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The Reality of E- Learning in the Jordanian Public Universities and its Constraints from the Faculty Members' Point of View

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Abstract

The study aimed to identify the reality of e-learning in the Jordanian public universities from the point of view of the faculty members. Therefore, a questionnaire was prepared on a random sample of the faculty members in three public universities: Al-Balqa Applied University, Mu'ta University and Al al-Bayt University, they were (330) faculty members from different disciplines.

The study found the following results: No significant difference between the average grades of faculty members on the axis (extent of the use of e-learning, its pros and cons, and its constraints) depending on the variable of the scientific rank and according to the variable of teaching experience, and the absence of a statistical significance difference between the average grades of the faculty members on the axis (extent of the use of e-learning, its pros and cons and its constraints) depending on the variable of specialization, and the existence of a statistical significance difference between the average grades of faculty members on the axis of (Cons) according to the variable of specialization in favor of literary specialization, The percentage of interest of faculty members in e-learning weak, e-mail and broadcast audio and video lectures are considered of less usage, while the respondents stressed the role of e-learning in self-learning and increasing computer skills, and that the most important of its cons is that it reduces the burdens of teachers, as well as that sitting for long periods in front of the computer causes a lot of diseases, and the most important obstacles are not availability of halls dedicated to e-learning.

Keywords: E- Learning, Jordanian Public Universities , Constraints

Introduction

Digital technology has provided flexible new media in education and teaching strategies that were previously unknown. At the same time, this technology has created challenges for universities and higher education (Mills; Yanes and Casebeer, 2009). It is assumed that universities not only respond to digital technology advances in education but also drive change. Faculty members of higher education seem to be slowly responding to digital technology challenges, or some are resisting new instructional patterns, including e-learning (Mills, et al., 2009).

E-learning is learning based primarily on the use of computers and the Internet and is between the student and the program and can be an interaction between the student and the faculty member. E-learning tools have evolved to include text, image, video, audio and games, and PowerPoint programs can enrich e-learning, video conferencing and the virtual world.

Technological advances and the use of the Internet have created challenges for the traditional classroom-based learning style. Rodny (2002) reviewed some of the most important obstacles to the application of e-learning: lack of effective leadership, inadequate training and lack of equipment and tools. According to Al-Khalifa (2002), the biggest obstacle to the effectiveness of e-learning lies in the weakness of the Internet infrastructure in some countries (Lin, Hui-Chao, 2005)

Research results indicated that faculty members tended to start less complex activities. Mills (et al., 2009) finds that traditional face-to-face learning and classroom interaction greatly help to shape and maintain a teacher's sense of identity as an expert in teaching. This traditional framework meets the needs of faculty members in universities rather than meets the needs of students. Mills (et al., 2009) reported that higher education is resistant to e-learning as long as 95% of faculty members believe or believe that traditional classroom-based learning is still the most effective and influential in educational outcomes, and that the traditional classroom is still sacred in the opinion of faculty members and administrators.

Although e-learning is growing rapidly, many faculty members in higher education pay little attention to this kind of learning, especially faculty members at the rank of professor, because they are concerned about their professional status and expect to increase the teaching burden and lack of material incentives to implement this type of learning (Allen & Seaman, 2007).

The Problem of the Study

E-learning is one of the most rapidly growing areas of scientific and technical developments and the increasing demand for technology integration in education to build a generation capable of dealing with the

vocabulary of the new age. This has increased the burden on educational institutions. In this regard, the institutions of higher education must prepare their students to cope with modern developments. In order to do so, it is necessary to study the actual reality of these institutions in order to propose the best ways to develop. As a result, the researchers felt that it is useful to know the reality of e - learning in the Jordanian public universities from the point of view of faculty members, especially under the emphasis on the role of technology and employment in the educational process, and more encouraged by the lack of studies that dealt with this subject in the Hashemite Kingdom of Jordan.

Thus, the problem of the study can be identified in the following question: What is the reality of e-learning in the universities of Al-Balqa Applied University, Mu'tah University, Al-alBayt University, from the point of view of faculty members?

