E-learning Difficulties Facing Arabic Language Teachers
in the Directorate of Education in Damascus

Drwish Hasan Drwish

Ali Osman Engin

Faculty of Education || Ataturk University || Turkey

Abstract: This study aims to reveal the obstacles in using the E-learning from the viewpoint of Arabic language teachers in the Directorate of Education in Damascus. It also aims to identify the impact of academic specialization and attainment of the international Computer Driving License (ICDL) on these difficulties. In order to achieve this goal, the researcher followed the descriptive analytical method, where a questionnaire of 24 items developed after revealing its reliability and validity. Where this sample was composed of 390 teachers who worked at the Directorate of Education in Damascus. Relevant statistical tests conducted, where the survey of items discussed established the difficulties faced by Arabic teachers while using E learning. The majority of difficulties faced by these teachers related to administrative and financial problems, followed by difficulties of using E- learning itself, whereas the last third part in difficulties is related to schools and learners. The results of the study show that, there are no statistically significant differences between the difficulties faced by Arabic teachers while using E- learning for each dimension of the study, and on the dimensions as a whole. The results also show that there are no statistically significant differences between Arabic language teachers who obtained the (ICDL) and Arabic language teachers who did not obtain it on the difficulties of using E-learning for each dimension of the study, and the dimensions as a whole so both are the same. Therefore, in the light of the study results, the researcher presented a number of suggestions.

Keywords: E-learning, Difficulties, Arabic Teachers, Secondary school.

صعوبات التعلم الإلكتروني التي تواجه معلمي اللغة العربية بمديرية التربية والتعليم
في دمشق من وجهة نظرهم

درويش حسن درويش

علي عثمان أينكين

كلية التربية || جامعة اتاتورك || تركيا

الملخص: هدفت هذه الدِّراسة إلى الكشف عن معوّقات استخدام التعلّم الإلكترونيّ من وجهة نظر معلميّ اللغة العربية في مديرية التربية في دمشق، وتعرّف أثر التخصص الأكاديمي، والحصول على الرخصة الدوليّة لقيادة الحاسوب في هذه الصعوبات. ومن أجل تحقيق ذلك اتبعت الدِّراسة المنهج الوصفيّ التحليليّ، حيث تمَّ تطوير استبانة مكوّنة من (24) بنداً بعد التحقيق من صدقها وثباتها، وقد تمَّ توزيعها على عيِّنة الدِّراسة المكوّنة من (390) معلماً ومعلمة في مديرية تربية دمشق. وقد تمَّ إجراء التحليلات الإحصائيّة المناسبة. حيث أظهرت نتائج الدِّراسة أن بنود الأداة ككلّ شكَّلت صعوبات للتعلّم الإلكترونيّ، تواجه معلمي اللغة العربية، حيث شكَّلت المعوّقات المتعلقة بالجوانب الإداريّة والماديّة أكبر الصعوبات، تلاها الصعوبات المتعلقة بالتعلّم الإلكترونيّ نفسه، أمّا الصعوبات التي تتعلق

بالمدرسة والمتعلمين جاءت بالمرتبة الثالثة، وأظهرت نتائج الدِّراسة أنَّه لا توجد فروق ذات دلالة إحصائية بين متوسطات تقديرات معلمي اللغة العربية على صعوبات استخدام التعلّم الإلكترونيّ بالنسبة لكلّ محور من محاور الدِّراسة، وعلى المحاور ككل. كما أظهرت النتائج أنَّه لا توجد فروق ذات دلالة إحصائيّة بين متوسطات تقديرات معلمي اللغة العربية الحاصلين على الرخصة الدوليّة لقيادة الحاسوب (ICDL) والذين لم يحصلوا عليها في صعوبات استخدام التعلّم الإلكترونيّ بالنسبة لكلّ محور من محاور الدِّراسة، وعلى المحاور ككلّ، وفي ضوء نتائج الدِّراسة قدَّم الباحثان عدداً من التوصيات والمقترحات.

الكلمات المفتاحية: تعليم إلكتروني، صعوبات، معلمو لغة عربية، مدرسة ثانوية.

Introduction

Today in the 21st century, the world faces a set of rapid and successive shifts and challenges. These challenges represented in the great scientific and technological progress in various fields of life, in addition, the trend towards globalization in all its cultural, social and economic aspects, in addition to the revolution in the field of communications and information. **E-learning** is a method of learning using modern communication mechanisms from a computer and its networks, multiple audio and video media outlets, graphics, research mechanisms, electronic libraries, as well as Internet portals, whether it is remotely or in the classroom. What is important of using this technology in all its forms is to communicate information for the learner with less time, less effort, and more usefulness (Mohammed, Sheikh and Attia, 2006) Nevertheless, does that deny the presence of teachers and schools, as some may believe? The answer is no of course since E-learning differs in some respects from traditional learning.

