Evaluation of lecturer opinions towards benefits and challenges during e-Learning activities

Narmin Mohammed NOORI [1], Fezile OZDAMLI [2]

[1] Computer Education Department, Faculty of Education,
Tishk International University, Erbil
[2] Department of Management Information Systems, Near East University, Nicosia

narmin.mohammed@tiu.edu.iq, fezile.ozdamli@neu.edu.tr

Abstract: *The success of the e-Learning system throughout the epidemic was evaluated according to instructor opinions using the quantitative research methodology. Eighty-one volunteer lecturers were gathered through an interview process, and online and recorded interviews were undertaken. The researchers' goal in using the mentioned approach to analyze quantitative data is to highlight significant information and insightful comments from the lectures rather than just summarizing them, as is encouraged. According to instructors, e-Learning greatly enhances the courses and must possess the necessary technological abilities for e-Learning. At the same time, their largest problem was a lack of internet access. At the same time, lecturers' limited knowledge of educational technology presents a serious obstacle to e-Learning. The study's findings were anticipated to aid students and academic personnel in future research.*

Keywords: E-Learning, e-Learning activities, challenges, benefits.

1. Introduction

E-Learning systems are increasingly being used to support learning, especially during the global COVID-19 pandemic. Many schools have implemented e-Learning systems and online courses (Liu & Yu, 2023). The global crisis we have been witnessing since the beginning of 2020 is full of tensions due to the pandemic that suspended educational activities, such as the closure of schools, universities, and institutes. These reasons have led to the increasing usage of electronic education by instructional institutions to continue their distance education. The instructors' opinions are considered an important issue in e-Learning because understanding lecturers' opinions towards the ELS will help identify the factors leading to system success or failure. Hence, ELS has become a critical consideration for researchers (Noori & Ozdamli, 2022)., and a lot of them have sought to evaluate the success factors of e-Learning from their standpoint to improve the performance of these systems; for example, (Shahzad et al., 2021) show learners' viewpoint toward easy access to e-Learning portals. Also, (Abbasi et al., 2020) established the research to investigate the learners' perceptions regarding

https://doi.org/10.58503/icvl-v19y202423

e-Learning during. The researchers believe there is a need to investigate instructors' opinions to reveal the challenges, strengths, and weaknesses from the viewpoints of the lecturers. The purpose of this study is to provide a new viewpoint on the literature on this topic by identifying the obstacles faced throughout the e-Learning process and the solutions proposed by instructors. Thus, it aims to make a significant contribution to the development of e-Learning applications and research in this field by providing a comprehensive evaluation based on the experiences of instructors in the e-Learning process. Therefore, it seeks to contribute significantly to developing e-Learning applications and research in this area by giving a complete evaluation based on instructors' experiences with the e-Learning process.

2. Material and methods

The study used a qualitative research approach to investigate and comprehend instructors' opinions on obstacles experienced during e-Learning. Data was collected mostly through semi-structured interviews. Semi-structured interviews provide a mix of freedom and structure, allowing for in-depth discussion of issues while maintaining consistency throughout interviews. This strategy will enable researchers to examine specific areas (Yildirim, 1999). 81 lecturers from a range of age groups were randomly chosen for the study. Participants in the study were selected based on their approachability and accessibility from seven different universities. Table 1 offers a detailed analysis of the study participants' demographics.

Table 1. Lecturers' demographic information

		Frequency	%
Gender	Male	48	59.3
	Female	33	40.7
University	Baghdad University	16	19.8
	Duhok Polytechnic Uni.	11	13.6
	Erbil Technology Institute	9	11.1
	Hochschule Emden/Leer	14	17.3
	Lebanese French University	10	12.3
	Near East Unive rsity	8	9.9
	Salahuddin University	13	16.0
Certificate	Master's Degree	53	65.4
	Ph.D. Degree	28	34.6
Academic Title	Prof. Dr.	14	17.3
	Lecturer	13	16.0
	Assoc. Prof. Dr.	3	3.7
	Assistant Lecture	44	54.3
	Assist. Prof. Dr.	7	8.6

The researchers developed a semi-structured interview form to find out what instructors thought about the difficulties they encountered when using an e-Learning system. The form had two sections: Section One, Data on demographics inquiries, and Section Two, Lecturers' attitudes about ELS. The literature research and knowledge from an earlier study were used to inform the creation of the interview questions (Mohammed & Ozdamli, 2022).