The importance of study

The importance of the study is:

1. Seeking to diagnose the reality of e-learning in Jordanian public universities, relying on the views of faculty members, as e-learning is a new trend sought by educational institutions to develop in their programs.
2. Contribution of the results of this study - what the researcher hopes - to provide a clear and practical perception of the reality of technical innovations in Jordanian public universities.
3. Harmonization with the recommendations of conferences and seminars that focused on the development of education, and stressed the importance of technological innovations in the educational process, with the aim of achieving better education at all levels and stages.
4. To reach proposals that may help to improve the current reality of the use and development of e-learning.

Objectives of the study

This study aimed to identify:

1. The reality of e-learning in Al-Balqa Applied University, Mu'tah University, Al-alBayt University in terms of its usage, its advantages, its disadvantages, and obstacles to its implementation, from the point of view of the faculty members.
2. To reach suggestions that help in the development of e - learning, by identifying the most important (the pros and cons and obstacles to the use of e - learning) from the point of view of faculty members.

Questions of the Study

1. To what extent is the use of e-learning in the universities of Al-Balqa 'Applied University, Muta' University, and Al alBayt University from the point of view of the faculty members?
2. What are the advantages of e-learning in the universities of Al-Balqa Applied, Mu'ta University, and Al-alBayt University from the point of view of faculty members?
3. What are the disadvantages of e-learning in the universities of Al-Balqa 'Applied University, Mu'ta University, and Al-alBayt University from the point of view of faculty members?
4. What are the obstacles to the application of e-learning in the universities of Al-Balqa 'Applied University, Mu'ta University, and Al-alBayt University from the point of view of faculty members?

Hypothesis of the Study

1. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between average grades of faculty members on each domain of the questionnaire, according to scientific rank variable.
2. There is no significant difference at the level of significance of (0.05) between average grades of faculty members around the axes of the questionnaire, depending on the years of educational experience variable.
3. There is no significant difference at the level of significance (0.05) between the average grades of faculty members about the questionnaire axes depending on the specialization variable.

Study variables:

Independent variables: specialization, scientific rank, number of years of teaching experience.

Dependent variables: the reality of the use of e-learning in terms of (extent of use, advantages, disadvantages, obstacles to use).

Terminology of study

Al-Mousa, (2002. 22) defined e-learning as "a method of learning using modern communication mechanisms from computers, networks, multimedia, voice, image, graphics, research mechanisms, electronic libraries, as well as Internet portals, both remotely and in the classroom."

Shamma & Ismae'l (2008, 238) defined it as "A technological innovator based on a learner-centered interactive learning environment, well-designed in the light of the principles of instructional design suitable for an open and flexible learning environment, using Internet resources and digital technologies, and accessible to everyone, anywhere and time. "

In this study, e-learning is meant to include the use of modern communication mechanisms in computer education, its programs, networks, multimedia, voice, image, graphics, research tools, electronic libraries, CDs, educational software, as well as internet portals from the use of the browser, e-mail, Distance or in classroom.

Previous Studies

The two researchers dealt with some previous studies related to the subject of the study.

Nadia (2003) conducted a study on the attitudes of faculty members towards the use of e-learning at Manchester Metropolitan University. The results of the study showed that there is a degree of awareness among faculty members but they have some reluctance to adopt the e-learning system due to lack of institutional support and lack of time and resources to apply this system, in addition to the lack of experience and weak skills in e-learning technology.

Christopher (et al., 2004) conducted a study aimed at surveying the views of students and faculty members towards electronic material support. The findings revealed students' support for the use of the electronic curriculum, while the majority of faculty members did not support this because of their lack of confidence and inability on their use and the need for continuous training in the use of e-learning programs.

Kaleta et al. (2005) finds that the most important obstacles facing university faculty members are change and time. Faculty members are required to change the way they teach and devote more time and effort to this type of learning, as the faculty members are accustomed to the traditional style and are familiar to them.

Al-Reefi (2006) cited a number of obstacles to the application of e-learning at the Islamic University in Gaza, namely the lack of availability of computer labs for e-learning whether for the use of students or faculty, lack of experience in designing electronic courses and the Ministry of Higher Education's recognition of programs based on the learning system and the failure to provide rewarding material rewards to faculty members who use technology to promote their courses, and the lack of faith of some teachers in the usefulness of e-learning.

