

# Factors Affecting Teachers Attitude towards Implementing E-Learning in Jordan

Q. M. Al-Zoubi

*School of Multimedia Technology and Communication, Universiti Utara Malaysia.*

Subashini Annamalai & Sobihatun Nur Abdul Salam

*School of Multimedia Technology and Communication, Universiti Utara Malaysia.*

**ABSTRACT:** This study examines to find out the factors that affect the attitude of teachers in the implementation of E-Learning in Jordanian secondary schools and also to find out the level of deployment of E-Learning facilities and resources in Jordanian secondary schools. As a preliminary study, literature was reviewed and the finding showed that even though several attempts were made to the deployment of E-Learning into the Jordanian secondary schools, it has met resistance from the teachers whose attitude were hindering the success of implementing E-Learning in Jordanian schools. Among the factors responsible for the teachers' attitude was lack of competence with use of the E-Learning platform which in turn stabbed their confidence in using the E-Learning and also cultural influences as Muslim women are not allowed to have a one on one interaction with the male lecturers as modesty is enjoyed upon each other by Muslims. The capital expenditure by the Jordanian Government in incorporating Information and Communication Technology (ICT) in secondary school education has not started to yield positive results.

## INTRODUCTION

E-Learning has to turn out to be an important topic that teachers, curricula planners, and teams of preparation teachers' programs are deeply concerned with, in terms of the teacher benefit of the new technology in the class to transfer the knowledge to learners effectively. E-Learning accomplishes an interaction among teachers and learners inside and outside classrooms and increases the possibility to practice self-learning (AlKhawaldah, 2013). In a study conducted by Qazaq (2014), he indicated that many educational studies emphasized that education development hinge on the level of professional development of the teacher, and his/her technical-educational proficiencies. He also focused on the importance of existing proficiencies to apply E-Learning in the educational development. For the teacher who desires to use the E-Learning efficiently, he has to get the technical and educational competencies besides the general knowledge, in order to run with the speed development in the E-Learning and interact with educational electronic sites and tools and his/her students

(Li, 2016). This study is to find out the factors affecting teachers' attitude towards implementation of E-Learning in Jordan. Despite the capital outlay by the Jordanian government and other educational donor agencies, the anticipated result is still yet to be appreciated (Lakbala, 2016).

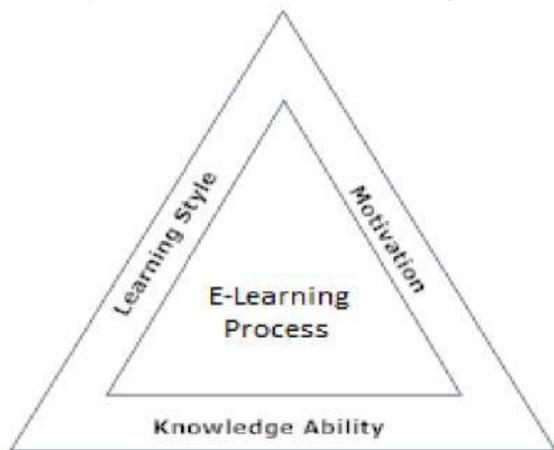
## BACKGROUND OF THE STUDY

The developed world has always set the pace in terms of learning and incorporating technology in all facets of their teaching and learning processes. Now, most countries in the Middle East are getting more aware of the need to improve their existing educational system (Almarabeh, Mohammad, Yousef, & Majdalawi, 2014) to meet up with the pace of their developed counterparts. Unlike the traditional mode of teaching, E-Learning is the use of internet-based courses or programs that deliver instruction using pedagogical tools as part of a formal educational program (Qteishat, Alshibly, & Al-Ma'aitah, 2013). The teachers' attitude towards implementing E-Learning in the developed countries are at odds with their

counterparts in the Middle East countries. E-Learning is beginning to spread widely all over the Middle East region, as access to different technology forms improves (Al-adwan & Smedley, 2012), but the attitude of the teachers towards implementing E-Learning in the Middle East and Jordan, in particular, is challenging (Sleihat & Attiat, 2013). As users' attitudes toward E-Learning have been universally recognized as an important factor for the success of technology integration in education (Hamadin, 2017), this would be greatly damaging if the teachers have a negative attitude (Alassaf, 2014).

