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KARABUK UNIVERSITY

SOCIAL SCIENCES INSTITUTE

BUSINESS ADMINNISTRATION

DIFFICULTIES IN EMPLOYING E-LEARNING IN HIGHER EDUCATION INSTITUTION IN LIBYA

PhD THESIS

Prepared

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TABLE OF CONTENTS

THESIS APPROVAL PAGE

To Karabuk University Directorate of Institute of Social Sciences

This thesis entitled "Difficulties in Employing E-Learning in Higher Education Institution in Libya" submitted by Amna Mustafa Ali Latiaf was examined and accepted/rejected by the Thesis Board unanimously/by majority as a MA / Ph.D. thesis.

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[1]Karabuk University Social Sciences Institute Board of Directors approves the degree of Doctorate with this thesis.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

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Signature : 

FOREWORD

First of all, I would like to give thanks and gratitude to Dr. Fatima Zahra Tan, who supervised this study, and did not spare me with effort or advice, and was an example of humility and respect.

Second, I want to express my thanks to Dr. Bahar AŞCI and Dr. Ozan BÜYÜKYILMAZ, who did not hesitate to provide assistance and guidance during the stages of completion of this study, and arbitration tools and I would like to thank all my teachers in the Business Administration Department.

Great thanks and appreciation and gratitude to the greatest human being in my life, to my beloved mother, and my family brothers and sisters. Also, many thanks to everyone who supported me in preparing this study.

Last but not leastto the spirit of my father, and my brothers.

ABSTRACT

The aim of this study was to uncover the difficulties of using e-learning in the higher education institutions in Libya. To achieve the objectives of the study, the researcher used the Descriptive analytical method. A questionnaire was developed from (48) paragraphs divided into five fields. The study sample consisted of (235) lecturer, (13.93%) of the total population of the study, and (1025) students by (1.68%) of the total study population in the Faculty of Information Technology / Tripoli University, University of Misrata, Faculty of Computer Technology / University of Tripoli), for the academic year (2016-2017),The study was randomly selected, data collection and analysis using descriptive methods, triangular contrast analysis, mono-variance (One Way ANOVA), and Schiff test. the study results showed the following:

- There are difficulties in employing e-learning in the higher education institutions in Libya from the point of view of lecturers, which amounted to (81.65), There are difficulties in employing e-learning from the point of view of students, which amounted to (74.61).

- There are statistically significant differences in the responses of teachers and students on the difficulties of employing e-learning in higher education institutions, difficulties in university administration, difficulties related to e-learning experience, difficulties in infrastructure and technical support in lecture halls, and difficulties related to students, Difficulties related to the university curriculum, and the overall degree of the questionnaire. The differences were in favor of lecturers.

- There statistically significant differences at the level of significance (0.05) in the difficulties of employing e-education in higher education in Libya among professors, and students attributed to the college variable. (Information Technology Tripoli, Information Technology Misrata, Computer Technology Tripoli).

The researcher recommends the following:

-The allocation of budget for e-learning, and provide technical and administrative support.

- Conducting training programs for students and teachers on how to use e-learning in the learning process, and how to design and develop e-lessons on the World Wide Web.

-The provision of equipment and programs that fit the curriculum, and educational foundations to support the employment of e-learning in institutions of higher education.

-Provide the necessary electronic infrastructure to activate e-learning, and provide hardware and software.

The thesis, approaches of the researcher to the subject and what results are achieved.

Keywords: E-learning, Higher education institutions, Libya.

ÖZ

Bu çalışmanın amacı, Libya'daki yüksek öğretim kurumlarında e-öğrenmenin zorluklarını ortaya çıkarmaktır. Çalışmanın amaçlarına ulaşmak için araştırmacı betimsel analitik yöntemi kullanmıştır. Çalışmada beş bölüm ve 48 sorudan oluşan anket kullanılmıştır.Uygulama alanı olarak Libya dakiTrablus Üniversitesi ve Misrata Üniversitesi'nde görev yapan (235) öğretim görevlisi (% 13,93) ve (1025) öğrenci (% 1,68) seçilmiştir. Araştırma yılı (2016-2017) için rastgele seçilmiş, veri toplama ve betimleme yöntemleri kullanılmış,veriler üçgen kontrast, tek yönlü ANOVA ve Schiff Ölçek analizleri ile değerlendirilmiş olup şu sonuçlar elde edilmiştir:

- Libya'daki yüksek öğretim kurumlarında öğretim görevlileri açısından (81.65) e- öğrenme uygulamaları konusunda zorluklar bulunmaktadır, (81.65), öğrenci açısından da e-öğrenme uygulamaları konusunda zorluklar vardır; (74,61).

- Öğretmenlerin ve öğrencilerin yükseköğretim kurumlarında e-öğrenme, üniversite yönetimindeki zorluklar, e-öğrenme ile ilgili zorluklar, altyapıdaki zorluklar ve konferans salonlarındaki teknik destek ve zorluklar konusunda öğretmenlerin ve öğretmenlerin cevaplarında istatistiksel olarak anlamlı farklılıklar vardır. Öğrencilerle ilgili, Üniversite müfredatı ile ilgili zorluklar ve anketin genel derecesi. Farklılıklar öğretim üyelerinden yana idi.

- Libya'da yüksek öğrenimde e-eğitimin kullanılmasında karşılaşılan zorlukların profesörler arasında anlamlı düzeyde (0,05) ve üniversite değişkenine atfedilen öğrenciler arasında istatistiksel olarak anlamlı farklılıklar bulunmaktadır. (Bilgi Teknolojisi Trablus, Bilişim Teknolojileri Misrata, Bilgisayar Teknolojisi Trablus).

Araştırmacı aşağıdakileri önermektedir:

-E-öğrenim için bütçenin tahsis edilmesi ve teknik ve idari destek sağlanması.

- Öğrenme sürecinde e-öğrenmenin nasıl kullanılacağı ve World WideWeb'de e- derslerin nasıl tasarlanacağı ve geliştirileceği konusunda öğrenciler ve akedemisyenler için eğitim programları düzenlenmesi.

- Müfredata uygun donanım ve programların sağlanması ve yüksek öğrenim kurumlarında e-öğrenimin uygulamalarını desteklemesi. E-öğrenmeyi aktif hale getirmek ve donanım ve yazılım sağlamak için gerekli elektronik altyapının sağlanması.

Anahtar Kelimeler : E-öğrenme, Yükseköğretim Kurumları, Libya

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ABBREVIATIONS

Abbreviations 1:E-learning

SUBJECT OF THE RESEARCH

DifficultlesIn Employing E-learning In Higher Education Institution In Libya

PURPOSE AND IMPORTANCE OF THE RESEARCH

The importance of the study is summarized in the following points:

Modernizing the educational process, the educational process, raising the academic level of students, lecturers, and upgrading the computer culture.

Studying the most important difficulties faced by lecturers and students in the institutions of higher education in Libya, which raises the motivation for both lecturers and students to increase attention to overcome these difficulties, and encourages students and lecturers to implement various e-learning programs.

Providing recommendations and suggestions to decision-makers in higher education institutions in Libya to face the difficulties of employing e-learning, which helps to invest in modern technology to develop the outputs of education in line with the requirements of development and the needs of the labor market.

This study is the starting point for other studies in the same field, in addition to the limited local studies that are interested in the subject of e-learning in the institutions of higher education in Libya.

METHOD OF THE RESEARCH

The researcher followed the analytical descriptive method, in which he tries to describe the phenomenon of the study subject and analyze its data, and the statement of the relationship between its components, and the opinions that are raised around it, and the processes involved, and the effects that occur.

HYPOTHESIS OF THE RESEARCH/ RESEARCH PROBLEM

H1-There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average responses of lecturers attributed to the college variable. (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University)

H2-There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$)between the average responses of students attributed to the college

variable.(Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University).

H3-There are no statistically significant differences at the level of significance($\alpha \geq 0.05$) in the difficulties of employing e-learning attributed to the variable of the academic level (first year, second year, third year, fourth year).

H_4-There are statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learning attributed to the variable of profession (lecturer, student).

POPULATION AND SAMPLE(IF AVAILABLE)

The study community consists of:

All lecturers in: (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University), for the academic year (2016 - 2018), the number (1686).

All students in:(Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University), for the academic year (2016 - 2018),the number (60850).

SCOPEANDLIMITATIONS /DIFFICULTIES

Data collection from different sources is difficult for the researcher.

The study requires that researchers fill out questionnaires for institutions rather than individuals. The difficulty is to convince these institutions to participate.

The process of finding participants to fill out the research questionnaire is a great challenge for the researcher, who should attract individuals based on their suitability to the research criteria, then ask them what they think and try to convince them to fill out the questionnaire.

They should also communicate with other researchers to seek their assistance in providing a segment, or a group of former participants in previous research.

CHAPTERONE: E-Learning

1.1. Introduction

E-learning is a new type of education, imposed by the scientific and technological changes that the world is witnessing to this day. Traditional methods and methods are no longer able to interact with them, and it is necessary to adopt another kind of education, namely e-learning, , And it has spread as a modern and important tool through the spread of the Internet, and currently there are many educational centers in universities, and public and private educational institutions, which rely on e- learning as a flexible teaching method, as well as distance learning. E-learning does not seek solutions instead of traditional education, but to support the educational process by new means, and facilitate, so that it is flexible in place and time.

It also seeks to create an educational environment in which a range of tools will be effectively integrated. E-learning is an educational system, a learning method, using special electronic systems, modern communication techniques, such as computers and networks, multimedia and Internet portals, in order to communicate information to learners in the form of voice, image, synchronous or asynchronous, , Low cost, high quality, manage the learning process, and measure and evaluate the performance of learners. E-learning requires comprehensive infrastructure, fast communication, modern computer labs, teacher training on technology use, curriculum building and attractive learning materials, an effective program for managing the learning process. It is an integral part of the educational process and its integration with traditional means of education is an urgent need for the development of higher education.

Employing e-learning in the educational process service is something that has become a reality in higher education, and in this part of the study is to review a number of theoretical aspects of e-learning, which are related to the study and serve its objectives, including the history of e-learning, concept, objectives, types, advantages, disadvantages, components, and its importance in the educational process, And in this section, the researcher also discusses the requirements of e- learning.

1.2. The history of e-learning

E-learning was not a coincidence, but it came as Al-Arenni (2002: 25), has noted, given the educational and technical efforts over half a century, and He also saw that the history of e-learning dates back to the sixties when Skinner wrote his book on programmed education, where subjects are arranged sequentially in the form of a program that contains tests that measure the progress of the learner in these subjects.

Al.namla(2003: 4), noted that the foundations of e-learning have long been planted, and many educators point to the advent of e-learning until 1930 when the US

Army produced the programmed books and used them by soldiers without any role for the teacher.

Alfar, (2004: 15), also found that the actual use of e-learning began from the early 1960s in 1959, when (Roat, Anderson and Leonid) suggested using a computer to implement a number of instructional materials. In 1970 some major universities in the United States began medical, industrial, and military institutions to explore the possibilities of using computers in education.

Salem (2004: 291),also referred to four stages of e-learning:

-By the year 1983:Where it was a traditional education and communication between teacher and student in the classroom by specific study schedule despite the presence of computers in some learners.

-The Period (1984- 1993):Multimedia era, this period was characterized using Windows (1.3), and Macintosh and magnetic disks key tools for the development of education.

- The period of (1993- 2000):Wide Information Network appears, and then began to e-mail, electronic programs more streamlined appearance to view the videos, which gave a huge evolution of the multimedia environment.

- Period (2004, what follows it):The second generation of the World Wide Web emerged as a web design became more progress, than to encourage the development of electronic books include films and animations help students understand and follow the lesson better, and easy communication between teacher and student remotely via e-mail.

The researcher finds that through previous studies, the first use of technology in educational institutions was limited to administrative and financial matters in large American universities, then the use of research projects, and then used in the programming of educational materials.

These uses were limited to universities until the early seventies of the twentieth century Use it at the school level. In 1997, the use of computers in education increased as a result of the development of computers and improvements in the characteristics of these devices, and the continuous decline in the cost of access to devices.

The researcher also believes that, regardless of the different views on the history of electronic education and its inception, but it is still emerging, the higher education departments must develop teaching methods and learning, and apply the e-learning system to overcome all the obstacles encountered by using the traditional education system. The E-learning in Libya is still in its early stages, and it needs further research, study and experience.

E-learning experiences in higher education in Libya are new, so its study can provide useful information for the development of this type of education.

1.3. The concept of e-learning

E-learning is one of the methods of education that rely on the use of computers and the Internet, and the technology associated with it in the construction and development of the educational process of education, and defines e-learning as follows:

-Bodrul Khan (2005: 3), believes that e-learning is the modern style of learning, and is characterized by interaction and provides a learning environment from anywhere and at any time through the use of sources of diverse digital technology and characterized by flexibility and by providing a wide learning environment.

-Mansour Ghuloom(2003: 48-52), For his part cites "the e-learning education system uses the information and computer networks techniques to strengthen and expand the educational process scale through a variety of means including: computers, internet and electronic programs designed either by specialists in the ministry or companies.

-M. Driscol(2002: 1-4), gave a general definition as e-Learning that is by any electronic means.

- While Roddy (1996:.126), argues that e-learning depends on the use of electronic media in communication between teachers, learners and the educational institution.

-Carlenez, and Paul (1989: 9), defined e-learning as learning through computer and other sources on the computer that assist in teaching and learning, the computer in the electronic lesson presents the scientific material based on the student's response.

The scientific material and the accompanying tests can be as simple as in the traditional education lesson, but in the form of an educational program on the computer. The scientific material can be text, , Static images, animation, audio, video, or combined. E-learning may consist of a course that includes lectures via online video interviews on specific dates, electronic discussions, and electronic tests that automatically record results in student records.

- Dubois, and Philip (1998: 132), say: The e-learner is a real learner, but he learns in an electronic environment. Mank (2005), defines it as: the type of education that relies on the use of multimedia and information and communication networks, which has become an effective supporter of e-learning. Education is achieved through communication between teacher and student through interaction between students and other e-learning methods, Such as electronic lessons, electronic library, e-book and others.

-Drun, and Orhan(2007), saw e-learning as a generic term that refers to all types of e-learning, Which includes a set of teaching and learning tools that use electronic media,

In recent years, the term has been limited to distances provided through the web or direct line, and uses e-mail, video conferencing, discussion group, chat rooms and whiteboards on the Internet.

- Garrison & Anderson, and Terry (2009: 18), emphasized that e-learning is no longer just an experience, it is the trend of higher education as it becomes a strategic source. There is also an awareness of the increasing need to address the inherent deficiencies in higher education, and Resulting from over-reliance on lecture style and dissemination of information in our current system.

-Amer& Tarek (2007: 21), defines E-learning: It is an educational system that uses information technology and the Internet to support and expand the educational process.

- Al Baghdadi (2014: 20), added that e-learning includes all the modern methods adopted in education, in the sense of all electronic media means of presentation, pictures, graphics, computer, and presentation tools that contribute to the transfer of knowledge in the shortest time, Such as computers, electronic presentation and lectures.

-Salem Ahmed (2004: 289- 399), defined e-education as an educational system for the delivery of educational or teaching programs to learners or trainees at anytime, anywhere, using information technologies and interactive communications such as Internet, intranet, radio, local or satellite channels TV, CD, telephone, e-mail, computers, teleconferences) to provide an interactive learning environment for multi-sources in a synchronous or asynchronous way without a specific place depending on the self-learning and interaction between the learner and the teacher.

-Al-Harbi (2007: 17-74), defines it as "an educational system that provides an interactive learning / learning environment based on computer and internet networks, as well as the possibility of managing this education and its content electronically, Which led to the concept of the process of teaching and learning beyond the classroom walls, and allowed the teacher to support the learner and help him at any time, either synchronously or asynchronously.

-Al Mahiya(2006), defined e-learning as an innovative way of delivering accessible learning environments that are characterized by good design, interactivity and centered around the learner, to any individual, anywhere, or time, by utilizing the characteristics and resources available in many digital technologies together with other types of materials Education for open and flexible learning environments.

-Al-Mousa (2002), added that e-learning is a method of learning using modern communication mechanisms from computers, networks, and multimedia from image, graphics, research mechanisms, electronic libraries, as well as Internet portals, both remotely and within the classroom, And the use of technology of all kinds in the delivery of information to the learner in the shortest time and less effort and greater benefit.

-As well Shaimaa Al-Jowder(2004:13), points out that e-learning is the educational learning environment in which technology is used in combination with the learning process. It uses computers and other information tools as well as communication networks.

-McKnight (2006: 45-68), e-learning is defined as a teaching methods that rely on the use of computers, Internet and the technology associated with the construction and development of educational resources, and provides multiple online communication channels.

-Horton & Horton (2003:14), defined the comprehensive concept of e-learning: that it is any use of web technology and the Internet to bring about learning. E-learning is an extension of private tutoring, and education is done using Internet technology, Such as interactive video conferencing, Instant Messaging, telephone over the Internet, and many tools that support learning.

-E-Learning Flexible term, used to describe a way of teaching, has defined the (Arab Academy,2011) for e-learning as: education, which achieves an immediate contact between students and teachers electronically through electronic networks, where they become college Electronic. Corporation.

The researcher concludes that the previous definitions of e-learning depend on the use of modern communication mechanisms, the development of higher learning skills, shortening learning time, and this definition to achieve the most popular e-learning logo: any time, any place, any path, any speed, we can learn. Through the definitions mentioned note the difference of views, some believe that e-learning eliminates the boundaries of time and space, some believe that e-learning is the use of technology inside and outside the classroom.

The researcher also believes that e-learning depends on permanent development and change of information technology, Such as virtual education, distance education, flexible education with the term e - learning, a reason for not being able to reduce the concept of e - learning fixed terminology. It can be said that e-learning is the use of technical media rapid development of all kinds to achieve the teaching practical objectives inside and outside the classroom without time and space constraints.

Through the above, the researcher finds that the diversity and differences in definitions result from the different view of the nature of e-learning, and each researcher is viewed from a different angle depending on the nature of interest and specialization.

The researcher agrees with the previous definitions of e-learning and defines e-learning as "an educational system that provides an interactive learning / learning environment, multi-source, based on computer and Internet networks, a modern environment for educational interaction between teacher and student through modern means of communication and modern technology, and achieve the concept of the

process of teaching and learning outside the walls of the classroom, and allowed the teacher to support and help the learner at any time, whether synchronous or asynchronous.

1.4. The objectives of e-learning

Through e-learning we can achieve many of the goals, including:

John,and Alan (2004: 68), Select the E-learning objectives are as follows:

- Raising the efficiency of educational institutions and improve the educational level of students.

- Improve the quality of inputs.

- Expand the geographic reach of educational institutions.

-The achievement of quality education services.

The International Federation of (UNESCO,1997: 5), identified a set of objectives, including:

- Create a good infrastructure of information technology is based on the scientific basis for the preparation of society to the requirements of the modern era.

- Raise awareness of the importance of information technology through the use of the network by the local communities.

- Recognize the reality of the educational process within the school environment, and the use of network resources to deal with it and solve it.

-Teaching young people the independence and self-reliance in the search for knowledge and information they need in their research and studies.

John Stephenson, (2001: 23),Select the E-learning objectives are as follows:

- Improve the quality of teaching and learning outcomes and increase learning by 60% for traditional education by 60% for traditional education.

- The achievement of equality and equal educational opportunities for all.

- Edit learners restrictions imposed by the traditional education system, and to achieve the learning fun.

One of the most important goals to be achieved from e-learning, as mentioned by Bader Al Saleh (1999:13- 21), as follows:

- To provide a rich and multi-source educational environment, Serving the learning process.

- Re-enact roles in the way education and learning are conducted. In line with the latest developments in educational thought.

-To create incentives and encourage communication between the educational system such as communication between home, school and the surrounding environment.

- Modeling of Education, And presenting it in a standard form. Lessons are presented in a typical way, Distinguished educational practices can be replicated, for example model question banks, model lesson plans, optimal use of audio and video technologies and related media.

- The transfer of educational experiences through the creation of communication channels and forums that enable teachers, trainers, supervisors and all those concerned with the educational issue to discuss and exchange views and experiences through a specific site that gathers them all in virtual rooms, despite the distance often.

- Preparing a generation of teachers and students capable of dealing with technology, modern skills, and great developments In the world.

- Helping to spread technology in society and making it an electronically educated society. Keeping pace with modern developments.

E-learning is based on a set of objectives, as Salem (2004: 289-399), states:

-Creating an interactive learning environment through new electronic technologies, and diversity of sources of information and experience.

-Strengthening the relationship between parents and school and the external environment.

-Supporting the process of interaction between students and teachers through the exchange of educational experiences and opinions and discussions aimed at exchanging views, using various channels of communication such as e-mail, chatting, virtual classrooms.

-Provide teachers with the technical skills to use modern educational techniques, and provide students with the skills and competencies necessary to use Communication technologies And information.

- Developing the role of the teacher in the educational process in order to keep up with the scientific developments and the continuous and continuous technology.

-Expanding student communication through the global and local telecommunications network, and not only the teacher as a source of knowledge.

-Create educational networks to organize and manage the work of educational institutions.

-Provide education that is appropriate for different age groups, taking into account the individual differences between them.

The Journal of Training and Technology, 2003: 37, adds:

-Reworking roles in the way the process of teaching and learning in accordance with the latest developments in educational thought.

-Creating incentives, and encouraging communication between the system of the educational process such as communication between home, school, and the surrounding environment.

-Transfer of educational experiences among teachers, trainers and supervisors through the creation of channels of communication and forums to exchange experiences and educational discussions.

Huda Al-Kanaan (2008: 4), adds to the goals of e-learning:

-Provides education based on needs.

-Provides self-learning and continuous.

-Provides a competitive education.

-Eliminates the shortage of specialized teachers.

-Helps to communicate and open to others.

