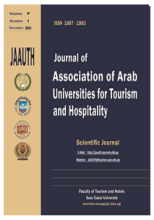

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Obstacles Hindering the Implementation of E-learning in the Faculties of Tourism and Hotels in Egyptian Public Universities

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Abstract

E-learning refers to the dependence on the technology in education. Applying e-learning in high-education institutions is important for facilitating the educational process. This research identifies obstacles impeding e-learning at the faculties of tourism and hotels in the Egyptian public universities. It depended on primary data through addressing (150) questionnaires to the teaching staff of the mentioned faculties to evaluate their application of e-learning and identify its problems. The research also depended on secondary data related to its subject. The findings revealed that the majority of the mentioned faculties apply e-learning, specially after the recent Corona virus pandemic. However, there are some problems hindering the e-learning effectiveness in these faculties *e.g.* the inadequate acquaintance with it. Therefore, the research recommends providing clear criteria for e-learning in the mentioned faculties coping with its electronic nature and providing practical workshops about e-learning for the teaching staff, students and parents to raise their awareness about it.

Introduction

The world is now witnessing a huge technological revolution, which resulted in marking a drastic change in all aspects of life (Bostorm, 2006). This revolution obliged educational institutions to become more creative in their educational techniques, particularly when the traditional learning methods have become a little bit obsolete in the current digital era (Parlakkilic, 2014; Aldowah, 2015; Thinh, 2016). The E-learning appeared as a modern learning method presenting an entirely new learning environment for students so that they can keep pace with the contemporary way of thinking and learning (Jethro *et al.*, 2012; Thinh, 2016). This research explores how e-learning is applied in the faculties of tourism and hotels in the Egyptian public universities. The research's core problem lies in determining obstacles and problems impeding the mentioned faculties in realising a successful e-learning process. The research's importance focuses on identifying e-learning problems in tourism and hotels faculties in the Egyptian public universities and providing solutions for them. Hence, the research aims at clarifying the concept of e-learning, shedding light on advantages of e-learning, shedding light on challenges facing e-learning in higher education institutions, identifying the applications of e-learning in the faculties of tourism and hotels in the Egyptian public universities, identifying the obstacles hindering the implementation of e-learning in the mentioned faculties, and finally making a set of suggesting and recommendations for guaranteeing the optimum implementation of e-learning in these faculties.

Limitations of this research are divided into

a. Time limitations, which depended on addressing (150) online questionnaire forms to the teaching staff of the faculties of tourism and hotels in the Egyptian public universities from the 15th of March 2020 to the 29th of April 2020.
b. Place limitations, through carrying out the field study on the (10) faculties of tourism and hotels in the Egyptian public universities.

Literature Review

Concept of E-learning

Learning is the act, process or experience of acquiring knowledge or skills (Rossum and Hamer, 2010). The term e-learning appeared in the middle of 1990s due to the widespread of information technology and its application in many universities and educational institutions (Ahmed, 2012*; Kujala, 2017). E-learning is an abbreviation for electronic learning (Tausend, 2008), which is also known as web-based learning, online learning, distributed learning, and internet-based learning (Jethro *et al.*, 2012). It refers to the use of information and communication technology (ICT) for supporting and enhancing the educational process (Al-Adwan and Smedly, 2012). E-learning differs form traditional learning as it eliminates the necessity of the teaching staff's physical presence (Singh *et al.*, 2009; Kujala, 2017). Therefore, it can be described as a new high-technology method of learning and teaching that supports and enhances the quality of learning and education in educational institutions through the participation of instructors, students and mentors who utilise this technology in the educational process (Thinh, 2016). It is also the technology that supports teaching and learning via a computer and web technology for delivering an instructional resource to locations away from classrooms, building or site, to another classroom, building or site (Wani, 2013). Hence, e-learning can be described as an electronically enabled learning that depends on the use of information and communication technology to facilitate the access to learning and teaching resources (Arkorful and Abaidoo, 2014). It represents a part of/or the entire educational process through making use of electronic media and devices to improve the quality of education and training (Sangra, *et al.*, 2011). The process of E-learning has no constrictions of time and place as teachers are replaced by online help systems or performance support systems that provide automatic information (Kujala, 2017). It can be carried out through the interaction amongst digitally delivered contents, network-based services and a tutoring support, as well as any technologically mediated learning through the utilisation of computers (Jethro *et al.*, 2012; Muriuki, 2015). It depends for instance on interactive multimedia that creates a high quality learning environment through multiple forms of information contents and processing. Therefore, e-learning has the ability in creating a dynamic environment for stimulating learners through a self-directed learning (Cairncross and Mannion, 2001; Tausend, 2008).