**LITERATURE REVIEW**

Technology has rapidly changed and opened more opportunities for teaching and learning. E-Learning is an interactive or two-way process between teachers and students supported by digital technology; emphasis is on the learning process while the technology is only a tool that complements the process (Zuvic, 2017). The role of the teacher in delivering knowledge to the teeming youth has also been changed due to the incorporation of E-Learning into education (Kudryashova, Gorbatova, Rybushkina & Ivanova, 2016). Traditionally, teaching and learning are in the structure such that the teacher is the link to the sources of knowledge from which the student would tap from to form his/her own learning outcomes (Al-Adwan & Smedley, 2012). But with E-Learning, the role



of the teacher changed as vast amount of information that was initially privy, mostly only

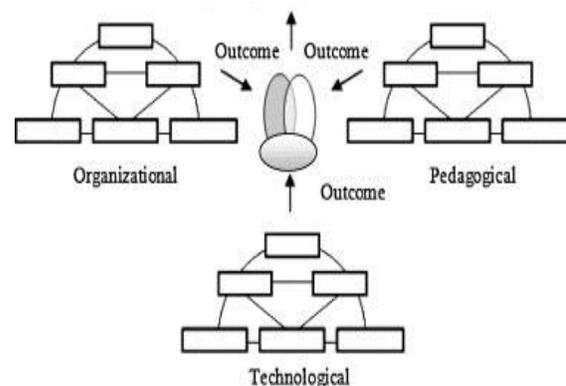
to the teacher are now available to the student with just a click.

Figure 1. E-Learning Process Diagram  
Source: Hasibuan & Suhartanto, 2013.

E-Learning has also changed the role of the traditional teacher to a somewhat facilitator and a guide comparable to a shepherd tending to his folks (Kudryashova *et. al*, 2016). The teacher now guides the student to enable him/her acquire knowledge in such a way that the student comprehends the knowledge in the correct context. In the traditional or conventional form of teaching, the teacher and student are in a face-to-face manner in the classroom. The teacher discusses from materials already prepared from textbooks and notes for the students in the classroom (Al-Omari & Salameh, 2012). The students receive information passively from the teacher and copies notes based on what the teacher prepares for them and replicates the information memorized from copied notes during exams (Li, 2016). In the traditional form of teaching, the teacher is the focus while the student is a passive follower. Only on few occasions are the teachers paused for explanations in the course of the lesson.

**TEACHERS' ROLE IN E-LEARNING**

Today, not only that students are able to make use of knowledge obtained but they can also demonstrate leadership, make decisions in unusual circumstances, analysis and process



information on their own (Chodasovaa & Tekulova, 2015). In the traditional form of teaching, the major role of the teacher is to

transmit and assess knowledge, this strategy provides incentives to learn only at the surface (passive) level rather than at the deep (active) level which does not fit our contemporary educational environment and goals (Kudryashova *et. al.*, 2016). In E-Learning, the role of the teacher changes from being the repository of knowledge as it is in the traditional style to that of a facilitator. In the report of Deborah Nolan (2010) about the Active Learning Classrooms says, the main point in learning in contrast to teaching is to instructing is to move the concentration from the teacher and the delivery the course content to the students and their dynamic engagement with the course material. With the vast amount of information available to the student, the teacher in E-Learning will always be able to guide the student to capture knowledge and skills and use them in a meaningful way not without restrictions to time and the walls of the classroom (Lakbala, 2015). The teacher should be able to assist the learner to build on already known or existing knowledge as propounded by the constructivist theory (Brainerd & Piaget, 2003). Based on the constructivist theory, the teacher does not remain at the center of the student learning but rather create an environment that the student will be engaged in a form of learning partnership with their teachers (Kudryashova *et. al.*, 2016).

Figure 2. E-Learning Structure

Source: Peña, Sossa, & Méndez, 2014.

From the above Fig. 1 and Fig. 2, we see that the role of the teacher has changed in that the teachers' role has moved from being the only conduit to becoming of a supervisory agent to the student to actually guide them on how to sieve out the required information from the sources of knowledge available to make an improved learning outcome. Now, contrary to most thought, the three top countries that have been using E-Learning are India, China, and Malaysia (Pappas, 2015). India is most interesting due to the sheer size of her population. With a population of 1.35 billion (worldpopdata.org, 2017), E-Learning has been used extensively to educate this vast amount of people in India. Learning moved out of the regular classrooms to an online space with an

Internet-enabled mobile phone. That initially is threatening to the teacher but as the role of the teacher is redefined to being a facilitator, his position is actually enhanced more in E-Learning.

### **E-LEARNING IN JORDAN**

From the quote of Dr. Debasish Mridha, an American physician, philosopher and poet, "most suffering comes from the failure to adapt and a resistance to change" (Goodreads, 2018), this epitomizes the setbacks most developing countries and the Middle East face and Jordan in particular in the adoption of E-Learning in their education sector. E-Learning is beginning to spread widely all over the Middle East region, as access to different technology forms improves. But, E-Learning is not actually a new concept in the Jordanian Education Sector (Al-Shboul, 2012), but there are some problems responsible for the teachers' attitude towards the implementation of E-Learning in Jordanian secondary schools (Al-Adwan & Smedley, 2012).

