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The Reality and Constraints of the Application of E-learning in-Najah National University from the Perspective of Faculty Members

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Abstract

This study aims at discussing the reality and constraints of the application of e-learning at Al-Najah National University from the perspective of faculty members in colleges. In order to achieve the study objectives, the researchers conducted the study on a sample of (50) of faculty members at the faculty of economy and administrative sciences in an Najah national university. The researchers found a group of problems that encounter the implementing of e-learning. The study results reveal that many academics complain that they are ill equipped to utilize new technologies in teaching. Technology-based teaching is time consuming, leads to increasing workload, and demands high levels of technical support. Some academics in higher education institutions do not recognize the time effort spent in implementing web-based teaching and preparing computer-generated instructional materials.

Key Words: *E-Learning, Cultural Challenges, Language Barriers, Technology Higher Education E Learning, Blended Learning, University Instructors, Challenges.*

Introduction

Learning is a lifelong process of skill and knowledge acquisition. It is critical in an era of rapidly increasing global innovation. The chief economic priority for developed countries is to raise the productivity of knowledge. As a response educational system of today needs to impart to all learners new foundational e-learning skills in order to make learning a relevant and life-long process(Felder, 1995).

E learning comprises all forms of electronically supported learning and teaching. The information and communication systems serve as specific media to implement the learning process. The beginning of e learning appeared in the early 1960s by Patrick Suppers and Richard C. Atkinson experimented with using computers to teach. Today many technologies can be used in e learning, from blogs to collaborative software, e-Portfolios, and virtual classrooms. Most eLearning situations use combinations of these techniques (Felder, 1995).

There are many definitions of eLearning system (Henze & Nejdl, 2004)Usually the definition is focused on the student, although it sometimes involves tutors. ELearning can be defined as a method to create a

learning experience for students, but also for faculty members, based on the configuration of a set of elements in a specific period aiming to increase performance of predefined criteria (Burgos, 2006). These criteria could be education, economic, time based, user satisfaction base, or others involved in e-Learning. The elements to adopt could be based on content; time orders assessments and interface.

Studies conducted in developing countries found that lack of vision and framework in implementing eLearning lead to a failure of these eLearning projects (Kizito and Bijan, 2006; Pal, 2006). Lack of both technical and social skills required for implementation contributes to the failure of some projects. If learners cannot use adaptive tools they might feel ashamed and this affects perception.

Researchers in different fields related to educational technology reported many encouraging outcomes for the implementation of technology in learning and teaching. some of the positive points reported in the literature that apart from flexibility in employing e-learning, there are challenges in implementing it in traditional universities, where student population normally is concentrated in one place; Challenges then are how to support students who are located in different places. Sometimes, location cannot be a problem if infrastructures, in terms of communication, and physical buildings equipped with internet connectivity, ICT equipment, relevant software and training opportunity are in place, problems of poor supply of power, lack of internet connectivity, and in some places lack of telephone and mobile-phone services are widely acknowledged.

Other limitations, that include low budgets, low capacity to purchase bigger digital bandwidth for e-learning, most of the staff and students lacking skills in use of ICT, ICT technologies fast turnover, low economies of scales in purchasing ICT equipment within the learners, shortage of technical staff to ensure smooth running of ICT equipment in the regions, and that it is difficult to estimate the resource needed in each region. challenges include reluctant of professors to put their courses online. The policies guiding promotion and work retention, skills in developing content that guides self learning, the technological turnover, skill training to both students and staff in managing and using ICT equipment and the shift of paradigm from teacher centered to learner centered need to be looked into diligently.

In the case of developing countries other challenges include costs of digital bandwidth, availability of funds to purchase ICT equipment, costs of software, large number of students as compared to available human resources, after sales contracts on ICT equipment, availability of power, and infrastructure for e-learning not well developed and limited choice of technology to use. The available open source software which might be seen as the best choice for software, meets a challenge of few expertise to develop eLearning platforms for students and lecturers to use In Palestine, globalization has generated a good vibration and life for higher education. The new era of technology enabled education or ‘eLearning’ is displacing the outdated traditional methods of learning. ELearning is also a broader term than ‘on-line learning’ and ‘m-learning’ the uniqueness of eLearning is that; it provides the learner the opportunity to learn anytime, anywhere. ELearning is the only method of learning, where three distinct learning styles of auditory learners, visual learners, and kinesthetic learners are incorporated. Advanced learners are allowed to speed through or bypass instruction that is redundant while novices slow their own progress through content, eliminating their own frustrations. This paper concentrates in Palestinian higher education scenario, eLearning content preparation and presentation tools, application of eLearning in various types of methodologies used in higher studies, pros and cons of eLearning and future of eLearning in India. Since the Palestinian knowledge industry is entering into the take off stage, the strategy of survival of the fittest holds good. Few institutions like IITs join the race, while the rest suffer from lack of knowledge or from lack of realization of the importance of eLearning.