Gholam (2007) conducted a study aimed at identifying the reality of the use of e-learning at King Abdul-Aziz University in Jeddah, Saudi Arabia. The study sample consisted of (112) faculty members, (1387) male and female students, and a group of faculty members, administrators and technicians in e-education. The lack of a qualified administrative staff to deal with the e-learning system, the absence of computers in classrooms connected to the Internet, the lack of legislation granting degrees to students of the e-learning system, and the difficulty of obtaining programs in Arabic.

Stevenson (2007) examined the incentives and handicaps that make college faculty members participate or not in e-learning. The main obstacles were the teaching burden, the quality of the courses, the lack of technical support by the institution, and the lack of financial support for those involved in e-learning. The results showed that the most important incentives for faculty members to adopt this type of education are: increasing the monthly income, financial rewards, and improve working conditions.

A study by Bruner (2007), which included a sample of (61) faculty members in small private colleges, found that the most important incentives to adopt e-learning were e-learning training, material incentives, and reduced teaching load.

Cahill (2008) conducted a study aimed at identifying incentives and impediments that encourage or hinder faculty members from adopting an e-learning system. The study sample consisted of (27) faculty members working in the Faculty of Education at St. Thomas University in the United States of America. The results of the study revealed that the most important incentives were: communication between students, accessibility of electronic course materials, material rewards, encouragement from colleagues and administrators. The most important obstacles were: the long time required for e-learning and not to be considered for promotion for those who do this, and the heavy teaching burden required of the faculty member.

Mills (et al., 2009) also conducted a study of faculty members' views on distance learning and e-learning at a college of education at a university in South Texas, USA. The results of the study revealed that faculty members were concerned about the high probability of increasing the time required to implement the e-learning system, a possible increase in office hours, additional time for developing and designing electronic courses, and the skills that faculty members need to train to apply this type of learning. Trust in the administrative support of e-learning programs, lack of technical support and some expressed their lack of confidence in the integrity of the tests in e-learning. It ensures that the student who registered the online course is the same as the test, and the weakness of the technological competencies of most faculty members.

Comment on previous studies

Through a review of the previous studies, the researchers noted that one of the most important challenges faced by faculty members in e-learning in universities is the extra time required by the e-learning system of the faculty members to prepare and teach, which negatively affects the lack of sufficient time for faculty members to conduct research for Upgrade. This challenge has revealed by the studies of Kaleta, et al. (2005), Naida (2003), and Cahill (2009).

One of the most important challenges of e-learning facing university faculty members, which has been revealed in previous studies, is the heavy teaching burden of teaching staff (Cahill (2009), Bruner, 2007). Material rewards for faculty members who apply the e-learning system in universities as in studies of: Cahil, 2009) and rural (2006).

Study Approach

The study used the analytical descriptive method according to its nature.

The population of the study and its sample

The study population consists of (300) faculty members from the following universities: Al-Balqa Applied University, Mu'tah University and Al-alBayt University in the academic year 2016/2017

Study tool

The researchers designed the study tool, which is a questionnaire to measure the reality of e-learning in Jordanian public universities

Validity of the tool

The questionnaire was presented to a group of arbitrators, who submitted their observations in writing and orally. Based on their observations, some items were modified in the questionnaire.

Reliability of the tool

The reliability of the questionnaire was calculated to ascertain the validity of the questionnaire as follows: The survey questionnaire was applied to a sample of 20 faculty members, alpha-cronbach coefficient is calculated as a method for calculating the reliability of the test without re-evaluation. It is used to estimate the internal consistency of the test. It is used with objective and transitional tests (Al-Nabhan, 2004). It reached for the faculty members (88.65) which indicated that the study instrument is applicable.

Results of the study

After collecting questionnaires from the members of the study, the data were then analyzed using the SPSS statistical program

The answer to the first question: To what extent is the use of e-learning in the universities of Al-Balqa 'Applied University, Muta' University, and Al alBayt University from the point of view of the faculty members?

