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Obstacles to using e-learning for Arabic language teachers from the point of view of their supervisors in Al-Baha Governorate, Saudi Arabia

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Abstract

This research aims to reveal obstacles to using e-learning for Arabic language teachers from the point of view of their supervisors in Al-Baha governorate, Saudi Arabia. It also aims to identify obstacles that Arabic supervisors consider significant to e-learning use and suggest viable, practical strategies to resolve them. The cohort was composed of ten (10) Arabic language supervisors who worked at the Directorate of Education in Al- Baha. Using a descriptive-analytical approach, a questionnaire with twenty-nine (29) obstacles to implementing and utilizing e-learning, categorized by Teacher, School, Curriculum, Student, and Electronic Environment, was developed. Using a descriptive-analytical approach, a questionnaire with twenty-nine (29) obstacles to implementing and utilizing e-learning, categorized by Teacher, School, Curriculum, Student, and Electronic Environment, was developed. A Likert scale was used to address the level of agreement with each attribute, and statistical relationships were calculated. According to supervisors, most obstacles pertained to the electronic environment, followed by obstacles pertaining to students, obstacles pertaining to school, and finally, obstacles pertaining to curricula. Results showed no statistically significant differences among challenges faced by Arabic supervisors using e-learning for each Dimension of the study individually or all dimensions combined. Results also showed no differences in perception of obstacles due to gender; however, female supervisors did perceive more obstacles than male supervisors with respect to those faced by the school and students. There were no differences in the perception of obstacles to e-learning due to age or different stages of education or level taught. In light of the results, several suggestions and recommendations are provided to overcome all obstacles to using e-learning for the Arabic language in Saudi Arabia..

Keywords: *Obstacles, e-learning, Arabic language teachers*

Introduction

Today's teachers are pressured to incorporate cutting-edge technology into their classrooms to teach 21st-century students who have been reared and socialised to utilise such devices. Students spend a significant amount of time dealing with technology, including playing video games, checking email, sending text messages, speaking on cell phones, and watching television. They are electronically connected to family, friends, information, and entertainment 24 hours a day (Wright& Wilson, 2007).

"The new vision of education in the twenty-first century is to make learning accessible to all," argues Ayas (2006: 14). "However, it is impossible to achieve this objective using old approaches." As a result, technology is increasingly integrated into teaching and learning and is now regarded as an essential element of education.

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Technology can be used to quickly and efficiently deliver content in a variety of ways, allowing the adoption of fresh teaching and evaluation approaches (Lawless & Pellegrino, 2007). As a result, instructors are expected to begin their careers with a thorough understanding of their subject areas and the best ways to use technology in content delivery. (Wright & Wilson, 2007).

Technology is beneficial to both teachers and students. The former can publish and share information, track learner activities, assess learner knowledge, and keep students abreast of a course's progress. Students have access to material at any time and from any location, may quickly engage with peers and teachers, pose questions, and share their work. In fact, e-learning is increasingly becoming the primary educational instrument in modern systems. E-learning, like other emergent learning terms in the digital age, lacks a broadly agreed definition among researchers. E-learning, according to Sun & Yeh (2008, p. 1184), is "basically a web-based system that makes information or knowledge accessible to users or learners regardless of time constraints or geographic proximity." In contrast, Procter (2003) defined e-learning as "the delivery of learning by interactive electronic technology, whether online or offline." The term "e-learning" was coined in 1998 by Jay Cross; electronic learning, or e-learning (also known as online learning), is a popular strategy for boosting education through technological improvements. E-learning has evolved into a new paradigm and a modern philosophy of education meant to serve as a development platform for the knowledge-based society of the twenty-first century. Khan (2005) defines e-learning as "an innovative approach to providing well-designed, learner-centered, interactive, and assisted learning environments to anyone, anywhere." According to Jones (2003:66), "e-learning stands for "digital learning" or "computer-assisted learning." This concept encompasses views of pedagogy, access, and content. More recently, Garrison (2017:2) defined e-learning as "electronically mediated asynchronous and synchronous interactions to construct and confirm knowledge." Congruz-Bacescu (2013: 573-578) defined "e-learning" as "the use of internet technology to provide a wide range of solutions to improve performance and knowledge." Any act or virtual process used to gather data, information, skills, or expertise is e-learning. In a broad sense, e-learning also refers to any learning setting that extensively uses informatics and online communication tools.