Online interviews were used largely for data gathering, allowing widespread participation and distribution.

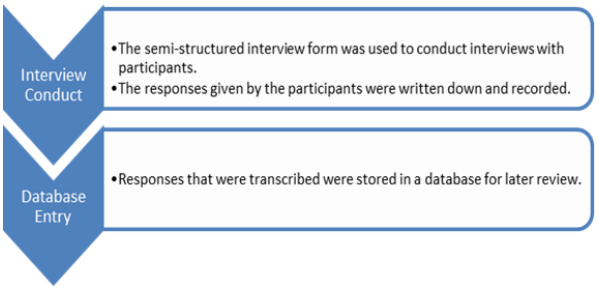

Figure 1. Data collection process

The following methods were part of the data analysis methodology used in the study.

Figure 2. Data analysis process

Using an in-depth analysis technique, this method's quantitative data analysis goal was to draw attention to important information and insights that the lecturers had shared.

3. Result

After an interview was conducted to investigate the lecturers' opinions regarding ELS during the pandemic, 81 out of 85 lecturers' comments on the three questions were analyzed using in-depth content analysis. The lecturers' three opinions regarding ELS will be presented below.

3.1 Lecturers' opinions related to the technological competencies for ELS

Seven themes were obtained to investigate the range of lecturers' proficiency in e-Learning as demonstrated in Table 2.

Table 2. Lecturers' opinions related to the technological competencies for e-Learning

Proficiency in using e-Learning Themes	**Frequency**
Sufficient	67
Insufficient	6
Sufficient but require more training	2
Partly	2
Approximately	2
Yes, but requires suitable tools	1
Yes, but the infrastructure required	1

As can be seen in Table 2, most lecturers stated that they have sufficient technological competencies in ELS.

3.2 Lecturers' opinions related to the challenges for ELS

According to lecturers' opinions, different themes were obtained to explore the challenges lecturers face in ELS. The frequencies related to the mentioned themes are shown in Table 3.

Table 3. Lecturers' opinions related to the challenges faced in e-Learning systems

Themes	**Frequency**
Lack of internet service	26
Poor educational technology experience	8
Practical course difficulties (students' absorption)	7
Online assessment	4
Lack of interaction	3
Less motivation	3
Lack of equipment	3
Workload	3
No challenge	3
Electricity problem	3
Contact with students	3
Online system issue	3
Students' Lack of discipline	3

As noted above, most lecturers mentioned that internet connection is a challenge for implementing e-Learning. while poor educational technology experience was also significant challenge that the lecturers faced during the ELS activity.

3.3 Lecturers' opinions on the benefits added to lessons through ELS

Thirteen different themes were created to explore the benefits added to lessons through the e-Learning process during the pandemic. The frequencies related to the mentioned themes are shown in Table 4.

Table 4. Lecturers 'opinions regarding the benefits

Themes	**Frequencies**
Using Multiple Forms (Add Extra Material)	29
Improve ICT Knowledge (New Experience, Learn New Method)	18
No Benefit	10
Time Exploit	9
Personalizes Learning	5
Flexible	3
Provide Secure Material	2
Cost-Saving	2
Safe Environment	2

According to lecturers ' viewpoints, there are several advantages and disadvantages to Electronic Learning Systems (ELS). Numerous academic staff members reported that ELS improved their ICT proficiency and enabled them to employ a range of resources and content delivery strategies. Faculty members also highlighted how ELS may save time and improve the tracking of students' learning and personal development. Some faculty members praised ELS's flexibility in facilitating asynchronous communication and learning.

4. Discussion and conclusion

Regarding the opinion of the lecturers, the results indicate that most lecturers possess sufficient competencies to administer e-Learning, and only six lecturers stated that they do not possess sufficient competencies related to distance education. While two lecturers commented that they have an adequate aptitude to the current situation, they need more training in case electronic learning continues to be used. Also, the results indicate that the most frequent challenge faced by lecturers was internet service. A similar result was found in Tarus et al. Study (Tarus et al., 2015).

