Barriers affecting successful implementation of E-learning in Saudi Arabian Universities

Abstract

Advances in digital technology are influencing the keying development of various activities in our daily life. E-learning systems have also gained a competitive edge over the prevailing traditional methodology. The prevailing pedagogy is being replaced by the E-learning teaching system. E-learning teaching methodology provides more flexibility and allows freedom from time, place, physical presence, and stressful teaching-learning setting, thus plays a vital role in education system. However, there are many barriers in E-learning methodology for successful teaching-learning. Study on such barriers will help to overcome the difficulties to the success of E-learning. Present research paper attempts to study the various barriers that are affecting the successful implementation of E-learning in Saudi Arabian Universities. This study reviews various barriers literature and identifies the most important E-learning barriers, which are described and grouped in four dimensions such as Student, instructor, infrastructure and technology, and institutional management. Present E-learning setting varies under these different dimensions were validated their importance quantitatively through university students, instructors, and E-learning staff of some well-known universities in Saudi Arabia. A survey instrument was developed and tested on a sample of 287 respondents of Saudi Arabian Universities. It was found that infrastructure and Technology dimension is the most significant as perceived by respondents.

Author keywords

Barriers, E-learning, implementation, Saudi Arabian Universities

Induced keywords

E-learning, learning system, infrastructure, technology, teaching, learning, software, learning, assessment, training, technology, instructor, learning, system, infrastructure, university, students, faculty, E-learning, implementation, Saudi Arabian Universities

References