One of the primary goals for the use of e-learning is to improve the quality and access to learning and teaching. By making resources more accessible, the use of new multimedia technologies and the Internet in education improves accessibility, efficiency, and the quality of learning. Clarke (2004:2) emphasizes the close relationship between Information and Communication Technology (ICT) and education, stating, "e-learning is a broad phrase that incorporates a number of approaches that all use information and communication technology." Regardless, the goal is to use web-based technologies to increase student learning" (Savage, 2012). Many aspects of e-learning are like traditional learning, such as student presentations of ideas, debates, group discussions, and other methods of transferring information and gaining knowledge. For the purposes of this study, e-learning was defined as the use of the internet to provide education.

The popularity of technology and the expectation of incorporating it into education is also growing in the Kingdom of Saudi Arabia. Saudi Arabian educators are working to integrate educational technology tools into traditional curricula to improve teaching and learning.

Statement of the problem:

The present era of technology and information needs modifications to the educational system, especially in terms of methods and media (Azzuhri, 2009). Many education experts believe learning requires the use and development of technology because traditional teaching methods are considered less adaptable, monotonous, and non-innovative, particularly in the case of Arabic language learning. It is believed that Arabic instructors are less imaginative when it comes to adopting new methods and media that coincide with the expansion of information technology. In addition, many consider that learning Arabic is difficult, complex, and out of place in the modern world. Challenges to innovative teaching methods arise when teachers utilize ineffective tactics and cannot use modern media in the classroom (Ni'mah, 2019, p. 311). As a result, the current study aims to identify the obstacles to e-learning for Arabic language teachers from the perspective of their supervisors in Saudi Arabia's Al-Baha Governorate.

Research Questions:

This study aims to answer the following research questions:

Are there correlations between Dimensions of obstacles to e-learning use?

Exist major discrepancies between the perspectives of supervisors on obstacles to e-learning use based on their backgrounds (gender, age, degree of education, educational level taught)?

What obstacles do Arabic supervisors view as significant to e-learning use?

Study Aims:

The purpose of this study is to:

Determine the existing state of e-learning in Saudi Arabia.

Identify the obstacles that Arabic supervisors consider to be significant to implementing e-learning

Suggest viable, practical strategies to resolve obstacles

Importance of the research:

The study's significance is underlined by the following:

It may improve the performance of Arabic language teachers who adopt e-learning instead of or in addition to traditional methods of instruction.

Placing a focus on e-learning as a new technology in the sphere of education and recognising and diagnosing the

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challenges of implementation in Baha Education Directorate schools.

The potential to help the Ministry of Education train Arabic language teachers and promote Arabic language curricula by facilitating modern teaching methods.

This research could pave the way for Saudi and Arab scholars to attain educational aims beyond the scope of the objectives of this study.

The findings of this study shed light on the challenges teachers face when using e-learning in Arabic. The topic may aid officials in finding appropriate solutions to these challenges.

E-Learning Advantages

According to research (Al-Din & AlRadhi, 2008; Derouin, Fritzsche, & Salas, 2005; Sife et al., 2007), e-learning has the following advantages:

Information accessibility: students can access educational content anytime and anywhere (on-demand).

Adaptivity and adaptability: in a traditional learning mode, it may be challenging to match instructional methodologies, content presentation, and learning pathways to an individual learner, but this is more easily accomplished with e-learning.

Efficient accessibility: Off campus and outside usual work hours, e-learning can facilitate additional and alternate interaction opportunities.

Cooperation and collaboration: both may be supported by Learning Management Systems (LMS) communication features like forums, wikis, and chat, as well as grouping students together.

Synchronous or asynchronous teaching and learning: students and teachers can choose the most appropriate way to deliver and receive learning content (live streaming, recorded, etc.).

Cost-effective: e-learning courses are often free or inexpensive, saving students money. Additionally, e-learning can reduce travel costs while also saving time and effort.

Enhancing the quality of teaching: e-learning features can be used to incorporate pedagogical theories and make lessons more interactive.

Ease of controlling and tracking learner activities: LMSs offer detailed log files that track learner activities within the system, informing instructors on student progress and engagement.

Student-centered environment and self-paced learning: Face-to-face (F2F) instruction relies on teachers. Due to the variance in age groups and prior knowledge, only some children can benefit from this strategy.

