Financial Obstacles and Disadvantages of E-Learning From The Viewpoint of Dammam Teachers

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Abstract

The efforts of containing the novel virus (COVID-19) have begun to show signs of psychological impact on teachers and students across the globe. As a result of the COVID-19 pandemic, many school districts have closed for the remainder of the academic year. These closures are unfortunate because, for many students, schools are their only source of trauma-informed care and supports. When schools reopen, they must develop a comprehensive plan to meet their students' the potential mental health needs as social distancing and awareness campaigns can be a double-edged sword, if handled inadequately. This paper evaluated the challenges of teachers in Dammam in e-learning during the period of the new coronavirus (COVID-19) global pandemic.

Key word: *E-Learning, COVID-19, Teachers, Ancient learning, Students*

Introduction

E-learning: It is defined as providing electronic educational content through computer-based media and networks to the learner in such a way that they can interact actively with this content [1]. With the teacher and their peers, whether simultaneously or concurrently. Also the possibility of completing this education in time and space and at a speed that suits its circumstances and abilities, as well as the possibility of managing this learning through those media [2]. Many sources define e-learning as "an interactive system of distance learning, delivered to learners on-demand and based on an integrated electronic environment designed to build and connect courses online, mentoring, testing, resource management, and processes [3,4]. Stein, S. J., Shepherd, K., & Harris, I. (2011) was a lot of inclusive , summary totally different views on e-learning, the argument that e-learning encompassed a spread of patterns [5] .We've little doubt that the management of the academic method depends directly on the human workers of academics and directors WHO area unit able to carry on with the technological developments required by this method, in reviewing the capabilities of employees during this field, we have a tendency to should note, in line with out there data, that a minimum of half the employees within the public education sector area unit academics, academics and supporting bodyworkers WHO area unit nearly old, wherever there are a unit a minimum of 2 totally different generation employees WHO adopt ancient education which Education has principally supported the teacher within the schoolroom, and depends on the book and also the direct paper communicating, that is that the direct tool for the worth of scholars, and within the case of the ministry's reliance on education (simultaneous), this class won't be able to influence the talents and technological needs of this method, and also the ministry has not provided the mandatory coaching for this class of teachers, that indicates a scarcity of coming up with for this method to launch this model while not taking into consideration the skills of teachers to keep with the programs and tools needed for the success of this year. [6] The second generation is most capable of handling technological reality and group action data technology

into the education method - UN agency had effective initiatives within the early stone amount - with their own capabilities and straightforward provision tools from a smartphone and a portable computer, and these initiatives have had an energetic impact in overcoming the primary crisis, and this generation has had innovative initiatives within the entire instructional method from innovative initiatives in tributary to the education method. Benefits: flexibility, convenience, straightforward, and quick access anytime, anyplace [7]. The chance of choosing elements from online courses is consistently increasing in quantities, instant feedback once victimization online assignments, exams and exercises straightforward and quick review, updating, piece of writing and distributing instructional elements. Asynchronous permits the scholar to review consistent with his ability (quickly or slowly), offers numerous instructional facilities and ways that stop ennui. it's straightforward to follow the scholars notwithstanding there several quick access for thousands of same-time sources aside from paper sources. Time: Save time, organize time in order that he schedules his lessons consistent with his work and his family. Quicker as a result of it permits the scholar to leap faraway from subjects and activities, he is aware of. Money: wherever it cuts the value of travel, quality, and living. Also, the value of production and distribution of instructional materials. Cost of offices and lecturers, the value of wasting workers' time. Communication and interaction: The possibility of communication and interaction between students and lecturers through online lessons [8]. The chance to review anyplace with a pc and web. The interaction between the lecturer and also the student is best within the case of overcrowded categories. Disadvantages: eLearning suffers from some determinants, that area unit incentives for study and analysis to resolve them: [9]. You need a technological infrastructure that will not be out there in some places. Limited pandowdies might hinder the method of education, particularly in loading and handling multimedia system. [10]. The start value is high. Some students might feel lost or confused regarding instructional activities Some students might feel isolated from their peers and their teacher. This study unconcealed academics' opinion regarding e-learning; Some courses are troublesome to conducted online since it would like a lot of personal communication and require the student to learn laptop skills. The bulk of Arab countries have resorted to e-learning to finish the syllabus. During this paper, the analysis house on the obstacles and challenges of e-learning, wherever there are obstacles for the college, that could be a lack of expertise and mastery of laptop skill [11]. and there are issues facing students, the most important of them is the material potential of some and also the temperament to hitch the electronic categories of learning, In Addition that the majority of scholars have an absence of technical expertise [12]. This paper additionally addressed the way to overcome such obstacles by seeking out solutions to every downside so as to finish the course of education, particularly for college students in their final stages of education as they're near to graduate, by motivating students to be told e-learning, and coaching school members through awareness courses and workshops on e-learning [13].