Traditional learning: means that there is a teacher, a student and a lesson explained in a school, whereas E-learning is a subjective process in the first place, and it may be inside or outside the school, with or without a teacher's help. (Al Amrji, 200) Therefore, we are talking here through learning based on electronic media, which gives a wide scope for the processes of distance learning and learning from the various sources of knowledge that the electronic portal provides through curricula that transformed its decisions into electronic books. Therefore, here we are talking about learning methods, which use technology as means to a greater purpose, which gives another dimension to the E-learning process from different knowledge portals that are easily accessed the internet and E-books. (Barry, 1989)

"The studies confirm that online learning provides the best methods, means, and techniques to create an interactive learning environment that attracts the interest of the learner, and urges him to exchange views and experiences (Al-Musa, 2002), adding that it is possible to work in cooperative projects between different schools and universities, so that learners develop their knowledge of topics. They are interested in communicating with colleagues and experts with the same interests, and they are responsible for searching for and formulating information, which develops their thinking skills (Schaverien, 2003). The communication via the electronic network develops writing skills more than other language skills, as the network provides students and teachers alike with written texts on various topics and at various levels (Swansan, 2000).

According to Al-Musa's (2002) study: it was found that 84% of traditional institutes and universities in developed countries had put their curricula directly online in the year 2000, while the percentage increased to 70% in the year (Al-Musa, 2002). In the United States of America, about 6.9 billion dollars spent in 1999 to provide internet and computers in public education schools (Kleiman, 2001). E-learning is also one of the basic teaching methods that have become self-imposed within classroom positions because of its characteristics and features, despite the global interest in using e-learning in different teaching positions, for all scientific subjects in general and Arabic in particular by teachers. The researcher sees a clear weakness in the electronic culture by Arabic language teachers. this weakness because of the programs and curricula of preparing teachers in the Faculties of Arabic Literature, which is responsible for preparing secondary school teachers, therefore this study tries to know the obstacles of teaching using computers and the relationship to the achievement of students) Universe, 1992).

As the use of modern technologies increases, colleges and students alike accepted changes in the learning environment. Courses and degrees become available on the Internet. The establishment of virtual schools, universities and libraries, the learner can apply and register at the university, purchasing references and books and attend lectures without registering any actual visit to university buildings. There are a number of disciplines and educational programs and then developed, and is considered a type of computer-assisted learning. " Regardless of the method used in education, the transition from traditional classrooms to classrooms must be done through information space, and this is the future of learning, which is called E-learning (Hornby, 1985)

The Directorate of Education of Damascus has been concerned with E-learning in recent years through the provision of computers in many schools and connecting them to the Internet and databases. The Ministry tried to encourage teachers to introduce E learning in the educational process, to keep pace with developed countries in this field, and to have the lead among the Syrian education directorates in E-learning (Moses, 2002).

On the other hand, E-learning in schools continues to face a range of difficulties and obstacles to its application. Whether technical and technical related to E-learning itself, administrative aspects or barriers related to teachers and learners, where E-learning in the Directorate of Education in Damascus continues to suffer from a lack of support and cooperation for the effective nature of learning. Hence, the problem of this study is determined by the survey of Arabic language teachers in the Directorate of Education in Damascus on the difficulties of using E- learning that they found, the impact of both academic specialization and the acquisition of the international license to lead computers in these difficulties (Ghulam, 2007).

Tries to answer the following research questions about E-Learning

- What difficulties do e-learning teachers face in the Damascus Education Directorate?

- Do the difficulties of using E-learning vary according to academic (scientific- literary) specialization?

- Do the difficulties of using E-learning vary depending on having the International Computer Driving License?

The current study answers the above questions at the following objectives:

- To identify the obstacles of using E-learning by Arabic language teachers in Damascus Education Directorate by surveying their opinions, to provide information and data to the decision-maker to work in future to find solutions to them and reduce obstacles. To increase the effectiveness of E-learning at the secondary level, and to benefit from its advantages in providing an interactive learning environment to attract the attention of learners, and to stimulate their motivation towards learning.

- It also aims to define the correlation, if any, between the constraints of using E-learning and the nature of the academic specialization of Arabic language teachers and obtaining the International Computer Driving License.

- The study also aims to provide proposals for challenges of E-learning at school in the light of the results of this study.

The importance of the current study is evident in the importance of the topic it is researching. E-learning is one of the latest global trends in the field of educational technology, as it is still limited in use in Syrian schools. The study's importance is also evident in revealing the difficulties facing the use of E-learning by Arabic language teachers in Directorate of Education in Damascus, by investigating their opinions. To provide information and data for the decision-maker to work in the future to find solutions to it and overcome obstacles; To increase its effectiveness in secondary education, and to identify the correlation - if any - between the difficulties of using e-learning and the nature of the academic specialization of Arabic language teachers and obtaining the International Computer Driving License.

The importance of the study highlighted through:

1. It may be useful in developing the performance of Arabic language teachers by using E-learning in teaching instead of traditional means.

2. Focusing on E-learning as a modern technology in the field of learning and teaching, and identifying the difficulties of using it and diagnosing them in schools of the Damascus Education Directorate.