Table (1): The arithmetical averages and the percentages of the items of the faculty members' questionnaire on the usage range axis

Item		Percentage					Mean
		Strongly agree	Agree	Neutral	Don't agree	Strongly don't agree	
The presence of a laboratory containing a sufficient number of computers in the university.		11,3	12,1	34,5	34,9	6	2,88
Good computer handling.		42,6	42,2	5,2	9	-	4,41
You have the ability to quickly write, save, retrieve and format with the .word		57,1	18	15,4	9,5	-	4,44
You have the ability to print in all writing forms and use most available fonts.		59,5	28,6	4,2	5,1	2,6	4,5
You have the ability to attach images and various graphics to text.		58,5	20,7	12,8	-	7	4,6
You have the ability to design tables, reports and questionnaires		66,1	10,2	10,3	4,3	8	4,49
You have the ability to paint differently on the word		66	4,3	16,4	4,3	9	4,88
You have the ability to output images, text and graphics all on the printer.		70,7	13,8	6	2,1	3,2	4,59
Programs that You can handle With it easily:	Excel	33,6	42,2	10,3	6	2,6	4,05
	Power Point	35,8	28,4	22,4	4,3	9	4,036
	Flash.	2	20,7	26,7	14,7	24,7	3,1
	Authorware	9,5	15,5	31	24,1	14,7	2,8
	Photoshop	38,8	27,6	17,2	8,6	5,6	3,9
You can manage electronic files: (open, delete, Receive, Send, Save)		40,5	33,6	19	1,7	3	4.1
There is an Internet network that is always available to teachers in the college.		18,1	21,6	35,3	11,2	8,6	3,3
E-learning techniques are used for Scientific research purposes.		34,5	47,4	11,2	1,7	4	4,4
You search in electronic libraries for books and useful references in subject matter subjects		34,5	47,4	11,2	1,7	5	4,1

You use search engines to obtain necessary information for subjects and enrich your lectures.	40,5	42,2	8,6	4,4	4	4,22
You encourage your students to communicate through the Internet and exchange experiences between them.	42,2	41,4	6,9	4,3	4	4,23
You broadcast live audio and video lectures from any place where students can follow you from anywhere.	1,7	1,7	16,4	25	50	1,7
You use Video and audio recordings in the Education process.	4	11,2	37,1	16,4	30,2	2,3
There is a special website for the College on the Internet.	31,9	32,8	3,4	6,9	19,8	3,52
You have your own e-mail on the Internet.	29,3	31	-	17,2	17,2	3,3
You use email to communicate with your colleagues.	29,3	27,6	3,4	17,2	17,2	4,1
You use email to communicate with your students.	1,7	-	19	22	53,7	1,7
You ask your students to send assignments to your E-mail.	1,7	-	17,5	25,9	54,9	1,6
You have software that is ready for the materials you are teaching on CDs.	25,9	8,6	45,7	5,2	9,5	3,3
There are halls in the college dedicated for e-learning.	6,9	-	36,2	36,2	14,7	2,5
You can build a favorite web site on your computer In an organized and indexed manner	22	31	21,6	12,9	8,9	3,5
You improve your computer skills constantly.	69,8	9,5	9,5	3,7	7,5	4,4

Note from table (1) that the lowest average grades of faculty members on the e-learning usage scale were (use e-mail to communicate with your students, ask your students to send assignments to your e-mail, broadcast live audio and video lectures from anywhere, your students follow you from anywhere). Most of the teachers (who used the e-mail to communicate with the students or asked them to send their tasks on e-mail), this was with postgraduate students, not with graduate students, and the higher averages were (you have the ability on the different drawing on the Word, you have the ability to attach pictures and various drawings for text, you have the ability to print in all writing forms and use most available fonts, you have the ability to quickly write, save, retrieve and format by Word).

The answer to the second question: What are the advantages of e - learning in the universities of Al Balqa 'Applied University, Mu'tah University, and Al - alBayt University from the view of faculty members?