Method

A. Participants

This survey was conducted from the 10th of September 2020 to 25th of October 2020. In eastern Dammam office /Saudi Arabia. A total of 130 were recruited to the study, the majority of study (91.5%) respondents were in the middle age between 29 to 48 years old. Males were accounted approximately one fourth (26.2%) of sample. The majority of respondents (73.1%) were bachelor degree holders. About one third of the sample had experience between 6 to 11 years. about 60.0% of respondents were from international and private schools.

B. Constructs of the study

We have three constructs Availability of E-learning requirements related to technical, administrative and financial aspects, assessment environment Learning, and E-learning challenges and obstacles. Each category includes several variable: age, gender, educational level and experience.

Statistical Analysis

Data were analyzed by the Statistical Package for Social Sciences (SPSS) software version 25.0 (SPSS®: Inc., Chicago, IL, USA). Means, standard deviations, frequencies and percentages were produced. Independent t- test, one-way ANOVA test with Scheffe post hoc were used to compare between subgroups as appropriate. Furthermore, Pearson correlation coefficient used to test the correlation between overall mean of the outcomes. The level of significance was set at ($P \leq 0.05$).

Results

A. Sample description

A total of 130 were recruited to the study, the majority of study (91.5%) respondents were in the middle age between 29 to 48 years old. Males were accounted approximately one fourth (26.2%) of sample. The majority of respondents (73.1%) were bachelor degree holders. About one third of the sample had experience between 6 to 11 years. about 60.0% of respondents were from international and private schools.

B. Reliability coefficient

The reliability coefficient (Cronbach's Alpha) of the study is 0.829, which is a good value reflecting a reliable measure of the study tool.

D. Study of items' means

The following part shows responses to the levels of the variables. Here, mean and standard deviation are calculated for each item. Higher mean value indicates more agreement on that item.

i. Availability of E-learning requirements related to technical, administrative and financial aspects

Table 1 shows that all items have "agree" attitude. Item 3-The school administration encourages teachers to use the e-learning and computerized curriculum in teaching has the highest mean value of 4.12(SD=0.813) with 'agree' attitude. Item 4-E-learning goals branch into more commercial goals than educational and Item 5-The speed of the internet is always suitable to take advantage of the website services at all times " has the lowest mean with 3.22(SD=1.09, 1.22) respectively with 'agree' attitude. In general respondents` attitude was "agree" regarding the availability of E-learning requirements related to technical, administrative and financial aspects with mean 3.59(SD=0.5).

Table 1. Availability of E-learning requirements related to technical, administrative and financial aspects

Item	Mean	SD	Attitude
1-The prevailing educational system continuously supports e-learning	3.75	0.827	agree
2-School administration allocates part of the school's budget to support e-learning at the beginning of the school year	3.45	1.027	agree
3-The school administration encourages teachers to use the e-learning and computerized curriculum in teaching	4.12	0.813	agree
4-E-learning goals branch into more commercial goals than educational	3.22	1.019	agree
5-The speed of the internet is always suitable to take advantage of the website services at all times	3.22	1.226	agree
6-The computer lab official helps teachers and students constantly	3.38	1.045	agree
7-The platform used for e-learning is easy to handle	3.75	0.798	agree

Cont... **Table 1. Availability of E-learning requirements related to technical, administrative and financial aspects**

8-training courses are offered for teachers on using platforms and computerized curricula	3.48	1.036	agree
9-Availability of a technical support team to receive complaints from students and teachers when there is any technical defect and provide them with assistance	3.65	1.106	agree
10-The calendar is used to determine the dates and schedules of daily and final exams	3.98	0.698	agree
Overall	3.599	0.50	agree

Assessment Environment Learning

Table 2 shows that Item 11-Teachers encourage students to enter the platform and follow up on assignments and tests has the highest mean of4.34 (SD=0.551) with attitude of ' strongly agree'. In the second rank Item 12-Availability of educational material on the platform all the time increases the ability to understand the educational material with mean 4.02(SD=0.821). The minimum mean is for Item 6- It reduces students' skills in cooperative learning and learning by playing with only 2.00(SD=0.956). In general, ii. assessment environment Learning is of 'neutral' attitude with mean 3.15(SD=0.405).

