvown, 2003: 14) they define it as (a modern globle term for teaching and training provided by computers depending on webs.Also (Abdul – Alaziz, 2008: 30) give a definition to electronic learning (it is a kind of teaching that depending on possibilities and tools for true, internet, computers in studying. The specific teaching content by continuous interaction with the teacher/ learner and content (sulyman, 2008: 41) defined it (it is a system make the student able to study, research, communication, interaction with his friends and teachers inside and outside teaching institution.

With anything he like to make the required education and this system must included these learning classes which is prepared in electronic picture depending on computers, information webs, and represent by different ways weather it is teaching, or interation and the possibility to access to it through electronic learning positions on information web.
According to the important of electronic learning, many countries agive interest in applying this type of education because its achieved many important things can be explain in the following (Abdul – Alhamed, 2005: 10) (Amer, 2007: 173):

1. The learner gains skills in dealing with modern techniques.
2. helping in learning forgien languages.
3. Provide an opportunity to educate all segment of society.
4. Providing education at any time and any place.
5. Strengthen teaching methods depending on learner and focus on his ability.
6. Benefit students with special needs and who are unable to attend daily to educational institutions.
7. achieving desired goals from education and learning.

Second: electronic learning aims

1. Encouraging communication between educational process system like home and university and between university and surrounding environment.
2. Prepare qualified students and able to deal with the future requirements.
3. Providing favorable environment serving education process in all axes.
4. Spreading the modern technology in society.
5. Expansion options in front of the learner to suits his needs.
6. Providing a new way carried out the learning and education process that suits the development of education thoughts. (Eyadat, 2005: 213) and (AL- Rashid, 2003: 37) and (Amir, 2007: 24 – 25)
7. Expansion the geographical area for education services and access to remote areas.
8. improve educational quality. (Johnc & Alan, 2004: 68)

Third: Electronic learning advantages

Both of (Dra Daka, 2008: 20) and (AL – Muhya, 2008: 42) mention some of electronic learning advantages:

1. Providing a learning environment that is variety in alternatives and options for learner.
2. Achieving quality standards in education process.
3. increasing of cooperative education opportunities.
4. providing flexible environment.
5. reduces the cost of the educational process.
6. Providing student needs.
7. Reduce workload in educational institution.
8. Providing quick tools for students assessment.

Forth: Obstacles of using electronic learning

electronic learning faces many obstacles that hinder its application and its spread quickly, and after briefing the researcher on specialized literature in this field. (Salim, 2004: 316–317) (Salam and Dayel, 2006: 143 – 144) (Al – mussa, 2002: 18 – 20).

The researcher identified the obstacles as a set of difficulties that effect negatively on the using or fulfillment electronic learning in education institution, these obstacles can be classified in to three groups:

Administrative and regulatory obstacles

these obstacles included the absence of clear vision in the education institution for the aims and importance of electronic learning in addition to that there is no strategic plan clear in application because of there is a need for administrative system to be adjusted to the current administrative laws and instructions concerning university learning as well as the resistance of some worker to apply because.

Financial obstacles

These obstacles related to the weakness of the infrastructure of the university in field of electricity and funding for provision of equipment and supplies, communication, software and provide permanent maintenance of the internet and laboratories as well as the tight spaces halls and non – conformity to this type of education and constraints related to the lack of consistent standards for curriculum and electronic vocabulary and also the high cost design and preparation.

Human obstacles

These obstacles related to administrators, teaching stuff and students, included (the obstacles related to the lack of experience of teachers and administrators in using modern electronic media and the fear of some of the teaching stuff from that electronic learning will reduce. Their role in effecting in educational process and sense of the loss of privacy and breach exams as well as the lack of knowledge of the learners with skills to use electronic learning techniques and poor language abilities and lack of confrontation face to face).

Second: Previous studies and discussion

Table (2) define the most important studies deal with this subject.

Table (2) show the Arabic and English studies about using electronic learning obstacles.