Bahaa Ibrahim Kazem (2007: 11-16), believes that e-learning aims to achieve the following objectives:

-Introduction of information technology as a means to enhance the student's ability to learn and expand his knowledge.

-Providing educational services to those who missed educational opportunities.

-Contribution to literacy and adult education.

-Developing students' skills and spreading technical culture.

-E-Learning provides women with a great opportunity to complete their education, especially university education, to overcome the difficulties of getting out of the house and joining the university. This education has provided the flexibility of education spatially and temporally.

The researcher sees that these goals all reflect the fact that e-learning seeks to radically change the structure of the educational system, from knowledge, to achieve the quality of the educational process as planned by contemporary educational

systems, Which requires educational institutions and systems to work on the planning and use of e-learning, albeit gradually in proportion to its potential.

In order to achieve a gradual adaptation to the technological developments that have become a feature of the age, which reflected the role, and impact, on education significantly during the period Last.

Therefore, the researcher believes that it is necessary to establish educational institutions distinguished and able to deal with the explosion of knowledge and increase information in order to achieve the objectives of e-learning, and the development of institutions, methods of information transfer for the development of individuals in the acquisition and acquisition of skills, and the dissemination of education and knowledge in the global society, As a right of human rights.

The researcher also believes that through e-learning can achieve many goals, the most important of which are as follows:

- Creating a rich interactive environment with computer-based applications and the Internet, It is an education that combines network capabilities and technology innovations.

-E-learning seeks to radically change the structure of the educational system, from knowledge and access to achieve the quality of the educational process as planned by contemporary educational systems.

-E-learning seeks to achieve a gradual adaptation to the technological developments that have become a feature of the age, which has been reflected in its presence, its role, and its impact on education in a significant way during the recent period.

- Enabling students to access learning resources at any time, from anywhere.

-Provide access to the largest number of community groups to access learning and training, and reduce the cost of learning in the long term.

-Optimal utilization of human and material resources. enable the student to receive the scientific material in a manner commensurate with his abilities, through the visual, audible, or readable method.

-To spread the culture of self-learning and training in society, which enables the improvement and development of the abilities of learners and trainees at the lowest cost and minimum effort.

1.5. The advantages of e-learning

E-learning has many advantages that make it an effective way to develop education, increase efficiency, justify the volume of funds, and investments spent on it.As follows:

-Abdullah Al-Mousa (2002: 42-56), identified the advantages of e-learning as follows:

-Use many means of education and audio-visual illustration that of many educated people may not be available.

-Make education more interesting and fun and get away from the monotony and boredom in traditional education.

-Teach a large number of students without time and space constraints, and shorten the time and reduce effort in education.

-The ability to display a large amount of information through Internet sites or electronic memory or databases.

-Encourage self-learning and multiple sources of knowledge through contact with various Internet sites or electronic data bases and libraries.

-The following diagram illustrates the major advantages of e-learning in the general university community, and university student (Star-Al-IssawiandTareq Abu Leifa, 2006: 14) :

Figure1.1.Illustrates the advantages of e-learning in university education.

- Abdullah Al-Mousa (2001: 15-17), identified the advantages and benefits of e-learning in the following points:

-Adapting the different methods of education: E-learning allows the learner to focus on important ideas while writing and synthesizing the lecture or lesson, and also allows students who have difficulty concentrating, organizing tasks and benefit from the material, because they are arranged, coordinated and easy, and The important elements are specific.

-Sense of equality: easily access to the teacher, and continued access to the curriculum, these features make the student in a stable situation, he can get the information he wants at the time that suits him.

-Increase communication between students, students, and students through easy communication, which increase students' interaction and encourage them to participate and interact.

-Not relying on actual attendance, making maximum use of time, and the ease of ways to evaluate student development and its multiplicity.

- Salem (2004: 295-297), mentions the advantages of e-learning, or The reasons for e-learning include:

-E-learning enables the delivery of knowledge through different media: visual, audible, or readable.

- Through e-learning, large numbers of students can be educated.

- E-learning makes education more attractive and exciting for students.

- Contribute to the exchange of experiences and different views among students.

- The ease and multiplicity of ways to evaluate the development of student learning.

- E-learning contributes to the development of thinking and enriching the learning process.

-Provides the opportunity for continuous communication between the student and the curriculum at all times.

-E-learning increases the effectiveness of the role of the student during the learning process, and makes it a key role in this process and not secondary.

- E-learning develops the skills of self-learning and continuous learning of the student, as well as the search for knowledge.

There are many advantages and advantages of e-learning that have made it the best and best choice for future students. Among these are the benefits and advantages mentioned by (Fares Al-Rashed, 2003: 11), and (Iman Al-Ghorab, 2003: 28-29), Are as follows:

- Adapting Different Methods of Education.

- Making the most of time, And reducing economic cost.

- Makes an enormous amount of information accessible to the learner.

- Reduce the workload of the school, as well as the administrative burden for the teacher.

- Ease, and variety of student assessment methods.

- Not relying on active attendance, and continuing access to the curriculum.

- The curriculum is available throughout the day, as well as on all days of the week, and additional assistance in repeating information.

- Sense of equality, and contribute to the views of students and benefit from them.

- Increased communication between students, among students, parents, and school, as well as easy access to the teacher.

Ibrahim Al-Hajji (2002: 49), highlighted the advantages of e-learning in four points:

- Improving, enriching the educational level, and developing students' intellectual abilities.

- Reducing the cost of education.

- The ability of e-learning to expand education.

- Helping students to be independent and self-reliant.

Many educators (Nadi Aziz,1999: 60), and (Al-Kandari, 2000: 78), see that e-learning has many advantages to the educational process and can be summarized as follows:

-Encouraging the learner to self-study both inside and outside the classroom, which in turn leads to continuous education, lifelong learning, self-assessment, and decision-making.

-Helping students to develop global relationships Because learning through the network provides the learner with many types of communication and communication, both inside and outside the classroom.

- Quick access to information.

The effect of learning remains on the learner, to obtain the information internally and in ways that are compatible with his mental and psychic abilities.

-An increase in the cultural outcome, a significant level of educational attainment, and a broadening of the student's horizons of thinking.

-Increase the level of cooperation between the teacher and the students, the flexibility of learning, the student learns when and how he wants.

The researcher believes that the idea of e-learning is not a luxury, or a tradition, but a practical idea that functions to solve many of the problems of higher education, The advantages of e-learning include the following:

-E-learning aims to create an interactive environment, rich in applications based on computer technology, the Internet, and enables the student to access the sources of learning at any time, and any place.

-Spreading a culture of self-learning and self-training in the community, which enables the improvement, and development of the abilities of learners, and trainees at the lowest cost and the lowest effort.

Raising students' sense of equality in the distribution of opportunities in the educational process, breaking the barrier of fear, anxiety, enabling students to express their ideas, and finding facts and information more effectively than in traditional classrooms:

- Use a variety of methods, and different, more accurate, and fair in assessing the performance of learners.

- Transfer a large amount of information, skills, and make them available locally, externally, with high quality.

-To take into consideration the individual differences between the learners, to enable them to complete the education processes in suitable environments, and to submit according to their own abilities.

- The cost of providing students with high quality information, the cost of their delivery to the student, and the low cost of the student's access to it, because the student does not need to travel or move to the university and pay less fees.

- E-learning offers an opportunity for students to study at anytime, anywhere.

- Ease, and speed of communication with the teacher and student, outside, and within the working hours, where there are many means of electronic communication.

1.6.The disadvantages of e-learning

The existence of the previous positives does not negate the existence of some of the disadvantages associated with e-learning. Through research and scientific studies, there are many problems facing e-learning:

Nuala Sweeney (2001, :44), He pointed to some of the drawbacks associated with the application of e-learning, the most important of which:

- The prevalence of technical illiteracy in the community: erasing this requires an intensive effort to train teachers and students in particular in preparation for this experiment.

- E-learning link other technical factors such as the efficiency of communications networks and the availability of hardware and software and the ability to produce (content) and this affects the pros of the educational process.

Facing e-learning a lot of obstacles and negatives and are either be physical or human has both pointed (T. Lewis, 1992: 13-17), and (C. Maddux, 1994:. 7 -37) (S. Scot, 1997), (D. Michel's, 1996), and (n. Kennaman, : 46-73):

- High cost of e-learning, especially in the early stages of implementation.

- E-learning lacks human relationships between the teacher and students, and between students each other.

- Lack of publishing controls on the Internet, thus affect the use of the Internet in education.

- Mentions (Amer& Tarek, 2007: 177), and (Fayez AL-Shahari, 2002: 41), are Mentions to despite the advantages of e-learning, but it is through practical experience and research and scientific studies turned out some of the negatives associated with its application:

- E-learning requires intensive effort to train teachers and students to prepare for this type of education.

- E-learning leads to a weakening of the role of the teacher as an influence educational and instructional important.

- Focus on the cognitive part of the educational process more than skill and emotional side.

- Focus on the senses of hearing and vision, without the rest of the senses, such as touch, smell, causing a severe deficiency in the laboratory and Applied Studies.

Al-Mousa& AL-Mubarak(2005: 54-126), mentioned some of the disadvantages of e-learning, the most important of which are the following:

-Privacy and confidentiality.

-The extent to which students respond to and interact with the new pattern.

- The need to train learners to learn how to use the Internet.

Salem (2004:. 289-399), states There are a number of disadvantages that prevent the achievement of e-learning for its objectives as follows:

-Weak infrastructure in most developing countries.

-Lack of knowledge of learners skills using modern techniques.

-University faculty members are not convinced of the use of modern electronic media in teaching or training.

-High cost in the design and production of educational software.

As Salama (2006: 12), states Through practical experience, research and scientific studies, there are many problems facing e-learning, including:

- The most serious problem facing e-learning is the absence of the human teacher, the weakness of the educational role of the teacher in the e-learning program, and the weak role of the educational institution (school or university) as social, educational and cultural institutions. Which may cause cultural alienation, loss of national identity, and nationalism for future generations.

-The technological media, however spectacular, but over time the person gets bored, and hatred of the devices from the length of working hours in front of those devices, which do not hear or feel the pain of the person, or narrowness, or tired, or mental concerns.

- All e-learning programs are physically expensive, in a way that ordinary learners, especially in developing countries, may not be able to find. The average cost of a course in the United States is between (200$ - 400$).

-Research has shown that students who have learned e-learning, less proficiency, dialogue skills and the ability to present ideas in writing or orally from their colleagues who have learned the same courses in the traditional way, and that the reports written by learners are traditionally higher quality than their electronically educated colleagues In the same educational course.

The researcher believes that it can be added to what stated the following:

- Focus on learning through e-learning weakens writing and spelling skills Among students.

- The largest concentration of e-learning on the cognitive side more than the attention to the skills and the emotional side.

- Loss of dialogue, which could affect the logical intelligence of the student, it is through dialogue and direct dealing student learns literature discussion, listening and how to ask questions and respect for the other party and the selection of words and terms, and this is not available with e-learning.

- The presence of a large number of teachers are not able to use digital technology in a way that enables them to deal with, and teaching through, so it is necessary to hold intensive courses to help them.

- The need for infrastructure, in terms of availability of computers, and high speed Internet connection, and the cost of application is very high.

- The need for specialists to manage e-learning systems, it is a system is not simple and needs to study, and intelligence in the implementation and implementation, so there must be a team qualified and able to manage this technical system.

1.7. The Types of e-learning

E-learning is one of the new trends in the education system, as follows:

ALmousa and Almobarak (2005: 54-126), and Salem (2004: 284-285), Agree interested in e-learning classification of e-learning into two types:-1.Synchronous E-learning:

It is education that needs the presence of the learners and the teacher at the same time simultaneously via the electronic media, such as debate and an immediate conversation, or receive lessons through virtual classrooms.

This kind of education that the student can get from the teacher on direct feedback at the same time, and Its disadvantages need for modern equipment and good communications network. And synchronous e-learning tools:

- Whiteboard.

- Virtual classrooms.

- Video conferencing.

- Chat rooms.

Asynchronous E-learning:

This type of education does not require the presence of the teacher and the learner's learning at the same time, it teaches the learner to be in accordance with the scheme of course, Selecting the times and places that are commensurate with the circumstances by employing some of the e-learning techniques such as e-mail, videos, panels, electronic discussion. From the pros to the learner learns by his time and place, and can re-examine the matter and refer to it when needed. And It disadvantages inability of the learner to get immediate feedback from the teacher, and may lead to inwardness because they are in isolation. e-learning tools asynchronous are:

- E-mail.

- Textile Network.

- Mailing lists.

- Discussion group.

- File Transfer.

- CDs.

Horton & Horton, 2003: 14-27),and (C. Franklin, 2007: 126-156), categorized e-learning as follows:

-E-learning directed learner: It aims to deliver a highly efficient education Independent of the learner, and includes content on Web pages, multimedia, and interactive applications via the Web, which is an extension of the education enhanced computer In the CD-ROM Software.

- E-Learning Facilitator: It is education employ Internet technology is used in which the learner e-mail and forums for education, and where there is facilitating the learning process by helping, but without a teacher, and use e-mail, use the lists to assist in the program and employ Internet technology to facilitate education of the program.

Halafawi(2006: 64), also rated e-learning by its reliance on the Internet to:

E-learning based on the Internet and is divided into two types:

- Synchronous: where all students enrolled in the lesson, and the lesson is also a professor, to enter to the location, the place reserved for him on the Internet at the same time, and the debate between them and the teacher.

- Asynchronous: where students enter the lesson site at any time, each according to his needs at the right time for him.

E-learning is based on the Internet:

Which includes multiple electronic used most of the media in the education of software and satellite channels, electronic books.

(UNESCO, 2002: 40) refers to three types of e-learning employment in education, which can be summarized as follows:

- E-learning supplement (Supplementary), or so-called Adjunct Model: in which e-learning is partially used to support classroom learning.

- Full e-learning (Fully Online): is done entirely online, or any other electronic medium, so that students and teachers do not meet face-to-face.

Partial e-learning (Partly Online):

It is also called Blended Learning, in which not only e-learning is used, but traditional classroom instruction is added, where the teacher meets the student in the classroom face-to-face.

The researcher believes that it is possible to classify e-learning according to its use in the study hall, where the researcher considers the importance of such classification and can be applied to our educational reality, to the following types:

E-learning within the classroom (direct):

This type depends on the use of e-learning applications within the classroom, and the interaction is direct between the teacher and his students, and the applications used in this type: e-books, software, internal networks, and Internet connection.

The researcher also finds that the best species, because it combines the teacher and his students in the educational program, and this is important in building the characters of students, and treatment of their behavioral problems, motivation, encouragement, and honest competition between students,It is also characterized that the evaluation of this type more accurate, and effective, and the most important difficulties facing this type of education that it needs training for teachers, students on the use of technology, and the possibilities of expensive material.

E-learning outside the classroom (indirect):

This type of e-learning is outside the classroom, and can be divided into the following two types according to the time specified for learning as stated in the previous classifications:

E-learning outside the classroom (Synchronous):

In this type, students meet with their teacher at a specific time, through e-learning program applications, to receive students: instructions, teacher answers to their questions, One of the main drawbacks is that it needs expensive physical resources, and its use also requires the training of teachers and students.

E-learning outside the classroom (Asynchronous):

In this type of e-learning, the educational process is conducted according to the appropriate time for both the student and the teacher, This type is overcome by the obstacles of space and time, which may face some students and teachers, and the most important disadvantages that it does not provide the student to get feedback, answers to his questions directly, and needs to material resources is expensive, and also needs to train teachers and students.

1.8. The elements of e-learning

E-learning has a set of interactive elements, which should be available to implement the educational process in the e-learning program, achieve philosophy, and e-learning goals, These elements include:

- Altodari(2004: 93-112), noted that e-learning has a set of interactive elements, all of which should be available, in order to achieve the philosophy of e-learning. as follows:

- E- learner: e-learner is a student who learns through education styleAnd e-learning.

- E-Teacher: is the teacher who oversees the e-learning process and interact with learners and direct their own learning and the performance.

- E- Classroom: means the study halls, which are equipped with some devices and methods that serve education and e-learning process.

- E-Book: The e-book is a tutorial scheduled a similar school for the book known, but it differs in its shape and surpass him in its content, it may include written texts, photos and videos to make educational content more fun and explained to the students, and can be e-book will be located on the Internet pages or copied the magnetic cylinder.

- Electronic Libraries: The library is an important element in university education, as well as one of the important elements of the e-learning e-library, and through which to provide great content from magazines and e-books that can be browsed through the Internet or get parts of it by visiting the Secretary of the electronic library.

- E-mail: It is an important and effective means of e-learning, where they can communicate through electronic messages between students each other, as well as between them and their teachers, as well as communication between educational institutions and Various research.

- Electronic educational conferences: that technology and its applications in education as one can facilitate the conclusion of a scientific educational conference Featuring speakers and experts from different countries, to achieve the bulk of proliferation and interest through the Internet, with all of the speakers at his university, or even be in his home, as well as students or those interested may be in the hall away with him thousands of kilometers, or even in their homes, and this important services offered by e-learning.

- Virtual Classroom: It is a separation of imaginary simulates real separation, it is programmed and put it on a private Web page, so that students and the teacher to attend at a specific time and are interacting with each other electronically.

Virtual labs: the imaginary coefficient mimic real laboratories, so programmed and posted on the Internet, or on magnetic cylinders, and through which the application of practical experiments In simulates reality.

Al-Mahaya (2008: 20), indicates that e-learning consists of a number of basic elements and can be divided into three main sections, which are as follows:

- Content: It is linked to educational content and is provided in the form of text, drawing, image, video, and movement.

-E-Learning Management: They are described as Content Management Systems (CMS), or Learning Management Systems (LMS), or Learning Content Management Systems (LCMS), which are not all one.

- CMS: Systems used to develop, deliver, and manage content online.

-LMS: Systems used to manage learners, their registration process, follow-up activity and evaluation.

- LCM: Integrated systems, which include both systems.

- Tools: These tools are hardware, software and other components to run these tools. They include a wide variety of tools, most notably a computer with multimedia capabilities and web browsing, each with specific specifications.

The researcher defines the elements of e-learning as a set of educational media that can be used in different educational lessons several times, with some of its characteristics changed, it may be a Word file, sound, video, web page or flash clip.

The researcher agrees with the researchers that the elements of e-learning any digital source can be reused to support the process of education, and The e-learning system consists of four main components:

Scientific content of the material:

Is a set of topics or lessons that are presented via an electronic medium rather than a paper as in traditional education. In other words, electronic content is a set of scientific lessons designed in line with the computer environment and the Internet.

And The scientific content of the material includes electronic presentations of lessons, supported by supporting activities that change the approach from traditional presentation to a more interactive and realistic style.

Educational services :

Services include support for the education service, such as additional activities, the search for new sources of scientific content and links to additional resources.

Learning management system:

It is an integrated system for managing the educational process in whole and in part over the Internet. It includes course management, simultaneous and asynchronous

communication tools, test management, assignments management, course registration, and student learning follow-up. The system deals with three main groups:

- System Administrator: Sets settings, provides decisions and distributes powers.

- Teacher: compose and develop content and tests, put up discussions, and broadcast lectures.

- Student: and interact with the content, answer tests of various types, participate in activities, and watch lectures.

Development and follow-up:

It is concerned with measuring, evaluating the performance and results of e-learning processes. The measurement results are used to identify the components of the system that need to be developed for lack of performance, and analyze these components and propose tasks to improve them.

1.9.The Obstacles to e-learning

The obstacles of e-learning are human: teachers and learners. Such as hardware, laboratories, software and infrastructure, these obstacles are identified as follows:

F. Mamaghani (1998), explained that despite the key advantages associated with the use of online learning environments, some significant problems may occur with the use of the Internet for learning and teaching purposes.

L. Chao (1998),Points to take advantage of the subjects on the Internet to support the academic program requires the development of educational materials, as well as the need for the support of the students and the administration both.

In addition, determines (Al Shahat, 2003: 123- 149) the most important obstacles facing the application of e-learning in higher education:

- The weakness of the necessary infrastructure for e-learning.

- .Lack of trained manpower.

- Technological illiteracy in the community, and a lack of awareness of e-learning.

- Lack of understanding of the new role of the teacher in e-learning.

Al Mousa, and Al Mobarak(2005: 54- 126), reported some of these constraints including the following:

-The development of standards.

-Privacy and confidentiality.

-The extent of the students in response to the new style, and their interaction with him.

- awareness of members of the community in this type of education and lack of negative stand it.

-The need to train the learners of how education using the Internet.

Zyton(2005: 68),As mentioned some of the impediments to e-learning, including:

-Inadequate human resources.

-language barrier.

- resistance and opposition from conservatives from teaching men.

The researcher believes that the most important obstacles that hinder the employment of e-learning:

- Poor infrastructure, especially in the field of telecommunications and electricity.

-The lack of established standards for electronic platforms which makes those in charge of these courses are unable to choose teaching materials properly, whether in the form of books or compact materials.

-E-learning system and methods are not clear, leading to a lack of sufficient conviction of learners in this type of education, and lack of interaction with him as required.

-The Obstacles faced by e-learning difficulty understanding officials The role of technology in education, as well as lack of awareness among members of the community for this type of education.

- The difficulty in obtaining the educational programs in the Arabic language.

-Inability of the teacher to use technology.

1.10. Comparison of e-learning traditional education

Mank(2005: 1-14) points out that E-learning is an educational method using modern communication mechanisms such as computer, network, multimedia, and Internet portals in order to deliver information to learners in a timely and cost-effective manner, in order to manage and control the educational process, and Measuring, evaluating the performance of learners in educational institutions. The steps towards the transition to e-learning include steps on the preparation of educational content, management of the learning process, assessment of students, and reporting and statistics.