Theoretical framework

Regarding today's students, technology applications and digital literacy skills are stronger and more developed at a younger age than in the past (Coiro & Leu, 2008, p. 4). Adapting pedagogical ideas and teaching methods to new ways of utilizing technology and effectively incorporating it into students' educations is necessary. The majority of educational procedures, strategies, and approaches utilize conventional learning methods. Activity theory (Mwanza & Engestrom, 2005) is a theoretical framework that has contributed to the development of creative pedagogies. It is founded on the notion that individuals will create and employ tools to accomplish a goal. This notion highlights the potential influence of new tools as vehicles for modernizing, contextualizing, and modifying teaching and learning activity routines (Wei, 2017). Vygotsky (1978) was concerned in the development of social interaction and learning. Attwell examined Vygotsky's ideas regarding technology-enhanced education and personal contextual learning (2010, a). According to Coffield, there is no "convincing evidence that learners may be classified into four groups based on their learning preferences: visual, aural, kinesthetic, and tactile" (2008: 32). "This tendency provides its followers the impression of student-centered teaching, and it places blame for students' incapacity to learn onto tutors, e.g., 'You didn't adapt your teaching style to their learning types.'"

E-Learning of Arabic

We refer to the process of Arabic instruction, involving teachers and students, as Arabic learning. According to Fathur Rohman, changes in student behavior can be determined by observing or comparing their conduct before and after the learning process (Fathur Rohman, 2015, p. 25). The learning process involves two-way communication between the teacher and the student, including the presence of communicators (message senders), communicants (message recipients), messages (given contents), and media (technologies used to communicate messages) (Hermawan, 2018, p. 273). Teachers must utilize suitable learning tactics, keeping in mind objectives, materials, and student profiles. Fathur Rohman outlined five prerequisites for effectively executing an Arabic teaching strategy. First, the employed technique must be acceptable for the student's profile; second, it must be useful as a guide for problem-solving; and third, it must be able to accommodate individual differences among students in the classroom (Hermawan, 2018, p. 34).

All media is intended to communicate messages; however, various media platforms may serve distinct purposes. To support Arabic language learning, Acep Hermawan (Hermawan, 2018, p. 275) suggested the use of audio media (al-wasá'il al-sam'iyyah), which are sound-based media stimulating the sense of hearing, providing the student examples of pronunciation; visual media (al-wasá'il al-bashariyyah), such as photos or realia (real objects or pieces of writing, used to help teach students in a class); and audio-visual media (al-wasá'il al-sam'iyah al-bashariyyah), which combine the senses of hearing and sight. An example of an audio-visual tool for Arabic language learning is Arabic-Online.net, an Audio only learning tool are for example are the different audio books existing on Audible for example, and for the visual only tools, we can mention Beelinguapp which is an application that lets you read your favorite fairy tales, short stories,

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novels, and more in Arabic with your native language, side by side.

E-learning is comprised of the utilization of information technology, internet connectivity, self-directed learning, and accessibility (Munir, 2009, p. 171). Benefits include facilitating self-learning, bridging communication between students and teachers without time limits, making materials easily accessible, and promoting students' active engagement in the learning process (Munir, 2009, p. 174; Sulistyorini, 2012, p.303). However, e-learning has its challenges. It can be difficult to analyze and monitor students' progress. Without the surroundings of a traditional classroom, students may become more individualistic. Less commonly, students may lack the technical abilities to use e-learning tools effectively and not fully take advantage of the value of online tools, to the detriment of their education.

E-Learning Implementation Obstacles

The obstacles to e-learning are well described in the literature and classified differently by different researchers. Pelgrum (2001) classified e-learning obstacles as material and non-material. Non-material obstacles pertain to instructors' knowledge and skills in disseminating information, whereas material obstacles refer to a lack of information and ICT resources. Balanskat, Blamire, and Kefafa (2006) divided obstacles into three categories: teacher, school, and system.

Assareh and Bidokht (2011) classify e-learning obstacles into four categories: learners, teachers, curriculum, and schools. Financial concerns, motivation, assessment, isolation from peers, limited e-learning skills and experience, attachment, and social Dimension are some of the challenges faced by e-learners. Obstacles to teachers' e-learning include knowledge gaps and assessment challenges, among others. Uncertainty, quality, resources, the teaching process, and evaluation are all obstacles to the development of e-learning curricula. Finally, schools face organizational and structural challenges as impediments.

Quadri et al. (2017) also investigated deployment difficulties for e-learning. The authors classified obstacles according to students, instructors, infrastructure and technology, and institutional administration. According to their poll, the most major obstacles were infrastructure and technology, whereas students were the least significant. The most major reason hindering e-learning implementation was a lack of time to build an e-learning curriculum, whereas the least significant element was students' ICT skills.

Hadija and Shalawati investigated the difficulties teachers confront when using e-learning (2017). Due to a lack of time, teachers had considerable difficulties preparing a class utilizing technology. Other important obstacles included a lack of proper technology-related professional development, insufficient physical and financial resources, and restricted access to technology, technical support, competency, and confidence.

