



The Availability, Use, and Issues of Secondary Schools Teachers towards E-Learning

Muzammila Akram	Associate Professor, Department of Educational Training, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan.
Hafiz Muhammad Azam Javed	M.Phil. Scholar, Department of Educational Training, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan.
Syeda Fatima Niaz	Department of Educational Training, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan.
Waqas Mahmood	Assistant. Prof, Department of Educational Training, The Islamia University of Bahawalpur, Bahawalpur

Vol. 2, No. 4 (Fall 2022)

Pages: 90 – 96

ISSN (Print): 2789-441X

ISSN (Online): 2789-4428

Key Words

E-learning, Secondary school Teachers, Availability, Use, Issue

Corresponding Author:

Waqas Mahmood

Email: waqas.mahmood@iub.edu.pk

Abstract: E-learning has transformed the whole education system and ensures no one is left behind in the educational system by providing accessible educational opportunities for all. ICT integration has emerged as a top priority for educational institutions. The basic purpose of the present study was to examine the availability, use and issues faced by secondary school teachers while using E-learning resources. A sequential explanatory mixed method was used for data collection from secondary school teachers from Ahmad Pur East, District Bahawalpur, Punjab, who were the intended population. Purposive sampling was used to reach out to 200 instructors from the entire population. SPSS 20 was used for quantitative data analysis after data collection. Based on the quantitative results, a semi-structured interview was conducted to explore the issues faced by teachers while teaching via E-learning. The qualitative data revealed the major issues encountered by teachers while using ICT were limited accessibility, lack of motivation, less technical support, poor sense of self-efficacy, technical difficulties, lack of motivation, lack of proper training, and a poor internet connection.

Introduction

In the last few decades, it has become the major concern of societies to produce skill-based education. Educational stakeholders continuously advocate that there is a crucial need to develop skills in individuals rather than awarding them certificates. The foremost goal of the educational administration is to foster a scientific attitude and to give technical knowledge to students that assist them in solving their practical problems. This goal can be accomplished easily by using modern ICT resources. In the 21st century, the world is encountering tremendous improvement regarding Information and Communication Technology (Mahmood, Ismail, & Omar Fauzee,

2019). The school sector isn't left behind in the field of technological development, as the integration of e-learning sources in creating the teaching-learning environment is more dynamic and proactive (Yu-Chih, 2017). E-learning ordinarily alludes to the purposeful use of information and technological innovation in instructing and learning. Various terms are likewise utilized to portray this method of teaching and learning. E-learning incorporates; Online learning, web-based training, computer-based instruction, computer-assisted instruction, computer-managed instruction,

Virtual learning, and online Learning (Chitra & Raj, 2018).

E-learning is a systematic process of sharing information utilizing all types of electronic devices, a broader term that comprises all technologies for the communication of information. ICT is considered to enlarge the opportunities to acquire education and helps to ensure the quality of education by increasing students' engagement in the teaching-learning process (Iwu, Ike, & Chimezie, 2006). Integration of ICT in education has upgraded the educational standards and established new approaches to learning or for effective curriculum delivery (Atsumbe, Raymond, Enoch, & Duhu, 2012). In academic settings, different modes of ICT are utilized to enhance learning opportunities in or outside the traditional classrooms.

Although the greater involvement of technology in our lives places educational institutions to integrate modern technology tools in the teaching-learning environment, learning has progressed from the regular classroom to distance learning and now to E-learning, where students learn in "Virtual classrooms." Teaching methods have evolved from simple teaching to multimedia presentations as computer technology has become more popular in educational and office use (Mahmood, Ismail, & Omar Fauzee, 2020). Considering the significant role of technology in education, it is very crucial to examine the access to these technology tools and what are the issues that create hurdles in the successful adoption of information and communication technology tools in schools. The present study has the following research objectives.

1. To examine the availability of E-learning tools in secondary schools.
2. To analyze the use of E-learning tools in the teaching-learning process.
3. To explore the issues faced by secondary school teachers while using E-learning resources.

Because of the speedy development of emerging technology, E-learning has evolved the whole education system. The school's top management commitment is putting efforts into providing modern e-learning resources to enhance the learning environment and provide a better school environment for students (Mahmood et al., 2020). The availability of ICT tools has a great effect on the adoption of e-learning resources in education (Belay, Khatete, & Mugo, 2020). Non-availability of these tools creates hurdles in the effective use of technology in the teaching-learning process. Usually, it is observed that even though promising conditions were set for the effective utilization of e-learning, its integration is still limited to a few resources, including a computer and projector (Brun & Hinostroza, 2014).