While in traditional education the same scientific material is presented to all students simultaneously by one teacher, despite varying levels among students. The following table (1.1) shows some aspects of difference According to the (Dalal Astite, Sarhan, and Omar Musa, 2007: 297-299):

Table: 1.1. shows some aspects of difference between E-learning and Traditional education.

No	E-Learning	Traditional education
1	E-Learning provides a new kind of culture is a "digital culture" that focuses on knowledge processing.	Traditional education based on "traditional culture" which focuses on the production of knowledge
2	It does not adhere to the place or time, e-learning education.	In the same place and time, the traditional teaching education
3	Student and effectiveness of activity, he learns the scientific material because it relies on self-learning.	Students in traditional education depends on receiving information from the teacher without any effort in research and investigation,
4	E-learning education provides an opportunity for the various segments of society, Education is can be integrated with work.	Traditional education requires a student to attend regularly to the Educational institution, On the other hand it accepts certain ages without other ages..
5	Scientific content be More exciting and motivation for students to learn, which provides in the form of written texts, and pictures of fixed and mobile, video clips, graphics and charts and simulation, in the form of electronic curriculum.	It provides content in the form of a printed book containing written texts, though it has increased for some pictures where they do not have the technical accuracy.
6	Freedom to communicate with the teacher at any time, by various means, such as e-mail, chat rooms ... etc.	Academic lecture is the only communication with the teacher.
7	Students need to learn foreign languages so that it can receive a scientific article and listen to lectures from world-class professors	The language used is the language of the State in which the student, lives in Arab society is the Arabic language is the official language for use in education.
8	Take into account individual differences among the educated, E-Learning provides education according to the needs of the individual.	Traditional education does not take into account individual differences among Learners, providing education for all students in the same way of explanation.
9	Allowed to accept unlimited numbers of students from around the world.	Limited numbers accepted each academic year, according to available places.

The researcher finds that e-learning differs from traditional education as follows:

-E-learning differs in the way of education, the extent of interaction, the possibility of modernization, and the design of learning and the education system.

-E-learning is one of the means that support the educational process of learning, and transformation from the stage of indoctrination to the stage of creativity, interaction, and skills development.

-E-learning offers the latest methods in education, publishing, and entertainment, by computer and the Internet.

-E-learning offers a new kind of culture, is a "digital culture" that focuses on the processing of knowledge, helps the student to be the focus of the learning process, not the teacher.

-The cost of e-learning is high, especially in the beginning of its application, processing of infrastructure.

- E-learning is based on providing education according to individual needs.

-E-learning employs technological innovations, and relies on multimedia presentations, the style of discussions and web pages. Whereas traditional education depends on the book, only sometimes does it use technology or methods.

-E-learning uses multiple technological teaching mechanisms that increase the teaching efficiency of teachers.

2. The requirements of E-Learning

2.1.The E-Learning requirements

E-learning is no longer an idea or educational endeavor, but it has become a reality in higher education in Libya. There are institutions specialized in employing this type of education for higher education, such as the Libyan e-learning project.

This project aims to establish a complete educational system based on technology In the field of e-learning and distance learning in the form of national centers for progress and discrimination in the educational process, and seeks to be a home of expertise and national reference in their respective areas of competence.

The researcher believes that the transition from education in traditional ways to e-learning based on modern technology requires several steps, and needs many demands, time and effort, It should be clear to these institutions and other institutions, and individuals interested in the application of e-learning in universities, the needs and demands that need to be available for the use of e-learning, the researcher will address some of the raised about these demands:

- Rima Algorf(2001:157-158), She saw that the transition from traditional education to e-learning we need to amend the education policy in universities so as to make technology an essential tool in the educational scientific.

Each of the (Yahia Al-Farra, 2008: 3-8), (Huda Canaan, 2008: 4), (Haifa Almberek, 2002: 339-340) and (Nabil Fayoumi, 2003: 3-5) agreed to the e-learning requirements as follows:

- The physical requirements associated with equipment and software: It is: internet-service lines connect computers to connect with the network - a modem, to connect the computer to the Internet - an operating system - Computer browser internet-run files software displayed on the site - design software online databases - design software Web pages - control programs in animation, audio and video clips displayed on the site -Internet camera - microphone for voice transmission, and other devices and equipment in accordance with the work requirements.

Human requirements:

We need a full range of human elements trained capable of carrying out the tasks assigned to perform under the modern variables, the design is good for e-learning program is implemented through an integrated work of this educational project team:

- Project manager :Which is responsible for leading and managing the efforts of the entire team, such as scheduling and priorities for the completion of work, and the provision of materials and supplies project.

- The educational content Designer: It is responsible for providing education programs On the network and the design of educational sessions and the development of action plans, in addition to its presence during the website design stage on the network to explain the work and discuss the changes and amendments imposed by funding restrictions or time or system.

- System Manager: It is responsible for providing support and technical guidance for the program, and participate in the selection of the most effective teaching methods convenient, and review the work plans instructions, during the website design phase of the network that provides the required materials, such as access possibilities to the units maid, passwords, and during the evaluation phase also provides assistance to the learners about action network issues, and install computer software and connections and browsers.

-The teacher: It is responsible for providing programs either asynchronous or synchronous, will also participate in the evaluation of the program to determine its effectiveness and the problems presented, and make proposals about the timing of the meetings and the order of their submission.

-Teachers and learners: E-learning requires that there be prior knowledge in the use of computers and browsers and the Internet among those in charge of providing these programs, as well as the learners or trainees after the Internet, so it requires the use and recruitment of education or training programs to the Internet that mastered the learner and the teacher's basic skills, including:

- CD use.

-The use of the internet browser.

-Download software from the Internet.

-The use of chat programs, and video conferencing.

-The use of e-mail.

-Know some Internet terms.

Regulatory Requirements:

E-university education system requires a set of important and basic regulatory requirements to ensure the success of this system, the most important of these requirements:

- Appropriate educational climate style of e-learning provision.

- Study of previous experiences in the field of e-learning and trying to take advantage of them.

- The application of total quality standards of e-learning programs.

- Academic supervision of e-learning programs and provide incentives in this area.

- Keep pace the rapid developments in the field of e-skills and curriculum.

-Advertising and promotion of the importance of e-learning in the university and the definition of education programs and activities and their uses.

-Employee training at the universities how to use the e-learning techniques.

Researcher concludes that the importance of providing these basic requirements for the application of e-learning system before the actual use of the educational program through the network, and is not expected to be thinking in the use of e-learning system without the presence of infrastructure; computers and communications, And connecting lines, as well as trained staff to use and adapt in the education service, with the provision of educational content programmer using a language authoring Internet software, as well as software and browsers to access the network, while providing material resources for all this, Providing basic requirements for education or training to the Internet is the basis of the education process, can achieve effective education, As well as the researcher believes that the most important requirements for success in the e-learning system and the conditions that must be available in key aspects of the educational process: the student, the teacher, the curriculum and the learning environment, The following are necessary requirements provided in each of these aspects of the use of e-learning in Educational process.

2.2.The necessary requirements that must be available in the teacher

The teacher is the effective human element , which is located upon himself the largest burden in employing e-learning , so on what available he has the skills and capabilities enable him to the design, development, use and evaluate and manage sources of e-learning; and the task of the teacher was no longer limited to providing information using traditional methods.

E-learning does not mean the abolition of the role of a teacher, but becomes a role more important and more difficult is a creative person with a highly efficient, runs educational process ably, and works to achieve the aspirations of progress and

technology, the teacher profession has become a combination of the leader and the director of research and critic and directed project tasks:

-Among these requirements are stated (Altodari, 2004: 93-191), where select roles of the teacher in e-learning are as follows:

- Education Design:

It means the planning, construction and development of education, including special to courses designed web pages, as well as various educational programs.

The employment of information technology:

As a result of the rapid developments of e-learning technology and the emergence e-learning, it has become the teacher's role requires the use of educational technology tools, and computers effectively in the educational process through the e-learning system, There are a range of educational techniques can be employed effectively in E-learning, including:

- Printed materials such as those educational guide lessons, and courses.

- Based on sound technology (audio technology).

- E-rooms.

- E-mail.

Encourage the interaction of learners:

One of the important roles of teacher e-learning interactions encourage learners to acquire knowledge, and various information in the various disciplines, and there are four types of interaction should show through the educational process in the e-learning:

- Learner interaction with content:

It is intended as a learner interacts with the information provided for the purpose of acquiring knowledge.

- Learner interaction with the teacher:

A vertical interaction depends on the willingness of the learner and a teacher on the connection.

- The interaction of the learner with the learner: It serves as a horizontal interaction among the educated. When this is done, it increases the integration and improve the motivation to learn.

-The interaction of the learner with himself: It should be the learner Interacting with himself fit to receive the knowledge while it is connected with the e-learning system.

-Design E-courses: E-courses is defined as any course is used in the design of programs and educational materials based on the computer, and in order to suit the e-learning must be published online, and the pages online course such as the Web page, and can be accessed through downloaded from publishing on the Internet to a computer, or buy it in the form of a disc, or from the publisher via email.

Among the tasks that should be observed by a teacher when designing e-courses: determine the justification for the use of e-learning, and to identify the needs of students, as well as to reconcile the perceptions and strategies for teaching and e-learning environment, in addition to identifying the needs of the learner for that kind of learning.

At the beginning of the use of online course, the teacher must perform a range of roles including: determining the level of skill of his students to use a computer, and select the previous requirements when they use it, and continue to evaluate their skills, and attitudes toward computers, and diversification of educational components, and provide students with technical support.

-Use e-mail in the educational process. It requires hiring a teacher for e-mail in teaching and knowledge of computer systems and programs.

- Hiring international Internet information network in the educational process.

- The preparation and design of educational sites and publish them on the Web.

AL-harbi(2006: 17-74), Also mentions that in order to succeed a teacher in the use of e-learning, it must available in it some specifications, are include:

-The conviction successfully e-learning and its results.

-.The practical experience of issues related to the themes of the curriculum.

Mastering the art of human communication and the ability of the teacher to form good relationships with his students.

Proficiency in the use of computers and the Internet.

Mastering the art of writing as increase their importance in the provision of electronic curriculum more than presented orally.

The researcher adds to the requirements that need to be provided by the teacher to Use E-Learning:

The teacher plays the roles different from the traditional role, and became the role of the educational process planning, design and preparation, as well a supervisor, a manager, directed, and a resident of it, and requirements that must be available to the teacher to use e-learning system:

-Design Education: Curriculum and e-mail curriculum goals, and choosing the right design offers content through multimedia, to achieve the goal of e-learning.

-Teacher mastery of technical skills and dealing with technological innovations, and employ them in the learning process.

-Planning of the educational process, and the design of active learning environments, as well mastery of communication skills and develop self-learning for students.

-Understand the nature of the technology, and evaluate students through electronic media.

-Taking into account the ethical, legal and humanitarian issues, when using and employing this technology in the educational process, and to teach his students.

2.3.The necessary requirements that must be available in the learner

The Researcher concludes that the learner is the focus of the educational process, and the goal of the development and use of modern technology in the education system, so the e-learning system takes into account individual differences among learners, the learner can begin to learn depending on what has possibilities, and private capabilities.

The role of the learner in the e-learning system is described as an active and effective position is not a negative because it includes his participation in the education process, and not just recipients of information that it received from the teacher. Must be available in the learner a number of requirements to be able to deal with the media, and the components of the e-learning system, including:

-Learner's knowledge of materials, tools, computer and its accessories uses, and how to employ them.

-Knowledge of dealing with the Internet and e-mail, so that he can communicate with his teachers and colleagues, and interact with e-curriculum.

-The ability to use e-learning modes: , such as e-libraries, and websites for information.

-Seriousness and commitment, and the ability to administration time, because of e-learning depends on the learner in the learning process.

-Dealing and interacting with the learning resources available through the intermediary of e-learning system, and the conviction of the usefulness of e-learning.

-Master the skills to deal with various e-learning system technologies, such as the operation CD-ROM on computer, use browsers web pages, chat programs, and programs to transfer files.

-Taking into account the ethics of the use of modern techniques, and respect for intellectual property rights for programs and websites.

2.4.The necessary requirements that must be available in the curriculum

Maher Sabri (2002: 531), Mentions to many of the definitions of e- curriculum, and then concluded that the e- curriculum may be technological content, technology and implementation method, or both, has referred to the experiences programmed automatically via the computer and information technology and communications as e-curriculum, has been referred to the experiences associated with the technology and its applications, advantages, disadvantages, skills needed to deal with them, and their consequences on the individual and society as e- curriculum, the e- curriculum has been collecting between the two sides.

Another definition of e-curriculum (Al Harbi, 2006: 17-74) that: sub-system of the e-learning system includes a set of interrelated experiences, integrated and functionally, provided by the school for learners under its supervision in accordance with a specific plan, depending on Multimedia (texts - Photos - voice - movement) through electronic media such as computers and the Internet, whether made inside or outside the university to help students overall growth in all respects, and modify Their behavior in accordance with the educational goals.

And requirements that must be available in the e- curriculum as defined by (ALmousa&Almobarak, 2005: 223-225) are as follows:

- Introduce students to the curriculum and themes, objectives, and information about how to contact.

- Continue the teacher with his students on an ongoing basis through electronic media such as e-mail, discussion and dialogue through forums related to e- curriculum.

-Tests and exercises, evaluation, security and confidentiality, so keep confidential data and the results of the students.

The researcher believes that the e- Curriculum: a new concept entered the field of education with the expansion of the employment patterns of cultural industries in the teaching and learning process, E- Curriculum knows as an educational concept, a production system seeks to use and application of technical methods and the requirements of a logical operation of mental processes in the teaching and learning processes, and to adapt the devices and equipment in the display, storage, analysis and retrieval of information for educational process through the materials and programs with specific goals, and to use sequential steps in the education process is built on the foundations of behavioral science which involves behavioral learning theory.

As well as the researcher defines E- curriculum is which curriculum is used in the design of educational content, presented in the form of pages through an interactive

environment based on the World Wide Web technologies, and a set of multimedia, and the product of the interactive relationship between each of the human side and the theoretical side, equipment and devices, and software and educational materials / learning, in order to achieve more effective educational learning process. and that the most important curriculum requirements for the use of e-learning as follows:

Curriculum must include the electronic presentations of lessons backed by supporting activities and interactive realism, through multimedia "Text, audio, image, animation, and video," which addresses the senses when the learner, such as simulation, and direct offers.

- Organize the curriculum topics in the form of files and folders with links leading the student to the various contents of the curriculum.

2.5. The necessary requirements that must be available in the learning environment

Abdullah Al-Mousa (2007: 27-29), See that the educational environment for the use of e-learning requirements are limited as follows:

- The physical requirements: includes hardware, software and the Internet, and others.

- Human Requirements: includes training on e-learning system skills.

Hudhaifi(2007: 37), Confirmed what was said that the educational environment for e-learning requirements includes:

- Physical requirements: hardware, equipment, and software.

-Human requirements includes: educational learning process elements: teacher, learner, a message or educational content, methods of interaction and tools evaluation and development.

The researcher believes that The learning environment: a learning environment, learning, interactive, Multivendor support steps to implement the e-learning system strategy, which begins full awareness of its importance and necessity in this age, that is, that the implementation of e-learning system should provide the requirements, which are:

- Choosing the appropriate educational content for product quality and service learning.

- Computer, networks and systems the appropriate multimedia systems, to support the education process, learning direct, indirect, self-education, and work teams.

-The appropriate teaching methods of new technology, to increase the interaction between the components of the educational process within the e-learning system.

- Restructuring and rehabilitation of a large-scale in the traditional university education system (curriculum, teacher, learning environment) to comply with the requirements of the e-learning system.

- Recognition of e-learning, and adopted in educational institutions.

Linking e-curriculum subjects with services and auction sites, allows students to increase the availability of information on the subject.

CHAPTERTWO: Higher Education

2.1. Introduction

Higher Education is: the most important element in economic growth, acts as president in building a productive work force, and leads an essential task in the education of generations to citizenship, rights, duties, and the development of human thought, which helps in the process of construction, development, social change, and the promotion of production and productivity.

The Higher Education of the old types of education, which received considerable attention by the various peoples of the world, After setting up the common law of human rights, and distributed to a range of rights, including the human right to education, this right includes the need for human access to higher education at the university if the student wants to complete his university studies, and this has been adopted on a global interest in higher education since the nineteenth century., so this time, which saw the establishment of many public universities, and private in various countries around the world.

Higher education refers to the education that takes place within colleges or university institutions after obtaining the secondary certificate. The duration of study in these institutions varies from two to four years, and is the last stage of formal education (International Encyclopedia, 1999: 25).

"It is the type of post-secondary studies at the level of a university institution or other recognized educational institutions such as institutions of higher learning by the official authorities of the State "(UNESCO, 1998: 1).

The researcher believes that higher education is considered the last stage in the educational system. It provides the labor market with human capital, which is highly qualified, specialized in various fields, qualified and capable of adapting to technological transformations,Local and global economies, which achieve the desired economic growth. Hence the importance of higher education in its outputs, not only in terms of quantity (number of holders of certificates, research), but the quality of these outputs (qualified human capital, research serving the community), which led to the need to pay attention to the quality of its outputs, which reflect the quality of the educational process.

All countries are interested in the higher education or academic level, and seek to develop educational curricula in accordance with the requirements of the labor market, and rely on effective teaching methods, and seeks to modify the educational policies that follow, and improve the selection of teachers, and trained well to raise their competence and develop their abilities. And develop the minds of students, because

success in the development of the minds of students will help to achieve development in various economic and social fields.

2.2.Higher Education in Libya

Witnessed beginning of the twenty-first century increasing attention at the international level, governments need to develop higher education, with the aim of improving the level of his performance, and activating its role in the leadership of the comprehensive and sustainable development processes.

(AL-Akkari, 2014), indicated that higher education began in Libya (since 1955), and continued to grow and spread in terms of the number of universities, colleges and departments specialized over the years, comprising college education the number ten public universities, also two universities with the nature of a private are: University Alasamariah, the Open University, and includes these universities (198 College) and a number (1256), a section of specialization. The number of students (342,795) students, distributed in universities, where about (50%) of the number of students present at the Universities of Tripoli and Benghazi, The percentage of about 30% of the students present at universities such as: University of Aljafarah, Omar Al-Mukhtar University, the University of the corner, and about (20%) are the remaining universities.

The number of faculty members: national number (9525), the number of expatriates (1727), the number of collaborators (5194), as the number of teaching assistants (4114), and the number of envoys for Graduate Studies (9283) an envoy. The Libyan capital, Tripoli, is home to over fifty private university in exchange for a only public university, in addition to the Academy of quasi-governmental Higher Studies (above the university). Libya are classified under countries in the region at least illiteracy.

According to a report (UNESCO, 2007), also the illiteracy rate in Libya is the lowest among the countries of North Africa, as it does not exceed (17.6%) of the population, while the literacy rate to the proportion of the population are among the best Arab and preceded only Jordan and Palestine, But this oil-rich country, and little population facing the problem of a declining standard of higher education, This raises difficult questions regarding the extent of its ability to meet future challenges, but the quality of education is the real problem facing Libya.

During the seventies and eighties years, the educational policy in Libya accurate and farsightedness and careful supervision, and guaranteed the country (and still are) free higher education, and the parents are exposed to legal prosecution if they fail to educate their children, but that the level of education began in end of eighties in retreat, and appeared the problem of education in the country clearly during the past two decades.

The university education of the most important tools available for developing countries to highlight their potential and realize their aspirations to progress, freedom,

democracy, social justice, has developed the concept of the university as a creator, innovator, researcher and developer of new ideas, more than just a tool for the transfer of what is known and acceptable and agreed upon, where it has constantly concerned with research and development of knowledge, as well as its social function and its role in taking responsibility for social change.

2.3. The problem of higher education in Libya

Through the report (UNESCO, 2007), Libya is one of the least illiterate countries. Universities annually graduate thousands of students, despite the passage of more than 30 years since the adoption of the educational structure, and the promulgation of a number of laws, regulations, reports and technical studies for the development of education. However, education still suffers from many problems and constraints Which have hindered its production, some for administrative reasons and others for technical reasons. These problems can be limited to :

-Shortcomings In The implementation Of Educational Infrastructure:

Where it turns out that there are many obstacles encountered in this stage, the most important are:

-Educational Subjects (Curriculum):

Although the application of specialized secondary schools curricula for more than ten years, but the universities and higher institutes curricula have not been developed to comply with these approaches, currently being worked on the development of this curriculum through specialized committees under the supervision of the Ministry of Higher Education.

- University Professor:

Due to the increase steady in the number of college students, but this increase is not offset by an increase in the number of teaching in universities and colleges faculty members, has increased in the severity of this problem, the opening of many departments and colleges in different regions and cities, and there are serious attempts to overcome this problem, the most important encourage graduate inside to prepare the master's and doctoral degrees, with interest dispatch abroad in order to provide qualified teaching staff.

-The University Environment:

Buildings: higher education institutions need to construct a number of facilities such as terraces, libraries and laboratories because the current possibilities do not accommodate such a large number of students, and is currently working on the implementation of several projects related to educational infrastructure facilities in higher education institutions in Libya.

Equipment: despite the provision of some universities and colleges requirements of the equipment, but these attachments are not commensurate with the student density in each university or high-Institute, the Ministry of Higher Education is working hard to provide these requirements to provide by all its educational institutions.

- Globalization:

It is the globalization of the most important transformations that led to bring about changes at the level of values and different cultures, and in the nature of the work of scientific institutions, led by the emergence of globalization, social, political, scientific, economic transformations.

The face of globalization prepare highly educated so that they can realize the danger of globalization on their communities and raise awareness within these communities to confront globalization.

- the scientific and technological development:

Weakness capable of developing scientific and research links between scientific institutions outputs and technological policies, and the current economic developments and changes.

- Obsolescence of teaching aids, and the lack of scientific programs efficiently, and used in research studies.

- Do not keep up with the educational policy to the requirements of renewable labor market.