The paper will present a report on findings of e-learning and explicate issues within to determine how e-learning efforts can be further refined to support the overall blended pedagogy practiced at ANU. E-learning the learning institutions in Palestine is challenged with a set of constraints that may hinder the adopting of e-learning in higher education such as a limited number of professors, teaching materials, and

accommodation for both professors and students. Therefore, one possible way of solving this problem is to adapt eLearning in education system. The technology is there and so is the knowledge; but it's not working well. Although most developing countries are increasing challenges related use of e-learning. There are many reasons for this apparent lack of enthusiasm: poor technology infrastructures in some regions; lack of design expertise; fear of technology on the part of users, and so on. But there's one readily identifiable cause that seems to go ignored: lack of cultural adaptation .it was mentioned that in the year 2009 there were still many of the e-learning platforms that are not student driven but still deliver the same content for all the students. In essence, users of e-learning often ignore cultural implications and insights that employees or customers have in controlling how they learn and the learning process as a whole. Specifically, consumers of e-learning (e.g., purchasers, instructors, students, and end-users) are expected to work with curriculum designed in and for another culture Horton (2001) states that a successful online discussion has the same synergistic effect of group or face-to-face discussion, in which students build on one another's perspectives to gain a deeper understanding of the materials. In this paper, we elaborate on the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges:

Literature Review

Much literature has suggested e-learning has the potential benefits to increase institutional reputations and improve the quality of teaching and learning However, when instructors teach through e-learning they face multiple challenges such as the need for skills to work with new media, a lack of reliable technological infrastructure and support services, and the need for different pedagogical approaches. Why some instructors use e-learning and others do not is of interest because instructors are key people who put the technology and learning objects into practice. Previous studies suggest that some instructors prefer face-to-face instruction to e-teaching because it provides for greater interpersonal contact. Research has also identified instructor concerns about recognition and administrative support; teaching online is not always highly valued or rewarded in tenure and promotion decisions. Taken together, these studies suggest that the motivating and inhibiting factors for instructor e-learning use may be both personal and to do with the context of university policy along with technological and pedagogical factors.

Adams & Berge (2014) found instructors identified these psychological barriers. On a more practical note, a majority of instructors noted the time needed to prepare e-learning lessons and interact with students was a challenge to their use of e-learning. The time and effort needed for instructional design with new media to produce e-content and in online interaction was reported to have decreased instructors' motivation to use e-learning as has been reported by Adams and Beggs; Abtar ; Ansary ,(2014) states that E-learning has become ingrained in conversations that border around learning, however, how much and how effectively e-learning is practiced and understood is an issue that needs further investigation. provide an overview of e-learning practices in Malaysia followed by detailed findings of e-learning practices at Open University Malaysia. Findings of a survey done on 26 Malaysian organizations show that only 4% truly practice some form of e-learning. Nevertheless, most participants in the survey noted that e-learning will be the preferred choice in time to come. The survey also shows that most organizations are still very comfortable with a blended style of learning or training. Findings of a research conducted at Open University Malaysia (ANU) shows that as a new player in e-learning initiatives, the ANU has achieved much especially in ensuring that its over 30,000 students are practicing some form of e-learning. At ANU, although self-managed and face-to-face learning are the preferred choices, much effort and resources are pumped into e-learning in ensuring that ANU has the right mix for its blended mode.