Researcher	Aims	Results
Conna, 2007	Identify obstacles inuse electronic spaces in secondary schools in the state Iwo, Missore, Nebraska.	The most important obstacles are financial obstacles, technological obstacles. Teaching stuff believe that students have weak interest in this kind of education.
Anderson, 2008	Identify the most prominent challenges in the context of electronic learning in srilanka.	Challenge related to student and teaching, learning activities, infrastructure, academic confidence, language.
Khazaleh & Jawarneh, 2006	Detection of obstacles to the effective employment of information technology in Jordanian school.	Identify six major groups as obstacles: Stortage in computers in schools weak effectiveness in teaching lack of skills for the students, lack of in sufficient time for teachers in order to prepare for empoy in formation technology in teaching, the difficulty of access computers to school, and lack of provision of educational software.
Hawamda, 2011	Detection of electronic learning obstacles from faculty numbers' point of view in Balqaa applied university.	Administrative and financial obstacles, followed by constants related to electronic learning it self and finally the obstacles related to schools and student.
AL – Jasir, 2009	Identify the challenges face Distance education in higher education in higher education institutions and the ways to face them.	It is obvious that the biggest challenge is the lack of policies and instructions for ownership of the authors of the vocabulary and then shortage in awareness of distance education concept.
AL – Refee and Abu – Shaiban, 2009	Detection the obstacles of using electronic learning from the point of views of the teaching stuff and student and technicians.	1. Weakness of using voice chat between teacher and student. 2. The students non – response with electronic learning and activate with it. 3. The difficulty of achieving lectures through video. 4. The limit number of technicians and lack of financial support.
Zamial, 2009	Detection the challenges face science and math. Teachers for the tenth class in ram – allah.	There are three challenges: 1. challenges related to syllabus, then school environment, and finally school circumstances.

Eyadat, 2005	Identify the challenges face teachers in electronic learning environment	Challenges related to infrastructure and teachers, learners training.
Mohamed and others, 2006	Detection the a challenges face using electronic learning from point of view of AL – Hashemya university students	The study concluded to the obstacles related to university and administrative and academic obstacles.
AL – harsh and others, 2010	Detection about the obstacles of using electronic learning system from the teachers' point of view working in secondary school.	The are four groups of obstacles obstacles: Obstacles related to teachers, administrative obstacles and infrastructure obstacles and finally students obstacles.

The table (2) show the following:
1. Some studies deal with obstacles subject from teachers' point of view and others from the students' point of view.
2. There were differences in determined the obstacles in using electronic learning some of them classified these obstacles in to three groups like study of (Zamil, 2009) (Mohamed and others, 2006) and some of them classified these obstacles in to four group (AL – Harsh and others, 2010) and some of them classified them in to (6) groups like study (Khazaleh & Jawarneh, 2006)

ANALYZED RESULTS OF RESEARCH AND DISCUSS

First: basic components method

To test the correct of second hypotheses which is (The are differences in the degree of obstacles effectiveness in using electronic learning in university institution) statistical analysis was adopted through the basic components method (Principal Factor method) which is considered as the most important methods of factor analysis: five key components were extracted which affecting this phenomenon as it appears in table (3) where the Eigen value is greater.
The right one for each component of which it was able to explain the different proportions of the variance as we observe these components explain accounted (79.556%) of the synoptic of total variance of the variables we notice the remainder of (20.444%) variations it represents the unexplained variations attributable to chance or random error.
Table (3) shows basal values and varaince ratio factor of the total variance and varaince cumulative factor

Factors (components)	Basal values	Contras ratio factor %	Cumulative factor %
first	10.585	26.178	**26.178**
Second	7.192	20.717	**46.895**
Third	5.744	13.365	**60.26**
Forth	4.737	11.354	**71.614**
Fifth	4.193	7.942	**79.556**

Reference: the table has been prepared depending on computer data.

Variable involved in installation factor or the five components referred to in the table (3) each individually it is necessary to observe the saturation of each explanatory variable or independent variables that we have mentioned in the description of the specimen which in each factor (download each explanatory variable with in a factor we chosen moral downloads of the factors matrix retained factors) described in table (4) based on the standard error five factors and downloads as shown below:

$$s_{q1} = 0.532\sqrt{\frac{29}{29+1-1}} = 0.532$$

$$s_{q2} = 0.532\sqrt{\frac{29}{29+1-2}} = 0.541$$

$$s_{q3} = 0.532\sqrt{\frac{29}{29+1-3}} = 0.551$$

$$s_{q4} = 0.532\sqrt{\frac{29}{29+1-4}} = 0.561$$

$$s_{q5} = 0.532\sqrt{\frac{29}{29+1-5}} = 0.572$$

And the download is moral for the explanatory variable when more than or equal to its value in the factor (component) to the value of the standard error for that factor, it will be based on the interpretation of each factor according to the matrix factor retained as shown in table (4), and as in the following:

First factor

This factor could explain (26.178%) of total variation as shown in table and that a significant proportion if we compare what has been interpreted from the rest of the factors. This factor contained number of explanatory variables which has a direct impact and through downloads this factor describe in table (4) where we note moral chavat in high about some classified variables in list of challenges and administrative obstacles which are administrative system at the university doesn't encourage electronic learning are unclear where chavatha ratio reached (0.539, 0.562) respectively.

We note the presence of very high of saturation of three significant explanatory variables related to obstacles and financial challenges (the high cost of modern tools and equipments for electronic learning, high cost of design specialized software serving electronic learning difficulty to transfer curriculum to electronic programmer) where chavatha ratio reached (0.761, 0.871, 0.731).