3. It may benefit the Ministry of Education in training Arabic language teachers to use modern teaching methods, and to promote Arabic language curricula.

4. This research may also contribute to clearing the way for Syrian and Arab researchers, for the possibility of using this study to achieve educational goals that fall outside the objectives of the current study.

5. It sheds light on the obstacles facing teachers' use of E-learning and its techniques in the Arabic language through the results of this study and the matter that may benefit officials in identifying these difficulties and finding appropriate solutions to them.

Methodology

The study followed the descriptive and analytical approach, where the first question of study was answered using descriptive statistics methods (means and standard deviations), and for the second and third questions of the study, which were answered using statistical methods (means, standard deviations and T-test).

Sample

The study apply for community of (45, 000) are members of the Arabic language teachers in 2019/2020 academic year in the Damascus Education Directorate, where the Damascus Education Directorate selected a random sample of Arabic language teachers. The sample of the study consisted of 390 Arabic language teachers in the Damascus Education Directorate, bringing the total number of questionnaires answered by Arabic language teachers to 390.

Table 1: show numbers and percentages of the study sample according to the variables of specialization, and obtaining the International Computer Driving License.

Table (1) Frequency and percentages of the study sample by specialization variables and ICDL.

Variable	Categories	Frequency	Percentage
Specialization	Scientific	180	46.2
	Literary	210	53.8
(ICDL)	YES	125	32.1
	NO	265	67.9
Total		390	100%

Looking at the results "in the Table (1) above, we found that the distribution of Arabic language teachers in the Damascus Education Directorate was equal among Damascus education schools. The distribution of Arabic language teachers in the Damascus Education Directorate was equal among the public schools in the Damascus Education Directorate. The sample was from 34 public schools.

Validity of the questionnaire

The researcher prepared the questionnaire, where the questionnaire appeared in its final form of (24) items, divided into three Dimensions:

- The first dimension: Difficulties related to administrative and physical aspects (8) items.
- Second dimension: Difficulties related to teacher and student (10) items.

- The third dimension: difficulties related to E-learning (6) items.

Then subjected to faculty group members to make sure that, the questionnaire was genuine. After reviewing the opinions and observations of the validations, the researcher made necessary adjustments to the questionnaire,

Table Number (2) each item was given a value according to a 5-point Likert scale.

Compatibility	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Degree	5	4	3	2	1

Reliability of questionnaires

Split Half Method:

The researcher divided the data in half (individual and even items), and the correlation coefficient between sample responses on individual items and their responses to the spousal items was calculated using the Spearman-Brown equation, where the overall stability factor (0.78) was calculated, and these values indicated that the scale was characterized by acceptable reliability.

Internal Consistency Factor Cronbach's Alpha:

The Cronbach's Alpha method was used to calculate the reliability: from the previous table, the value of the Cronbach's Alpha coefficient for the questionnaire was (0.97), indicating that the reliability value was high, which reassures the researcher to apply "questionnaire to the study sample. Table 2 shows the stability factor of the "questionnaire Domains using the Cronbach's Alpha coefficient and the Spearman-Brown correlation coefficient.

Table (3) Cronbach's Alpha And Spearman-Brown Link Factor

Aspects	Number of items	Cronbach Coefficient	Spearman-Brown Laboratories
The first aspect: difficulties related to the administrative and material aspects	8	0.93	0.88
The second aspect: difficulties related to the teacher and the student	10	0.94	0.93
The third aspect: difficulties related to e-learning	6	0.98	0.95
The questionnaire as a whole	24	0.97	0.95

Literature Review

In Addition, the merit of the scientific and technological revolution that our world is witnessing nowadays is its great impact on our social and economic life. Knowledge and information became one of the most essential economic and strategic resources where living in this era should be based on the correct

use of modern technologies in various aspects of contemporary life. "There is a relationship between great scientific revolutions, humanity has witnessed and educational revolutions that accompanied it. Francis Bacon pointed out that human sovereignty and control over nature depends on reforming the curricula of knowledge, and the way to that is the progress of education, so he called for a revolution to change education (Kon, 1992, p.79).

The whole world has become a small village and internet has gone beyond that. Eliminated geographical and regional borders and earned itself an indispensable role in our lives and therefore modern communication has become equivalent to electronic communication. Technology today considered as the raw material of our modern and future life and it even differentiates between nations. Darwin's "survival of the fittest" became "survival of the most knowledgeable" where according to this principle ideologies, economies and countries categorized into advanced, developing, and undeveloped. "The first possesses the reins of science, knowledge and technology, the second applies and uses it and the third is still in the role of the spectator; and this is the challenge itself since nations will not progress unless it develops its curricula and its teaching learning methods "(Fouda, 2007).

Information technology has represented in the computer and internet, and the successive multimedia attached to it by means of providing an interactive educational environment to attract students' interest and urge them to exchange opinions and experiences, where the strength of the Internet lies in its ability to connect people across enormous distances and between different mediums. "Using technology increases learning opportunities and extents to beyond the school building and this is what E-learning is which considered one of the most significant attributes of future is learning. Studies confirm that learning via the Internet provides the best methods, means, and techniques for creating an interactive educational learning environment, which attracts the learners' attention, and urges them to exchange views and experiences (Al-Musa, 2003).