Abtar (2004) conducted a study that shows that 79% of organizations used blended learning, followed by 17% face-to-face and 4 percent e-learning (Abtar, 2004). Out of the 26 organizations, 65% (17) indicated that they had an existing strategy or policy for their e-learning approach, however they face the following challenges: building sustainable Internet facilities; finding or developing powerful content; and managing online interactions into a knowledge database to be tapped by others in the learning environment. Feedback

from the study also showed that there were barriers in the implementation of e-learning with the following results : (a) 23% indicated that e-learning course materials were not efficiently administered in their respective organizations; (b) 15% indicated that there were inadequate training opportunities for staff and users; (c) 15% said that there was a lack in organizational strategy for e-learning; (d) 15% indicated that there was insufficient budget or it was too expensive and (e) 12% said that they were generally satisfied with the current face-to face training system.

Vitalis (2008) paper reports on the research conducted with the purpose of establishing the acceptance of eLearning, analyses the challenges of eLearning and designs an assistive tool for people with disability at higher learning institutions in Tanzania. The information was gathered through documentary review. Primary data was collected from a sample survey by means of structured questionnaires and interviews. Study population was carried out at higher learning institutions conducting e-Leaning. The research identified several factors that challenge the implementation of adaptive eLearning at higher learning institutions. These include management support, methodology, technology, resource accessibility and availability, culture of education and learning styles, design of assistive tools, intellectual investment, and global business. It was concluded that eLearning is more highly accepted in higher learning institutions than in basic education. However, there are doubts about the certificates obtained from online courses. The factors that challenge implementation of eLearning are very interrelated in bringing the success or failure of eLearning projects. However, accessibility of resources of eLearning was found to affect disabled people more than normal person. Key words: eLearning, Adaptive Learning, Adaptive computing, electronic for Visual impairments, Learning Management System.

El-Sherbini (2010) states that Education is an important component of any nation's development process. Society has been credited with creating technology, but technology is simultaneously creating society. One of the key benefits of such technology creation includes learning and curriculum development, which is otherwise referred to as e-leaning, and more appropriately referred to as global e-learning. Global e-learning raises some implications, which include communication, culture, and technology, that must be addressed before successful implementation and outcome can occur. In this paper, we discuss cultural related issues such as culture influence on e-learning and the dimensions of cultural variability. In addition, we present the main challenges to provide e-learning opportunities. Finally, a case study for facing the cultural challenges is presented; this will be followed by concluding remarks at the end of this paper.

This study could emphasize the needs to positively respond to changes in higher education, hold down costs, and provide high quality programs represent challenges to higher education worldwide. The implementation of technology in higher education has the potential to contribute to facing these challenges. Technology-based education has been implemented to extend teaching beyond the physical campus and to provide alternative delivery methods (Darby, 2004). Human bias: eLearning helps removes the bias of sex, religion, color, caste etc.

Methodology

This study uses a cross-sectional design, based on questionnaires. The study design involves observation of a representative sample of the professors at faculty of economy and administrative sciences at an Najah national university in the 1st of April 2011 till- 30th of June. 2011. It employs descriptive and inferential design. The primary goal is to try to provide as comprehensive description as possible, whereas the cross sectional is focused on individuals at a fixed events during life.

Population & Sample of The Study

This study was conducted in two Professors at faculty of economy and administrative sciences at an Najah national university. The study population included all the professors at faculty of economy and administrative sciences at an Najah national university.

Table (1) shows the distribution of the study population according to

Variable	Level	Frequency	%
Gender	Female	6	12.0
	Male	44	88.0
Qualifications	M.A.	30	60.0
	PhD	20	40.0
total		50	100.0

Research Instruments

After conducting an extensive literature review on the influence of FL teaching on ML, data was collected via a structured questionnaire developed in English language which consisted of (70) items in three parts, organized to measure the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges: A- First: it informed the respondent of the objectives and the importance of the study, and assured them that the data collected was for scientific purposes only.

Reliability of the Instrument

To determine the reliability of three sub-questionnaires, Cronbach alpha formula was used.
Table (2) reliability of three sub-questionnaires, Cronbach alpha formula

No. of Items	Items	Domain	Reliability
7	8-14	Supportive environment	0.78
6	15-20	Tutor competent	0.82
6	21-26	Pedagogical attitudes	0.72
14	27-40	Culture	0.65
Total			0.78

The results of table (2) show that the ranges of reliability were between (0.72 – 0.82), and total score (0.77), all of these values are suitable for conducting such a study.