E-learning Applications and Processes

Due to the significant role of information technology (IT) as a key enabler of many innovations and improvements in life, it has become at the core of many improvements for individuals around the world (Atkinson and Castro, 2008; Benta *et al.*, 2015). The e-learning applications and processes include different forms of IT *e.g.* web and computer based learning, virtual education opportunities, and digital collaboration (Gunasekaran, *et al.*, 2002; Mallinson, 2013). It also includes media in the form of text, image, animation, streaming video and audio, mobile and wireless learning applications; not only for the content delivery, but also for the interaction amongst participants (Wani, 2013). Strategies of e-learning can be divided into more than one type *e.g.* a. self-learning that depends on the learner's personal

* In Arabic.

ability to utilise electronic methods to learn and obtain information without a teacher (Ajmera and Dharamdasani, 2014), b. co-operative learning, which exchanges information and data amongst students through electronic websites, c. project based e-learning that utilises tools of electronic interaction from the internet for the collaboration in carrying out projects, obtaining data and exchanging information amongst students, d. electronic 'recital/speech' that presents educational materials through the internet in the traditional classrooms and e. multimedia that depends on the electronic concept and skills instead of traditional methods for displaying the curricula, (Ahmed, 2012*; Cai, 2012; Wani, 2013). E-learning courses also include further forms *e.g.* a. web-supplemented courses that focus on classroom-based teaching *i.e.* elements including the use of e-mails and links to online resources, b. web-dependent courses that enable students to utilise the internet for key elements of the programme *e.g.* online discussions, assessment and collaborative works, without significant reduction in the classroom time, and c. mixed mode courses, where e-learning elements begin to replace the classroom time *i.e.* when online discussions, assessment and collaborative works replace face-to-face teaching and learning (OECD, 2005; Cai, 2012). According to the report of UNESCO (2020), there is more than one form of the e-learning management systems including a. CenturyTech, which presents pathways for personal learning with micro-lessons to address gaps in knowledge and promote a long-term memory retention, b. ClassDojo, which connects teachers with both of students and parents for building classroom communities, c. Edmodo, which includes tools for managing classrooms and engaging remote students, d. Edraak, which is an online educational website with resources for school learners and teachers, e. EkStep, which is an open learning platform with many learning resources to support numeracy and literacy, f. Google Classroom, which helps classes connect remotely and stay-organised, g. Moodle, which is a community-driven and globally-supported open learning platform, h. Paper Airplanes, which matches individuals with personal tutors for twelve to sixteen week sessions carried out via video conferencing platforms, i. Schoology, which is a tool for supporting learning, instruction, grading, co-operation and evaluation, j. Seesaw, which enables the creation of co-operative learning resources and e-learning portfolios, and k. Skooler, which is a tool to turn the Microsoft Office software into an educational platform. According to Ajmera and Dharamdasani (2014), the quality in the e-learning process can be achieved, if the three following elements are existed, which are: a. the good way of content delivery so that students can easily get the curricula and can be assessed in a proper way, b. the teaching staff competence *i.e.* the teaching staff ability to effectively deliver the curriculum to students by for instance creating interactive and co-operative lectures amongst them, check regularly their progress and modify the way of content delivery if required by students, and c. the optimum students' assessment during the course, which can be made by putting students in real-time situations and ask them to give the solution of a particular problem, or by utilising different means of questionnaires.