Assareh and Bidokht categorized barriers to the incorporation of e-learning by teachers, schools, curriculum, and students (Assareh & Bidokht, 2011). Other challenges for teachers identified in the literature include a lack of confidence (Balanskat et al., 2006; Bingimlas, 2009; Scrimshaw, 2004); unwillingness to change their practice (Hew & Brush, 2007; Scrimshaw, 2004); a lack of understanding of the benefits of e-learning (Scrimshaw, 2004); attitudes and beliefs toward ICT (Hew & Brush, 2007); knowledge and experience with ICT (Hew & Brush, 2007 (Bingimlas, 2009; Marwan, 2008; Scrimshaw, 2004).

The availability of hardware and software, internet access, and school regulations are the most frequent obstacles at the school level. Teachers reported a lack of preparation time, textbooks, and technical help as the most significant obstacles (Bingimlas, 2009). Inadequate alignment between student assessments and e-learning and the possibility that the curriculum does not support technology-based applications constituted curriculum-related obstacles (Hew & Brush, 2007). Student-level obstacles included insufficient e-learning abilities (Assareh & Bidokht, 2011), lack of access to technology infrastructure and an internet connection, and a lack of motivation to use e-learning. Teacher, School, Curriculum, Student, and Electronic Environment are the barrier Dimension categories for the purposes of this study.

The Electronic environment in our case refers to the collection of electronic technologies, applications, and services used to store, manage, and exchange the e-learning's information. It includes hardware such as computers, servers, and networks, as well as software such as operating systems, programs, and data. This environment also includes the internet. Electronic environment is used to facilitate the communication, collaboration, and the learning.

Methodology

This research aims to identify obstacles to implementing e-learning by Arabic language teachers from the perspective of their supervisors in the Al-Baha governorate. I chose to interview their supervisors as opposed to the teachers themselves because the supervisors can provide an impartial, unbiased perspective on the teachers' performance. By interviewing the supervisors, I was able to obtain an overall view of how the teachers are performing and to identify areas of strengths and weaknesses. This type of information would be difficult to obtain from the teachers themselves, who may be biased or reluctant to share negative information. Hence, the researcher adopted a descriptive-analytical method, where a questionnaire of twenty-nine (29) items was developed. The sample cohort comprised ten (10) Arabic language supervisors who worked at the Directorate of Education in Al-Baha

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Sample Description

The research was conducted in the Baha Education Directorate for the 2020/2021 academic year. The Baha Education Directorate selected a sample of Arabic language supervisors.

Table 1: Demographic Distribution of Supervisors

Demographics	Frequency (%)
Gender	
Male	**5 (50%)**
Female	**5 (50%)**
Total	**10 (100%)**
Degree	
Bachelor	**9 (90%)**
Master	**1 (10%)**
Total	**10(100%)**
Age	
31-49	**8 (80%)**
50 or above	**2 (20%)**
Total	**10 (100%)**
Study stage	
Primary	**4 (40%)**
Secondary	**6 (60%)**

Survey Development

A survey questionnaire of 29 items was created to obtain feedback from Arabic language supervisors in the Al-Baha governorate. The survey was written in English and Arabic to guarantee that Saudi Arabian Arabic language supervisors could understand the questions, since regardless of their native language, English is their second language, however for some of them, Arabic is their 3rd. Which means providing the survey in both languages decreases the chances of misunderstandings of the questions. A multilingual expert with a Master's degree in Arabic and English reviewed the Arabic version of the questions.

Validity and Internal Consistency Reliability

Validity of Survey Items Related to Obstacles to Using E-Learning:

Correlation and Internal consistency were calculated for the Survey between Phrases and the total sum of the Obstacles to Using e-learning. Table 2 shows the correlation between Phrases and the total sum of the Obstacles to Using e-learning scores

Table 2: Correlation coefficients between the Survey item and the Dimension to which it belongs

Teacher		School		Curriculum		Students		Electronic Environment	
Survey Item	r	Survey Item	r	Survey Item	r	Survey Item	r	Survey Item	r
1	0.901*	7	0.784*	13	0.714*	19	0.796*	25	0.865*
2	0.766*	8	0.845*	14	0.762*	20	0.837*	26	0.774*
3	0.837*	9	0.761*	15	0.814*	21	0.788*	27	0.824*
4	0.816*	10	0.835*	16	0.825*	22	0.674*	28	0.792*
5	0.678*	11	0.797*	17	0.761*	23	0.821*	29	0.837*
6	0.706*	12	0.769*	18	0.734*	24	0.717*		

*Correlation is significant at the 0.01 level

Table 3: Dimensional correlation coefficients to the total degree

		Teacher	School	Curriculum	Students	Environment
Overall	Pearson	0.862	0.915	0.767	0.909	0.865
	Sig. (2-tailed)	.001	.000	.010	.000	.001

All correlation values are statistically significant, confirming the Validity of the questionnaire.