Table (2): The arithmetic averages and the percentages of the items of the faculty members' questionnaire on the positives axis

Item	Percentage					Mean
	Strongly agree	Agree	Neutral	Don't agree	Strongly don't agree	
Raise the level of achievement of students.	32	56,2	7,8	4	-	4,2
Enable students of self-learning.	39,7	55,2	4,4	-	-	4.41
Students can communicate with the teacher anywhere and anytime through email.	3,4	52,2	22,4	19	-	3,4
Increases students' computing skills and experiences.	28,2	64,1	7,3	-	-	4,29
Helps students retain information for a long time.	24,1	29,3	15,8	31,2	-	3,5
Increases learner motivation for study.	21,6	65,5	7,8	-	-	4,1
Taking into consideration individual differences among students.	21,7	35,5	8,8	31	-	3,4
Provides instant and immediate feedback.	7,9	63,9	6,2	19,8	-	3,6
Supports active learning.	21,7	39,7	12,9	25	-	3,62
He creates a real learning environment.	30,2	26,7	6,5	30,2	6	3,58
Develop critical and creative thinking.	29,3	34,5	11,2	19,8	-	3,77
Develops information skills.	50	26,1	9,5	11,2	-	4,1
The teacher has sufficient ability to use techniques and modern IT and Computers.	21,6	57,8	2,6	13,2	2,7	4,1
The teacher's work focuses on teaching students and minimizing effort which the teacher does with increasing numbers of students and tightness Halls.	12,9	45,7	4,3	22,4	10,5	3,3
Relieves the teacher's burdens as he transforms the learning process to a process of dialogue between the teacher and the learner rather than the traditional explanation.	12,9	46,6	5,9	30,2	3	3,44

Table (2) shows that the lowest averages of the faculty members on the axis the pros were (students can communicate with the teacher at any place and time through e-mail, takes into account the individual differences between students, gives immediate and direct feedback), and the highest averages were (students can self-learn, increase of computer skills and experiences).

The answer to the third question: What are the disadvantages of e - learning in the universities of Al

Balqa 'Applied University, Mu'tah University, Al - alBayt University from the view of faculty members?

Table (3): The arithmetical averages and the percentages of the items of the faculty members' questionnaire on the negatives axis

Item	Percentage					Mean
	Strongly agree	Agree	Neutral	Don't agree	Strongly don't agree	
Increases the isolation of students by sitting for a long time in front of Computer without social communication face to face.	4,6	12,1	49,1	27,6	3,7	2,89
Disabling hardware disables the learning process.	47	5,2	37,9	6	1,7	3,5
Difficulty applying appropriate evaluation methods and tools.	13,8	14,7	16,4	49,3	2,7	2,9
Reduces teachers' burdens and increases student burdens.	2,6	19	20	43.1	12,2	2,5
The long sitting in front of the computer causes lots of diseases.	4,3	24,1	55,4	11,2	1,7	3,19
E-learning focuses on the senses of hearing and sight without the rest of the senses.	5,2	25,9	63,3	3,4	-	3,3
E-learning lacks human presence and relationships between teachers and students, and between students themselves.	16,4	14,7	47,4	8,8	10,3	3,21
The electronic illiteracy of parents reduce follow their children electronically.	5,2	20,4	40,1	11,2	22,4	3,39

In Table (3) we find that most of the averages were close to the axis of the disadvantages of education and the lowest averages (reduces the teachers' burdens and increases students' burdens) while the higher average was (Reduces Electronic illiteracy for parents to follow their children electronically).

The answer to the fourth question: What are the obstacles to the application of e-learning in the universities of Al Balqaa' Applied University, Mu'tah University and Al alBayt University from the point of view of faculty members?