Successful application of modern e-learning tools in classrooms provides numerous benefits to students, teachers, and stakeholders (Mahmood et al., 2021). It assists teachers in designing instruction by keeping in mind the special demands of the learners and facilitates individual differences of students by making them active participants in the teaching-learning process (Yusuf & Afolabi, 2010). E-learning tools provide the opportunity for students to learn independently. Learners can learn on their own without the help of guardians and instructors. They just need to search on the internet for the lessons they need to learn. On the other hand, it also facilitates teachers and provides them with opportunities to share their resources or ideas (Mahmood & Ismail, 2018). It advances the abilities and self-confidence of instructors. E-learning also assists educators in planning, arranging, and executing learning materials successfully. It gives opportunity to teachers to introduce new topics via diagrams, images, and PPT and makes the teaching-learning process more interesting and attractive for students (Mahmood et al., 2020).

Because of the significance of E-learning in education, it is very crucial to identify the possible

issues faced by teachers while using technology tools in classrooms to improve the quality of instruction. Some of the major issues in the adoption of E-learning are lack of financial resources, non-availability of basic resources, poor ICT infrastructure, and unavailability of electricity (Habibu, 2012).

Research Methodology

The present study was descriptive in nature and adopted a mixed method of research. A sequential explanatory mixed method design was selected. Quantitative and qualitative method for data collection was used. For Quantitative data analysis, a five-point Likert scale questionnaire was developed to examine the availability and ease of use of e-learning tools in secondary schools. The sample size for the investigation was

determined using the Krejcie and Morgan (1970) methodology. The questionnaire was validated by 6 professionals. Statements were revised and modified according to their suggestions. To assess the reliability of tools, a pilot study was conducted. 50 teachers who were teaching in secondary schools were approached. After data collection, SPSS 20 was used to measure frequency, percentage, mean and standard deviation. The reliability of the tool was measured by Cronbach's alpha, which was 0.94. For quantitative data collection, 200 public and private secondary school teachers from Ahmedpur East were approached via purposive sampling. After analyzing quantitative results, 15 teachers were approached for a semi-structured interview to explore the issues faced by teachers while teaching via e-learning resources.

Findings

Table 1: Descriptive Statistics

Variable	F	%
Gender		
Male	134	67
Female	66	33
School		
Public	164	82
Private	36	18
Designation		
SST/SSE	169	84.5
Other	31	15.5
Experience		
1-5 Years	48	24.1
6-10 Years	65	32.7
11-15 Years	73	36.7
16-20 Years	7	3.5
Above 20 Years	6	3

Note: f= frequency, % percentage

The demographic information of the respondents was given in the table. According to Table 1, 67% of respondents were male, and 33% were female.

It also listed the respondents' designations, revealing that 84.5% were SST/SSEs and 15.5% belonged to other designations. However,

according to table 1, 24.1% of respondents had 1-5 years of experience, while 32.7% had 6-10 years of experience. 36.7% of respondents had 11-15

years of experience, 7% had 16-20 years of experience, and 3% had more than 20 years of teaching experience.

Table 2: Availability

Items	SD%	D%	N%	A%	SA%	Mean	S.D
Computers	5	11.6	21.6	2	59.8	2.00	.131
Proper equipment	15.6	25.1	13.6	2	43.7	2.22	.152
Internet	6	16.6	21.6	5	51.3	2.21	.137
Projectors	17.6	28.1	15.1	3.5	35.7	2.18	.123
Skilled Professionals	14.1	20.6	18.1	3	44.2	2.67	.159
Tape recorders	16.1	16.1	17.6	5	45.2	2.53	.156
Telephone	14.6	22.6	22.6	6	34.2	2.77	.148
Updated Softwares	14.1	13.6	18.1	5.5	48.7	2.39	.153
Printers	11.1	24.1	25.6	3	36.2	2.71	.144
Overall Results	114.2	178.4	173.6	35	399	2.40	.151

Note: SD=Strongly Disagree, D=disagree, N=Nutral, A= Agree SA= strongly agree, S.D = Standard deviation

Table 2 shows the availability of e-learning materials in secondary schools in Ahmadpur East, Punjab. The above table's group data showed the availability of computers, appropriate equipment, Internet, Projectors, competent professionals, telephone, tape recorders, updated software, and printers. In the sub-factors of availability of e-

learning resources, the mean score of the available computers was rather low (M= 2.00, SD=.131). While the mean score for telephone availability was rather high (M= 2.77, SD=.148). However, the total mean score of the element of e-learning tool availability was 2.40, indicating that e-learning resources were scarce in schools.