"Studies added that it is possible to work in cooperative projects between different schools and universities, so that learners develop their knowledge of topics of interest by contacting colleagues and experts who have the same interests. They also have a responsibility to search for and formulate information, which develops their thinking skills" (Schaverien, 2003, p. 59). In Addition, communication via the Internet develops writing skills more than other language skills, as the network provides students and teachers alike with written texts on various subjects, and at various levels (Swanson, 2000).

According to one of the studies, it was found that (84%) of traditional institutes and universities in developed countries had put their curricula directly on the Internet in 2000, while the percentage increased to (70%) in 2000 (Al-Musa, 2002). "In the United States of America, about (6.9) billion dollars were spent in 1999 to provide the Internet and computers in public education schools (Kleiman, 2001).

"In May 2000, the European Commission adopted the "Tomorrow's Learning Design Initiative", which aims to use digital technologies from computers, multimedia and the Internet to improve the

quality of education. The primary goal of the Tomorrow / E-Learning design initiative is that it is linked to strengthening the sources of economic growth in the countries because of its low cost compared to traditional education, which leads to reduced government expenditures, especially at the secondary level. This led to the development and spread of learning, as E-learning has come to present itself in the era of technology and learning on the Internet, hence the methods of teaching had to cope with this course of the era (Janassen, Peck, and Wilson, , 1999).

"Today, educators are the most desperate of people in E-learning in the field of education and learning to keep pace with the rapid development of this rapidly growing era. E-learning has a number of advantages that enabled it to overcome many obstacles that hinder the generalization of learning around the world" (Hamdan, 2007, p.279). It has been shown that e-learning is a successful tool that helps students learn in terms of excitement and fun, making them more willing to learn, in addition to speeding up their understanding, which reduces the amount of time students spend in learning. E-learning enables students to reach the information they need wherever and whenever they are as it also decreases the individual differences between students (Al-Itarji, 2000, p.288).

Further, E-learning contributes to the development of thinking and enriches the learning process. It also provides students with the ability to continue accessing educational curricula and materials, this feature requires the learner to be in a state of stability, so that they can obtain the information they want at a time that suits them.

"E-learning supports the principle of self-learning and lifelong learning (Abdel-Razzaq, 2007). Among the most important advantages provided by the Internet are the huge abundance of information sources, such as e-books, databases, encyclopedias, educational sites, E-mail, visual and audio conferences, among others. "The results in the Study of Attia, Assem, and Sheikh, (2006) indicated that the most important obstacles in E-learning are:

the lack of knowledge of many programs, lack of awareness of e-income within the community, lack of specialists, lack of regulations, difficulty of controlling e-learning outcomes, lack of programs, lack of response of students to E-learning, lack of equipment, the high financial cost, and the lack of training for students and faculty.

"As for the study (Abdul Hamid and Muhammad, 2004). it aimed to identify the most important obstacles that could face the use of E-learning in higher education in the Sultanate of Oman. The results of the study revealed a set of obstacles; the most important of which are the absence of legislation, lack of desire for E-learning, and the lack of belief in E-learning and its importance.

Donatti et al. (2000) point to the increasing importance of the Internet in the educational process day after day, because it provides teachers with the latest developments in their field of expertise through scientific articles and teaching plans. It also provides students with unlimited sources of information that

enhance their learning of the subject matter, and increase their motivation towards learning (Donatti, 2000).

Study of Al-Mbairc (2002) also revealed some of the difficulties facing the application of E-learning, in terms of learners, such as the difficulty of switching from a traditional method of learning to a modern one, and the difficulty of obtaining computers for some learners. In terms of teachers, such as the difficulty of dealing with learners who are not trained for self-learning, and the difficulty of ensuring that the learner is able to use the computer. The National Center for E-Learning and Distance Education (2010) has confirmed that E-learning is one of the main tributaries, which supports the integrated education system in modern societies in order to meet current and future needs and advance comprehensive development towards a knowledgeable society. The results of the Al-Musa study, 2002, also showed that E-learning, like other learning methods, has obstacles to its implementation. The most important are the lack of standards for E-learning, lack of clarity of systems and methods, lack of support and cooperation, and sometimes cyberattacks on key sites that have affected teachers and educators, and have raised many questions about the impact on E-learning in future (Bosman, 2002).

Therefore, the penetration of the content of the site and exams is one of the most important obstacles to E-learning in addition to the response of students to these new methods and the constant need to train educators and administrators at several levels as this type of education needs regular training. The E-learning system contributed to creating knowledge and facilitating the flow of educational information and experiences in a modern way in an interactive educational environment rich in learning resources. Starting from the belief in the importance and benefits of e-learning, the global trend today towards it comes along with rapid and successive developments in order to achieve education goals and raise the educational process to levels of competition according to quality standards and to reach educational outputs which are qualified for our digital world in different disciplines. However, states that E-learning is not distance education, not every E-learning must done remotely, but E-learning is a form of distance education, and it can also done within the walls of the classroom in the presence of the teacher.