### **FACTORS AFFECTING TEACHERS' ATTITUDE TOWARDS IMPLEMENTING E-LEARNING IN JORDAN LACK OF EFFECTIVE TRAINING:**

The human capacity building is very necessary for the effective use of the E-Learning platform. The deployment of computers and other ICT related technology to support E-Learning would not be worth it if the teachers that are supposed to use them, have no knowledge of their usage. This creates lack of accessibility of the teacher to the resources for E-Learning teaching, creates a disparity to the effective use of the E-Learning platform (Sleihat & Attiat, 2013). When the teachers cannot make use of or access the E-Learning platform to better their teaching, they become withdrawn to it (Khasawneh, 2015). This is also highlighted by the research conducted by Lakbala (2015), as results from his studies showed that there was lack of proper training in E-Learning courses in Jordan. Despite the heavy resources, the government invested in education, it still lacked in localizing the E-Learning needs of the Jordanian teachers

(Khasawneh, 2015). They there by feel disconnected and alienated with the E-Learning platform (Sleihat & Attiat, 2013). The basic needs of training and retraining on how to use the E-Learning platform are not consistent as it ought to be (Lakbala, 2015). Therefore, making the teacher withdrawn and repel the use of the E-Learning platform. This is further compounded because when he/she is compelled to use it, His/her lack of competence (UNESCO, 2013) in its usage will greatly affect his confidence in teaching so the only remedy will be to create a barrier that will hinder the use of the E-Learning platform.

#### **LACK OF TECHNICAL SUPPORT:**

As the saying goes, 'Old habits don't die easily', most traditional teachers find it too challenging to adopt the E-Learning platform. They feel a natural resistance to the E-Learning as they do not want to disrupt the status quo (Khasawneh, 2015). Others just have some preconceived notion that their traditional teaching method is best and any other method will have some flaw (Qazaq, 2014). Hence, they oppose it. We hardly can have a perfect system that wouldn't need some form of tweaking here and there at some time (Li, 2016). And for a new system that is struggling to gain grounds among orthodox Jordanian teachers, the lack of technical support to the Jordanian teachers, in terms of troubleshooting, repairs, and maintenance of the E-Learning facilities (Zuvic, 2017) would go a long way to ameliorate the already negative perceptions about the E-Learning platform. Technical support in localizing cultural custom have great influence on how the Jordanian people study (Kattoua, Al-Lozi & Alrowwad, 2016) as well as the style of interaction and communication, constituting the core basis of E-Learning. Specific styles of E-Learning could be very fruitful in certain cultures but totally rejected by others. It is a known fact that eye-to-eye contact, especially between males and females in many different Arab countries, is deemed to be contrary due to their Islamic teachings which encourages humility (Al-adwan & Smedley, 2012).

#### **STRESS ASSOCIATED WITH THE EDUCATIONAL DELIVERY**

The Jordanian teachers see the development and updating of learning materials for their students on the E-Learning platform as additional stress as compared to their traditional methods, where they only refer to their already prepared lecture notes (Al-Shboul, 2012). Teaching, couple up with other job schedules and a shortage of time is already a turn off for them to still create and update regularly on the E-Learning platform the materials needed to keep track of students and their performances. This will obviously add extra pressure unto them (Alzyoud, Al-Ali & Tareef, 2016) which causes a strain on the teacher-student relation. Thus, insults; threats; aggression against teachers and the administrative staff by pupils, parents, and friends of pupils; fistfights among youth; throwing stones and even bombs are perpetuated by the aforementioned to the Jordanian teacher. Coupled up with the fact that most teachers in Jordan are female because of the low salary (UNICEF, 2018). The Jordanian teacher is threatened and not too interested in the E-Learning delivery. (Alzyoud, Al-Ali & Tareef, 2016).

#### **HAS E-LEARNING BEEN INCORPORATED INTO JORDANIAN SECONDARY SCHOOLS?**

Few kinds of literature exist on the incorporation of E-Learning into Jordanian secondary schools, and available literature all refer to the 'EduWave', a Web-based K-12 E-Learning system. The E-Learning system was entirely designed and developed by Jordanian company called Integrated Technology Group (ITG); and was deployed in the Hashemite Kingdom of Jordan in March 2003 as part of the Kingdom's educational reforms drive (NeSHE, 2009). EduWave is a complete E-Learning system executed by the Ministry of Education (MoE) of Jordan to meet the exclusive requirements of educators and learners in a K-12 public schools' environment in Jordan (Sleihat and Attiat, 2013). It offers access to the right content from any place, at any time. EduWave encompasses three main components, an E-Learning Management System (ELMS), an Authoring

Tool, and a Portal. Currently, 1.78 million Jordanian users, including students, teachers, and parents, are using EduWave E-Learning system in K-12 schools across Jordan (Al-Shboul, 2012).

## CONCLUSIONS

The benefits of E-Learning are enormous and can be enjoyed by the developing countries most especially Jordan. The findings obtained from the research will be made available to other middle east countries to serve as a model that can be tweaked to meet up each middle east country and also show the viability of implementing E-Learning with a correct attitude from the teachers and also provide a basis for Jordan to be the educational hub used in the middle east (Al-Zoubi, Abdul Salam & Annamalai, 2016). However, the Eduwave is not properly implemented because of teachers' attitude (Sleihat & Attiat, 2013).

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