Table 3: Ease of use

Items	SDA%	DA %	N %	A %	SA %	Mean	S.D
Use of PPTs	10.1	24.1	25.1	5.5	35.2	2.68	.142
Use of Search Engines	14.6	23.1	19.6	1.5	41.2	2.68	.154
Use of LMS	17.1	19.6	21.1	2.5	39.7	2.72	.155
Increase Interest	8.5	12.6	11.1	4.0	63.8	1.68	.142
Teacher Preference	12.1	14.1	14.1	3.5	56.3	2.22	.152
Effective Record Keeping	10.6	8	14.6	5.5	61.3	2.01	.142
Software Accessibility	12.6	11.1	12.6	4.0	59.8	2.13	.151
Time Management	8.5	18.6	17.1	3	52.8	2.27	.146

Convenience	6	17.1	19.6	7.0	50.3	2.22	.137
Useful for all Classes	15.6	10.1	16.1	3	55.3	2.28	.156
Overall Results	115.7	158.4	171	39.5	515.7	2.32	.101

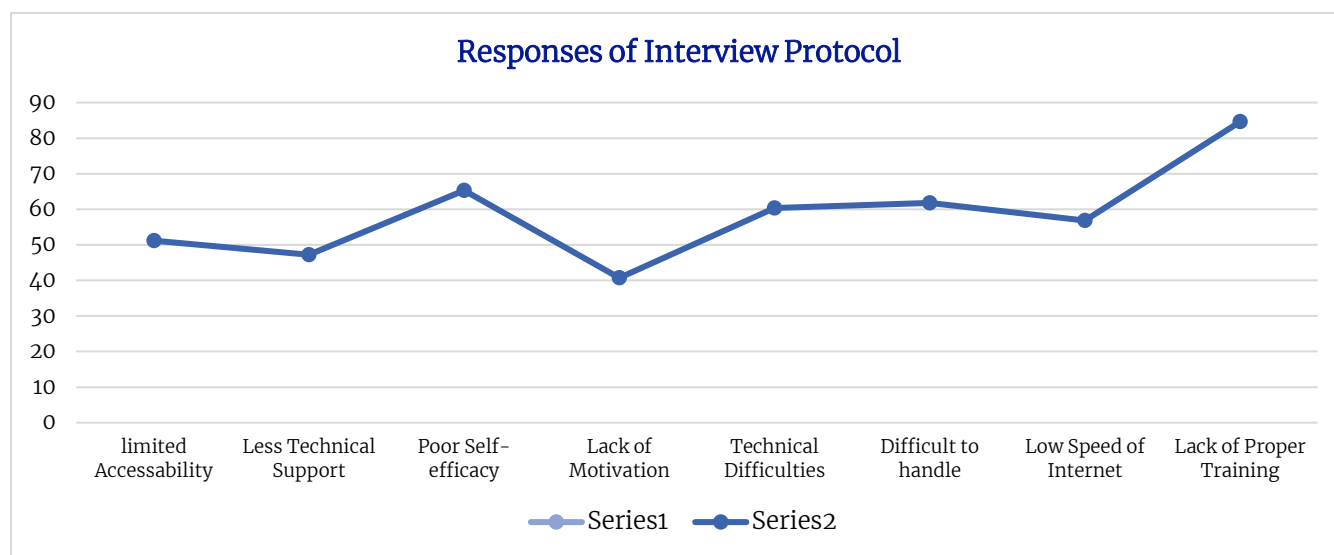
Note: SD=Strongly Disagree, D=disagree, N=Nutral, A= Agree SA= strongly agree, S.D = Standard deviation

Above table summarised instructors' attitudes about the usage of e-learning technologies. The utility factor group statistics revealed the usage of PPTs, computer search engines, learning management systems, increased interest, teacher preference, effective record keeping, software accessibility, time management, convenience, and usefulness for all courses. The total mean score of Using computers can boost pupils' enthusiasm in learning was rather low ($M= 1.68$, $S.D=.142$). However, the total mean score of LMS-using teachers was high ($M= 2.72$, $S.D=.157$). The total mean score for ease of use was 2.32, indicating that teachers had a negative attitude about the usage of e-learning.