Table (4): The arithmetic averages and percentages of the items of the faculty members' questionnaire on the obstacles axis

Item	Percentage					Mean
	Strongly agree	Agree	Neutral	Don't agree	Strongly don't agree	
It takes a lot of time and effort.	14,7	59,5	19,2	3,4	2	3,9
Lack of experience of teachers and students in e-learning techniques.	19,8	61,2	15,8	2	-	4,06
Classrooms are not intended for electronic education.	56,9	35,3	4,6	-	2,4	4,5
Neglecting computer maintenance continuously in college.	41,4	37,7	12,5	8	-	4,28
Interruption of the Internet for long periods in the college.	39,7	33,7	20,7	2,7	1,1	4,1
Weak skills of students in the Internet and computer.	16,5	54,7	24,9	1,9	2	3,8
The difficulty of teaching this huge number of students through the Internet.	34,5	31	6,9	25,4	-	3,01
Lack of computers in the homes of all students.	22,4	32,8	31,9	9,8	-	3,2
There is no e-mail for each student.	25	22,4	44,9	5,4	-	3,7
Do not equip the computer lab with the necessary printers, headphones and printing paper.	53,6	33,6	8,6	2,1	-	4,4
Internet delays in opening pages of the program.	31	34,5	29,3	-	3,4	4,01
The teacher cannot answer all students' questions	8,8	22,6	64,9	2,7	1	3,3
Computer and Internet use reduces communication between students and the teacher.	25	11,2	59,6	-	2,1	3,6

From Table (4), we find that the average of the axis of e-learning impediments is similar to that of faculty members and the lower average (the difficulty of teaching this large number of students about internet), and the highest averages were (classrooms are not allocated to apply e-learning).

First hypothesis test: There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between average grades of faculty members on each domain of the questionnaire, according to scientific rank variable

Table (5): Results of the analysis of the One-way analysis of variance on the axes of the questionnaire according to scientific rank variable

Axis	Academic rank	N	Mean	F value	Sig	The decision
The extent of using e-learning	Lecturer	174	105,9	2,401	0,95	Not significant
	Assistant Professor	87	113,2			
	Professor	69	111,65			
Advantages	Lecturer	174	57,13	1,994	0,141	Not significant
	Assistant Professor	87	59,00			
	Professor	69	53,82			
Disadvantages	Lecturer	174	24,0862	1,732	0,182	Not significant
	Assistant Professor	87	24,103			
	Professor	69	26,13			
Obstacles	Lecturer	174	51,41	1,432	0,112	Not significant
	Assistant Professor	87	49,9			
	Professor	69	51,9			

Table (5) shows that on the axis of the extent to which e-learning is used by faculty members according to the variable of the scientific rank has a value of (2,401) at a level of significance (0,95), which is not statistically significant at the significance level of (0.05), indicating the absence of statistically significant differences between the average grade of the faculty members on the usage axis, depending on the scientific rank variable.

And that the value of F on the positive axis reached (1,994) at the level of significance (0.141), which is statistically significant at a significance level of (0.05), indicating no significant statistically differences between the average grade of faculty members on the axis of positives, depending on the scientific rank variable.

And that the value of F on the axis of negatives amounted to (1,732) at the level of significance (1,182), which is statistically significant at a significance level of (0.05), indicating no significant statistically differences between the average grade of faculty members on the axis of negatives, depending on the scientific rank variable.

And that the value of F on the axis of constraints amounted to (1,432) at the level of significance (1,12), which is statistically significant at a significance level of (0.05), indicating no significant statistically differences between the average grade of the faculty members on the axis of obstacles, depending on the scientific rank variable.

Second hypothesis test: There is no significant difference at the level of significance of (0.05) between average grades of faculty members around the axes of the questionnaire, depending on the years of educational experience variable.

Table (6): Results of One-way ANOVA analysis of variance on the axes of the questionnaire depending on years of experience variable

Axis	**Years' experience category**	**N**	**Mean**	**F value**	**Sig**	**The decision**
The extent of using e-learning	From 0-5	66	102,86	1,477	0,214	Not significant
	From 6-10	63	108,52			
	From 11-15	60	108,35			
	From 16-20	96	113,43			
	20 and above	45	110,6			
Advantages	From 0-5	66	59,18	1,351	0,256	Not significant
	From 6-10	63	57,23			
	From 11-15	60	52,8			
	From 16-20	96	57,31			
	20 and above	45	57,9			
Disadvantages	From 0-5	66	25,27	0,585	0,674	Not significant
	From 6-10	63	24,04			
	From 11-15	60	24,9			
	From 16-20	96	25,18			
	20 and above	45	26.00			
Obstacles	From 0-5	66	52,8	1,331	0,26	Not significant
	From 6-10	63	50,6			
	From 11-15	60	50,35			
	From 16-20	96	50,59			
	20 and above	45	50,6			