We also note the presence of moral values to chavat too high for some of the explanatory variables and human challenges (teaching staff and students) which formed an obstacles in electronic learning application in the educational institution. However the explanatory variables for teaching staff is relatively the most as well as the fact the chavatha higher than those for students values. Representing with (the difficulty of conducting activities electronic learning, the hard – up for increasing number of students teachers feeling the loss of privacy and confidentiality and breach exams) chavat value reached (0.725, 0.850, 0.654) respectively, with the explanatory variables for students represented by two variables (students feeling the loss of social interaction between them and teaching staff; feeling anxious about the exam throwgh internet) with chavat value reached (0.759, 0.638) we also note that variable of administrative, financial, human challenges involved in the influence of this factor in the application of electronic learning in university institution but chavat

variables financial and human challenges the value were the highest relatively than those relating to the administrative aspect. This ratio tended to human challenges where the proportion relatively higher, so we could call this factor a common challenges factor.

Second factor:
This factor was able was able to explain (20.717%) from the total variance synoptic as shown in table (3) and from the side of expainehe came at the second. This factor consists some explanatory variables which formed challenge in front of the application of electronic learning in university institution and from the no to of download of this factor shown in table (4) we notice a moral chavat for the variable (the administrative system in university doesn't encourage on applied electronic learning) with ratio (0.559) which is classified as administrative factor.

Also we notice presence of moral impact in a very high degree for four variables classified as financial challenge (low internet service and its disconnection at university weakness of periodic maintenance of equipments in university, lack of availability of specialized technical skills to handle technical problems, the weakness of appropriate topics university curriculum for electronic learning techniques) the chavat values reached (0.641, 0.760, 0.831, 0.740) respectively, and there is no other chavat in the rest of variables.

Also we notice a moral impact in high degree for some of human challenges variables related to teaching staff and they are respectively (lack of experience for some teaching staff in dealing with electronic learning techniques, the feeling on some teaching staff of losing the direct effect in teaching process, sense of some teaching staff of additional burden as a result of making change in teaching style) the rate of chavat reached respectively (0.556, 0.830, 0.769) where there were no moral chavat for the rest of variables.

So we can named this factor (factors of techniques and technical skills and teacher personality) the financial sides techniques and human skills of the teacher have the biggest impact of being obstacles face applying electronic learning.

Third factor
This factor explains (13.365%) from the total variance synoptic as we notice in table (3) through download of this factor as in table (4). We notice a moral impact for four explanatory variables included the challenge related to administrative side and they are (difficulty of officials understanding for the role of technique in teaching, the absence of interest and clear vision for the aims and the method of this kind of teaching for the officials in university, resistance to change and personal attitudes for some officials towards electronic learning, the difficulty of adopting training programmes for each side of educational process (administrators, teaching staff, students) the chavat value reached respectively (0.729, 0.811, 0.906, 0.7499) where the is no moral chavat for the rest of variables.
So we could named this factor (the factor of absence of visions and resistance change, the variables related administrative side have the biggest impact because they form a challenge for the electronic learning application in educational institution.

Forth factor
This factor explained (11.354%) from the total variance synoptic as shown in table (1) and this considered a little percentage if we compare it with what first and second factor explaine and from the downloaded of variables for this factor shown in table (2) we notice a very high

moral impacts for four explanatory variables classified within human challenges related student they are respectively (the students are not interested in using electronic techniques in teaching, weakness of language ability to the students in dealing with electronic learning, weakness of students skills in using computer and internet, there is no interest in making the email for each student for the purposes of follow – up) the chavat values reached respectively (0.769, 0.742, 0.801, 0.848) while there was not any moral chavat for the rest of explanatory variables.

We could named this factor (the factor of student personal skills), it shows that the skills the student own especially those rated to using computer and university institution.

Fifth factor

This factor explained (7.942%) from the total variables synoptic as show in table (3) and this is a little percentage if we compared it with the explaine of the rest factors. Through download of this factor shown in table (4) we notice moral impact very high for three variables classified to the financial challenges which considered obstacles faces applying electronic learning in university and they are respectively (tight classroom space and lack of suitability for this king of teaching, lack of laboratories numbers and lack of sufficient computers for students, availability of equipments in a way doesn't meet the need electronic learning) the chavat values reached (0.785, 0.795, 0.764) and did not appear any moral chavat for the rest of explanatory variables, we could named this factor(factor of infrastructure) the highest impact was to the financial variables related to financial side of educational institution.

As a result for all above we concluded the rightness of the first hypothesis which is identify (there is a vary in obstacles influence degree in using electronic learning in university institution).