Internal Consistency Reliability:

All correlations were found to be statistically significant. Cronbach's alpha was calculated to determine the Internal Consistency reliability of the Obstacles to Using E-Learning (Table 6).

Cronbach's Alpha of the test = 0.862

Table 4: Chronbach's Alpha Dimensions of the Questionnaire

	Teacher	School	Curriculum	Students	Environment	Overall
Cronbach's alpha	0.862	0.859	0.861	0.858	0.860	0.862

These values indicate that the Obstacles to Using E-Learning Questionnaire has high internal consistency reliability.

Results

This section of the Results addresses Research Question 1: What obstacles do Arabic supervisors view as significant to e-learning use?

Table 5: Survey Questions Related to Teachers

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
	Frequency	Frequency	Frequency	Frequency	Frequency	Total	Rank	Mean	Std. Dev.	%
1. There are no training courses for using the e-learning System.	1	2		7		10	4	3.30	1.16	66
2. The teacher does not have sufficient skills to	4	1		4	1	10	5	2.70	1.64	54

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use e-learning.										
3. The lack of moral incentives for teachers to use the e-learning system.	1			4	5	10	2	4.20	1.23	84
4. Lots of work for the teacher.				3	7	10	1	4.70	0.48	94
5. The teacher believes that using e-learning in teaching is not useful.	3	3		2	2	10	6	2.70	1.64	54
6. Difficulty following students individually.	1	2	2	2	3	10	3	3.40	1.43	68
Total	10	8	2	22	18			3.50	0.86	70

Table 6: Survey Questions Related to School

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
	Frequency	Frequency	Frequency	Frequency	Frequency	Total	Rank	Mean	Std. Dev.	%
7. The school does not provide technical support for the use of e-learning.	1	2	1	3	3	10	5	3.50	1.43	70
8. The school does not have a permanent internet connection.	1			4	5	10	1	4.20	1.23	84
9. Textbooks are not compatible with the use of e-learning.	2	2	2	3	1	10	6	2.90	1.37	58
10. The school does not provide technical support for the use of e-learning.	1	1	1	4	3	10	3	3.70	1.34	74
11. The school environment does not encourage the use of the e-learning system.	1	3		2	4	10	2	3.80	1.32	76
12. Failure to provide continuous courses to develop teachers' skills.		3		5	2	10	4	3.60	1.17	72
Total	6	11	3	21	18			3.62	0.89	72.3

Table 7: Survey Questions Related to Curriculum

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
	Frequency	Frequency	Frequency	Frequency	Frequency	Total	Rank	Mean	Std. Dev.	%
13. The learning and teaching resources available in the e-learning system are not compatible with the curriculum.	2	1	2	2	3	10	4	3.30	1.57	66
14. Schools require student assessments that are not aligned with the use of e-learning.	1		3	3	3	10	1	3.70	1.25	74
15. Not all subject content can be taught through e-learning.	1	2		5	2	10	2	3.50	1.35	70
16. It is difficult to teach syllabus content using e-learning.	2	2	3	3		10		2.70	1.16	54
17. The difficulty of applying e-learning in some educational materials.	2	2	1	3	2	10	56	3.10	1.52	62
18. It is difficult for students to understand the content of the curriculum through e-learning.	2		2	4	2	10	3	3.40	1.43	68
Total	10	7	11	20	12			3.28	1.09	65.7

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Table 8: Survey Questions Related to Students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
	Frequency	Frequency	Frequency	Frequency	Frequency	Total	Rank	Mean	Std. Dev.	%
19. Students do not have enough knowledge and skills in using e-learning.	1	3	1	3	2	10	6	3.20	1.40	64
20. Students do not have smart devices (e.g., laptops and tablets) to use e-learning.	1	2	3	1	3	10	5	3.30	1.42	66
21. Students are not convinced of the feasibility of using the e-learning system.	1	2	1	5	1	10	4	3.30	1.25	66
22. Students do not have a permanent internet connection.				5	5	10	1	4.50	0.53	90
23. Students cannot easily access the e-learning system.	1		2	5	2	10	3	3.70	1.16	74
24. Preoccupation of students in sites not related to e-learning.	1	1	1	2	5	10	2	3.90	1.45	78
Total	5	8	8	21	18			3.65	0.89	73