Table (6) shows that it is on the axis of the use of e-learning by the faculty members according to the variable of educational experience where the value of F reached (1,477) at a level of significance (0,214), which is not statistically significant at the level of (0.05), which indicates there were no statistically significant differences between the average grade of the faculty members on the axis Usage of e-learning, depending on the variable of educational experience.

The value of F on the axis of positives reached (1,351) at the level of significance (0.256) Which is statistically insignificant at the level of (0.05) indicating no statistically significant differences between the average grade of faculty members on the axis of positives, depending on the variable of educational experience, and that the value of F on the axis of negatives amounted to (0.585) at the level of significance (0.674), which is statistically significant at a significance level of (0.05), indicating no statistically significant differences between the average grade of faculty members on the axis of negatives, depending on the variable of educational experience.

Results also indicated that the value of F on the axis of obstacles amounted to (1,331) at the level of significance (0,26), which is statistically significant at a significance level of (0.05), indicating no statistically significant differences between the average grade of the faculty members on the axis of obstacles, depending on the educational experience variable.

Third hypothesis test: There is no significant difference at the level of significance (0.05) between the average grades of faculty members about the questionnaire axes depending on the specialization variable.

Table (7): The results of the T test to indicate the differences between the averages of the faculty members according to the specialization variable

Axis	Scientific specialization	N	Mean	Standard deviation	Df	T value	Sig	Decision
Usage	Scientific	291	109,8	15,01	108	1,379	0,171	Not significant
	Literary	39	103,3	22,7				
Advantages	Scientific	291	56,32	9,56	108	1,863	0,065	Not significant
	Literary	39	61,46	7,14				
Disadvantages	Scientific	291	24,6	3,5	108	2,736	0,007	Significant
	Literary	39	27,7	5,5				
Obstacles	Scientific	291	51,1	3,9	108	0,203	0,839	Not significant
	Literary	39	50,9	5,8				

Table (7) shows that the value of faculty members according to the specialization variable (1,379) at the level of significance (0,171) is not statistically significant at the level of significance (0,05), indicating the absence of a statistical differences between the average grades of faculty members around the axis of use, and that the value of t on the axis of e-learning advantages by faculty members according to the specialization variable (1,863) at the level of significance (0,065), which is not statistically significant, that there are no differences between the average grades of faculty members on the axis of positives, depending on the specialization variable.

It shows also that the value of t on the axis of e-learning disadvantages by the faculty members has reached (2,736) at a level of significance (0.007) which is a statistically significant at (0.05), indicating statistically significant differences between average grades of faculty members on the axis of negatives for the group of specialization with a higher average, which we also see in favor of literary specialization.

It also showed that the value of t at the axis of obstacles to e-learning by the faculty members has reached (0.203) at a level of significance (0,839), which is not significant(0.05), indicating that there are no statistically significant differences between average grades of faculty members on the axis of obstacles.

Suggestions of the Study

-Providing a well-functioning Internet network available to all teachers and students in all the Colleges.

-The inclusion of courses dealing with e-learning in the branches of all Jordanian universities.

-Provide appropriate training opportunities for faculty members and university students.

-Uses of computer and the Internet, and the use of different e-learning applications.

-Conducting educational training courses on the field of e-learning, its requirements and new roles which teachers and students / teachers should follow according to their patterns and mechanisms.

-Hold training courses in universities to obtain the International Computer Driving License.

-Hold specialized courses in IC and ICDL 3

-Dealing with networks of all kinds.

- Hold specialized courses to provide teachers with the skills of designing lessons electronically supervised by specialists in this field.

-Spread scientific and technical awareness about the benefits of e-learning· .
-Adopting educational and scientific strategies in the field of e-learning· .
- Working on the employment of e-learning in the field of self-learning.

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