Qualitative Data Analysis

Figure 1 presents the responses to the interview protocol regarding issues encountered by teachers while using e-learning. Most of the teachers highlighted that limited accessibility is the major issue in the successful integration of

ICT tools in daily classrooms. Because of the unavailability of modern tools, teachers feel reluctant to adopt e-learning tools in their lectures. While some instructors opinioned that the main factors that hinder the adoption of the latest tools are inadequate technical support, technical difficulties, and a low sense of self-efficacy. Without technical support and a strong sense of self-efficacy, teachers are not supposed to overcome the hurdles and effectively use technology tools in classrooms. On the other hand, some instructors disclosed some major problems while using e-learning tools, are a lack of motivation and fewer training sessions about the effective use of ICT. They argued that the school administration should conduct effective training sessions for teachers, so it will help them to upgrade their knowledge and put their efforts into using modern technology tools. However, some teachers considered the poor internet connection also the contributory factor that impeded the smooth delivery of the lectures via ICT.



Discussion and Conclusion

The study's primary goal was to investigate the availability, utility, and issues encountered by instructors when adopting e-learning. The study's initial goal was to look into the availability of e-learning technologies in secondary schools. According to the study's conclusions, there is a lack of current technological instruments in secondary schools in the Ahmad Pur East area of Bahawalpur, Punjab. Inadequate accessibility has been identified as the most significant barrier to integrating e-learning into education. Another important issue to consider is the simplicity of the use of e-learning technologies in education. It was discovered that instructors with good opinions regarding the use of e-learning technologies in education were promoting e-learning resources. It is strongly believed that users' perception of technology affects its acceptance and usage.

It has always been a great challenge for developing nations to integrate technology tools into their education system. All educational institutions around the globe are putting efforts into integrating technology tools and facilitate their teachers and students according to their culture and available resources. Therefore it should be the foremost priority of the educational administration to find out the hurdles and try to eradicate identified problems for the sustainable implementation of e-learning. The present study findings revealed that major problems encountered by teachers were limited accessibility, less technical support, a strong sense of self-efficacy, lack of motivation, technical difficulties, power internet connection, difficult handling, and lack of proper training about the effective use of e-learning in education.

References

- Atsumbe, B., Raymond, E., Enoch, E., & Duhu, P. (2012). Availability and utilization of e-learning infrastructures in Federal University of Technology, Minna.
- Belay, M. T., Khatete, D. W., & Mugo, B. C. (2020). Availability of ICT resources for teaching and learning Biology in secondary schools in the Southern Region, Eritrea. *International Journal of Technology and Systems*, 5(1), 1-17.
- Brun, M., & Hinostroza, J. E. (2014). Learning to become a teacher in the 21st century: ICT integration in initial teacher education in Chile. *Journal of Educational Technology & Society*, 17(3), 222-238. http://www.ifets.info/journals/17_3/17.pdf
- Chitra, A. P., & Raj, M. A. (2018). E-learning. *Journal of Applied and Advanced Research*, 3(S1), 11-13. <https://doi.org/10.21839/jaar.2018.v3is1.158>
- Habibu, T. (2012). A Study of Difficulties Faced by Teachers in Using ICT in Classroom Teaching-Learning in Technical and Higher Educational Institutions in Uganda. Department of Technical and Vocational Education (TVE), Islamic University
- Iwu, A., Ike, G., & Chimezie, O. (2006). Perspective on Educational Technology. Owerri: Peace Publishers Ltd.
- Tarhini, A., Arachchilage, N. A. G., & Abbasi, M. S. (2015). A critical review of theories and models of technology adoption and acceptance in information system research. *International Journal of Technology Diffusion (IJTD)*, 6(4), 58-77. <https://doi.org/10.4018/ijtd.2015100104>
- Mahmood, W., & Ismail, S. N. (2018). The Effects of Total Quality Management as Teaching Innovation and Job Satisfaction on Academic Performance of Students in Pakistan. *Journal of Business and Social Review in Emerging Economies*, 4(1), 107-116. <https://doi.org/10.26710/jbsee.v4i1.373>
- Mahmood, W., Ismail, S. N., Hafiz, D., Khan, M. A., Muslim, M., & Zalli, M. (2021). Implementation of Total Quality Management Practices in preschool education during the Pandemic situation of COVID-19 in Pakistan. *Jahan-E-Tahqueeq*, 4(3), 55-62.
- Mahmood, W., Ismail, S. N., & Omar Fauzee, M. S. (2019). (PDF) The Moderating Effect of Job Satisfaction on the Relationship of MIS and

School Performance in Pakistan.
https://www.researchgate.net/publication/332320233_The_Moderating_Effect_of_Job_Satisfaction_on_the_Relationship_of_MIS_and_School_Performance_in_Pakistan

Mahmood, W., Ismail, S. N., & Omar Fauzee, M. S. (2020). The influence of total quality management, school climate and job satisfaction on school performance in government schools in Pakistan. <https://etd.uum.edu.my/id/eprint/8900>