Table 9: Survey Questions Related to Electronic Environment

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
	Frequency	Frequency	Frequency	Frequency	Frequency	Total	Rank	Mean	Std. Dev.	%
25. I feel weak Internet Service Provider.				5	5	10	1	4.50	0.53	90
26. Software not updated.	1		3	3	3	10	2	3.70	1.25	74
27. Electronic devices are not compatible with the modern network (5G).	1	1	2	2	4	10	3	3.70	1.42	74
28. Threatening to stop programs to increase hacking and cybersquatting.	1	2	2	1	4	10	4	3.50	1.51	70
29. Difficulty in acquiring technical handling skills due to the scarcity of modern training.	2	1	2	3	2	10	5	3.20	1.48	64
Total	5	4	9	14	18			3.72	1.02	74.4

Table 10: Descriptive Statistics

	Mean	Std. Dev.	%	Rank
Obstacles related to the teacher	3.50	0.86	70	4
Obstacles related to School	3.62	0.89	72.3	3
Obstacles related to Curriculum	3.28	1.09	65.7	5
Obstacles related to Students	3.65	0.89	73	2
Obstacles related to the Electronic Environment	3.72	1.02	74.4	1
Total	3.55	0.81	71.0	

Tables 5-9 describe the statistics and rankings in order of importance for each of the Survey questions pertaining to obstacles that Arabic language supervisors encounter in implementing e-learning related to teachers, schools, curriculum, students, and the electronic environment, respectively. From Table 5, the greatest obstacle to teachers is that developing e-learning curricula and teaching in a virtual environment requires a lot of time. From Table 6, the greatest obstacle to schools is the frequent lack of a permanent and/or reliable internet connection. From Table 7, the greatest obstacle to the curriculum is that the required assessments of students do not align with e-learning objectives. From Table 8, the greatest obstacle to students is that they are not convinced of the feasibility of using an e-learning system. From Table 9, the greatest obstacle in the electronic environment is the perception of weak internet providers/connections. Table 10 summarizes the statistics and overall assessments of the level of agreement for each item in Tables 5-9. Finally, Figure 1 summarizes the percentages that each Dimension is perceived to contribute to the obstacles of implementing e-learning.

This result agrees with the study findings by Bingimlas (2009) which sees that confidence, competence and accessibility are critical components of technology integration in schools, ICT resources, including software and hardware, effective professional development, sufficient time, and technical support need to be provided to teachers. In contrast, the results differ from the findings of the study Condruz–Băcescu (2013) because trainees can drop out of online courses easier due to a lack of motivation. In his study, Condruz–Băcescu explored the impact of motivation on students taking online courses. He found that intrinsic and extrinsic motivations had a significant effect on students' engagement and

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performance. He also identified several factors that can influence student motivation, such as self-efficacy, feedback, and goal setting. He concluded that online courses need to be designed to provide adequate feedback and meaningful goals in order to foster motivation and engagement.

This section of the Results addresses Research Question 2: Are there correlations between Dimensions of obstacles to e-learning use?

To answer this question, Pearson Correlation was used to determine the degree and type of relationship between the questionnaire Dimensions that express obstacles.

Table 11: Correlations among the Dimensions of the Survey

		Teacher	School	Curriculum	Students	Environment	Overall
Teacher	Pearson	1	0.746*	0.650*	0.674*	0.661*	0.862*
	Sig. (2-tailed)		0.013	0.042	0.033	0.038	0.00
School	Pearson	0.746*	1	0.605	0.877**	0.741*	0.915*
	Sig. (2-tailed)	0.013		0.064	0.001	0.014	0.00
Curriculum	Pearson	0.650*	0.605	1	0.496	0.460	0.767*
	Sig. (2-tailed)	0.042	0.064		0.145	0.181	0.01
Students	Pearson	0.674*	0.877**	0.496	1	0.928**	0.909*
	Sig. (2-tailed)	0.033	0.001	0.145		0.000	0.00
Environment	Pearson	0.661*	0.741*	0.460	0.928**	1	0.865*
	Sig. (2-tailed)	0.038	0.014	0.181	0.000		0.00
Overall	Pearson	0.862**	0.915**	0.767**	0.909**	0.865**	1
	Sig. (2-tailed)	0.001	0.000	0.010	0.000	0.001	

***Correlation is significant at the 0.05 level (2-tailed).**
****Correlation is significant at the 0.01 level (2-tailed).**

Table 11 shows direct and statistically significant relationships between the Dimensions of obstacles to the application of e-learning, indicating they are interrelated and must be addressed together to implement e-learning successfully.