Table 2. B. assessment environment Learning

Item	Mean	SD	Attitude
1-E-learning lacks effective communication between students and the teacher	2.67	1.278	neutral
2-E-learning is a heavy burden on the head of the family when pursuing his children	2.05	1.063	disagree
3-The student is convinced of the necessity of e-learning as an alternative to traditional learning	3.50	1.021	agree
4-E-learning lacks confidentiality and honesty when answering tests	2.15	1.229	disagree
5-E-learning weakens students 'attitudes and educational values, which are stipulated in the philosophy of education	2.25	1.023	disagree
6- It reduces students' skills in cooperative learning and learning by playing	2.00	0.956	disagree
7-The teacher feels that e-learning reduces his control over the course of the educational process	2.62	1.190	neutral
8-The teacher has technological skills that enable him to deal with the system	3.72	0.881	agree
9-The lack experience for students and their parents in using computer software	2.32	1.025	neutral
10-The teachers communicate with the students and answer their questions	4.00	0.844	agree
11-Teachers encourage students to enter the platform and follow up on assignments and tests	4.34	0.551	Strongly agree

Cont... **Table 2. B. assessment environment Learning**

12- Availability of educational material on the platform all the time increases the ability to understand the educational material	4.02	0.821	agree
13-The student will benefit from the educational platform services and continuously follow them	3.76	0.888	agree
14-Lessons are recorded for students using multimedia so the student can follow them	3.78	0.767	agree
15-Students are encouraged with rewards and certificates of appreciation for their continuous follow up	3.33	1.052	neutral
16-There is a phone number or email to communicate with the school administration and teachers to answer inquiries of students and their parents	4.02	0.802	agree
Overall	3.15	0.405	neutral

E-learning challenges and obstacles

Table 3 illustrates that in the first rank is Item 4-cheat prevention is difficult to control during electronic tests with mean 4.29(SD=0.731) with attitude of ' strongly agree', while Item 5-Students can see their evaluations' results and scores is in the second rank with mean of 4.12(SD=0.722) with ' agree' attitude. Item 10- Do encourage continuous use of E-learning has the lowest mean of 3.14(SD=1.193) with 'neutral' attitude. In general, E-learning challenges and obstacles have a mean of 3.73(SD=0.401) with 'agree' attitude.

Table 3: C. E-learning challenges and obstacles

Item	Mean	SD	Attitude
1-Some e-learning programs are expensive	3.65	0.904	agree
2-E-learning is difficult to apply in materials that require practical application and laboratories	4.10	0.905	agree
3-Students respond positively to the offered subject	3.39	1.075	neutral
4-Cheat prevention is difficult to control during electronic tests	4.29	0.731	Strongly agree
5-Students can see their evaluations' results and scores	4.12	0.722	agree
6-The connection to the system is frequently interrupted due to internet pressure	3.95	0.951	agree
7-There is coordination between the Ministry of Communications and the Ministry of Education in supporting distance learning	3.58	0.930	agree
8- There are deficiencies in the services provided by the system and the mechanism for answering questions	3.32	0.890	neutral
9- It is difficult for all parents to subscribe to the Internet and provision of computers	3.77	1.019	agree
10- Do encourage continuous use of E-learning	3.14	1.193	neutral
Overall	3.73	0.401	agree

D. Correlation analysis

From table 4, the relation between construct A " Availability of E-learning requirements related to technical, administrative and financial aspects" and construct B "assessment environment Learning" is (r=0.390) which is a moderate value. There is no relation between construct A " Availability of E-learning requirements related to technical, administrative and financial aspects " and construct C " E-learning challenges and obstacles" (r=0.02) which is non-significant and the relation of construct C " E-learning challenges and obstacles" with construct B " assessment environment Learning" which is negative (r=- 0.232).