Study Variables

The study included the following variables:

Independent Variables

- Gender: with two classes (male and female)
- Qualification: with three levels (diploma, bachelors or masters)

Dependent Variable

The reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges.

The researcher used the following procedures during the application of this study:

First, after establishing the validity and reliability of the instrument by the experts in education who approved the utility of the instrument for carrying out the study, the researcher incorporated the changes, which were suggested by the experts.

Second, the researcher brought the population of the study.

Third, the researcher selected the study sample using stratified random sample method as a sample of the study (Krejice & Morgan, 1970). Fifth, the researcher herself distributed the copies of the instrument on faculty members. In order to obtain more valid and credible results faculty members were given the freedom to complete the questionnaire. In addition, the completion was voluntary. Sixth, the researcher managed to collect almost all the copies. Then the questionnaire was statically treated.

Findings and Discussion

Results related to the first part

Discussion of results will be presented as follows. The first part talks about results related to the study question. The second part discusses the results of the study hypothesis and the role of the variables

Results related to the first part

Results of The Second Hypothesis:

There are no statistically significant differences in means that at p value = 0.05) in the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges due to qualification . The Results will be presented in two parts. The first part deals with the descriptive analysis of the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges in studying seven domains. The second part is dedicated to test the validity of the study hypothesis, and to discuss the role of the variables (gender, qualification) in the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges.

Results of the first question : What is the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges?

To answer the study questions; mean, standard deviation, and percentages of each item, domain and total score of the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges is computed. The study adopted a five-point scale in which the length of cells was determined through calculating the range of the scale (5-1=4) and divided on the highest value of the scale to determine the cell length, (5\4=0.8) then added to the lowest value in the scale to determine the lowest value of scale (1+0.8=1.8):

Professors domain:

Figure (1):

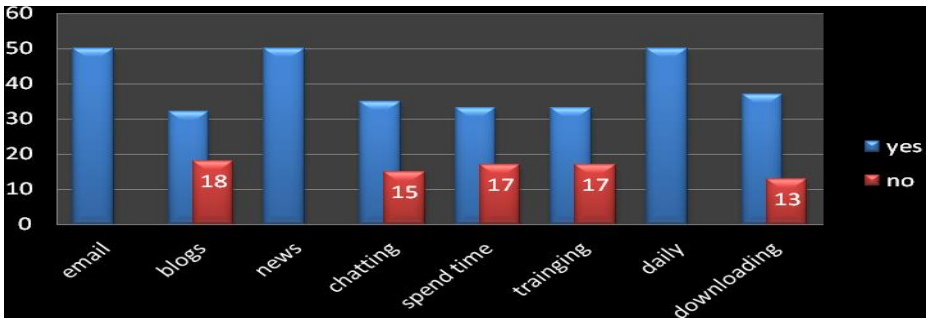

Figure (2):

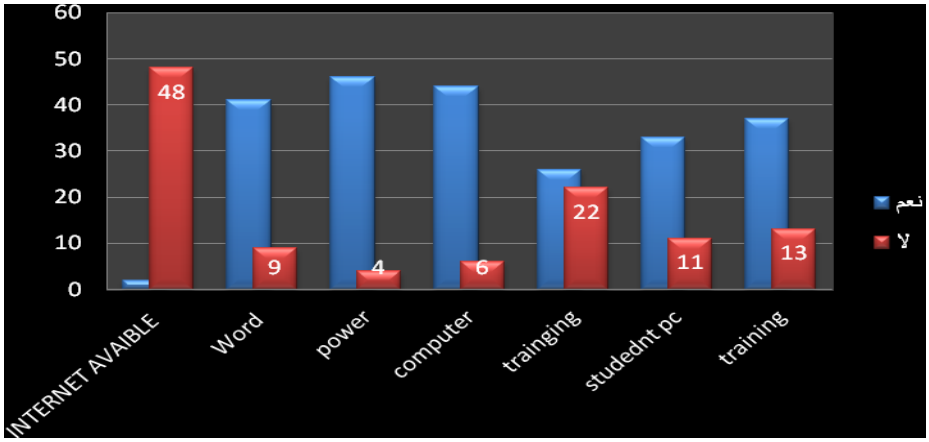

Table (3) mean, standard deviation, and percentages of each item, and total score of the influence of FL teaching on ML .