- Lack of seriousness of the state in finding suitable jobs for output in the field of higher education.

- The flow of foreign workers on an ongoing basis.

- Focus on the traditional aspects of higher education, and the neglect of the practical aspects.

The researcher finds that higher education in Libya faces many problems, as a result of scientific, technical and social changes. The most important of these problems are the following:

Weak relationship between higher education and development:Higher education institutions are multi-purpose social development institutions that contribute to their research in solving social, economic and environmental problems,It is also a factory that prepares human energies and prepares them to serve and promote society.

Despite the clarity of these concepts for men of development and planning and the institutions of higher education in Libya. However, there is a lack of harmonization

between the outputs of higher education and the needs of national development plans,In the sense that there is a mismatch between the needs of the labor market and the progress of institutions of higher education, which makes a large number of graduates of institutions suffer from open or disguised unemployment, this situation has negative effects on institutions of higher education.

The repetition of the same departments, majors in universities and colleges, makes them frequent copies, not only the organization but extends to teaching methods and rely on the lecture as a means of teaching without other effective means, and this negatively affects the development of higher education.needs of students and society and the changes of the age, as well as the weak outputs of institutions of

The failure to keep pace with the educational curricula for the higher education and not suited to the changes of the age.

The weakness of the teaching methods, where a large number of faculty members in Libyan institutes and universities rely mainly on paper summaries instead of the main curricula and references, some of which are high in price despite the policy of supporting books in some universities and institutes, as well as weakness of English, To the main references concerning the subjects.

2.4.The E-learning in higher education

The higher education institutions are not considered a place to receive science only, but must be contributes to the progress of scientific research and the dissemination of knowledge and skills that you need community settings. Mansour (2013: 55-57), notes that university education began its journey in Libya since 1955.

Higher Education in Libya is facing many problems that hinder the performance of its role optimally, in a society dominated by the young people and the growing demand for higher education. Among those challenges, it highlights the problematic volatility and the instability of the organizational structure of universities and other institutions of higher education as a result of the expansion of the random and non-thoughtful at universities.

Also highlights the problem of shortage of faculty and higher teaching load, which is reflected on the product of academic research and scientific of the Libyan faculty member, All of the above coincides with the weakness of graduates compared to adapt the requirements of the local labor market where increasing numbers of graduates at the expense of quality, which is reflected in the growing phenomenon of educated unemployment.

In a recent ministerial study (Akkari, 2014) have also been highlighting the major challenges facing the Libyan universities, where it was found that the Libyan universities suffer from overcrowding numbers outweigh its capacity considerably, in

addition to the obvious deficiencies in the curriculum and the quality of the human staff, buildings and equipment service and scientific.

Also the deficit in information sources and a marked weakness in the exploitation of information and communication technology in the educational and administrative areas. Although the Libyan state has entered into several international agreements with several institutions and organizations such as (UNESCO), (Microsoft), (Cisco), (SAP) and (Huawei) to support and linking universities networks, advanced communications services and the provision of software and other services that contribute to the integration of information technology and modern techniques within the educational tools in higher education institutions. However, this effort has not been reflected at the desired performance of higher education.

(Mansour, 2013: 55-57), (Hussein, 2016: 4-16), and (A. Fikrana, 2001), They stressed that the Internet great importance in research and education process and can be the most important uses of the Internet in university education summarized as follows:

The most important source of information in the modern age, and within easy reach and the communication process with the most important libraries, universities, research centers and modern publications.- the use of the Internet contributes to the approximation of the spatial and temporal barriers between members of the faculty and students.

Can disseminate curricula and academic resources on the electronic educational institution site or electronic communication sites and blogs.

Opened the door inquiries and scientific debate between the members of the faculty and students, which will remain as a reference for others who want to take advantage later.

The possibility of multiple audio and video media employ to facilitate the delivery of information easier manner.

Publication of the results of the students electronically to strengthen privacy and easier access.

Definition of the university and its activities and dissemination of internal and external advertising.

Disseminate scientific product of faculty members, students and projects to contribute to the scientific exchange, and promote the reputation of the university and its academic.

Keep abreast of developments to create a student is able to meet the requirements of the labor market to deal with modern technology.

To break the monotony by using educational methods of moving away from memorization, and promote entrepreneurship and innovation.

To develop students' skills in communication, teamwork, critical thinking and problem solving.

Focused on the Ministry of Higher Education in Libya techniques of modern education, it seeks to hire the right ones in the service of education in Libyan universities, To achieve this, the ministry has formed a team of specialists, experts and academics to work out a practical perception of the introduction of distance education and e-learning in the higher education system, Where the team developed a suggested format for e-learning and distance education in higher education institutions, to implement the objectives of the National Plan for Communications and Information Technology.

Also, this team has prepared a document that provides a broad definition of e-learning and distance education, this document and look at the technical as play a crucial role in the development of university education, and as a result of this effort was the establishment of The Libyan project, e-learning and media distance learning. (Publications of the Ministry of Education and research in Libya, 2007).

The researcher emphasizes that:

The use of e-learning in the educational process contributes to providing a rich and multi-source learning environment, encourages communication between the parties of the educational system, contributes to the modeling of education and provides it in a standard form.

It also contributes to preparing a generation of teachers and learners capable of dealing with technology, And possess the latest skills of the times.

The educational system in Libya faces challenges, different problems posed by the nature of the age, characterized by technical revolution, and the excessive flow of information.

To meet these challenges, the educational system should be characterized by quality, efficiency, functional flexibility, and modernity. It has the capacity to develop and renew itself to cope with political changes. Economic and social development and the rapid accumulation and development of knowledge.

2.5. The Libyan project, e-learning and media distance learning

This project seeks to use all the capabilities to support the excellence of the educational process and facilitate scientific communication in higher education institutions, through the optimum use of information technologies, modern systems, so as to enhance communication and interaction in the process, to achieve their educational and operational objectives.

-Project goals:

This project is the basis for achieving a number of key objectives include:

-deployment of e-learning and distance learning applications in line with the quality standards.

-The development of skills and abilities of the students to prepare a generation capable of communicating with others, and to interact with the variables of the age through modern technical means.

-Contribute to evaluate projects and programs, e-learning and distance learning.

-Develop standards of quality, design and production of digital educational materials, and dissemination.

-Encourage outstanding projects in the areas of e-learning and distance learning, and coordination between them.

- work to inform and educate the community, in the form of holding meetings and organizing conferences and workshops, which contribute to the development of e-learning and distance learning.

-International cooperation with organizations, and international organizations and similar entities. (The project site on the Internet: www.e-learning.ly/).

2.6. Previous studies

AI Hawamdah,(2011)study

The study aims at identifying the obstacles to the use of e-learning from the point of view of the faculty members at Al-Balqa Applied University, and the results of the study revealed obstacles to e-learning as follows:

- Obstacles related to university administration and financial resources.

- Obstacles related to e-education.

- The obstacles related to the teacher and the student.

The study recommended the following:

- Providing e-learning infrastructure.

-Preparation of trained technical expertise.

- Develop programs for training courses.

Radii &Shaheen, (2010) Study

The aim was to identify the obstacles to the use of e-learning in the technological education program and how to overcome them. The results of the study revealed many obstacles related to university administration and the provision of e-learning requirements. And other related lecturers, and students as follows:

- Lack of awareness of lecturers in the culture of e-learning.

- Infrastructure constraints and technical support.

- Lack of material resources to use e-learning.

- Students lack awareness of the culture of e-learning.

- Poor interaction with e-learning because they do not know the skills of using it.

Anderson Study (2008)

This study aimed to identify the most important challenges facing the use of E-learning in Sri Lanka,The researcher used the quantitative method to determine the most important and influential factors in the use of e-learning. The study identified the following areas: students, faculty members, teaching and learning activities, inputs (infrastructure and networking), curriculum, language. The results of the study showed that there are many challenges facing both students and faculty members in their use of e-learning. The study confirms that students face more challenges than faculty members.

Leem& Lim Study (2007)

The study aimed to evaluate e-learning in Korean universities. The study showed that 85% of Korean universities use the e-learning service. 67% use the service effectively in the classroom. Most universities use e-learning in the educational process. The study confirmed that there was a weak provision of incentives for faculty members, while less than half of the universities were able to provide financial support to laboratory technicians. Therefore, the study recommended to follow some methods that lead to raising the level of competition among Korean universities. By supporting faculty members with incentives to support e-learning.

AL-Zamil Study (2005)

The aim of the study was to evaluate the e-learning experience in the Arab Open University (Riyadh Branch), the General Organization for Technical Education and Vocational Training (represented by the Technical College and the College of Communications and Information Technology in Riyadh) And reached the following results:

- There are differences of statistical significance at (0.05) according to specialization in favor of computer specialization. This indicates that the use of the internet and the computer helps to interact with the way of e-learning.

-There are no statistically significant differences among the sample according to the level of study.

-The main difficulties facing the use of e-learning are the difficulties related to the curriculum.

Kent Study (2004)

The aim of this study was to evaluate the University of Birmingham's experience through the use of e-learning techniques by faculty members using the WebCT program. The study was intended to support faculty members within the university. The study concluded that:

- Developing the technical skills of faculty members.

-Cooperation with all educational departments and faculty members to develop teaching and teaching methods.

-Develop teaching performance on modern academic teaching methods and develop functional performance.

Evans study(2000)

The study aimed at finding out the effect of the use of technology in education on the achievement of students of the statistical course at the (Santa Fee) National College in Florida, The study sample was divided into two groups according to their skills in computer, The main results of the study were as follows:

- A large number of the experimental group of students who succeeded and completed the course among the total number of students of the Department of Statistics.

- Students are able to communicate with the teacher via the Internet, participate in discussions, and virtual hours of work through e-mail and discussion forums.

- Improve the writing skills of students, writing articles, and publishing on the site of the article.

Wang &CohenStudy (1998)

This exploratory study was designed to investigate the use of services available on the Internet by faculty in a public university in the United States. and It examined the manner of faculty use of the Internet, their perception of the role of different Internet services in support of teaching and research, and the factors associated with their use of these Internet services. the Results point to the need for faculty training in

order to promote the maximum use of Internet services. The study also found that the obstacles to using the Internet from the point of view of the study sample:

-Interruption of communication while using the Internet.

- Difficulties in downloading files.

-Faculty members need specialized technicians to solve technical and technical problems related to the Internet.

TeeterStudy (1997)

The study aimed to identify the impact of using the Internet and its impact on the students of the University of Arkansas, in theLittle Rock city, where the development of the curriculum on the Internet, and the only difference in teaching the curriculum is the center of information transmission, and the most important results of the study as follows:

- There were no statistically significant differences in the average achievement of the students of the experimental groups (who studied the curriculum through the Internet and who studied in the traditional way).

-Increase student willingness to participate in discussions, search for knowledge resources, and information through the network.

-This study is consistent with the current study in dealing with the electronic curriculum and proving its effectiveness in increasing students' desire and enthusiasm for learning.

MaxwellStudy (1997)

The aim of the study was to identify teachers' views on the effectiveness of technology training and their integration into the curriculum. The study consisted of 47 teachers from the Hamilton School in Tennessee.The main results of the study were as follows:

- Most teachers have not received adequate training in using the Internet.

- lack of experience of teachers using the Internet.

- Insufficient time for online training.

This study agrees with the current study in determining the effectiveness of providing effective training, supporting management for teachers, and discusses the implications of technology training for teachers.

Jarwan&Al Hamran Study (2009)

The study aimed to identify the challenges of the use of e-learning facing the students in the college of the university fortress from the point of view of the students themselves, the study sample consisted of (200) students, The researchers used the descriptive analytical method, and the results of the study to the existence of differences of statistical significance attributed to the variable academic level.

Mohammed Jibrin Study, (2006)

The study aims at identifying the obstacles to the use of e-learning from the point of view of the students of the Hashemite University (Jordan). The study sample consisted of (600) students. The researcher used the descriptive method.

The results of the study showed that there are statistically significant differences attributed to the college, , And showed the existence of differences of statistical significance attributed to the profession variable for the student, and lecturers.

AL Mohaisin study (2002)

The purpose of this study was to find out the reality of using computers in colleges of education in Saudi universities, in terms of devices and capabilities and the use of faculty members. It also aimed to know the attitudes of faculty members in these colleges towards the use of computers and to investigate the main obstacles to their use in these colleges.

The results of the study showed the weakness of the use of faculty members of the computer, as well as the lack of training for faculty members and the lack of computer technicians are the most important obstacles to their use.

Al-Hazmi study (2005)

The study aimed at identifying the difficulties of using the Internet among faculty members and students in teacher colleges in Saudi Arabia, and the importance of using the internet in education and training. The study reached the following results:

-There are statistically significant differences in the percentage of Internet usage among faculty members due to the variables (college, academic level, specialization, and computer ownership.

-The most prominent obstacles that limit the use of the Internet in the colleges: lack of processing the college Internet service, the lack of equipment and devices to employ the Internet in college, and the lack of material resources to employ the Internet in education.

Yamani study (2005)

The study aimed to identify the ability of e-learning to meet the challenges of Saudi higher education. The researcher used the descriptive analytical method and applied it to the faculty members of Umm Al-Qura University in Makah, King Khalid University in Abha. The most important results of the study were the following:

-The lack of preparation, and the development of faculty skills in the use of modern technology affects the application of e-learning effectively.

-The lack of regulations and laws related to the granting of degrees to students of e-learning, is one of the obstacles that affect the success of the application of e-learning.

The researcher believes that the previous studies identified the reality of the use of e-learning in education and pointed out that the material obstacles are the most important challenges facing the spread of the use of e-learning in education, It explained that the integration of the educational content and the technology leads to an effective teacher and raises the level of learners.

The researcher did not find any study that directly discussed the obstacles facing the educational environment required for e-learning, except the study (Evans, 2000).

Therefore, The researcher sought to benefit from studies that examined the obstacles of using e-learning to identify the difficulties facing the use of e-learning in higher education, and to determine the requirements of using e-learning, which are required in: University administration - Infrastructure - Experience with lecturers - Students - Curriculum.Most of the previous studies have agreed that the most important obstacles to the use of e-learning are:

-The severe shortage of computers and equipment related to e-learning technology in colleges.

-Ineffective training programs for teachers, and increasing the burden on teachers.

-Lack of time for teachers to plan, and prepare for the employment of information technology in teaching.

- Lack of management that is able to follow the environment of e-learning and follow-up of modern technologies, so that they are able to properly planning at all levels to make e-learning successful.

2.7.Various experiences in e-learning

Many countries have started implementing the e-learning system to provide a continuous technological revolution and renewable information, and there are many

experiences of countries in the application of e-learning system, we review the Libyan experience in the application of e-learning system:

-Shakshuki(2008),pointed out that the use of computers in Libyan schools as a teaching material began in the academic year (1989-1990) in specialized secondary schools, and was limited to identifying the components, the way the computer works, the operating programs, and some applications such as word processing, And then developed and began to learn the languages of programming, drawing, design, and statistics in specialized secondary schools, as well as in vocational training centers.

In the academic year (2004-2005) he began in the basic education stage in the fifth and sixth grade. The use of computer as a teaching tool began in the academic year (2007-2008) for the application of e-learning.

- Experience teaching English language and mathematics

Based on the recommendations of experts and specialists through research and studies presented especially in seminars and specialized workshops on the importance of introducing information technology in education, the Ministry of Education approved the implementation of the e-learning experience for the first time in some model schools, starting from the first semester of the academic (2007-2008).

In order to develop the presentation of educational curricula through the use of modern technology and adapted to serve the educational process. The first phase of the e-learning application is limited to a limited number of educational institutions, where readiness is available in laboratories and classrooms (from computers, networks, software, and smart boards), as well as completion of the English language and mathematics teachers.

The Ministry of Education shall begin to equip the rest of the schools in the event that the experiment achieves its objectives. A team of specialists, in collaboration with the e-learning software implementation company, carried out the training and supervised its success, after the program presented the experts and technicians with knowledge of the objectives, objectives and mechanism of e-learning implementation.

Access to electronic school in Libyan schools is a turning point in the entire educational process, which requires the intensification of all elements of the educational and educational process to develop the mechanism of education through adapting technology to achieve the desired goals and the positive outcomes that contribute to the building of this country. http://www.e-learning.ly/ar.

The Virtual Education Project for the Development of University Education and Scientific Research was launched in 2013:

Seminars and workshops were held on the identification of equipment and methods related to the design and implementation of e-learning infrastructure in universities, and to identify the laws, systems and structures governing the distance learning process.http://www.e-learning.ly/ar.

Tripoli University Experience

Global Education has developed a modern electronic learning system with very advanced features at the request of the administration of Tripoli University in 2009. A group of university faculty members were trained to use the system and the website of the system was opened and students began to interact with it positively and successfully.

The system was admired by (UNESCO) experts and described as a technical miracle in a very limited period. The system site was launched at the beginning of the spring semester (2009), Unfortunately, the project was halted for administrative reasons. http://www.e-learning.ly/ar,http://www.edu.gov.ly/decisions

Misrata University Experience

Misrata University is endeavoring to create e-Learning Centre has specifications and international standards for the development of academic and administrative side of the university.

The Libyan participation in the project (UNIGOV) represented by the University of Misrata with British Mitroblin University, and the University of Tallinn, Estonia, and the University of Alicante Spanish University provided a detailed presentation on the activities carried out under the project, and group of experts to design an educational site integrated through the use of technology (Moodle), and the development of educational materials received from European partners.

The University has several training workshops for students and faculty members, and the implementation of meetings and lectures to educate teachers and their students the potential of e-learning tools, and its benefits, and to explain the work of this website educational mechanism (Moodle), And to identify new in the field of e-learning and educational technology.

The latest updates and carried out by the University of Misrata as director of the program (Moolde education), and the University of Alicante published Misrata University activities within the official website of the project: tempus-unigov.edu. University carried out several training workshops for students and faculty members, and lectures to educate teachers and their students the potential of e-learning tools, and its benefits.

E-learning Department, seeking to evolve and Keep pace global progress in this area to smart, smart halls smart classrooms to obtain support for the establishment of

smart classrooms, and the university has established a special building information technology, featuring the academic side (e-learning and academic technology).www.tempus-unigov.edu.

www.misuratau.edu.ly/category/ Faculty of Information Technology .

2.8.Some experience in e-learning in developed countries

The experience of the United States of America

In a scientific study conducted in (1993), 98% of primary and secondary schools in the United States have a computer for every (9) students. At present, the computer is available in all American schools by (100%) An exception, and the information technology of decision makers in the US administration is one of the most important issues in American education.

In (1995), all US states completed their plans for computer applications in education. The states began to race against time to apply the distance learning methodology and employ it in their schools.

They were concerned with the process of training teachers to help their colleagues and also help students, And provide the infrastructure of the process of computers and networks linking schools with each other in addition to effective educational software to become part of the curriculum, we can say that the introduction of the computer in education and its applications is no longer a national plan, but is the basis in all educational curricula. Available on the link: http://www.alyaseer.net/vb/showthread.php?t=

In the United States as well, In (November 2009), the Virginia Department of Education launched a project to explore the implications of introducing traditional school textbook alternatives into classrooms and revealed new ways to organize and deliver high-quality content using various platforms such as tablets and laptops.Aims to:

- Learn how digital learning content can be used to increase the effectiveness and participation of students and to improve the outcomes of education and teacher practices.

- Limiting the social effects of technical policies to replace traditional textbooks with digital alternatives.Available on the link: http://www.doe.virginia.gov/support/technology/technology_initiatives/index.shtml.

The Australian Experience

Australia's unique experience is in Victoria, where the Ministry of Education developed a plan to develop education and introduce technology in (1996), with the completion of the plan at the end of (1999) after all state schools are connected to the

Internet by satellite. The state of Victoria has taken a unique action , unprecedented step in forcing teachers who do not want to work with computers to retire early and leave work.

As a result, (24%) of the teachers were actually retired and replaced by others. The experience of Victorious is unique in terms of speed and inclusiveness. The technology is available every semester and has been praised by many, including Microsoft president (Bill Gates), when he did a special visit to her. The Australian Education Initiative aims to implement the Education Technology Plan in all schools so that managers, staff and students can:

- Permanent use of educational techniques in normal life activities, in school programs as well, and the development of their skills in the use of teaching techniques.

- The possibility of using computers and benefiting from many different applications and elements of curricula.

- (91%) of schools can access the Internet, (80%) of schools currently use an internal LAN. Available on the link: http://WWW.alyaseer.net/vb/showthread.php?t= 6723

In Australia as well.

The Queensland government has also introduced a smart classroom strategy through a roadmap to harness the potential of ICT for state-of-the-art teaching and learning.

The project uses Apple's tablet devices to determine how effective they are in supporting and expanding student learning in the classroom , And the purpose of this experiment:

-Determining the suitability of the iPad as an educational tool in schools.

-Determine the compatibility of the iPad with the platform of the Australian Ministry of Education. available on the link:

http://www.doe.virginia.gov/support/technology/technology_initiatives/index.shtml.

The Malaysian Experience

In (1996), Malaysia's Comprehensive Development Committee set up a comprehensive technical plan that would make the country a member of the developed countries.

It is a symbol of this plan (Vision 2020), while (the Education Act 1996) is one of the main objectives of this plan. Internet in every semester of school. This plan (education) was expected to be completed by the year 2000 if the economic shock of the country did not occur in 1997.

However, in December 1999, the proportion of schools connected to the Internet was more than 90%, and in the classroom 45%. Malaysian schools are applying technology in the classroom "Smart Schools" , Malaysia aims to spread this type of school throughout the country.