The study focuses on the difficulties Kenyan public universities face while applying e-Learning. Also, Poor educational technology experiences; and difficulties in understanding practical courses and interacting with the students have made a big problem for the lecturers. A comparable result was demonstrated

by other researchers (Caliskan et al., 2021); the authors conducted a semi-structured interview to investigate lecturer opinions during the pandemic with 15 trainers and found that personal contact, interaction, and infrastructure issues were a challenge in ELS. A similar result was reported in a study (Kisanga & Ireson, 2015). Researchers highlight e-Learning adoption challenges. They found five major obstacles: lack of funding, insufficient assistance, inadequate infrastructure, lack of awareness of e-Learning, and teachers' unwillingness to change. According to Khan et. al (2003) extensive training has a significant role in developing confidence among lecturers so that they can use new technology smoothly. It is also argued that this view has an effect on reducing the mentioned obstacles. Despite the above challenges, most lecturers admitted that ELS had added many benefits to their lessons. A similar finding was found in the previous study, which argues about many benefits that ELS provides to lecturers, such as Fast access to course resources and lessons that can be repeated wherever the student wants (Hebebci et al., 2020). Liu and Yu (2023) also stated that student evaluation is an important feature of e-Learning systems. However, making sustainable or personalized assessments to suit the student population is challenging.

The study recommends adopting more questions and covering more security, regulatory, and educational aspects. This study has revealed important findings using qualitative data, including the opinions of faculty members on determining the benefits and difficulties of online education activities. However, some limitations may affect the generalizability of the study's findings. One of these limitations is the small sample size of the study. Including larger and more diverse participant groups in future studies will be beneficial to increase the generalizability of the findings. Also, although this study examined the difficulties and benefits experienced in the online learning process using only qualitative methods, it is recommended that mixed research methods be used in future studies in this field. In this way, more in-depth and comprehensive results can be obtained using quantitative and qualitative data together and interpreting the findings. These limitations and suggestions will shed light on future studies to increase the validity of our study's findings and provide a broader perspective on online education.

REFERENCES

Abbasi, S., Ayoob, T., Malik, A. & Memon, S. I. (2020) Perceptions of students regarding E-Learning during Covid-19 at a private medical college. *Pakistan Journal of medical sciences*. 36(COVID19-S4), p. S57. doi: 10.12669/pjms.36.COVID19-S4.2766.

Caliskan, S., Kurbanov, R., Platonova, R., Ishmuradova, A., Vasbieva, D., & Merenkova, I. (2021) Lecturers views of online instructors about distance education and adobe connect. *International Journal of Emerging Technologies in Learning.* 15(23), 145-157. doi:10.3991/ijet.v15i23.18807 .

Hebebci, M. T., Bertiz, Y. & Alan, S. (2020) Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science*. 4(4), 267-282. http://www.ijtes.net/

Khan, M. J., Reddy, L. K. V., Khan, J., Narapureddy, B. R., Vaddamanu, S. K., Alhamoudi, F. H., Vyas, R., Gurumurthy, V., Altijani, A. A. G. & Chaturvedi, S., (2023) Challenges of e-Learning: Behavioral intention of academicians to use e-Learning during COVID-19 crisis. *Journal of Personalized Medicine*. 13(3), 555. doi:10.3390/jpm13030555 .

Kisanga, D. & Ireson, G. (2015) Barriers and strategies on adoption of e-Learning in Tanzanian higher learning institutions: Lessons for adopters. I*nternational Journal of Education and Development using ICT*. 11(2). https:// www.learntechlib.org/p/151845/.

Liu, M. & Yu, D. (2023) Towards intelligent E-Learning systems. *Education and Information Technologies*. 28(7), 7845-7876. doi:10.1007/s10639-022-11479-6 .

Noori, N. M. & Ozdamli, F. (2022) Evaluating E-Learning system success in higher education during the Covid-19. *Cypriot Journal of Educational Science*. 17(12), 4884-4913. doi:10.18844/cjes.v17i12.8615 .

Shahzad, A., Hassan, R., Aremu, A. Y., Hussain, A. & Lodhi, R. N. (2021) Effects of COVID-19 in E-Learning on higher education institution students: the group comparison between male and female. *Quality & quantity*. 55, 805-826. doi:10.1007/s11135-020-01028-z .

Tarus, J. K., Gichoya, D. & Muumbo, A. (2015) Challenges of implementing e-Learning in Kenya: A case of Kenyan public universities. *The international review of research in open and distributed learning*. 16(1). doi: 10.19173/irrodl.v16i1.1816 .

Yıldırım, A. & Simsek, H. (1999) *Sosyal Bilimlerde Nitel Araştırma Yöntemleri (11 baski: 1999-2018)*. https://www.seckin.com.tr/kitap/824235992#.