	Mean	Std. Deviation
15. I do not know using a computer leads to inhibition to take advantage of e-learning	1.6458	.97827
17. Helps provide a site of e-learning students to broaden their	2.9375	1.42031
22. The lack of Internet experience	2.3111	1.27604
24. The lack of records of each device	2.5000	1.28498
lecturer	2.3526	.82262

Faculty members' experience domain, results indicate a high degree with (M=3.8, SD=0.87, 77%). It is worth mentioning that item (8, 11, 13) received the highest score, item (11) (M=4.2, SD=0.76, 85%) which indicates that respondents perception of. This may be interpreted as evidence that e-learning can enhance teacher-student communication and cooperation.

It is said that excellence in online tutoring is fundamentally no different from excellence in other forms of teaching. According to Salmon & Giles (1997), it requires enthusiasm and involvement, intellectual perception & insight and ability to model an understanding of subject matter. It has to be highly interactive and collaborative. One measure of tutor competency is if they could easily relate interactions in the virtual environment to the actual classroom. In investigating the pattern of online interactions, it was found that only 9.5% (88 out of 922 tutor postings) demonstrated this.

Further, analysis of online protocol postings showed that more than 90% of tutors did not engage learners in a meaningful way, did not enhance knowledge building, did not encourage higher-order thinking and did not encourage collaborative learning. However, analysis showed that the tutors fared excellently in motivating students and communicating well which corresponds with Salmon (1998) 5-stage model: that in the initial stage of online learning, it is important to motivate and communicate well with students. Tutor competence can be improved in order to maintain and encourage student-centered learning. One method is to develop better training protocols for more effective online tutoring. Secondly, is to have tutors evaluate online discussion forums of more effective online tutors. In this manner, tutors will improve their online discussion skills.

The Supportive Institution domain:

Table (4) mean, standard deviation, and percentages of each item, and total score of the Supportive environment

	Mean	Std. Deviation
21. The lack of an Internet Hall	2.0000	1.32086
22. The lack of Internet experience	2.3111	1.27604
23. Classroom environment is appropriate	3.5833	1.12672
25. Lack of time for use	3.3542	1.21146
s26	3.6591	1.19967
Supportive environment	3.1705	.77904

There are challenges with the frequency of technology use and the lack of comprehension of basic commands and protocols related to technology. Furthermore, due to lack of adequate infrastructure and failure to transfer technology, most organizations subcontract their e-learning needs to third party vendors. Some employees may have to travel several miles to access required e-learning curriculum, which does not bode well in motivating potential users to adopt the technology. The lack of technological infrastructure could derail any e-learning program regardless of how lofty its goal might be. In addition to how different cultures use or react to different technology media, certain infrastructure, such as high speed Internet access, are simply not commonplace elsewhere around the globe.

Perhaps one of the greatest struggles in e-learning across cultural contexts that one needs to be prepared for is the need to cultivate learning in a cultural environment, with the provision of a stronger blend of the familiar social environment and the virtual technology environment. In order to do this, the physical world of learners needs to coincide with the tools, signs, and symbols of the e-learning world. To this end, it is suggested that simple visual materials such as icons, sounds, and menus can be replaced with local words or signs and the discussion tool does not have to adhere to a strict structural format, but instead offer in an innovative way that may not necessarily follow a logical thread.

Technological challenges are broadly defined as challenges surrounding issues of familiarity with new technology and technical problems encountered by instructors, for example, network bandwidth, computer facilities and storage and technology operation. A personal lack of easy access to these technologies as well as a lack of skills necessary to use available computer and communication technology has hindered instructor use of e-learning.

The Cultural Influence domain:

Table (5) mean, standard deviation, and percentages of each item, and total score of culture

	Mean	Std. Deviation
2. Eliminates the use of e-learning university scheduled.	2.2600	1.36740
3. Eliminates the use of e-learning role of the lecturer.	2.1200	1.15423
culture	2.1900	1.20750

Faculty members' experience domain, results indicate a high degree with (M=3.8, SD=0.87, 77%). It is worth mentioning that item (8, 11, 13) received the highest score, item (11) (M=4.2, SD=0.76, 85%) which indicates that respondents perception of e-learnings is an enjoyable task. This may be interpreted as evidence that e-learningcan enhance teacher-student communication and cooperation.