In terms of infrastructure, all Malaysian schools and universities have been linked to a high-speed fiber optic network that allows the transfer of large information packets to the multimedia and video transmission service. Available on the link:

http://www.alyaseer.net/vb/showthread.php?t= 6723

The experience of Japan

The experience of Japan in the field of e-learning began in (1994) with the project of a television network broadcasting educational materials by video for schools on demand through (cable) as a first step in distance learning, In (1995), the "One Hundred School Project" project was launched in Japan, where schools were equipped with the Internet to experiment with and develop educational activities and software through the network. In 1995, Japan's Education Policy Action Committee prepared a report of the Ministry of Education proposing that the Ministry To provide a regional information system for lifelong learning in each Japanese province, As well as the establishment of a center for educational software in addition to the establishment of a national information center.

The Commission has developed plans for the training of teachers and members of educational bodies on this new technology. This was supported by the budgets of the Japanese government for the fiscal year 1996/1997, and Support research and development in the field of educational software and support scientific research on new education techniques, as well as support all activities related to distance education, Japan is now one of the countries that apply modern e-learning methods officially in most Japanese schools. Available on the link:http://www.alyaseer.net/vb/showthread.php?t=6723

The British experience

In Britain, the so-called "National Network of Education" emerged, in which more than 32,000 schools were connected to the Internet, 9 million were students and 450,000 were teachers.

The application will reduce the paperwork. Teachers will be trained and their performance levels monitored. Ten thousand teachers will be trained and equipped with mobile computers.

The various educational sites will be connected to this network. Information and educational materials will be sent from the national network to schools. CD-ROM format. Available on the link:

http://www.doe.virginia.gov/support/technology/technology .

The Turkey experience

The Ministry of Education launched the Al-Fateh Project, a plan to overcome the digital divide in education over five years from (2010 to 2014) by introducing tablets in all stages of public education. It has equipped (42,000) schools and (570,000) classrooms with the latest Information and communication technologies and transform them into smart classrooms. Al Fateh project has five main components as set forth in the official website of the project:

-Preparation of equipment and software infrastructure that includes the purchase of equipment, distribution and installation of equipment in schools.

-Provision and management of digital content which includes new materials consistent with instructions supported by ICT.

- Effective use of information and communication technologies in line with curricula aimed at finding new channels for the integration of Information and Communication Technology into the curriculum.

-Conscious, reliable and measurable use of ICTs.

-In-service teacher training on ICT to enable them to use it effectively and correctly in the classroom environment.

Available on the link:http://fatihprojesi.meb.gov.tr/tr/index.php.

The Singapore Experience

In (2010), Singapore launched the Information and Communication Technology Operating System (SSOE) project, which aims to "redefine the educational approach" by focusing on ICT infrastructure in schools. The schools have been provided with more than (120,000) units for more than (350) schools in 2012.

Available on the link: http://www.doe.virginia.gov/support/technology/technology.

2.9. Some Arab experiences in e-learning

Some Arab countries have focused on e-learning system and put his plans, the following We review the efforts of the United Arab Emirates and the Sultanate of Oman in this area:

The experience of the United Arab Emirates

Adopted by the Ministry of Education and youth development curriculum project, to teach computer subject at the secondary level, it has been included in the first grade of secondary, second grade secondary.

The project has started to prepare a curriculum for grade secondary, and piloted by choosing two schools in all educational one area for boys and one for girls, and in the following year the experiment was circulated to all secondary schools in the state, and have found the experience acceptable to students and parents, and as well as the goals set by the ministry have resulted experience for multiple positive. http://www.alyaseer.net/vb/showthread.php?t=6723. (AL arifi, 2007).

The Jordanian experience

The Ministry of Education of Jordan adopted in (2002), in coordination with the ministries of planning and information and communication technology and national policy for e-learning through the establishment of the National Knowledge Networks, which used information and communications technology as a base to transform into a learning system which relies on the development of self-learning and critical thinking ability, rather than the traditional education system, which relies indoctrination by the teacher basically, It has required the provision of means and methods of e-learning for more than 3,000 schools distributed throughout the Kingdom, so that becomes the role of the teacher cued into a coordinator and mediator to help students access to information.

Then the acquisition of knowledge without the need to intervene only in cases that need to be where so, the strategy focused on the need to spread knowledge among Jordanians through knowledge networks, and through the utilization of modern technology and access to the knowledge society harnesses knowledge to improve its economy and standard of living (Fayoumi, and Alraees, 2004: 4) .

The experience of the Kingdom of Saudi Arabia

Saudi leadership and directed in (2001) orders establishment of the National Information Technology Plan, and the mechanism to be applied in Saudi Arabia, and that plan included seven main objectives, focused fourth goal, including the importance of optimum use of information technology in education and training in all its stages, and the fulfillment of this goal and to keep pace with these development and acceleration in the use of e-learning.

The Ministry of Education began to implement e-learning (180) High School experimental step in the academic year 2005/2006,and emerged a set of indicators and initiatives on e-learning and showing conviction education e-learning institutions in the Kingdom, including: a national project, e-learning project, the project's leading schools, private schools initiatives (smart classrooms, Electronic classrooms), universities initiatives for the use of e-learning management systems, Computer project teaching in public schools, and the project "Knowledge" program to increase awareness of the importance of computer schools as an educational tool effective and increase reliability in education and administration. (Al-Rashed, 2003: 5), (Turki, 2003: 14),and (Alwakil, 2007).

The Egyptian Experience

The increased use of technology and e-learning, as well as professional sustainable development for teachers of the national objectives of the Egyptian education, and application so it took the Ministry of Education project of e-learning in Egyptian schools within the national project of the State to establish an e-government, so as to keep abreast of developments in the field of e-learning in the world, Has been the introduction of e-learning project in most Egyptian schools to contribute in adding Educational Sites distinct on the Internet and Intranet video and audio.

The Egyptian plan to take advantage of modern technologies in the field of education, greater use of computers and information networks in education through the continued payment of some programs and initiatives to application of technology, including:

-In the production of educational software: the Technology Development Center to establish a base for the production of educational materials, has been laser discs production (educational - cultural - encyclopedias) for all levels of education, and for people with special needs in Arabic, English, French and German languages, with a total of 305 approach.

-In the field of e-learning: The Center creates e-learning project, which began in 2002/2003 through e-learning systems, and has been programmed and loaded preparatory school curricula at the project's web servers, and programming and loading of 50% of the primary school curriculum, and load 60 educational toy, and download a number of cultural programs and scientific encyclopedias, this system serves all the governorates of Egypt, has been running 9 Ostodihat to broadcast educational programs with a total of 180 classes per week, and this system serves all governorates of the Republic. results (Abdullah Al-Mousa, 2007, pp.27-29), (NabilFayoumi and Alraees, 2004: 4-7) .

The Palestinian experience

Universities have achieved in Palestine great achievements in the field of e-learning and education technology, making it in the leading position for the Arab universities, we have felt this progress through our participation in numerous conferences and meetings related to e-learning, education and open information and communication technology in the Arab country, the most important achievements:

-Providing e-Learning Management Systems Software (LMS) such as WebCT, Moodle, and the rehabilitation of a team of specialists trained in the use of these programs.

-Training More than 30% of the faculty members on the use of WebCT, and develop the skills of teachers through training in the use of technology in education.- Training hundreds of students on the use of e-learning programs.

-Holding Many workshops and lectures in order to promote the culture of the use of technology in education, and the training of teachers to design their courses on the Web.http://www.wata.cc/forums/archive/index.php/t- 28183.html .

The experience of the Sultanate of Oman

The Ministry of Education in the Sultanate of Oman, in the framework of the development of education, has prepared a comprehensive and ambitious plan that seeks to meet the requirements of development in the Sultanate:

-Introducing the computer in the focus of learning resources in basic education schools, and providing students with the skills to deal with the computer.

- Improve and develop teaching and learning in public education curricula.

-Develop an information network between the Ministry, universities and schools to help decision-making centers quickly access various types of information related to students and teachers.

- Prepare students to deal effectively with the information age by providing them with the skills related to e-learning, computer use and communication networks to access local and international electronic sources of information, Available on site:

http://www.alyaseer.net/vb/showthread.php?t= 6723.

CHAPTERTHREE: StudyProcedures

3.1 . Introduction

This period is characterized by changes rapidly resulting from scientific and technological advances and information technology, became necessary to keep up with the educational process for these rapid changes in order to cope with the problems that result from them, such as the large number of information and increase the number of students and the shortage of teachers and remote distances, so focused on modern educational systems to prepare individuals prepared to qualify for use good for computers and information Technology, which led to the emergence of many ways to learn, especially in the field of individual instruction or self - in which the learner is going according to his energy and ability and speed of learning, dependent on his experience and his skill previous - among the most prominent of those roads through e-learning.

And developments in the world today in the field of e-learning imposed a new reality on educational institutions, and become responsible to rehabilitate and raise their efficiency. (ALSaidi, 2005: 55) states that e-learning is a new type of education and finding many challenges and obstacles, and these challenges has two sides: Besides technological readiness, which Respect the information and communication, and by the Executive prepping and respect the user, that means the willingness of universities and colleges and government institutions, companies and organizations to use e-learning, There is also the psychological aspect relation to university professors and students, such as the current educational system, which employs hundreds of years ago and is contrary to the nature of the human mind. E-learning appeared as a result of information technology revolution which is harvested three types of technology are: computer technology, software technology, telecommunications or information transfer technology, this kind of integration is not only the total expense of the technology but a large capacity doubled for scientific production in terms of quantity and quality.

(Akkari ,2014), explained that Since 1985, the universities have been re-examined and organized on the basis of the concept of specialized universities. The development of higher education has grown so that there are currently (13) universities in Libya. The percentage of university enrollment increased (14) times during the period (1985-2010). As a result of the implementation of the educational policy aimed at providing university education for all students with a high school diploma or equivalent. The percentage of those enrolled in higher education (age group 24-18) is about (35%), which is about (4270 students per 100,000 population), which is one of the highest in the Arab countries according to UNESCO estimates.

However, this effort has not been reflected as good on the performance of higher education, Institutions of higher education do not give a lot of attention to the exploitation of modern technology techniques in the educational process and focus on the traditional means of education which is reflected on the labor market outcomes, E-learning must be employed to raise the quality of educational institutions at a level commensurate with the regional and international universities.

The researcher believes that higher education institutions are not only a place to receive knowledge, but must be the center contributes to the progress of scientific research and the dissemination of knowledge and skills needed by the community.

Despite the significant growth in the education and the significant increase in the number of institutions of higher education but higher education is clearly suffering the lack of educational opportunities for the categories of people seeking to achieve their ambitions without Joined traditional educational institutions, it is necessary to meet the growing demand for higher education by thinking about modern methods help universities follow the traditional system to solve problems such as the introduction of e-learning method.

3.2.The Problem Of The Study

Through what is clear the main problem of the study are as follows: What are the difficulties of employing the e-learning system in higher education institutions?, How to improve the performance of the educational process?, By answering the following questions:

-What are the difficulties of employing e-learning in higher education institutions from the perspective of lecturers?

-What are the difficulties of employing e-learning in higher education institutions from the perspective of students?

-Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learning in higher education in Libya among lecturers attributed to the college variable?

-Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learning in higher education in Libya among students attributed to the college variable?

-Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing E-learning in higher education in Libya, attributed to the variable of the academic level (first year, second year, third year, fourth year)?

-Are there significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing E-learning in higher education in Libya, attributed to the variable of profession (lecturer, student)?

3.3.The Objectives Of The Study

This study aims to identify the difficulties of employing the e-learning system in higher education institutions in Libya as seen by lecturers and students. The objectives of the study are as follows:

-Identify the most important difficulties in employing e-learning in higher education institutions as seen by lecturers.

-Identify the most important difficulties in employing e-learning in higher education institutions as seen by students.

-Identify the role (university, level of study) in determining the difficulties of employing e-learning as seen by lecturers.

-Identify the role (university, level of study) in determining the difficulties of employing e-learning as seen by students.

-Find the proposed mechanisms for employing e-learning in higher education institutions in Libya.

3.4. The Importance Of The Study

The importance of the study is summarized in the following points:

- Modernizing the educational process, the educational process, raising the academic level of students, lecturers, and upgrading the computer culture.

- Studying the most important difficulties faced by lecturers and students in the institutions of higher education in Libya, which raises the motivation for both lecturers and students to increase attention to overcome these difficulties, and encourages students and lecturers to implement various e-learning programs.

- Providing recommendations and suggestions to decision-makers in higher education institutions in Libya to face the difficulties of employing e-learning, which helps to invest in modern technology to develop the outputs of education in line with the requirements of development and the needs of the labor market.

- This study is the starting point for other studies in the same field, in addition to the limited local studies that are interested in the subject of e-learning in the institutions of higher education in Libya.

3.5.The Hypotheses Of The Study

H1- There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average responses of lecturers attributed to the college variable. (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University)

H2- There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average responses of students attributed to the college variable. (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University).

H3-There are no statistically significant differences at the level of significance($\alpha \geq 0.05$) in the difficulties of employing e-learning attributed to the variable of the academic level (first year, second year, third year, fourth year).

H4-There are statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learning attributed to the variable of profession (lecturer, student).

3.6.Method And Procedures

3.6.1. Study Methodology

The researcher followed the analytical descriptive method, in which he tries to describe the phenomenon of the study subject and analyze its data, and the statement of the relationship between its components, and the opinions that are raised around it, and the processes involved, and the effects that occur.

3.6.2- Study Society

The study community consists of:

-All lecturers in: (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University), for the academic year (2016 - 2018), the number (1686).

- All students in:(Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University), for the academic year (2016 - 2018),the number (60850).

These colleges were selected to represent the study sample as follows:

Because it is one of the outstanding colleges in the Libyan universities, and its leadership in the introduction of information technology methods. To make it an electronic university that conducts all its activities electronically.

3.6.3- The study sample

- Sample Lecturers: The sample of the study consisted of (235) lecturers of the three colleges for the academic year (2016/2018) by (13.93%) of the total study population. They were selected randomly. The following table (1) shows this:

Table 3.1.The distribution of the sample of the studyby the faculty.

The college	The number	Percentage %
Information Technology Tripoli	85	36.17
Information Technology Misrata	75	31.91
Computer Technology Tripoli	75	31.91
Total	235	100

- Sample Students:The sample of the study consisted of (1025) students from the three colleges for the academic year (2016 - 2018) by (1.68%) of the total study population were randomly selected, and the following table (2) shows that:

Table 3.2. The distribution of the sample of the studyby the faculty.

The college	The number	Percentage %
Information Technology Tripoli	360	35.12
Information Technology Misrata	340	33.17
Computer Technology Tripoli	325	31.70
Total	1025	100

Table 3.3.The distribution of members of the study sample by level of study.

Level of study	the number	Percentage %
First year	300	29.27
Second year	260	25.37
Third year	230	22.44
Fourth year	235	22.93
Total	1025	100

3.7- Study Tools

- Questionnaire.

- Diverse sources of information.

The researcher prepared a study tool: The researcher used the study tool(Tariq AL awawada, 2012: 183- 193), after reviewing the modern administrative literature. Based on previous studies related to the problem of the study examined, the questionnaire was constructed according to the following steps:

- The main areas of the questionnaire.

-Formulate items that fall under each area.

-Display the answer to the supervisor in order to choose his suitability for data collection.

Modify the questionnaire initially according to what the supervisor sees.

Some items have been amended and drafted,The number of paragraphs of the questionnaire after its final formulation (48) item,Distributed over five areas:

-Difficulties related to university administration and consist of (10) items.

-Difficulties related to experience in the field of e-learning and consists of (9) items.

-Difficulties related to infrastructure and technical support in the lecture halls (9) items.

-Difficulties related to students (11) item.

-Difficulties related to the curriculum of the university (9) items.

Where gave each item weight listed on the scale of the Likert: grades (1,2,3,4,5) are given to the responses(Not Strongly Disagree, Not agree,To some extent, Disagree ,Strongly agree) respectively, Thus, the score of the study sample is between (48, 240), and the table (4) shows the number of questionnaires distributed by each field.

Table 3.4. Showing the areas of the questionnaire distributed by each of its fields.

The area	Number of items
The first field: Difficulties related to university administration	10
The second field:Difficulties related to experience in the field of e-learning.	9
The third field: Difficulties related to infrastructure and technical support in lecture halls.	9
The fourth field: difficulties related to students.	11
The fifth field: difficulties related to the university curriculum.	9
Total	48

3.8.Validation of the questionnaire

The accuracy of the questionnaire is meant to measure the clauses of the questionnaire, and the researcher verifies the veracity of the questionnaire in two ways:

- The arbitrators believed

The questionnaire was presented in its initial form to a group of university professors and specialists, who expressed their observations on the relevance of the items of the questionnaire, and the extent to which the items belong to each of the five areas of the scale, so that some items were amended to become the number of items of the questionnaire (48)item.

- True internal consistency

The accuracy of the internal consistency of the scale was verified by applying the questionnaire to a survey sample of (40) lecturers, and students. The Pearson correlation coefficient was calculated between the scores of each area of the questionnaire, using the (SPSS) statistical program.

Table 3.5. The correlation coefficients of each of the items of the first field are "difficulties related to university administration" with the total score For the first field.

item	Sample Lecturers		Sample of students	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
item (1)	0.788	Function at: 0.01	0.470	Function at: 0.01
item (2)	0.340	0.01	0.660	0.01
item (3)	0.643	0.01	0.589	0.01
Item (4)	0.481	0.01	0.622	0.01
item (5)	0.598	0.01	0.735	0.01
item (6)	0.620	0.01	0.650	0.01
item (7)	0.570	0.01	0.590	0.01
item (8)	0.433	0.01	0.623	0.01
item (9)	0.640	0.01	0.530	0.01
item (10)	0.611	0.01	0.711	0.01

r at (38) and level of significance at (0.01) = 0.393.

r at (38) and level of significance at (0.05) = 0.304.

Table 3.6. The correlation coefficients of each of the items of The second field: "Difficulties related to experience in the field of e-learning" with the total score For the secondfield.

İtem	Sample Lecturers		Sample of students	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
item (1)	0.767	Function at: 0.01	0.450	Function at: 0.01
item (2)	0.591	0.01	0.582	0.01
item (3)	0.583	0.01	0.576	0.01
Item (4)	0.795	0.01	0.640	0.01
item (5)	0.680	0.01	0.752	0.01
item (6)	0.711	0.01	0.743	0.01
item (7)	0.576	0.01	0.596	0.01
item (8)	0.462	0.01	0.612	0.01
item (9)	0.654	0.01	0.562	0.01

r at (38) and level of significance at (0.01) = 0.393.

r at (38) and level of significance at (0.05) = 0.304.

Table 3.7.The correlation coefficients of each of the items of The thirdfield:“Difficulties related to infrastructure and technical support in lecture halls." with the total score for the third field.

İtem	Sample Lecturers		Sample of students	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
item (1)	0.811	Function at: 0.01	0.762	Function at: 0.01
item (2)	0.699	0.01	0.742	0.01
item (3)	0.780	0.01	0.794	0.01
Item (4)	0.772	0.01	0.775	0.01
item (5)	0.790	0.01	0.681	0.01
item (6)	0.830	0.01	0.712	0.01
item (7)	0.729	0.01	0.701	0.01
item (8)	0.811	0.01	0.771	0.01
item (9)	0.701	0.01	0.722	0.01

r at (38) and level of significance at (0.01) = 0.393.

r at (38) and level of significance at (0.05) = 0.304.

Table 3.8.The correlation coefficients of each of the items of The fourth field: "difficulties related to students" with the total score for the fourth field.

item	Sample Lecturers		Sample of students	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
item (1)	0.738	Function at: 0.01	0.741	Function at: 0.01
item (2)	0.681	0.01	0.799	0.01
item (3)	0.735	0.01	0.712	0.01
Item (4)	0.728	0.01	0.601	0.01
item (5)	0.717	0.01	0.480	0.01
item (6)	0.611	0.01	0.328	0.01
item (7)	0.620	0.01	0.642	0.01
item (8)	0.631	0.01	0.608	0.01
item (9)	0.601	0.01	0.471	0.01
item (10)	0.520	0.01	0.560	0.01
item (11)	0.428	0.01	0.606	0.01

r at (38) and level of significance at (0.01) = 0.393.

r at (38) and level of significance at (0.05) = 0.304.

Table 3.9.The correlation coefficients of each of the item s of The fifth field:difficulties related to the university curriculum." .with the total score For the fifthfield.

item	Sample Lecturers		Sample of students	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
item (1)	0.741	Function at: 0.01	0.470	Function at:0.01
item (2)	0.720	0.01	0.730	0.01
item (3)	0.810	0.01	0.711	0.01
Item (4)	0.612	0.01	0.634	0.01
item (5)	0.776	0.01	0.650	0.01
item (6)	0.781	0.01	0.761	0.01
item (7)	0.620	0.01	0.632	0.01
item (8)	0.705	0.01	0.320	0.01
item (9)	0.787	0.01	0.526	0.01

r at (38) and level of significance **a** at (0.01) = 0.393 **r** at (38) and level of significance **a** at (0.05) = 0.304

From the above, the questionnaires have a statistical significance at the level of significance (0.01), (0.05), and this indicates that the questionnaire has a good degree of internal consistency, and this encourages the researcher to apply the questionnaire to the sample of the study, The researcher calculated the correlation coefficients between the degree of each of the domains of the questionnaire in the overall degree of the questionnaire, the table (3.10) illustrates this:

Table 3.10.Matrix correlation coefficients for each area of the questionnaire with the total score of the questionnaire.

The area	Sample Lecturers		Sample of students	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
first field.	0.615	Function at:0.01	0.711	Function at: 0.01
second field.	0.819	0.01	0.762	0.01
third field	0.820	0.01	0.783	0.01
fourth field.	0.870	0.01	0.768	0.01
fifth field.	0.791	0.01	0.789	0.01

r at (38) and level of significance a at (0.01) = 0.393
rat (38) and level of significance a at (0.05) = 0.304

From the previous table, all fields are related to the overall degree of the questionnaire with statistical significance at the level of (0.01). This confirms that the questionnaire has a high degree of consistency and internal consistency.