(Kleiman, 2001) notes that the effective use of technology requires a clear vision of goals and development of specific technical plans to achieve them since many high-speed computers are not used in correct way to improve E learning at acceptable levels. The reasons for that are the lack of practice and technical guidance, which teachers receive when it comes to E-learning at classrooms, and lack of educational software that support the main goal of a curriculum. In addition, a study performed by (Al-Otaibi, 2006) expressed the obstacles from the viewpoint of educational leaders, and among these difficulties is what concerns the teacher "in terms of lacking the E-learning mechanisms, the large number of burdens required of him, and the lack of incentives".

Also, some of these obstacles are related to the nature of curriculum itself as the "density of the required curriculum", "technical difficulties like the incompatibility of the curriculum with the rapid

development of e-program", "lack of readiness of the information infrastructure, and the lack of fast internet connection". "In addition, there are administrative difficulties such as the number of students per class, the limited number of computers in the school, and organizational difficulties such as the lack of suitable places, the lack of human cadres, and the high cost of materials for this type of learning (Abu Hilal, 1979, p.124).

Through a review of educational literature and previous studies, it appears that there are many difficulties and obstacles, which hinder the spread of E-learning and limit its use on broader basis. Within the limits of the researcher's knowledge, he did not find a study that deal with E-learning in the education of Damascus, so this study came to reveal the obstacles facing the use of e-learning by teachers of the Arabic language in the Directorate of Education in Damascus, through a survey of their views; to provide information and data for the decision-maker to work in the future to find solutions Her and overcome these obstacles. "The researcher did not find study that deal with e-learning in Syria.

"Therefore this study came to reveal the obstacles which are faced by Arabic language teachers in Damascus in the Directorate of Education through a survey.Taking their views to provide information and data for the decision-makers to find solutions for these problems and overcome obstacles" (Russell, 1997, p. 35).

Study results

To answer the first question of the study: What are the difficulties of using E-learning that Arabic teachers faced in the Damascus Education Directorate?

The means and standard deviations of each domain extracted. Table 3 shows the difficulties of the domain (administrative and material difficulties) in descending order according to the calculation mean.

Table (4) Mean and standard deviations of the first domain lines ranked downwardly by calculation averages

N	Items	Mean	Standard deviation	Rank
7	Lack of room equipment with modern tools and equipment for electronic learning	4.40	1.02	1
2	Lack of material resources for e-learning programs	4.17	0.97	2
8	The environment and components of the halls are not suitable when introducing any educational technological means	4.10	0.95	3
3	The school does not train Arabic teachers to use e-learning	4.03	0.92	4
1	Lack of cooperation between schools in sharing experiences and knowledge in the field of e-learning	3.96	1.06	5
5	Lack of computers	3.54	1.21	6
4	The prevailing educational system does not allow the use of e-learning	3.31	1.17	7
6	Lack of internet access	2.97	1.02	8

By looking at the table (4) above, which represents the difficulties of using e-learning faced by Arabic language teachers in the Damascus Education Directorate. It is found that first domain of the study tool formed difficulties related to administrative and material aspects of e-learning facing Arabic language teachers, ranging from mean of 4.40 in the item (lack of room equipment with modern tools and devices for electronic learning), Mean is 2.97 in the item (lack of internet service).

Table 5 shows the means and standard deviations of the second axis items (teacher and learner difficulties) ranked downwardly according to the means.

Table (5) Mean and standard deviations of the second Domain Descending by calculation mean

N	Items	Mean	Standard deviation	Rank
10	Lack of teachers with the technological skills to learn online	3.40	1.18	1
11	Lack of information and technological skills on e-learning	3.26	1.29	2
16	Lack of ability and competence in the use of e-learning by students	3.24	1.29	3
17	Students' lack of response to the new type of learning	3.10	1.22	4
13	Lack of ability and competence among students to use English	3.01	1.23	5
18	E-learning may weaken students' faith in the educational trends and values that the school is working to acquire for them.	2.54	1.09	6
12	E-learning is an additional burden above the workload of teachers	2.40	1.01	7
15	I feel that E-learning lacks confidentiality and security for content and exams.	2.38	1.00	8
9	I am not convinced of the importance and pros of E-learning.	2.12	0.98	9
14	I feel that E-learning is diminishing my authority and control over the course of education.	1.99	0.94	10

Table 5, shows that all the second domain of study tool has posed difficulties for the teacher and learner of E-learning facing Arabic language teachers, which is ranging from a mean of 3.40 in the item (few teachers who are proficient in the technological skills needed for E-learning) and mean of 1.99 in the item (I feel that E-learning reduces my authority and control over the course of education).

Table 6 shows the Mean and standard deviations of the third domain (e-learning difficulties) as descending according to computational mean.