As it is mentioned, cultural difference has been deeply researched. The Dutch anthropologist Geert Hofstede defines culture as consisting of patterns of "thinking, feeling, and potential acting" that all people carry within themselves, and which he terms "mental programs." The source of these programs lies within the social environments where people grew up and collected their life experiences. Culture affects who we are, how we think, how we behave, and how we respond to our environment. Above all, it determines how we learn. On a practical level, any professional trainer who has worked in different cultures will say that, to be effective, one needs an understanding of each individual culture. This section focuses on cultural challenges that face e-learning.

The Pedagogical challenges domain:

Table (6) mean, standard deviation, and percentages of each item, and total score of Pedagogy

	Mean	Std. Deviation
1. Requires the use of e-learning with a lot of time	3.4400	1.01338
4. The use of e-learning to upgrade the level of the students.	4.3800	.75295
5. Modifies the use of e-learning from the role of records so that the supervisor and the student gives it a greater chance of independence to receive information	3.6200	.94524
6. Permeated the benefit of the use of e-learning on the lecturer and students	3.9000	.67763
7. E-learning helps to enrich the topics scheduled.	4.1800	.62890
8. Help of e-learning self-learning among students.	4.2800	.72955
9. The use of e-learning attractive to the attention of students.	4.3000	.64681
10. The use of e-learning to provide information faster and more intense	3.9800	.86873
11. E-learning eliminates the role of the modern means of conventional	4.1800	.77433
12. Supporting e-learning the traditional methods of teaching	4.2400	.65652
14. The use of electronic devices to increase the effectiveness of education	3.6400	1.12050
16. Reduces the use of e-learning time and effort	4.0200	.65434
18. Help a site to link e-learning community does not help to facilitate the task of the local community are reflected	3.7708	1.03635
19. The lack of computers have	4.0200	1.07836
20. The lack of my knowledge of technological matters	3.9200	1.04667
Pedagogy	3.9861	.38579

Faculty members' experience domain, results indicate a high degree with (M=3.8, SD=0.87, 77%). It is worth mentioning that item (8, 11, 13) received the highest score, item (11) (M=4.2, SD=0.76, 85%) which indicates that respondents perception of e-learning is an enjoyable task. This may be interpreted as evidence that e-learniningcan enhance teacher-student communication and cooperation.

Part Two: Testing the Study Hypothesis

The second part is dedicated to testing the study hypothesis, and to discussing the role of the variables of (gender, qualification) in the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges.

Results of the first Hypothesis

H0: There are no statistically significant differences in means that at p value = 0.05) in the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty

members in colleges due to gender. An independent-samples t-test was computed to compare the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges. There was no significant difference in the scores for males and females on Supportive environment , Tutor competent , Culture domains Pedagogical attitudes Total degree.

Table (7): An independent-samples t-test was conducted to compare the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges.

	gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Supportive environment	male	6	2.8750	.13693	-1.000-	0.323
	female	38	3.2171	.82849		
Tutor competent	male	6	2.0000	.00000	-1.146-	0.259
	female	33	2.4167	.88093		
Culture	male	6	1.5000	.54772	-1.512-	0.137
	female	44	2.2841	1.24545		
Pedagogical attitudes	male	6	4.0000	.14606	.093	0.926
	female	42	3.9841	.40985		
Total degree	male	6	3.2593	.00000	-1.434-	0.158
	female	44	3.4663	.35055		

Results of The Second Hypothesis:

There are no statistically significant differences in means that at p value = 0.05) in the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges due to qualification . An independent-samples t-test was conducted to compare reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges. There were no significant difference in the scores for married and single faculty members on (teacher's experience, Tutor competent , student previous experience, L1 use in L2 class students' acquisition, students' age). An independent-samples t-test was computed to compare the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges.