3.9.Reliability of the questionnaire

To verify the reliability of the questionnaire, the researcher applied them to the survey sample using two methods :The half-Retail method, Alpha Cronbach coefficient.

-The half-Retail method

In order to calculate the stability of the questionnaire in the half-Retail method, the researcher used the sample of the exploratory sample. The researcher divided the questionnaire into two halves and calculated the correlation coefficient between the two halves. Then he adjusted the length using the Superman-Brown equation,The Getman coefficient was used because the two halves were not equal.the Table (3.11) illustrates this:

Table 3.11.Shows the correlation coefficients between the two halves of each of the areas of the questionnaire, as well as the pre-adjustment questionnaire and the stability coefficient after adjustment.

The area	No. of items	Sample Lecturers		Sample of students	
		Correlation coefficient before adjustment	Coefficient of stability after adjustment	Correlation coefficient before adjustment	Coefficient of stability after adjustment
first field	10	0.719	0.761	0.811	0.899
second field	9	0.430	0.591	0.645	0.662
third field	9	0.882	0.899	0.789	0.798
fourth field	11	0.812	0.828	0.750	0.767
fifth field	9	0.789	0.891	0.580	0.730
Total score	48	0.785	0.889	0.558	0.720

The previous table shows that the total stability coefficient of the sample of lecturers (0.889) and the student sample (0.720), indicating that the questionnaire has a high degree of stability, and this encourages the researcher to apply it to the study sample.

-Cronbach Alpha Method

The researcher used this method to find the coefficient of constant resolution, where he obtained the value of the alpha coefficient for each area of the questionnaire, and the table (3.12) shows:

Table 3.12.The coefficients of alpha-Cronbach are shown for each area of resolution as well as for the scale as a whole.

The area	N. of items	Sample of Lecturers	Sample of Students
		Alpha Cronbach coefficient	Alpha Cronbach coefficient
first field	10	0.812	0.911
second field	9	0.820	0.791
third field	9	0.925	0.891
fourth field	11	0.871	0.819
fifth field	9	0.891	0.782
Total score	48	0.951	0.942

The previous table shows that the total stability coefficient of the sample of lecturers (0.951), and sampleStudents (0.942) This indicates that the questionnaire has a high degree of stability.

3.10.Procedures for applying the study tools

- Prepare the tool in the final form.

- After conducting the validity of the questionnaire, the researcher distributed (235) sample of lecturers and (1025) sample of students.

- After the collection of the tool from the sample, and was excluded from the version that was not answered one of its paragraphs or was not retrieved.

- The study tool was numbered and encoded, and the data was distributed and processed statistically, through the computer to obtain the results of the study.

3.11.Statistical treatments used in the study

The Statistical Program (SPSS) Stochastic Package for Social Science, was used for data analysis and processing, The following statistical analysis was used to verify the validity and consistency of the study instrument:

- Pearson correlation coefficient: To verify the accuracy of the internal consistency of the scale, by finding Pearson correlation coefficient between each field and the total score of the scale.

-Spearman Brown's correlation coefficient for equal half-division, Jatman's equation for the unequal half-division, and the alpha-Cronbach correlation coefficient: to ensure the stability of the study instrument.

Use the following statistical analysis to analyze the results of the field study:

- Percentages and arithmetic averages.

- T test: to show the differences between the averages of two independent samples.

- Analysis of the mono-variance: to show the significance of the differences between the averages of three samples or more.

3.12.Results of the study: analysis, interpretation, and discussion

3.12.1. Results of the first question and discussed

The first question:What are the difficulties of employing e-learning in higher education institutions from the perspective of lecturers?

The researcher used repetitions, averages and percentages to answer this question. The following tables illustrate this:

Table 3.13.Total responses, averages, standard deviations, relative weight of each item of the first field **(**Difficulties related to university administration) from the perspective of lecturersas well as their rank in the field (n =235).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	607	2.901	1.071	57.97	4
item (2)	668	3.188	1.139	63.56	1
item (3)	638	3.068	1.136	61.15	2
Item (4)	568	2.708	1.068	54.09	5
item (5)	469	2.208	1.026	44.13	9
item (6)	572	2.601	1.058	54.04	6
item (7)	489	2.338	1.038	46.73	8
item (8)	609	2.923	1.120	58.27	3
item (9)	528	2.518	1.048	50.29	7
item (10)	451	2.201	1.001	43.15	10

The table above shows:Top two items in the field:

Item (2): "Lack of financial resources to fund the e-learning system requirements " ranked first with a relative weight of (63.56%).

Item (3): "Failure to provide incentives for those who master the e-learning." ranked second with a relative weight of (61.15%).

The lowest two items in the field:

Item (5): " The university environment does not encourage the use of e-learning system..." ranked fifth with a relative weight of 44.13%).

Item (10): "Rising costs for the preparation of good software for e-learning." ranked last with a relative weight of (43.15%).

Table (3.14): Total responses, averages, standard deviations, relative weight of each item of the second field (Difficulties related to e-learning experience) from the perspective of lecturersaswell as their rank in the field (n =235).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	765	3.659	1.070	73.13	4
item (2)	826	3.952	0.999	78.99	1
item (3)	781	3.736	1.019	74.67	2
Item (4)	761	3.640	1.078	72.74	5
item (5)	709	3.390	1.128	67.74	9
item (6)	757	3.620	1.034	72.36	6
item (7)	775	3.707	1.085	74.09	3
item (8)	752	3.548	1.067	70.92	7
item (9)	731	3.495	0.983	69.86	8

The above table shows the top two items in the field:

Item (2): "The difficulty of renewal and change in teaching style from traditional to electronic " ranked first with a relative weight of (78.99%.).

Item (3): "My ability is weak in using English." ranked second with a relative weight of (74.67%).

The lowest two items in the field:

Item (9): "E-learning represents an additional burden.." ranked eighth with a relative weight of (69.86%).

Item (5): "Suffering in tracking large numbers of students via E-learning tools." ranked last with a relative weight of (67.74%).

Table 3.15.Total responses, averages, standard deviations, relative weight of each item of the third field(Difficulties related to infrastructure and technical support) from the perspective of lecturersas well as their rank in the field (n =235).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	779	3.726	1.063	74.52	3
item (2)	829	3.967	1.002	79.33	1
item (3)	783	3.745	1.086	74.91	2
Item (4)	681	3.255	1.119	65.10	7
item (5)	716	3.423	1.088	68.47	6
item (6)	717	3.428	1.258	68.56	5
item (7)	665	3.178	1.184	63.56	8
item (8)	658	3.144	1.102	62.89	9
item (9)	747	3.572	1.089	71.45	4

The above table shows that the top two items in the field:

Item(2): "Narrow space of classrooms compared to the numbers of students in the halls during lectures." with a relative weight of (79.33%).

Item (3): "The number of devices in proportion to the number of students." with a relative weight of (74.91%).

The lowest two items in the field:

Item (7): "Lack of periodic maintenance of the internal Internet" with a relative weight of (63.56%).

Item (8): "Duplicate sudden glitches in the intranet or devices." with a relative weight of (62.89%).

Table3.16. Total responses, averages, standard deviations, relative weight of each item of the fourth field (Difficulties related to students) from the perspective of lecturers as well as their rank in the field (n = 235).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	750	3.592	0.989	71.68	3
item (2)	699	3.342	1.114	66.78	4
item (3)	681	3.255	1.024	65.05	6
Item (4)	673	3.217	1.051	64.28	7
item (5)	656	3.112	1.097	61.17	11
item (6)	661	3.142	1.071	62.51	10
item (7)	673	3.217	1.055	64.28	8
item (8)	696	3.327	1.016	66.49	5
item (9)	783	3.745	0.978	74.86	1
item (10)	667	3.188	1.062	63.70	9
item (11)	782	3.741	0.949	74.76	2

The above table shows that the top two items in the field:

Item (9): "Slow surfing of the Internet is causing me inconvenience" with a relative weight of (74.86%).

Item (11): "Students are busy at sites that have nothing to do with E-learning" with a relative weight of (74.76%).

The lowest two items in the field:

Item (6): "Low language abilities to deal with E-learning." with a relative weight of (62.51%).

Item (5): "Weakness of students to possess basic computer skills" with a relative weight of (61.17%).

Table3.17.Total responses, averages, standard deviations, relative weight of each item of the Fifth field(Difficulties related to the university curriculum) from the perspective of lecturers aswell as their rank in the field (n =235).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
Item (1)	830	3.971	0.950	79.38	1
Item (2)	797	3.813	0.880	76.20	3
Item (3)	808	3.866	1.084	77.26	2
Item (4)	750	3.587	0.980	71.68	5
Item (5)	759	3.630	0.970	72.55	4
Item (6)	715	3.418	0.989	68.32	8
Item (7)	748	3.577	0.940	71.49	6
Item (8)	709	3.390	1.029	67.74	9
Item (9)	734	3.510	1.026	70.15	7

The above table shows that the top two items in the field:

Item (1): "The objectives of the university curriculum are not focused on E-learning with its various tools." with a relative weight of (79.38%).

Item (3): "Lack of educational activities supporting the employment of e-learning." with a relative weight of (77.26%).

The lowest two items in the field:

Item (6): "Weakness of the vocabulary of the curricula of the university with tools of E-Learning." with a relative weight of (68.32%).

Item (8): "The relevance of the content of the curriculum to the curriculum of the traditional methods rather than E-learning methods." with a relative weight of (67.74%).

To summarize the results, the researcher calculated the frequencies, averages, items, and order for each of the areas of the questionnaire. Table (18) shows that:

Table3.18.Total responses, averages, standard deviations, and relative weight, for each area of resolution, as well as their order (n = 235).

Area	No. of items	Total of responses	Average	Standard deviation	Relative weight	Ranking
First field	10	5599	36.956	6.851	80.25	2
Second field	9	6857	40.178	7.150	81.65	1
Third field	9	6575	35.399	8.389	70.56	3
Fourth field	11	7721	31.672	7.915	65.25	5
Fifth field	9	6850	29.595	7.908	68.84	4
Total score	48	33602	173.8	38.213	73.31	

-The previous table shows that the second area: difficulties related to the experience in the field of e-learning has ranked first with a relative weight of (81.65%).

- The first area: difficulties related to university administration has been ranked second with a relative weight of (80.25%).

- The third area: difficulties related to infrastructure and technical support in the lecture hallshave ranked third with relative weight of (70.56%).

-The fifth area: difficulties related to the university curriculum ranked fourth with a relative weight of (68.84%).

- The fourth area: difficulties related to students rankedfifth with a relative weight of (65.25%).

- The total score of the questionnaire as a whole obtained a relative weight (73.31%).

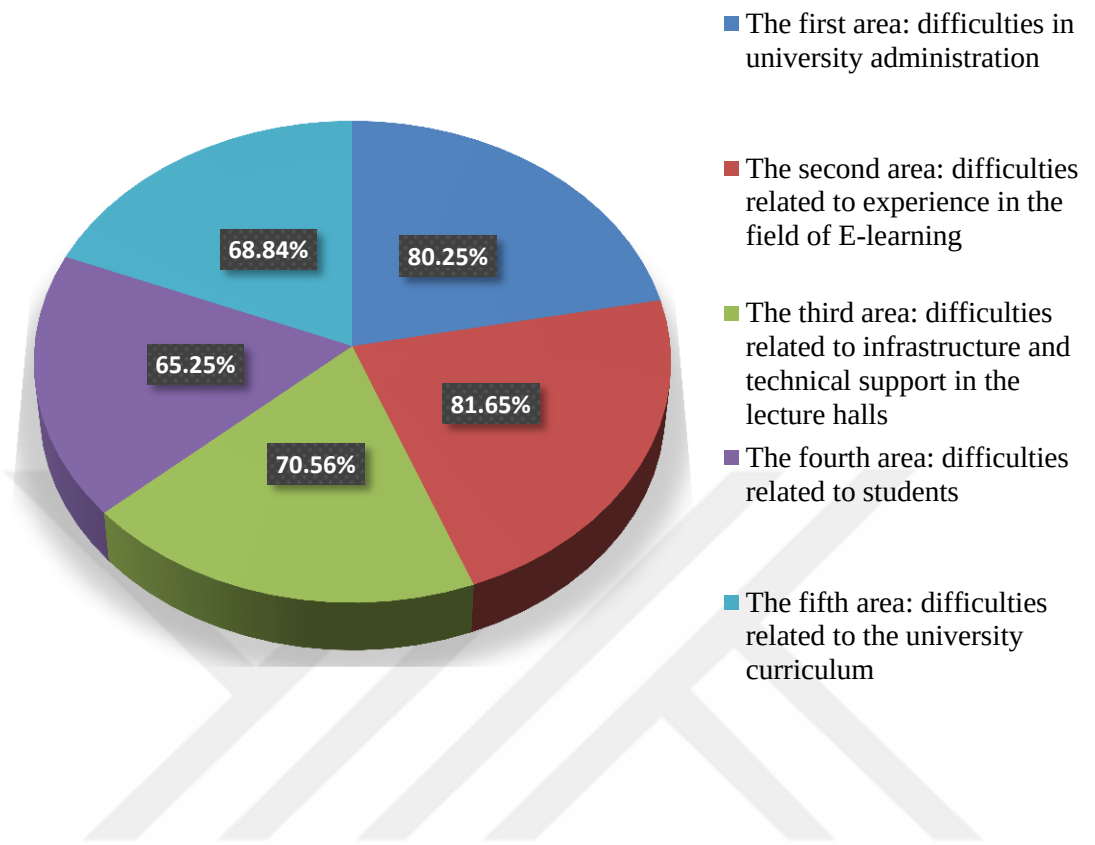

Figure 3.1.Total responses, standard deviations and the relative weight of each area of the questionnaire from the perspective of lecturers.

Discuss the results related to the first question

The results showed that the difficulties related to the experience in the field of E-learning ranked first, the difficulties related to university administration in the second place, the difficulties related to the infrastructure and technical support in the lecture halls in the third place, the difficulties related to the university curriculum in the fourth place, and the difficulties related to students Came in the last rank,and explains the researcher that the reason for this:

-Physical constraints: lack of special equipment in e-learning, the need to provide infrastructure for this type of education.

-Human handicaps: There is a great shortage of teachers who are good at "E-learning". It is wrong to think that all teachers can contribute to this type of education, as well as the need for training for how to teach using the Internet.

-Systematic Obstacles: Many decision-makers are not convinced of this type of education.

When analyzingthe items of each field of study, the field (difficulties related to experience in the field of e-learning) in the first order, and varied items where the highest two items in the field:

Item (2): "The difficulty of renewal and change in teaching style from traditional to electronic " ranked first with a relative weight of (78.99%.).

Item (3): "My ability is weak in using English." ranked second with a relative weight of (74.67%).

The lowest two items in the field:

Item (9): "E-learning represents an additional burden.." ranked eighth with a relative weight of (69.86%).

Item (5): "Suffering in tracking large numbers of students via E-learning tools" ranked last with a relative weight of (67.74%).

When analyzing the results of the second area of the study of lecturers (difficulties related to experience in the field of e-learning), all the items constitute difficulties for the employment of e-learning, and the relative weight between 78.94% and 62.88% The researcher attributed this to:

-The success of any e-learning effort depends on the ability and efficiency of teachers to provide this type of teaching and learning, which means that the application of e-learning appropriate requires teachers who are able to implement it, in addition to providing the appropriate educational environment.

- Lack of awareness of the teacher as well as lack of interest in this type of education, in addition to the lack of interest of officials in this type of education because they are from the generation of traditional education.

- The weakness of university sites, the lack of modernization and organization, and the lack of conviction of teaching staff using electronic media.

- High cost in the design and production of educational software, and the lack of infrastructure supporting the use of the information technology in teaching.

- Weak training in how Information and Communication Technology(ICT) is used in teaching, teachers are not convinced of the importance of modern teaching techniques in teaching.

This finding was agreed with the study of (AL Mohaisin, 2002), which indicated the weak use of faculty members in the computer, as well as lack of training of faculty members, one of the most important obstacles facing the use of e-learning.

And (Maxwell, 1997) Study, The main findings of the study were the poor experience of teachers using the Internet.

As well as a (Kent, 2004)study, whose results showed that the most obstacles to the weakness of technical skills of faculty members, and the lack of knowledge of the faculty teaching methods of modern academic.

And (Yamani, 2005) study, the results of which have shown the weak preparation and development of the faculty skills in the use of modern technology, and e-learning affects the application of e-learning effectively.

In the second order, the field dealing with (difficulties related to university administration) has varied its items, so that the top two item s in the field were:

Item (2): "Lack of financial resources to fund the e-learning system requirements " ranked first with a relative weight of (63.56%).

Item (3): "Failure to provide incentives for those who master the e-learning." ranked second with a relative weight of (61.15%).

The lowest two items in the field:

Item (5): " The university environment does not encourage the use of e-learning system..." ranked fifth with a relative weight of 44.13%).

Item (10): "Rising costs for the preparation of good software for e-learning." ranked last with a relative weight of (43.15%).

When analyzing the results of the first area of the lecturers' study (difficulties related to university administration), all the items constitute difficulties for the employment of e-learning. The relative weight of the highest item ranges between (63.56% and 43.15%), the researcher attributes this to:

- The weak financial capabilities of the university, which led to its inability to provide the necessary requirements required by the employment of e-learning.

- Lack of qualified administrative staff to deal with e-learning system.

- The inability of the university to respond to the increasing demand for university seats has negatively affected the quality and quality of e-learning.

- Lack of compensatory incentives that stimulate and encourage teachers and students to e-learning.

-The dominant management system E-learning is secondary, and university administration does not adopt e-learning as an educational policy.

In the third order, the area dealing with (difficulties related to infrastructure and technical support in the lecture halls) has varied items so that the highest two items in the field:

Item (2): "Narrow space of classrooms compared to the numbers of students in the halls during lectures." with a relative weight of (79.33%).

Item (3): "The number of devices in proportion to the number of students." with a relative weight of (74.91%).

The lowest two items in the field:

Item (7): "Lack of periodic maintenance of the internal Internet " with a relative weight of (63.56%).

Item (8): "Duplicate sudden glitches in the intranet or devices." with a relative weight of (62.89%).

This finding is in line with the results of the study (Hazmi, 2005), which confirms that the most important obstacles to the use of the Internet in the colleges: lack of Internet service in college, and lack of equipment and devices necessary to use the Internet in college, and lack of material resources for the use of the Internet in education.(Maxwell, 1997), this study agrees with the current study in determining the effectiveness of management support for teachers, and discuss the implications of technological training for teachers.

The results of the (Leem& Lim,2007) study showed that there was weak provision of incentives for faculty members, while less than half of the universities were able to provide financial support to laboratory technicians.

The analysis of the results of the third area of the lecturers' study (difficulties related to infrastructure and technical support in the lecture halls) shows that all the sections of the field constitute difficulties for the employment of e-learning, the relative weight of the highest paragraph and lowest poverty is between (79.33% and 62.89%) on the highest proportion, and attributed the researcher to:

- Lack of availability of classrooms, laboratories and equipment, poor support of the Internet, and the lack of specialized technicians to solve technical problems that require high material potential.

In the fourth order, the field dealing with (difficulties related to the university curriculum) has varied its items so that the top two items in the field:

Item (1): " The objectives of the university curriculum are not focused on E-learning with its various tools." with a relative weight of (79.38%).

Item (2): " The weakness of university curricula in encouraging the use of E-learning". with a relative weight of (76.20%).

The lowest two items in the field:

Item (6): "Weakness of the vocabulary of the curricula of the university with tools of E-Learning." with a relative weight of (68.32%).

Item (8): "The relevance of the content of the curriculum to the curriculum of the traditional methods rather than E-learning methods." with a relative weight of (67.74%).

This finding is consistent with the results of (Anderson, 2008), The results of the study showed that there are many challenges facing faculty members in the use of e-learning, the most important infrastructure and networks, and The study (Wang & Cohen,1998), also The results of which showed the problem of Internet interruptions while using e-learning technology.

The analysis of the results of the fifth area of the lecturers' study (difficulties related to the university curriculum) shows that all the sections of the field constitute difficulties for the employment of e-learning, the relative weight of the highest item and the lowest item is between (79.38% and 67.74% 3) on the highest proportion, and attributed the researcher to:

- The lack of clarity of the method and objectives of this type of education for those responsible for educational processes.

- Not to focus the objectives of the university curriculum on e-learning.

- The difficulty of implementing evaluation activities through e-learning.

- Technical illiteracy, which requires a great effort to train and qualify teacher and student to employ e-learning.

The fifth order dealt with (difficulties related to students) so that the top two items in the field:

Item (9): "Slow surfing of the Internet is causing me inconvenience." with a relative weight of (74.86%).

Item (11): " Students are busy at sites that have nothing to do with E-learning." with a relative weight of (74.76%).

The lowest two items in the field:

Item (6): "Low language abilities to deal with E-learning." with a relative weight of (62.51%).

Item (5): "Weakness of students to possess basic computer skills." with a relative weight of (61.17%).

This finding is consistent with the results of a study (Anderson, 2008), which indicated that the most important factors influencing the use of e-learning curriculum are language.

In addition, the study (Al-Zamil, 2005), which showed the weakness of the curriculum in encouraging the teacher to use the computer, and the large size of the curriculum, which makes the teacher away from the use of computers as an aid in education.

The analysis of the results of the fourth area of the lecturers' study (difficulties related to students) shows that all the sections of the field constitute difficulties for the employment of e-learning, the relative weight of the highest item and the lowest item is between (74.86%, and 61.17% 3) on the highest proportion, and attributed the researcher to:

-The urgent need to enable learners and teachers to train them on how to use the Internet for learning and education.

-The inability of some students to provide the electronic devices required for e-learning, such as computers, smart devices, and the Internet, for physical or other reasons.