The following section of the Results addresses Research Question 3: Are there any significant differences in supervisors' views on obstacles to e-learning use according to their backgrounds (gender, age, level of education, educational stage taught)? Mean Rank and Sum of Ranks of the two groups, male and female, were calculated for all background aspects. To determine whether there was any significance, Mann-Whitney U-test was calculated.

Are there differences in supervisors' views on obstacles to e-learning use differences according to gender?

Table 12: Significance in supervisors' views on obstacles to e-learning use according to gender

Ranks					Mann-Whitney	Significance
	Gender	N	Mean Rank	Sum of Ranks	Z-score	Sig. (2-tailed)
Teacher	Male	5	5.90	29.50	0.42	No
	Female	5	5.10	25.50		
School	Male	5	3.50	17.50	2.10	Sig at 0.05
	Female	5	7.50	37.50		
Curriculum	Male	5	3.80	19.00	1.78	No
	Female	5	7.20	36.00		
Students	Male	5	3.50	17.50	2.12	Sig at 0.05
	Female	5	7.50	37.50		
Environment	Male	5	3.90	19.50	1.68	No
	Female	5	7.10	35.50		
Overall	Male	5	3.90	19.50	1.67	No

The calculated z-score (1.68) from Table 12 indicates no significant differences in supervisors' views on obstacles to e-learning use due to gender. There are, however, gender-based differences as relates to the Dimensions of School (2.10) and Students (2.12). Significant differences were found in favor of female supervisors, who consider that these Dimensions present more obstacles than male supervisors.

Differences in the degree of supervisor evaluation according to the level of education attained were not studied because only one individual held a Master's degree.

Are there differences in supervisors' views on obstacles to e-learning use according to age?

Table 13: Significance in supervisors' views on obstacles to e-learning use according to age

Ranks					Mann-Whitney	Significance
	Age	N	Mean Rank	Sum of Ranks	Z-score	Sig. (2-tailed)
Teacher	30-49	8	5.63	45.00	0.262	No
	50 and above	2	5.00	10.00		
School	30-49	8	5.88	47.00	0.788	No
	50 and above	2	4.00	8.00		
Curriculum	30-49	8	6.00	48.00	1.044	No
	50 and	2	3.50	7.00		

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Volume 5, Issue 2, April, 2024
DOI: 10.21608/ihites.2025.240978.1162

	above					
Students	30-49	8	6.38	51.00	1.856	No
	50 and above	2	2.00	4.00		
Environment	30-49	8	6.38	51.00	1.839	No
	50 and above	2	2.00	4.00		
Overall	30-49	8	6.06	48.50	1.179	No
	50 and above	2	3.25	6.50		

The calculated z-score (1.179) from Table 13 indicates no significant differences overall in supervisors' views on obstacles to e-learning use based on age. Likewise, there are significant differences for each of the Dimensions individually based on age.

Are there differences in supervisors' views on obstacles to e-learning use according to the stage of education taught?

Table 14: Significance in supervisors' views on obstacles to e-learning use according to the stage of education taught

Ranks					**Mann-Whitney**	**Significance**
	Stage	N	Mean Rank	Sum of Ranks	Z-score	Sig. (2-tailed)
Teacher	Primary	4	5.38	21.50	0.107	No
	Secondary	6	5.58	33.50		
School	Primary	4	6.00	24.00	0.429	No
	Secondary	6	5.17	31.00		
Curriculum	Primary	4	5.00	20.00	0.426	No
	Secondary	6	5.83	35.00		
Students	Primary	4	5.00	20.00	0.433	No
	Secondary	6	5.83	35.00		
Environment	Primary	4	4.75	19.00	0.644	No
	Secondary	6	6.00	36.00		
Overall	Primary	4	4.50	18.00	0.855	No
	Secondary	6	6.17	37.00		

The calculated z-score (0.855) from Table 14 indicates no significant differences overall in supervisors' views on obstacles to e-learning use based on the stage of education taught. Likewise, there are significant differences for each of the Dimensions individually based on the stage of education taught.

Suggestions to overcome Obstacles:

Based on the perceived obstacles in Tables 5-9, the following suggestions may help overcome obstacles to using e-learning in the Arabic language virtual classroom, grouped according to the Dimensions.

Teachers

1. Teachers should create milestones for students and plan ahead of time, anticipating challenges students may face with each lesson. Achieving milestones and monitoring student progress is facilitated by direct interaction with students.
2. At the start of live classes, the lesson's objectives and required tasks should be stated clearly to minimize confusion. Due to the nature of the virtual classroom, expectations must be clearly articulated.