Table (8): An independent-samples t-test was conducted to compare the reality and constraints of the application of e-learning in-Najah National University from the perspective of faculty members in colleges.

	qualifications	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Supportive environment	Master	26	2.9231	.65867	-2.712-	*0.010
	PhD	18	3.5278	.81750		
Tutor competent	Master	21	2.2500	.82916	-.838-	0.408
	PhD	18	2.4722	.82198		
Culture	Master	30	2.4667	1.33218	2.048	*0.046
	PhD	20	1.7750	.86565		
Pedagogical attitudes	Master	28	4.0738	.41627	1.916	0.062
	PhD	20	3.8633	.30777		
Total degree	Master	30	3.4745	.27262	.851	0.399
	PhD	20	3.3919	.41506		

There was no significant difference in the scores for males and females on Supportive environment , Tutor competent , Culture domains. Whereas there were significant differences in the scores of males and females on L1 use in L2 class in male (M=2.965, SD=0.265) and female (M=3.079, SD=0.246) conditions; t (303)= -3.857-, p = 0.00. These results suggest that female faculty members really do see an influence of FL teaching on ML in 1st and 3rd grades on L1 use in L2 class more than male faculty members.

Conclusions

In sum, whilst Palestinian higher education organizations recognize that e-learning has many benefits, they are not ready to implement it in its entirety. A more concerted effort needs to be taken to ensure that higher education organizations that are ready and willing to implement e-learning "do-it-right" the first time to overcome de-motivation and failure. This is because, e-learning when implemented correctly can bring learning benefits and reduce much overheads.

Concerning factors challenging implementation of eLearning, several were identified and found to be interrelated in affecting eLearning. It is important to note that, before commencing an eLearning program, capacity analysis needs to be done first. It was found that the learning culture is also one of the obstacles in adapting eLearning. Therefore, implementers must be careful and sensitive in how to promote eLearning as a phenomenon for development. The implementation of e-learning in teaching at an Najah national University encountered several problems. Contributions of e-leaning toward higher education policies, development and delivery of learning resources in higher learning institutions cannot be underscored. Other Challenges of e-learning infrastructures requirements such as connectivity, ICT equipment, software, training, low budgets, scales of economies among learners and attitudinal factors among management and staff members, are to be tackled while implementing.

The problems reported include the difficulty that some college professors face because they do not have enough skills to use technology while other professors are not motivated to engage in technology-based instruction, the longtime consumed when developing web-based materials, the reward systems that don't give significant incentives for using technology in instruction. Suggested solutions to these problems recommend providing academics with considerable instructional support, giving them encouraging incentives to as a way to value their work, decreasing their workload, and taking their innovative work into account for promotion and tenure.

All the suggested solutions to problems encountered when employing technology-based instruction aim at enhancing teaching and facilitating the role of faculty members so they are more capable of helping students to learn.
This paper has described instructor perceptions of the challenges of e-learning. A majority of instructors involved in the study pointed out that e-learning not only relies on multiple education technologies but also that technology innovation is ongoing and so instructors are continuously faced with pedagogical, personal, and technological challenges.

However, respondent instructors indicated that actually most instructors have had little or no formal training in the effective use of technological resources in e-learning. The general perception was that they would benefit from training in this, either from the university and or external professionals.

Overall, the findings of the study indicate that in the face of ongoing technology demands instructors not only feel they lack time but some also experience challenges from their personal expertise and beliefs to the incorporation of technology into course design. An easy use and high quality interface and functionality was said to be required for graphs, figures, and even voice online and also to address the challenge of typing Chinese characters and science formulae and symbols online. In sum, the findings indicate instructors perceive challenges from e-learning that might hinder instructor personal motivation to adopt e-learning teaching. These include lack of time, support, pedagogical and technical skills, and easy and high

quality access to infrastructure and e-learning platforms. University administrators interested in solving the issue of the under-use of e-learning would be wise to recognize the challenges instructors face and to provide the necessary policy and practical support to help overcome these challenges if they wish to promote the use of e-learning as a part of the blended delivery of courses.

Based on the findings and conclusions the author makes the following recommendations for further research.

1. There is a need for further comparative research to be carried out on people's perception of eLearning in years to come.
2. Additional research should be carried out to outline the significance of each factor in influencing the implementation of eLearning.
3. There is a need for a market and regulatory survey of eLearning in to be carried out in order to guide the eLearning investment decisions of both private and government institutions.
4. There is need to develop tools for information access and learning for people with disabilities
5. Training and qualifying graduates in the Palestinian in specialized e-learning courses.
6. To conduct the same study in other districts in Palestine.
7. To conduct future studies that research could be replicated in other parts of Palestine, Not only in Tulkarm and Nablus but it could also involve other cities in Palestine.

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