-Sometimes distrust of a student who is handed over an electronic device, and the Internet, can follow his or her lessons and follow them without restriction or supervision from his teacher; there may be students who walk behind their pleasure and entertain them instead of teaching them.

This finding is in line with the resultsof a study (Radii & Shahin, 2010), which indicated that students are less aware of the e-learning culture and have less knowledge of e-learning skills.

The Study (Anderson, 2008), The results of the study showed that there are many challenges facing students and faculty in their use of e-learning. The study confirms that students face more challenges than faculty members. Weakness of ability and efficiency in the use of e-learning.

3.12.2. Results of the second question and discussed

The second question is: What are the difficulties of employing e-learning in higher education institutions from the perspective of students?

To answer this question, the researcher used repetitions, averages and percentages, and the following tables illustrate this:

Table 3.19. Total responses, averages, standard deviations, relative weight of each item of the first field difficulties related to university administration from the perspective of studentsas well as their rank in the field (n = 1025).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	3874	3.769	1.100	75.28	6
item (2)	3988	3.880	1.068	77.49	4
item (3)	4007	3.898	0.981	77.86	3
Item (4)	3700	3.599	1.183	71.89	7
item (5)	3579	3.482	1.095	69.54	9
item (6)	3473	3.379	1.160	67.47	10
item (7)	3628	3.529	1.122	70.49	8
item (8)	3907	3.801	1.104	75.92	5
item (9)	4059	3.949	1.195	78.87	2
item (10)	4215	4.100	1.092	81.91	1

The above table shows the top two items in the field:

Item (10): "Rising costs for the preparation of good software for e-learning" ranked first with a relative weight of (81.91%.).

Item (9): "Lack of technical assistance when needed" ranked second with a relative weight of (78.87%).

The lowest two items in the field:

Item (5): "The university environment does not encourage the use of e-learning system." ranked eighth with a relative weight of (69.54%).

Item (6): "The limited number of laboratories available for the operations of e-learning." ranked last with a relative weight of (67.74%).

Table 3.20.Total responses, averages, standard deviations, relative weight of each itemof the second field difficulties related to experience in the field of e learning from the perspective of studentsas well as their rank in the field (n=1025).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	3903	3.787	1.217	75.93	3
item (2)	4135	4.022	1.089	80.45	1
item (3)	4070	3.959	1.172	79.18	2
Item (4)	3748	3.646	1.281	72.92	5
item (5)	3731	3.629	1.232	72.59	6
item (6)	3656	3.556	1.107	71.13	7
item (7)	3513	3.417	1.112	68.35	8
item (8)	3461	3.367	1.092	67.33	9
item (9)	3843	3.738	1.218	74.77	4

The above table shows the top two items in the field:

Item (2): "The difficulty of renewal and change in teaching style from traditional to electronic" ranked first with a relative weight of (80.45%).

Item (3): "My ability is weak in using English" ranked second with a relative weight of (79.18%).

The lowest two items in the field:

Item (7): "Lack of Internet access for some at home." ranked eighth with a relative weight of (68.35%).

Item (8): "Insufficient lecture time to display all lesson contents" ranked last with a relative weight of (67.33%).

Table3.21.Total responses, averages, standard deviations, relative weight of each item of the third field difficulties related to infrastructure and technical support from the perspective of students as well as their rank in the field (n=1025).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	3943	3.836	1.059	76.71	3
item (2)	3867	3.762	1.009	75.23	5
item (3)	4330	4.212	0.948	84.24	1
Item (4)	3964	3.856	1.063	77.12	2
item (5)	3904	3.798	1.060	75.95	4
item (6)	3604	3.506	1.191	70.12	8
item (7)	3531	3.435	1.101	68.70	9
item (8)	3688	3.588	1.085	71.75	6
item (9)	3662	3.562	1.023	71.26	7

The above table shows the top two items in the field:

Item (3): "The number of devices in proportion to the number of students" ranked first with a relative weight of (84.24%).

Item (1): "Lack of availability of halls and laboratories within the college" ranked second with a relative weight of (76.71%).

The lowest two items in the field:

Item (6):"Lack of availability of specialized technicians to solve technical problems related to E-learning" ranked eighth with a relative weight of (70.12%).

Item (7): "Lack of periodic maintenance of the internal Internet" ranked last with a relative weight of (68.70%).

Table 3.22.Total responses, averages, standard deviations, relative weight of the fourthfield difficulties related to students from the perspective of studentsas well as their rank in the field (n = 1025).

Item	Total responses	Average	Standard deviation	Relative weight	Ranking
item (1)	3501	3.405	1.364	68.09	8
item (2)	3808	3.704	1.188	74.09	1
item (3)	3660	3.560	1.274	71.21	4
Item (4)	3569	3.472	1.255	69.44	7
item (5)	3466	3.372	1.187	67.43	9
item (6)	3793	3.690	1.205	73.79	2
item (7)	3629	3.530	1.154	70.60	5
item (8)	3701	3.600	1.238	72.00	3
item (9)	3401	3.311	1.332	66.45	11
item (10)	3609	3.511	1.189	70.21	6
item (11)	3445	3.351	1.289	67.02	10

The above table shows the top two items in the field:

Item (2): "Lack of appropriate training for students in E-learning" ranked first with a relative weight of (74.09%).

Item (6): "Low language abilities to deal with E-learning." ranked second with a relative weight of (73.79%).

The lowest two items in the field:

Item (11):"Students are busy at sites that have nothing to do with E-learning" ranked eighth with a relative weight of (67.02%).

Item (5): "Weakness of students to possess basic computer skills" ranked last with a relative weight of (67.43%).

Table 3.23.Total responses, averages, standard deviations, relative weight of the fifth field difficulties related to the university curriculum from the perspective of students as well as their rank in the field (n = 1025).

Item	Average	Standard deviation	Relative weight	Ranking
item (1)	2.632	1.252	52.65	8
item (2)	3.224	1.276	64.47	4
item (3)	3.174	1.177	63.48	5
Item (4)	2.595	1.280	51.91	9
item (5)	3.048	1.312	60.95	7
item (6)	3.463	1.205	69.26	1
item (7)	3.393	1.176	67.86	2
item (8)	3.332	1.173	66.63	3
item (9)	3.154	1.201	63.07	6

The above table shows the top two items in the field:

Item (6): "Weakness of the vocabulary of the curricula of the university with tools of E-Learning" ranked first with a relative weight of (69.26%).

Item (7): "difficulty implementing calendar activities through E-learning" ranked second with a relative weight of (67.86%).

The lowest two paragraphs in the field:

Item (4):"The large size of the university curriculum makes the university professor inclined to traditional education" ranked eighth with a relative weight of (51.91%).

Item (5): "The nature of the traditional subjects included in the university curriculum is not compatible with many of them with modern techniques" ranked last with a relative weight of (60.95%).

To summarize the results, the researcher calculated the frequencies, averages, percentages, and order of each area of the questionnaire. Table (24) shows that:

Table 3.24.Total responses, averages, standard deviations, and relative weight, for eacharea of resolution, as well as their order (n = 1025).

The area	No. of items	Total of responses	Average	SD	Relative weight	Ranking
First field	10	38430	40.500	7.003	73.61	3
Second field	9	34060	33.137	6.810	73.68	2
Third field	9	34493	33.559	5.979	74.61	1
Fourth field	11	39582	35.200	7.849	70.44	4
Fifth field	9	28799	28.020	6.021	62.30	5
Total score	48	175364	170.416	33.662	70.97	

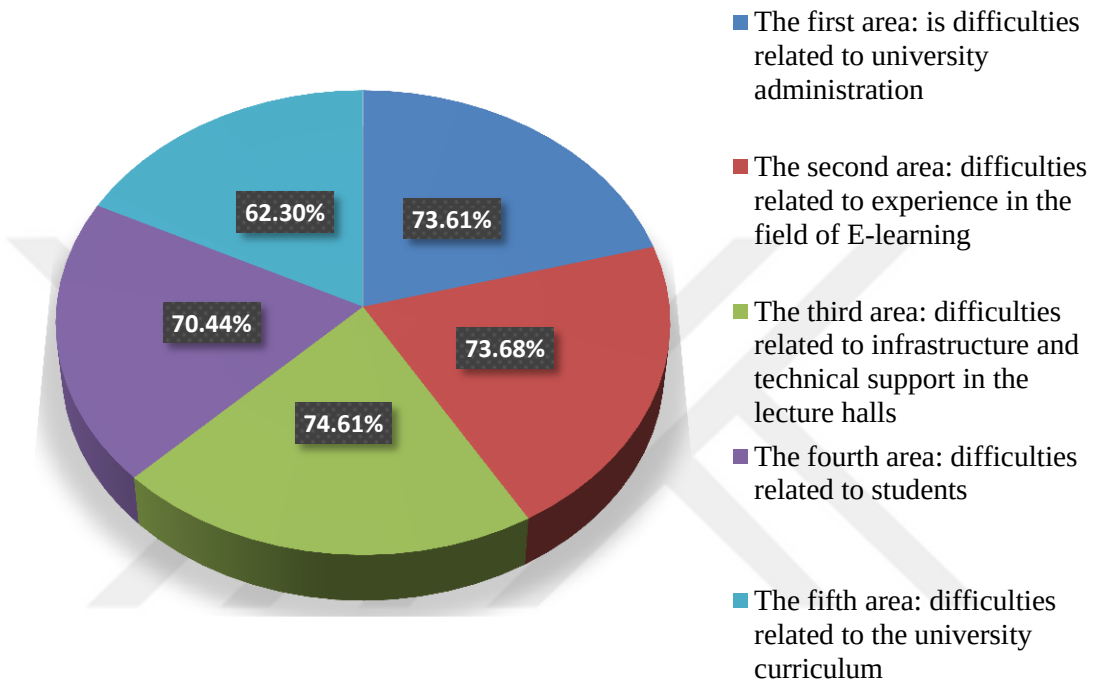

Figure 3.2. Total responses, standard deviations and the relative weight of each area of the questionnaire from the perspective of students.

-The previous table shows that the thirdarea: Difficulties related to infrastructure andtechnical support in lecture halls have ranked first with a relative weight of (74.61%).

- The second area: Difficulties related to experience in the field of e-learning have ranked second with a relative weight of (73.68%).

- The first area: Difficulties related to university administrationhave ranked third with relative weight of (73.61%).

-The fourth area: difficulties related to studentshaveranked fourth with a relative weight of (70.44%).

- The fifth area: difficulties related to the university have ranked fifth with a relative weight of (62.30%).

- The total score of the questionnaire as a whole obtained a relative weight (70.97%).

Discuss the results related to the second question

The results showed that theDifficulties related to infrastructure and technical support in lecture hallsranked first, the difficulties related to the experience in the field of E-learningin the second place,the difficulties related to university administrationin the third place,the difficulties related to studentsin the fourth place,the difficulties related to the university curriculum came in the last rank,and explains the researcher that the reason for this:

- The financial resources needed by the infrastructure, as well as technical support and the construction of halls and laboratories.

- Students believe they have the skills to engage in e-learning tools.

- Most of the courses taught at universities are courses subject to the traditional education system.

As to the items of each area of study,the field (Difficulties related to infrastructure and technical support in lecture halls) in the first order, and varied items where the top two items in the field:

Item (3): "The number of devices in proportion to the number of students" ranked first with a relative weight of (84.24%).

Item (1): "Lack of availability of halls and laboratories within the university" ranked second with a relative weight of (76.71%).

The lowest two items in the field:

Item (6):"Lack of availability of specialized technicians to solve technical problems related to E-learning" ranked eighth with a relative weight of (70.12%).

Item (7): "Lack of periodic maintenance of the internal Internet" ranked last with a relative weight of (68.70%).

When analyzingthe results of the third area of the students' study (difficulties related to infrastructure and technical support in the lecture halls) shows that all the sections of the field constitute difficulties for the employment of e-learning, the relative weight of the highest item and lowest poverty is between (84.24% and 68.70%) on the highest proportion, and attributed the researcher to:

- Increasing the number of students in universities.

- Lack of financial support to universities, inability to provide equipment and devices to manage the educational process in the e-learning system.

- The lack of suitable classrooms and narrow halls because they are designed primarily for traditional education and not for e-learning.

Although item (7) and item (6) have the lowest items but they are difficult, and the researcher attributed all this to:

- Lack of financial support.

- Lack of resources of the university.

- Lack of experience in service and maintenance teams.

When comparing this study with the results of the previous studies, it was found to be consistent with the study of Hazmi (2005), where the results showed a severe shortage of equipment, lack of adequate computer equipment, and lack of funding for Internet employment in e-learning.

In the second order (difficulties related to experience in the field of e-learning), the areas of the field varied so that the top two items in the field:

Item (2): "The difficulty of renewal and change in teaching style from traditional to electronic" ranked first with a relative weight of (80.45%).

Item (3): "My ability is weak in using English" ranked second with a relative weight of (79.18%).

The lowest two items in the field:

Item (7): "Lack of Internet access for some at home." ranked eighth with a relative weight of (68.35%).

Item (8): "Insufficient lecture time to display all lesson contents" ranked last with a relative weight of (67.33%).

When analyzing the results of the second area of the students' study subjects, the difficulties related to experience in the field of e-learning are found to be difficulties in employing e-learning, The relative weight of the highest item (80.45%) and the lowest (67.33%),The researcher attributed this to:

We find that all sections of the field are difficult to employ e-learning. item (2) and item (3) were the top two items, and the researcher attributed this to:

- Lack of experience by some of the professor in the field of e-learning.

-The weakness of Internet services, the high cost of Internet subscription for university students.

- Lack of students' possessing information technology.

The results of the current study are consistent with the study (Kent, 2004), which showed the lack of experience by some teachers in the field of e-learning, and the high cost of Internet participation for university students, Students do not own Information Technology. And the (-Maxwell, 1997) study, which showed the lack of students 'access to basic information technology, and the lack of teachers' experience using the Internet.

This study is consistent with the present study in determining the effectiveness of providing effective training, supporting management for teachers, and discussing the implications of technological training for teachers.And the study of (AL Mohaisin,2002), which showed the results of the weakness of the use of faculty members in the computer, as well as the lack of training for faculty members, and the lack of computer technicians are the most important obstacles to the use of e-learning.

In the third order (difficulties related to university administration), its items varied so that the highest two items in the field:

Item (10): "Rising costs for the preparation of good software for e-learning" ranked first with a relative weight of (81.91%.).

Item (9): "Lack of technical assistance when needed" ranked second with a relative weight of (78.87%).

The lowest two items in the field:

Item (5): "The university environment does not encourage the use of e-learning system." ranked eighth with a relative weight of (69.54%).

Item (6): "The limited number of laboratories available for the operations of e-learning." ranked last with a relative weight of (67.74%).

When analyzing the results of the first area of the students' study subjects, the difficulties related to the university administration are found to be difficulties in employing e-learning, The relative weight of the highest item (81.91%) and the lowest (67.74%),The researcher attributed this to:

- Employing and activating e-learning in university education requires more technical support.

- The impact of financial resources and the low income on which the university depends.

- Continued funding of the traditional education program affects the transition to e-learning in full, and requires a lot of funds.

Item(9) and paragraph (6) clearly demonstrate the financial suffering of universities and the lack of technical assistance when needed.

The results of the present study are consistent with the study of (Al-Hazmi, 2005) The results showed that the main obstacles that limit the use of the Internet in colleges are the lack of Internet service in the college,And the lack of material resources for Internet use in education.

The (Yamani, 2005) study, whose results indicated that there are no regulations and laws related to the granting of degrees of e-learning, is one of the obstacles that affect the success of the e-learning application. And the study (Kent, 2004), the results showed the weak development of teaching performance in modern academic teaching methods, and the development of job performance.

In the fourth order (students' difficulties), its items were varied so that the two highest items in the field were:

Item (2): "Lack of appropriate training for students in E-learning" ranked first with a relative weight of (74.09%).

Item (6): "Low language abilities to deal with E-learning." ranked second with a relative weight of (73.79%).

The lowest two items in the field:

Item (11):"Students are busy at sites that have nothing to do with E-learning." ranked eighth with a relative weight of (67.02%).

Item (5): "Weakness of students to possess basic computer skills" ranked last with a relative weight of (67.43%).

When analyzing the results of the fourth areaof study of students related to the (difficulties related to students) are found to be difficulties in employing e-learning, and varied items where the highest two items in the field: item (2), item (6),The researcher attributed this to:

- Lack of appropriate training for students in e-learning.

- E-learning and its tools need regular speed, so slow browsing is a waste of time, which causes discomfort and missed some opportunities to access information through some electronic channels such as virtual rows.

- Slow internet browsing, and students' preoccupation with sites that have nothing to do with e-learning.

This finding coincides with the (Anderson, 2008) study, whose results show that students face more challenges than faculty members (infrastructure, communication services, and language problems). (Radii &Shaheen, 2010) study, the

results of which indicate the weakness of e-learning skills, and (Mohammed Jibrin, 2006), study showed the slow Internet browsing and the lack of IT-related equipment.

In the fifth order (difficulties related to the university curriculum), its items were varied so that the two highest items in the field were:

Item (6): "Weakness of the vocabulary of the curricula of the university with tools of E-Learning" ranked first with a relative weight of (69.26%).

Item (7): "difficulty implementing calendar activities through E-learning" ranked second with a relative weight of (67.86%).

The lowest two items in the field:

Item (4):"The large size of the university curriculum makes the university professor inclined to traditional education" ranked eighth with a relative weight of (51.91%).

Item (5): "The nature of the traditional subjects included in the university curriculum is not compatible with many of them with modern techniques" ranked last with a relative weight of (60.95%).

When analyzing the results of the fifth area of study of students related to the university curriculum, all the items are considered difficulties in employing e-learning, where the relative weight of the highest item (69.26%) and the relative weight of the lowest item (60.95%), (6) The highest item in the field, attributing to:

-Higher education institutions are still in the early stages of employing e-learning, and have not reached the stage of implementing decisions as software, the adoption of curricula as software Is one of the requirements of education.

-The large size of the curricular material makes the teacher away from using the computer as an educational tool.

- difficulty implementing calendar activities through E-learning.

This result is consistent with the study of (Teeter, 1997) whose results showed that dealing with electronic curricula and proving their effectiveness in increasing students' desire and enthusiasm for learning.

3.12.3.The results of the third question and discuss them, and make sure the validity of the first hypothesis

Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learning in Higher Education Institutions in Libya between the average responses of lecturers attributed to the college variable? (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University).

To answer this question, the researcher used the method of analysis of mono-variance (One Way ANOVA):

Table 3.25. Source of variance, degrees of freedom, value of "F", and level of significanceAttributable to the variable of the faculty.

The area	Source of variance	degrees of freedom	"F" value	Value of significance	level of significance
first field	Between groups	2	5.130	0.025	0.05
	Within groups	233			
	Total	235			
second field	Between groups	2	19.302	0.000	0.01
	Within groups	233			
	Total	235			
third field	Between groups	2	9.356	0.001	0.01
	Within groups	233			
	Total	235			
fourth field	Between groups	2	4.856	0.020	0.05
	Within groups	233			
	Total	235			
fifth field	Between groups	2	6.846	0.003	0.01
	Within groups	233			
	Total	235			
The area	Between groups	2	7.812	0.002	0.01
	Within groups	233			
	Total	235			

Fat a degree of freedom(2,235) and level of significance at (0.01) = 4.91
Fat a degree of freedom(2,235) and level of significance at (0.05) = 3.24

The value of the calculated "F" is greater than the"F" value of the tabular at the level of significance (0.05) in all Fields, and the overall degree of the questionnaire,

that is, there are differences of statistical significance attributed to the university variable.Todetermine the direction of variance, the researcher used the post-Schiffe test find out the difference,. the following table (3.26, 3.27,3.28,3.29,3.30,3.31) shows that:

Table 3.26.The Schiffe test in the first field shows: (difficulties related to university administration) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 38.958	0		
Information Technology Misrata 39.255	*6.403	0	
Computer Technology Tripoli 35.874	1.887	*4.956	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Information Technology Misrata. the researcher attributed to:

- The management of the Faculty of Information Technology Misrata adopt some types of e-learning in methods the teaching some courses, and the Faculty of Information Technology Misrata exceeded many of the obstacles compared to information

- Financial support at the Faculty of Information Technology is good and stable compared to other colleges.

Table3.27.The Schiffe test in the second field shows: (difficulties related to experience in the field of e-learning) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 28.745	0		
Information Technology Misrata 26.211	2.874	0	
Computer Technology Tripoli 24.321	*3.214	0.731	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Technology Tripoli and the Technical College of Misrata, in favor of the Faculty of Technology Tripoli, and it is not clear differences in the other colleges. The researcher attributes this to:

Employees and researchers have the experience to deal with development programs, and help develop their abilities in e-learning management.

-The long experience of professors in the field of e-learning.

Table3.28.The Schiffe test in the third field shows: (difficulties related to infrastructure and technical) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 32.321	0		
Information Technology Misrata 34.345	*2.987	0	
Computer Technology Tripoli 31.654	1.121	*4.968	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Information Technology Misrata, and it is not clear differences in the other colleges. The researcher attributes this to:

- The e-learning program is implemented at the Faculty of Information Technology Misrata, where there are laboratories equipped with the technologies needed in the educational process, and can accommodate a large number of students.

-An e-learning program on the university website is available to students, encouraging lecturers to use it.

- The College continuously seeks to develop infrastructure and technical support to suit the requirements of e-learning methods that it employs in the educational process.

Table3.29.The Schiffe test in the fourth field shows: (difficulties related to students) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 39.848	0		
Information Technology Misrata 38.543	1.875	0	
Computer Technology Computer 41.344	*3.698	2.321	0

* Statistical function at the level of significance 0.01

It is clear from the previous table, there are differences between the Faculty of Information Technology Tripoli and the Faculty of Computer Technology Tripoli, in favor of the Faculty of Computer Technology Tripoli, The researcher attributes this to:

-The e-learning requirements are limited to training on how the e-learning program.