Table (6) Mean and standard deviations of third domain lines ranked downwardly by calculation averages

Number	Items	Mean	Standard deviation	Rank
20	High cost of developing good software in e-learning style	3.40	1.18	1
21	Lack of e-learning applications in Arabic	3.26	1.29	2
22	Difficulty applying e-learning in some subjects that require scientific skills	3.24	1.29	3
24	The scarcity of specialists in the design of educational materials that can be learned electronic	3.31	1.17	4

Number	Items	Mean	Standard deviation	Rank
23	Lack of e-learning in the way teacher-learner interacts and communicates directly	3.29	1.21	5
19	The ambiguity of e-learning philosophy and objectives	3.22	1.26	6

By looking at table, 6 data showing the mean and standard deviations of the difficulties associated with e-learning. It was found that all items of the third domain of the study tool were difficulties related to the same E-learning faced by Arabic language teachers. They ranged from average of 3.40 in the item (high cost of setting up good software in the E-learning style) to mean of 3.22 in the item (ambiguity of the philosophy and objectives of E-learning). Table 6 shows the mean and standard deviations of the study domain as a whole ranked in a descending order according to the mean.

Table (7) Mean and standard deviations of the study domain as a whole are ranked downwardly by calculation mean.

Number	Domain	Mean	Standard deviation	Rank
1	Administrative and material difficulties	3.81	0.88	1
3	Learning difficulties	3.29	1.18	2
2	Difficulties for teacher and student	2.74	0.93	3
	Difficulties as a whole	3.22	0.53	

Table 7 shows that all domains of the study have created difficulties in e-learning for Arabic language teachers, and the difficulties in administrative and physical aspects were the largest with a mathematical mean of 3.81.

The difficulties related to E-learning itself were followed by a mean of (3.29); the difficulties for the teacher and the student came third with a mean of (2.74); and the mean of the difficulties as a whole (3.22). The study: Do the difficulties of using E-learning faced by Arabic teachers in the Damascus Education Directorate vary according to academic specialization?

Mean, standard deviation and T-test were used for the effect of academic specialization, as shown in Table 8.

Table (8) mean Standard Deviations and T-test for the effect of specialization

	Specialization	Number	Mean	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
Administrative material and difficulties	Scientific	180	3.35	1.06	10.1	388	0.000
	Literary	210	4.20	0.40			
Difficulties for	Scientific	180	2.48	1.00	5.35	388	0.000

	Specialization	Number	Mean	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
teacher and student	Literary	210	2.97	0.81			
Learning difficulties	Scientific	180	2.93	1.15	5.74	388	0.000
	Literary	210	3.59	1.12			
Difficulties as a whole	Scientific	180	2.92	1.00	7.50	388	0.000
	Literary	210	3.59	0.73			

Table 8 shows the results of the mean and standard deviations, degrees of freedom, value (t) and the level of significance for the impact of academic specialization on the difficulties of using E-learning on each study Dimensions and on the domain as a whole. It shows that there are no statistically significant differences between the average salved grades of Arabic language teachers in academic and Arabic disciplines in literary academic disciplines on the difficulties of using E-learning on each of the course domain and on the domain as a whole. The third question of studying: Do the difficulties of using E-learning faced by Arabic teachers in the Damascus Education Directorate vary depending on the acquisition of the International Computer Driving License (ICDL)?

Arithmetic averages, standard deviations and T-test selections were used for the ICDL effect, as shown in Table 9.

Table (9) Mean, standard deviations and T-test for ICDL effect

	ICDL	Number	Mean	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
Administrative and material difficulties	YES	125	3.04	1.11	14.77	388	0.000
	NO	265	4.17	0.40			
Difficulties for teacher and student	YES	125	2.23	1.08	8.05	388	0.000
	NO	265	2.99	0.74			
Learning difficulties	YES	125	2.65	2.99	7.86	388	0.000
	NO	265	5.59	1.06			
Difficulties as a whole	YES	125	2.64	1.04	10.58	388	0.000
	NO	265	3.58	0.69			

Table Number (9) shows the results of the Mean, Standard deviations, degrees of freedom, value (t), and level of significance for the impact of ICDL on the difficulties of using E-learning on each axes of study and on the axes as a whole. Which shows no statistically significant differences between the average grades of teachers with ICDL, and teachers who did not have ICDL on the difficulties of using E-learning on each domain of the study and on the domain as a whole.

Discussion of results

The results of the answer to the first question of the study indicated: What difficulties do E-learning teachers find in the Damascus Education Directorate?

This may be explained by the novelty of this type of education in schools of Ministry of Education, their lack of awareness of its necessity and importance, lack of specialists in this field, the difficulty of controlling its outcomes, and the lack of clarity of the regulations and methods in which it is conducted. The lack of its programs and the lack of response of students to this type of education because of their familiarity with the traditional pattern in which they are currently learning., which led to the lack of interaction with it, and their belief in the difficulty of linking its outputs to the later educational stage, and the difficulty of controlling the large number of students per class, In addition, many teachers are afraid to use this pattern because of the lack of privacy and confidentiality to preserve personal information.