Table 4. Correlation analysis (N=130).

Construct	A	B	C
A	1	0.390* P<0.000	0.020* P<0.823
B	0.390* P<0.055	1	-0.232* P<0.008
C	0.020* P<0.823	-.232* P<0.008	1

G. T tests and Analysis of variance

Are there significant differences in the levels of the study constructs that can be attributed to age, gender, Educational level, Experience and Type of school? Independent samples t-test will be used to test for gender while, analysis of variance (ANOVA) will be used to test for other personal variables. Age, gender, Educational level, Experience and Type of school.

Table 5: Mean, standard deviation, P-value and F –value according to part A and part B.

Part	Variable	category	Mean (SD)	P- value*
A- Availability of E-learning requirements related to technical, administrative and financial aspects	Educational level	Diploma Bachelor Master Ph.D.	4.1(0.168) 3.56(0.508) 3.54(0.505) 3.66(0.136)	F=3.595 P=.016
	Type of school	Government International Private	3.69(0.493) 3.63(0.509) 3.24(0.315)	F=-6.901 P=0.001
B- E-learning disadvantages	Type of school	Government International Private	3.30(0.518) 3.05(0.364) 3.1(0.664)	F=3.91 P=0.02

From table 5 part A, there is a significant difference in the mean of Availability of E-learning requirements related to technical, administrative and financial aspects for educational level diploma (mean = 4.1) p=0.016 <0.05 compared with another education levels, also there is a significant difference in the mean of Availability of E-learning requirements related to technical, administrative and financial aspects for type of schools where government schools have (mean 3.69) p=0.001<0.05 while private schools have mean 3.24.

From table 5 part B, there is a significant difference in the mean of E-learning disadvantages for type of schools where government schools have (mean 3.30) p=0.02<0.05 while international schools have mean 3.05. there is no significant difference in the mean of E-learning obstacles that can be attributed to Age, gender, Educational level, Experience and Type of school.

Discussion

From the teachers' point view E-learning is not a heavy burden on the head of the family when pursuing his children, E-learning doesn't lack confidentiality and honesty when answering tests, E-learning doesn't weaken students 'attitudes and educational values, which are stipulated in the philosophy of education and It doesn't reduce students' skills in cooperative learning and learning by playing. The teachers saw that cheat prevention is difficult to control during electronic tests [2].

E-learning objectives correspond to traditional learning objectives, as well as to life-long learning objectives related to cognitive, affective and psychomotor domains. The continuous and rapid change of contemporary society and existing technologies leads to life-long education. E-learning is a part of life-long learning that may become more popular [7]. The lack experience for students and their parents in using computer software is not necessary a problem in E-learning since all middle and high school students have access to mobile devices [3]. We agree with others all over the world that teachers are needed more training courses to develop their experiences of software applications [5].

Online teaching and learning were an unprecedented experience for most teachers and students; although nowadays platforms, training course, and software applications are available [5]. Although teachers at Dammam schools feels that e-learning can't reduce the control over the course of the educational process. Jordanians teachers found that "the continuing with the online learning model is not acceptable because it is socially and psychologically unhealthy Measures of lockdown, closures, and quarantine, brought by COVID-19 caused stress, frustration, and depression. [11]. Also we can summarize the effect of E-learning on university students and their instructor, the opinions of students that studying using e-learning is not equal as direct education [12].

Conclusion

The COVID-19 pandemic has modified schooling forever; The COVID-19 has ended in colleges close all throughout the world. As a result, schooling has modified dramatically, with the one-of-a-kind upward push of e-getting to know, wherein coaching is undertaken remotely and on virtual platforms. Research shows that online getting to know has been proven to boom retention of information, and take much less time, that means the adjustments coronavirus have brought on is probably right here to stay.

Recommendations

Educators should be motivated to participate in the training of obtaining

Informed knowledge about new technological changes so as to form a positive attitude towards e-learning for both teachers and students. Whereas, training will not only benefit teachers, but students at the same time.

The smooth implementation of the e-learning system can be ensured by providing the internet for each

as a tool, which will motivate students to improve their knowledge, technologies and skills.

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Declaration of Competing Interest

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