- Traditional education is prevalent in this college.

Table 3.30. The Schiffe test in the fifth field shows: (difficulties related to the university curriculum) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 34.364	0		
Information Technology Misrata 33.457	1.124	0	
Computer Technology Computer 29.968	2.984	*4.101	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Technology Tripoli and the Faculty of Technology Misrata, in favor of the Faculty of Technology Tripoli, and it is not clear differences in the other colleges, The researcher attributes this to:

- The teachers at the Faculty of Information Technology Tripoli are working to include activities that connect the student to e-learning resources.

- The College relies on the use of e-learning tools for the success of the educational process and the achievement of the goals of e-learning.

Table 3.31.The Schiffe test demonstrates the overall degree of the questionnaireattributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 161.452	0		
Information Technology Misrata 170.659	6.849	0	
Computer Technology Computer 158.784	9.754	*15.847	0

* Statistical function at the level of significance 0.01

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Information Technology Misrata, and it is not clear differences in the other colleges. The researcher attributes this to:

- The College of Information Technology Misrata, has great experience in the field of e-learning and participates in the development of the capabilities of the University in electronic fields.

- When comparing the Faculty of Information Technology Misrata with other faculties, we find that the experience of employing e-learning and activating some of its tools, such as the model system in use, made it overcome many of the difficulties encountered in this field.

- Financial resources are good, compared to other colleges.

3.12.4. The results of the forth question and discuss them, and make sure the validity of the second hypothesis

Are there statistically significant differences at the level of significance (0.05) in the difficulties of employing e-learning in higher education in Libya between the average responses of students attributed to the college variable)?(Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University).

To answer this question, the researcher used the method of analysis of mono- variance (One Way ANOVA):

Table3.32.Source of variance, degrees of freedom, value of "F", and level of significanceAttributable to the college variable.

The area	Source of variance	degrees of freedom	"F" value	Value of significance	level of significance
First field	Between groups	2	6.030	0.025	0.05
	Within groups	1023			
	Total	1025			
Second field	Between groups	2	20.562	0.000	0.01
	Within groups	1023			
	Total	1025			
Third field	Between groups	2	1.226	0.001	0.01
	Within groups	1023			
	Total	1025			
Fourth field	Between groups	2	5.776	0.020	0.05
	Within groups	1023			
	Total	1025			
Fifth field	Between groups	2	7.446	0.003	0.01
	Within groups	1023			
	Total	1025			
Total score	Between groups	2	8.362	0.002	0.01
	Within groups	1023			
	Total	1025			

F at a degree of freedom (2,1025) and level of significance at (0.01) = 5.31
F at a degree of freedom (2,1025) and level of significance at (0.05) = 3.85

The value of calculated "F" is less than the "F" value of the tabular at the level of significance (0.05) in the third Field, and the overall degree of the questionnaire, that there are no differences of statistical significance attributed to the college variable, Which is attributed by the researcher to:

- Lack of availability of specialized technicians to solve technical problems related to E-learning.

-The number of devices does not match the number of students.

- Lack of availability of halls and laboratories within the college,and Lack of periodic maintenance of the internal Internet.

The value of the calculated "F" is greater than the "F" value of the tabular at the level of significance (0.05) in the first field , second field , fourthfield , fifth field ,and the overall degree of the questionnaire, That is, there are differences of statistical significance attributed to the college variable , To find out the direction of the difference, The researcher used the post-Schiff test, the table (3.33, 3.34, 3.35, 3.36, 3.37)below shows that:

Table 3.33.The Schiffe test in the first field shows: (difficulties related to university administration) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 34.889	0		
Information Technology Misrata 35.471	1.832	0	
Computer Technology Tripoli 33.874	0.568	*2.131	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Information Technology Misrata, and it is not clear the differences in other colleges attributed the researcher to:

- Misrata College of Information Technology relies on some types of e-learning, based on some of its methods and tools in teaching some courses.

- Information Technology College Misrata has a good experience in the field of e-learning.

Table3.34.The Schiffe test in the second field shows: (difficulties related to experience in the field of e-learning) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 30.798	0		
Information Technology Misrata 29.547	*2.124	0	
Computer Technology Tripoli 28.654	*1.965	0.541	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty ofInformation Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Faculty of Information Technology Tripoli, and it is not clear differences in the other colleges. The researcher attributes this to:

- Students do not have sufficient knowledge of the advanced skills required in dealing with computers.

- Students deal with e-learning tools such as the Moodle system, which requires skills and experience in this field, making them aware of the real level.

Table3.35. The Schiffe test in the third field shows: (difficulties related to infrastructure and technical) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 34.847	0		
Information Technology Misrata 35.185	*2.875	0	
Computer Technology Tripoli 33.254	0.745	*3.105	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Information Technology Misrata, and it is not clear differences in the other colleges. The researcher attributes this to:

- The college seeks to provide e-learning requirements, and sources of technical support.

- The application of some types of e-learning in the educational process in college.

Table (3.36): The Schiffe test in the fourth field shows: (difficulties related to students) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 39.984	0		
Information Technology Misrata 38.124	*2.302	0	
Computer Technology Tripoli 40.653	1.632	0.871	0

* Statistical function at the level of significance 0.01

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Computer Technology Tripoli, in favor of the Faculty of Computer Technology Tripoli, and it is not clear differences in the other colleges. The researcher attributes this to:

- Students have difficulties in dealing with e-learning program, the requirements for e-learning at this college are limited to training on how the e-learning program.

- The use of e-learning varies among faculties, and the use of traditional education is widespread in this college.

Table 3.37. The Schiffe test in the fifth field shows: (difficulties related to the university curriculum) attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 34.632	0		
Information Technology Misrata 32.196	1.524	0	
Computer Technology Tripoli 30.124	*2.785	0.687	0

* Statistical function at the level of significance 0.01.

It is clear from the previous table that there are differences between the Faculty of Information Technology Tripoli and the Faculty of Information Technology Misrata, in favor of the Faculty of Information Technology Tripoli, and it is not clear differences in the other colleges. The researcher attributes this to:

- Most university curricula are similar.

- The university environment is similar, and this is evident in the students' answers to the questionnaire.

Table 3.38. The Schiffe test demonstrates the overall degree of the questionnaire attributed to the college variable.

	Information Technology Tripoli	Information Technology Misrata	Computer Technology Tripoli
Information Technology Tripoli 173.987	0		
Information Technology Misrata 175.875	*6.523	0	
Computer Technology Computer 171.124	*8.967	2.102	0

* Statistical function at the level of significance 0.01

- When comparing the Faculty of Information Technology Misrata with other faculties, we find that the experience of employing e-learning and activating some of its tools, made it overcome many of the difficulties encountered in this field.

- Financial resources are good, compared to other colleges.

3.12.5.The results of the fifth question and discuss them, and make sure the validity of the third hypothesis

Are there any statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learningin higher education in Libya, attributed to the variable of the academic level (first year, second year, third year, fourth year)?

The researcher used the method of analysis of mono-variance(One Way ANOVA) to answer this question:

Table 3.39. Source of variance, degrees of freedom, value of "F", and level of significance, attributed to the variable of the academic level.

The area	Source of variance	degrees of freedom	"F" value	Value of significance	level of significance
Firstfield	Between groups	2	9.080	0.000	0.01
	Within groups	1023			
	Total	1025			
Second field	Between groups	2	1.001	0.315	Not significance
	Within groups	1023			
	Total	1025			
Third field	Between groups	2	2.452	0.025	0.05
	Within groups	1023			
	Total	1025			
Fourth field	Between groups	2	1.304	0.066	Not significance
	Within groups	1023			
	Total	1025			
Fifth field	Between groups	2	5.979	0.000	0.01
	Within groups	1023			
	Total	1025			
Total score	Between groups	2	5.301	0.000	0.01
	Within groups	1023			
	Total	1025			

"F" at a degree of freedom(2.235) and level of significance at (0.01) = 4.91.
"F" at a degree of freedom(2.235) and level of significance at (0.05) = 3.24.

The results showed that the value of the calculated "F" is less than the "F" value at the level of significance (0.05) in the second, third, and fourth fields, there are no statistically significant differences attributed to the variable of the academic level. The researcher attributed this to:

- All students have computer skills.

- Develop the experiences of the student during the stages of general and university education.

The value of the calculated "F" is greater than the "F" value of the tabular at the level of significance (0.05) in the first field , and fifth field, and the overall degree of the questionnaire, that is, there are differences of statistical significance attributed to the variable of the academic level, To find out the direction of the difference, the researcher used the post-Schiff test.The following tables (3.40, 3.41,3.42) shows that:

Table 3.40. The Schiffe test in the first field (difficulties related to university administration) attributed to the academic level.

	First year	Second Year	Third year	Fourth year
First year 35.012	0			
Second Year 36.910	3.734	0		
Third year 37.089	4.212	0.874	0	
Fourth year 38.741	5.821	2.507	0.879	0

* Statistical function at the level of significance (0.01).

From the results of the previous table: it is clear that there are differences between the first and second level in favor of the second, the first and the third in favor of the third, and the first and fourth in favor of the fourth, and no differences in the other levels. The researcher attributed this to:

- Students' knowledge of university administration and their importance in e-learning varies according to their level of study, Advanced levels are more aware of difficulties than lower levels.

When comparing the results of the present study with the results of the previous studies, there is a difference with the study of (Mohamed Hawamdeh: 2011), and the study (Jarwan, and Alhamran, 2009), The results show that there are differences of statistical significance attributed to the variable of the academic level in the field of difficulties related to university administration, and in favor of the lower academic level. While the current study there were differences of statistical significance attributed to the variable level of study and for the greater level.

Table 3.41. The Schiffe test in the fifth field: (difficulties related to the university curriculum)attributed to the variable of the academic level.

	First year	Second Year	Third year	Fourth year
First year 33.280	0			
Second Year 34.881	2.471	0		
Third year 35.141	2.991	0.876	0	
Fourth year 36.216	3.656	0.996	0.502	0

* Statistical function at the level of significance (0.01).

The previous table shows differences between the first and third levels in favor of the third, and between the first and fourth in favor of the fourth, and did not clarify differences in the other levels, and the researcher attributed this to:

- Students at the advanced levels (third and fourth) have experience in university curricula, and identify the difficulties related to the university curriculum more than the students in the first level, and the second level.

Table 3.42.The Schiff test demonstrates the overall degree of the questionnaire attributed to the variable of the academic level.

	First year	Second Year	Third year	Fourth year
First year 180.507	0			
Second Year 185.550	8.654	0		
Third year 185.021	8.212	0.143	0	
Fourth year 187.471	9.457	3.511	3.554	0

* Statistical function at the level of significance (0.01).

The above table shows differences between the first and advanced levels in favor of the third level and the fourth level. Differences are not evident in the other levels. The researcher attributes this to:

The results of the present study differ in the overall score of the questionnaire with the study of (Mohamed Hawamdeh, 2011), and the study (Jarwan&Al Hamran, 2009). The results showed that there were statistically significant differences between students' Less than the third level.

3.12.6. The results of the sixth question and discuss them, and make sure the validity of the forth hypothesis

Are there any significant differences at the level of significance($\alpha \geq 0.05$) in the difficulties of employing E-learningin higher education in Libya, Attributable to the variable of profession (lecturer, student)?

The researcher used the test "T. test" to explain this question, the following table shows this:

Table 3.43.The Averages, standard deviations, and the value of "T". Attributable to the profession variable (lecturer, student).

Area	Profession	Average	SD	"T" value	Value of significance	level of significance
First field	students	38.795	8.944	1.859	0.383	Not significance
	Lecturers	38.946	8.781			
Second field	Students	29.415	7.417	8.529	0.000	0.01
	Lecturers	25.795	7.705			
Third field	students	34.234	7.905	5.918	0.001	0.01
	Lecturers	32.591	8.389			

Fourth field	students	42.757	7.758	2.424	0.018	0.05
	Lecturers	40.471	7.410			
Fifth field	students	35.754	6.574	7.585	0.000	0.01
	Lecturers	34.474	6.314			
Total score	students	180.560	25.659	5.817	0.000	0.01
	Lecturers	171.769	26.874			

"T" at a degree of freedom(1234) and level of significance at (0.05) = 4.91.
"T" at a degree of freedom(1234) and level of significance at (0.01) = 3.24.

From the data in the previous table, it is clear that the value of "T" is less than the value of T in the first field, and fourth field: (difficulties related to university administration), and (difficulties related to students).

This means that there are no statistically significant differences due to the profession variable.

And alsothe value of "T" is greater than the value of "T" in the second field, the third field, the fifth field, and the total degree of the questionnaire. This means that there are differences of statistical significance attributed to the variable of profession. The differences were in favor of students.For the first field, and fourth field, the researcher attributes this to:

- University administration is not different from other universities, and the most important functions are planning, organization, direction and follow-up, The university administration has an impact on professors, and students alike.

As for the second field, the third field, the fourth field, the fifth field, and the total degree of the questionnaire, the researcher attributes this to:

- Lecturers have teaching experience in different fields.

- Ability to deal with available infrastructure.

- Know the requirements of employing e-learning.

- Participation in the preparation of the curriculum and decisions.

- Professional self-development, and on-the-job training.

CONCLUSION

Conclusion of study

There are differences between the responses of lecturers and students in the first field difficulties related to university administration, the difficulties of lecturers more than students in this field.

There are differences between the responses of lecturers and students in the second field difficulties related to experience in the field of e-learning, the difficulties of lecturers more than students in this field.

There are differences between the responses of lecturers and students in the third field difficulties related to infrastructure and technical support, the difficulties of students more than lecturers in this area.

There are differences between the responses of lecturers and students in the fourth field difficulties related to students, the difficulties of students more than lecturers in this area.

There are differences between the responses of lecturers and students in the fifth field difficulties related to the university curriculum, the difficulties of lecturers more than students in this area.

There are differences between the responses of lecturers and students, the total score of the questionnaire, the difficulties of the students more than the teachers in the total degree of the questionnaire.

It is clear through the hypotheses

H1-There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average responses of lecturers attributed to the college variable. (Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University).

There are differences of statistical significance between the average responses of lecturers attributed to the college variable.

H2-There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$)between the average responses of students attributed to the college variable.(Faculty of Information Technology / Tripoli University, Faculty of Information Technology / Misrata University, Faculty of Computer Technology / Tripoli University).

There are no differences of statistical significance between the average responses of students attributed to the college variablein the third Field and the overall degree of the questionnaire.

There are differences of statistical significance between the average responses of students attributed to the college variable in the first field , second field , fourth field , fifth field , and the overall degree of the questionnaire.

H3-There are no statistically significant differences at the level of significance($\alpha \geq 0.05$) in the difficulties of employing e-learning attributed to the variable of the academic level (first year, second year, third year, fourth year).

There are no statistically significant differences attributed to the variable of the academic level in the second field , third field, and fourth fields.

There are differences of statistical significance attributed to the variable of the academic level in the first field , and fifth field, and the overall degree of the questionnaire.

H4-There are statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the difficulties of employing e-learning attributed to the variable of profession (lecturer, student).

There are no statistically significant differences due to the profession variablein the first field, and fourth field.

There are differences of statistical significance attributed to the variable of the academic level in the first field , and fifth field, and the overall degree of the questionnaire.

There are differences of statistical significance attributed to the variable of profession in the second field, the third field, the fifth field, and the total degree of the questionnaire.

The differences were in favor of students. For the first field, and fourth field.

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LIST OF TABLES

LIST OF FIGURES

Page

LIST OF ATTACHMENTS

Questionnaire

Dear Students: -

good greeting...

The researcher prepared a study of graduate titled " the employment difficulties of e-learning system in higher education in Libya ", and the requirements of this study, preparation of the questionnaire, which is between your hands and aims to determine the employment difficulties of e-learning system in higher education in Libya, we hope that you can answer all the paragraphs of the questionnaire and that the status signal (X) versus a phrase that expresses your opinion and point of view.

Gratefully.

Researcher: Amna Mustafa Latiaf.

First: Private information with Professor: -

1. College -:

- Information Technology Tripoli. ( )
- Information Technology Misrata. ( )
- Computer Technology Tripoli. ( )

2. Gender: - - Male. ( )
- Female. ( )

3. Profession: - - Student. ( )

4. Specialization: - - Literary College. ( )
- Scientific College. ( )

5. Study level: - - First-year. ( )
- Second Year. ( )
- Third year. ( )
- Fourth year. ( )

Second: the areas of the questionnaire: -

First area: difficulties related to the university administration:						
No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
1	Lack of cooperation between universities in the exchange of experiences for the development of e-learning system.					
2	Lack of financial resources to fund the e-learning system requirements					
3	Failure to provide incentives for those who master the e-learning.					
4	Failure to provide training for the development of e-learning users.					
5	The university environment does not encourage the use of e-learning system.					
6	The limited number of laboratories available for the operations of e-learning.					
7	H. Senior management does not give much attention to e-learning.					
8	Lack of processing facilities and laboratories with modern equipment.					
9	Lack of technical assistance when needed.					
10	Rising costs for the preparation of good software for e-learning.					

Second area: difficulties related expertise in the field of e-learning:						
No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
11	My experience is weak in the use of computers and the Internet.					
12	The difficulty of change and renewal of the traditional teaching to e-learning.					
13	Some believe that the e-learning eliminates their role in teaching.					
14	Weak in my ability to use the English language.					
15	Suffering in the follow-up of large numbers of students through e-learning tools.					
16	The negative trends towards the use of e-learning.					
17	Non-availability of the Internet for some people in their homes.					
18	Inadequate time of the lecture to view all the contents of the lesson.					

Third area: difficulties related to infrastructure and technical support in the lecture halls:						
No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
20	Limited availability of halls and laboratories within the university					
21	Small classroom space, compared with the number of students in the halls during the lectures.					
22	The limited number of devices in proportion to the number of students.					
23	The weakness of the Internet within the university					
24	The problem of power outages during the use of e-learning system.					
25	Limited availability of technicians to solve technical problems related to e-learning system.					
26	Lack of regular maintenance for the internal network.					
27	Repeat sudden imbalance in the internal network or hardware.					
28	The difficulty of implementing lectures via video conferencing between teachers and students.					

Fourth area: difficulties related to students:						
No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
29	Lack of awareness of the importance of e-learning students.					
30	Inability to appropriate training for students on e-learning.					
31	Students lack the support and direct stimulation of the professors.					
32	Lacking e-learning human interaction and social relations.					
33	The weakness of having computer skills among students.					
34	Poor language abilities necessary to deal with the e-learning system.					
35	Non-availability of the Internet when some students at home.					
36	Students feeling anxious when dealing with computerized tests through e-learning system.					
37	Slow Internet browsing cause inconvenience.					
38	Students are not receptive to the idea of e-learning.					
39	Students busy at sites not related to e-learning.					

Fifth area:difficulties related to the university curriculum:						
NO	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
40	The goals of the university curriculum do not focus on the e-learning					
41	The weakness of the university curriculum to promote e-learning.					
42	Lack of educational activities supporting the employment of e-learning.					
43	The large size of the university curriculum makes a university professor tends to traditional education.					
44	Traditional topics included in the university curriculum, many of which do not fit with modern techniques.					
45	Vocabulary university curriculum does not fit the e-learning tools.					
46	The difficulty of implementing evaluation activities across the e-learning system.					
47	The educational content of the university curriculum fits conventional methods more than e-learning methods.					
48	The difficulty of applying the curriculum as an electronic software.					

Questionnaire

Dear professors: -

good greeting...

The researcher prepared a study of graduate titled " the employment difficulties of e-learning system in higher education in Libya ", and the requirements of this study, preparation of the questionnaire, which is between your hands and aims to determine the employment difficulties of e-learning system in higher education in Libya, we hope that you can answer all the paragraphs of the questionnaire and that the status signal (X) versus a phrase that expresses your opinion and point of view.

Gratefully.

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2. Gender: -
- Male. ( )
- Female. ( )

3. Profession: -
- Prof. ( )
-A prof. ( )

4. Specialization: -
- Literary College. ( )
- Scientific College. ( )

Second: the areas of the questionnaire:

First area: difficulties related to the university administration:						
No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
1	Lack of cooperation between universities in the exchange of experiences for the development of e-learning system.					
2	Lack of financial resources to fund the e-learning system requirements.					
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4	Failure to provide training for the development of e-learning users.					
5	The university environment does not encourage the use of e-learning system.					
6	The limited number of laboratories available for the operations of e-learning.					
7	Senior management does not give much attention to e-learning.					
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9	Lack of technical assistance when needed.					
10	Rising costs for the preparation of good software for e-learning.					

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No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
11	My experience is weak in the use of computers and the Internet.					
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14	Weak in my ability to use the English language.					
15	Suffering in the follow-up of large numbers of students through e-learning tools.					
16	The negative trends towards the use of e-learning.					
17	Non-availability of the Internet for some people in their homes.					
18	Inadequate time of the lecture to view all the contents of the lesson.					
19	E-Learning represents an additional burden.					

Third area: difficulties related to infrastructure and technical support in the lecture halls:						
No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
20	Limited availability of halls and laboratories within the university					
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No	**Item**	**Strongly Agree**	**Agree**	**Agree to some extent**	**not agree**	**Strongly Disagree**
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48	The difficulty of applying the curriculum as an electronic software.					

CURRICULUM VITAE

Amna Mustafa Ali LATIF was born in Tripoli / libya, in 1986, andSheGraduated from primary, preparatory and secondary education in Tripoli, after that, she started undergraduate program in Tripoli University Department of Information Tocnology, and she received her bachelor's degree in 2004. Then in 2006 she gets her master's degree. She started to appoint Assistant Lecturer in 2008(Tripoli University). From 2015 until 2018 she graduatedPhD science education atKarabukUniversity Department of Business Administration.

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