The researcher may also explain this with regard to the administrative and physical aspects: First, the lack of room equipment with modern tools and devices necessary for E-learning, and lack of material resources allocated to e-learning programs, in addition to the inappropriate environment of the halls and their components when introducing any educational technological means.

The buildings are predominantly the feature of the foot, they were not created a basis to be suitable for E-learning, in addition to the fact that the Directorate of Education does not train Arabic language teachers to use E-learning. The lack of cooperation between schools in the exchange of experiences and knowledge in the field of E-learning, and Arabic teachers suffer from the lack of computers in their halls and offices, which limits their benefit from internet service.

This is consistent with most previous studies, which indicated that material difficulties are at the forefront of the difficulties that limit the use of E-learning, such as a (Fouda, 2007), (Mohammed, 2006) and (Kleiman, 2001).

In the area of teacher and student difficulties, the results show that few teachers are proficient in the technological skills needed for e-learning, the lack of information and technological skills needed about e-learning, and the lack of ability and competence in the use of e-learning by students. The researcher may attribute this to the fact that the Directorate of Education, study sample, did not hold a training program for Arabic language teachers to use in learning. and if we take into account that the preparation of human staff trained and qualified to use E-learning, requires material, financial possibilities, time and effort, it may be too much for the directorate.

On the other hand, the results show that Arabic teachers in the study sample believe disputing the importance and process of E-learning. as my disabled (not convinced of the importance and pros of using e-learning, and I feel that e-learning reduces Out of control. Over the course of the educational process) came with the lowest mean account on the terms of the tool as a whole. In the area of difficulties related to e-learning, the results show that the high cost of developing good software in the electronic learning

style, and the lack of electronic learning applications in Arabic, posed significant difficulties and challenges that could only be overcome through self-reliance and encouraging local programming companies to engage in this area.

This is consistent with the study of Kleiman (2001), which showed that teachers' lack of software that supports the main objectives of the curriculum, well designed based on recent data on learning and teaching science, is one of the most important difficulties in preventing the effectiveness of E-learning. The results of this study are consistent with those of The Fuoda Study (2007), Moses (2002), The Mberic (2002), (Muhammad, 2006), (Kleiman, 2001) and (Russell, 1997).

On the other hand, a closer look at the difficulties of using E-learning show that it is still in the beginning, and show the magnitude of the task, equipping schools with modern tools and devices for E-learning. In addition to the cost of operation, maintenance and renovation and the cost of producing the software needed for the educational process poses a challenge, especially for a country with limited resources and natural resources as Syria, where schools often rely on the support provided by the Syrian government. But after learning what has been achieved globally in the field of E-learning. It has been proved that if there are sincere intentions and belief in the goal that what may be impossible to accomplish. E-learning is a challenge facing secondary education now, so the Directorate of Education should define its vision for the future regarding the educational process in light of technological challenges, so that E-learning is one of the elements of this vision.

The results of the study also indicate that there are no statistically significant differences between the average scoring of Arabic language teachers in scientific disciplines and Arabic teachers in literary academic disciplines on the difficulties of E-learning on each of the domain of the study and on the domain as a whole. The results of the study also indicated that there are no statistically significant differences between the averages of the grades of Arabic language teachers in the academic scientific disciplines and Arabic teachers in the academic and literary disciplines on the difficulties of E-learning on each of the domain of the study and on the domain as a whole. For the study sample, the researcher may attribute this to the small number of Arabic language teachers who are awarded the International Computer Driving License (ICDL). The absence of a clear philosophy of E-learning and its objectives in secondary schools, and the nature of the prevailing educational system do not allow the use of E-learning, which has made it a personal concern for some Arabic language teachers. In addition, the difficulties related to the administrative and material aspects were the greatest difficulties, followed by difficulties related to E learning itself, and the difficulties related to the teacher and the student came third, which also indicates that personal experience alone is not sufficient to use e learning in university education.

In addition to that, the International Computer Driving License (ICDL) gives the recipient the necessary information and skills in the field of information technology. He is able to use personal computer and its general applications; in return, it does not give sufficient experience to Arabic language

teachers to use E learning. from here the researcher calls for training Arabic language teachers on the Internet and INTEL courses in addition to World Links' courses, and their mission is to improve educational outcomes through the use of technology and the Internet to achieve better educational results.

The training includes the appropriate skills and methods to introduce E-learning system and its tools and various benefits it offers to support education and learning. help them develop their skills and deepen their understanding of how they are used in development of classroom learning methods, support the curriculum, build a community of learners across the local network, and encourage innovative classroom practices that integrate ICT and curriculum approaches, and employ the system to facilitate and manage a learning project by participating in a distance.

Recommendations

1. Spreading the culture of E-learning among people more by holding awareness seminars and publishing publications containing the benefits of E-learning.

2. Conduct courses to learn e-learning and free lectures explaining its importance.

3. To benefit from external expertise, especially the experiences of advanced countries in the field of e-learning and taking lessons.

4. Improving the infrastructure that serves communications

5. Provide an infrastructure environment for E-learning by reorganizing and equipping classrooms to provide opportunities for E-learning.