Schools

1. Universities must prepare future teachers for instruction via e-learning by providing training to improve technical skills.
2. Workshops for language teachers would facilitate best practice sharing experiences with distant language teaching and develop skills, tools, and methods to teach the language more effectively and in a culturally relevant manner. Teachers must learn how to integrate others' experiences and be made aware of various educational websites that can benefit students.

Curriculum

1. Under the current circumstances, psychological preparation is required for remote learning success to motivate and encourage students during this sort of education. The first lesson of each week should be a session in which teachers describe the purpose of the lessons for the week to excite and encourage students to continue learning.
2. Use a variety of teaching strategies in classes to avoid boredom. The interactive element is essential, whether teaching is live or recorded. Furthermore, by creating a weekly timetable, teachers organise the teaching process for indirect classes. Students are assigned tasks relating to the educational materials they receive throughout the week: texts, educational films, or academic or cultural events.
3. To guarantee that students understand the language lessons, immediately follow the lessons with oral or written exercises. Students can then evaluate their experience with the lesson, measure their progress against objectives, and confidently prepare for the next lesson.

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Volume 5, Issue 2, April, 2024
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4. Use a variety of lessons and interactive training activities to maximize student engagement and promote attendance. Teachers can use existing videos on the internet or create instructional videos using screen casting and Camtasia software (name the manufacturer and company HQ location here). Teachers can also use slide presentations, linguistic videos, pictures, or games like Kahoot Quizlet (name the manufacturer and company HQ location here) to generate a listening exercise and group discussion, as shown on the Vialogues website (URL here). These interactive lessons and activities can be shared with students in synchronous or asynchronous classrooms to promote interaction, engagement and facilitate learning language skills.
5. Include e-learning usage and effectiveness in the yearly performance evaluation for teaching staff.

Students

Require that cameras be turned on when conversing with students in direct language sessions, whether listening, reading, grammar, or vocabulary. Watching the teacher's facial expressions during speech lessons can provide contextual clues to spoken words. Additionally, students remain more engaged when they are on camera.

Electronic Environment

1. Using the recording feature on online platforms is beneficial so students can refer back to them as needed.
2. To mitigate potential technical issues before beginning the class, check that the lesson materials are available and compatible with communication programs or online educational platforms. When facing any issue with the lesson's material, there should be always a second option to replace it in order to be flexible and not face obstacles in a critical time during the class.

Using synchronous and non-synchronous distant learning did not pressure students to adhere to direct attendance or consider geographic and temporal disparities, that's why, we should consider the use a variety of different learning methods that can be accessed remotely. This could include webinars, virtual classrooms, online lectures, and other forms of interactive content. Additionally, the focus should be on providing students with the resources and tools they need to succeed, such as study materials, resources for research, and support for developing learning skills. Allowing for asynchronous learning will also reduce the pressure on students to adhere to strict attendance guidelines, as well as eliminating any geographic and temporal disparities. Also, it is important to provide a variety of assessments and feedback mechanisms to ensure that students are able to track their progress and receive feedback in a timely manner.

Institutions and government

1. Develop a budget for integrating ICT infrastructure, e-learning, and other relevant requirements. Costs for software licensing and maintenance can be minimized by using OS-LMSs (Learning Management Systems).
2. Provide experienced technical staff to keep e-learning running smoothly and provide support to users. If students or instructors have a problem, immediate assistance should be provided to avoid disruption.
3. Require training programs for educators. The programs should familiarize users with e-learning features and boost teacher confidence in utilizing them. Experts in e-content development and e-learning pedagogical theories should also speak about the impact of e-learning on educational practices.
4. Recognize and reward educators who use e-learning features extensively and effectively in their teaching as examples to others. Effectively embracing e-learning necessitates user engagement and recognition by supervisors and students, providing other teachers with examples of excellence in e-teaching.
5. Include e-learning usage and effectiveness in the yearly performance evaluation for teaching staff.

Conclusion

This research evaluated various obstacles to implementing and using e-learning for Arabic language programs from the point of view of teacher supervisors in Al-Baha governorate, Saudi Arabia. Obstacle-related dimension groups included teachers, schools, curricula, students, and the electronic environment. The most significant impediments were those associated with the electronic environment (the usage of digital tools themselves), followed by those associated with students, schools, and lastly courses. In addition, this study includes suggestions and recommendations for overcoming these obstacles and limiting or eliminating their negative influence on the capacity to achieve goals in the Arabic language virtual classroom.

Ethical Approval Declaration

"All procedures involving human participants in this study were conducted in accordance with the ethical standards set by applicable research guidelines and the principles of the 1964 Declaration of Helsinki and its subsequent amendments. Ethical approval was secured before the commencement of data collection."

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