Table (4) the downloaded matrix for each explanatory variables within factors

Variables that reciprocity factor	first	second	third	forth	fifth
1. difficulty of official under standing for the role of technique in education			0.729		
2. absences of interest and clear vision for the aims and way of this kind of teaching for the in charge of university.			0.811		
3. change resistance and personal attitudes for the officials towards electronic learning.			0.906		
4. the difficulty adopting training programmes for each side of teaching process (administrators, teaching staff, students).			0.749		
5. the absence of strategic planning on university level to adopt electronic learning technique.					
6. administrative system in university doesn't encourage the electronic learning application.	0.562	0.559			
7. the systems of electronic learning and its mothods were unclear.	0.539				
1. the high cost of modern tools and equipments for electronic learning.	0.731				
2. high cost of designing specialized software serving electronic learning.	0.871				
3. low level of internet service and discomection in university.		0.740			

4. weakness of periodic maintenance procedure for tools and equipments in university.		0.831			
5. the lack of specialized technical skills to treat and sole the technical problems.		0.760			
6. the light space of classrooms and lack of suitability for the this kind of teaching.					0.764
7. lack of laboratories number and the un sufficient computers for the students.					0.795
8. the equipments in laboratories do not meet the need of electronic learning.					0.785
9. the difficulty of changing the curriculum to electronic programmes					0.761
10. the university curriculum is weak according to electronic learning techniques.		0.641			
1. lack of experience for some teaching staff in dealing with electronic learning techniques.		0.769			
2. the feeling for some teaching staff about losing direct impact in teaching process.		0.830			
3. the difficulty of making activities when using electronic learning.	0.654				
4. the difficulty of follow – up the increasing number of student	0.850				
5. the teacher feeling of extra burden as a result of making change in teaching way.		0.556			
6. teaching feeling the loss of privacy and confidentiality and breach exams.	0.725				
1. the students are not interest in using electronic techniques in teaching.				0.848	
2. lack of language ability for student in dealing with electronic learning				0.801	
3. weakness of students skills in using computer and internet.				0.742	
4.there is no interest in making the electronic mail for each student is for the purpose of follow – up.				0.709	
5.students feeling of loss the social interaction between them and teaching staff.	0.638				
6. feely anxious and worry for doing exams through internet.	0.759				

Second: showing differences

In order to examine the rightness of second research hypothesis which is "there is no differences with statistical significance at the level significance (0.05) in the researchers response on the questionnaire items according to (place of work and specialization)" the result of test show as in table (5):

Table (5) the result of test to shows the differences according to (place of work and specialization) variables

variables	T test	Morality level	Significant level	Freedom of degree	decision
place of work	16.072	0.000	0.05	149	cursor
specialization	37.101	0.000			

The above table shows that the value (t) in both of (place of work and specialization) reached (16.072, 37.101) respectively at the morality level (0.000) and it is statistical cursor at the significant level (0.05) this referred to existence of statistical cursor differences between middle of researchers response about obstacles of using electronic learning and this indicate the refusing of null hypothesis and except the alternative hypothesis which is differences existence with statistical cursor at the cursor level (0.05) in the response at the questionnaire items according to of (place of work and specialization) .

CONCLUSION AND RECOMMENDATIONS

Conclusion

1. Educational institution faced obstacles in using electronic learning vary in their degree and impacts ant its contribution in the total differences from the faculty point view (79.556%).
2. The result show to classified in to (5) components or factors which considered basic obstacles in front using electronic learning in educational institution and it could be arranged as the following:

a. In the first place came obstacles related to common challenges which included the participation of private variables of human, financial, administrative obstacles.
b. The obstacles of techniques and technical skills and teaching staff personality came in the second place.
c. In third place came factor of change resistance and absence of vision.
d. While the personal skills of student came in the forth place.
e. Finally the infrastructure obstacles came in fifth place.

3. The research result show that there were differences with moral significance in the sample surveyed response towards obstacles of using electronic learning according to (place of work and specialization).

Recommendation

1. Spread the electronic learning education between the all aspects of educational process (faculty, student, administrators and technical's) and society to deal with this kind of teaching.
2. Prepared qualified human cadres through participated in training courses in electronic learning field in order to create specialized cadres to work in electronic educational environment.
3. The university administration should focus on the idea off electronic learning application as a new way in educational process.
4. Improve the infrastructure of educational institutions through upgrading of laboratories and provision of necessary equipments and tools to keep abreast of developments in this field.
5. Budget allocation in order to support the electronic learning application in educational institutions.
6. Put regulation and instruction that support the process of electronic learning application on the level of Iraqi universities institutions.

7. Prepared the specialized programmed for this kind of teaching.

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