6. Prepare trained technical personnel to manage E-learning, and provide the required lines of communication that help move this learning from one place to another.

7. Develop training programs (World Links, INTEL, ICDL) for Arabic language teachers to make the most of e-learning and its use in secondary education.

8. Gradually integrate technology into secondary courses through the design of e-courses, based on educational design principles, standards, and presentation over the global or local network around the clock.

9. More e-learning studies are being used from the point of view of school administrators and students.

Conclusion

Results of the study show that the items of the tool as whole formed difficulties for E-learning, facing teachers of Arabic language, where the obstacles related to the administrative and physical aspects were the greatest difficulties, followed by difficulties related to E-learning itself, while the difficulties related to the school and learners came in third place.

Acknowledgement

References

- Abdul Hamid, H. & Mohammed, A. (2004). E-Learning and The Requirements of Its Application in Education: A Future Vision for The Development of Higher Education in Oman, 8th Scientific Conference, Absent Dimensions in The Science Syllabus in the Arab World, Faculty of Education, Ain Shams University, 1, 79-100.

- Abdulrazzaq, A. (2000). E-learning virtual education. Available online, .http://slah.jeeran.com /12345678/198

- Abu Hilal, A.(1979). Analysis of the teaching process, The Islamic Renaissance Library.124.

- Al Amrji, A. (2000). "Positive feedback on the educational interaction between the teacher and his students, Arabic Magazine, 45, 33-277.

- Al Harji, M. (2000). Modern teaching methods. Publications of Dar al-Assad, Damascus. 288.

- Al Mberic, H. (2002). E-Learning: Developing the lecture method in university education using e-learning with a proposed model, a working paper submitted to the Future School Symposium in 14238/17-16, King Saud University, Riyadh. Available on the Web, date of viewing 2008113: www.ksu.edu.sa/seminars/future-school/index2.htm

- Al Musa, A. (2002). E-learning concept its characteristics its benefits its obstacles, a working paper presented to the symposium of the School of the Future in the period 1423/8/17-16, King Saud University, Riyadh. Available on line http://www.ksu.edu".sa/seminars/future-: school/index2.htm.

- Al-Otaibi, N. (2006). E-Learning Constraints at the Ministry of Education from the point of view of educational leaders. Master's Thesis, (unpublished), Mutata University, Jordan.

- Attia, J, Assem, M, Sheikh, A, & Anas, J. (2006). Barriers to the use of e-learning from the point of view of Hashemite university students, Journal of Educational and Psychological Sciences, University of Bahrain, 7, 124-129.

- Barry, B. (1989). Practical strategies for Thinking of Thinking, Publations Of Alyn and Bacon, Boston, U.S.A.

- Bosman, K. (2002). Simulation - based E-learning, Syracuse university, Syracuse, New York, U.S.A.

- Donatti, S. (2000). Internet in the Curriculum, (in) Technology. www.usask.ca/education/

- Fouda, E. (2007). Employing computer and communication technologies in education, paper presented to the first international conference to use ICT to develop pre-university education, Ministry of Education, Egypt.

- Ghulam, K. (2007). E-Learning Disabilities at Saudi Universities: Applying to King Abdulaziz University in Jeddah, Master's Thesis (unpublished) King Abdulaziz University, Saudi Arabia.

- Hamdan, M. (2007). International and Arab Experiences in E-Learning, Palestinian Journal of Open Distance Education, Al Quds Open University, 1, 279.

- Hornby, A. (1985). Oxford Advanced Learner's Dictionary of current English, 18th, oxford University Press, England.

- Jonassen, D, Peck, K, Wilson, B. (1999). Learning with Technology: A Constructivist Perpective. Prentce Hall Inc, NJ, U.SA.

- Kleiman, G. (2001). Myths and Realities about Technology in k-12 Schools. Available on:Nwww.edu.org/LNT/NEWS/ISSE1feature1. html. 2/2/2008.

- Kon, T. (1992). Modern Teaching Methods, Publications of Riyadh House, Saudi Arabia.79-88.

- Mohammed, J. Sheikh, A, Attia, A. (2006). E-learning difficulties from the point of view of Hashemite university students, Journal of Educational and Psychological Sciences, University of Bahrain. Bahrain, 4, 312-326.

- Moses, K. (2002). Methods of learning and teaching in the Qur'an and the opinions of teachers in its practical applications. Master Thesis, Al-Baath House, Damascus.

- Russell, T. (1997). Technology wars: Winners and losers. Educom Review, 23, 35.

- Schaverien, L. (2003). Teacher Education in The Generative Virtual Classroom Developing Learning: Theories a Web- Del'vered, Technology and Sc'ence Education. International Journal of Sc'ence Education, 25, 59.

- Swansan, S. (2000). The Implementation of Use of e- Learning in the Corporate University, Information Week, 26 February.

- Universe, T. (1992). Structure of Scientific Revolutions, Translation of Shawky Jalal, Chain World of Knowledge, Kuwait.