E-learning in Higher Education Institutions:

The implementation of e-learning in higher education institutions refers to the transformation of the traditional learning methods into e-learning methods. In order to carry out this process, all curricula must be transformed from paper into a text document. This step is done by teachers of each subject, and then comes the collaboration between teachers and the experimental designer who divide the curriculum into small parts for attaining one measurable goal (Hussein *et al.*, 2009; El Gamal and Abd El Aziz, 2012). The experimental designer becomes the link between both of the teachers and the graphic designer, where the latter transfer small parts of the curriculum into a moodle *i.e.* a web file containing audio-

* In Arabic.

visual effects, if needed (Hussein *et al.*, 2009). The penultimate process is the publishing process, which means that all files will be converted into one compressed file, and finally comes the continuous evaluation process, which is done by the teacher (Shiley and Azizi, 2015[*]). According to Cai, (2012); Jethro *et al.* (2012); Al-Hafez, (2013[*]); Arkorful and Abaidoo (2014); and Aldowah (2015), the adoption of e-learning in higher educational institutions has several advantages to both of students and the teaching staff, which are: a. focusing on the learners' specific needs and requirements, b. offering plenty of teaching resources to students with an easy access to information, c. providing cost effectiveness than traditional learning as e-learning saves time and money that are used in the travelling of learners, d. offering learning opportunities for the maximum number of learners with no need for many buildings and as a result educational institutions' can cut costs, e. allowing learners to select learning materials that meet their level of knowledge and interests in order to perform more effectively, f. enhancing the effectiveness of knowledge and qualifications through easing the accessibility of large amounts of information from hyperlinks as well as relevant internet sites, g. diminishing the gap between theoretical and practical learning as many internet websites include online learning and training programmes, h. creating relations amongst learners by sharing online information and utilising discussion forums for achieving an active learning, i. reducing barriers that can impede the participation *e.g.* the shyness of talking to other learners, j. facilitating the communication and improving relationships that sustain learning, k. compensating for scarcities of the teaching staff *e.g.* instructors or teachers and laboratory technicians, l. encouraging students to take a personal responsibility for their own learning and helping them to have self-knowledge and self-confidence, m. allowing self-pacing *i.e.* students can answer questions within the time they need, n. giving the teaching staff a chance to upload full curricula and subjects on the internet as well as carrying out an electronic evaluation of students' performance and o. presenting many research opportunities for faculties.

According to El Gamal and Abd El Aziz (2012) and Ilie and Frăsineanu (2019), it can be inferred that e-learning differs from traditional learning as indicated in the following table (1):

Table 1
E-Learning versus Traditional Learning

E-learning	Traditional Learning
Better for remote travelling	Students share learning together
Saves money and time	Better use of time for complicated information
Excellent for concise topics	Excellent for co-operative topics
Students can take the course anywhere at anytime	Students can role-play situations inside the classroom
Students can re-read and pause the content	Highly skilled instructors adapt information for students

Challenges of Implementing E-learning in Faculties

As mentioned before, in higher education institutions, e-learning is initially introduced to allow individuals in remote areas to have access to higher education (Wani, 2013). Despite the numerous advantages that e-learning provides to its users, there are some obstacles and challenges that prevent faculties from achieving the optimum application of e-learning in the academic environment (Andersson, 2008; Hussein *et al.*, 2009; Al-Azawei *et al.*, 2016).

[*] In Arabic.
[*] In Arabic.

According to Al-adwan and Smedly (2012); Bhowmik *et al.* (2013); Aldowah *et al.* (2015); Goka (2015); and Islam *et al.* (2015), instances of these challenges include:

a. The awareness challenge *i.e.* the general lack of electronic awareness amongst individuals, particularly parents regarding the usefulness and effectiveness of e-learning. People who are accustomed to traditional learning are sceptic about e-learning and think that the traditional methods of learning are more effective than e-learning.

b. The learning style challenge; a current challenge for academics in the e-learning environment is to understand the different learning techniques of different students for achieving better learning outcomes.

c. The technical training challenge; this challenge refers to training requirements that enable academics to have e-learning features and functions and use them properly. There are various criticisms of e-learning training programmes that are provided by institutions to academics including some negatives *e.g.* lack of training, inadequate training and inconvenient training techniques.

d. The pedagogical e-learning challenge; pedagogy is the art and science of teaching for creating the best ways to achieve a successful learning. E-learning requires a different approach to pedagogy, specially in individual and group interaction as well as the online assessment. Academics who are not technically equipped for handling developments of materials and delivering online modules can hamper progress and require extensive skills development.

e. The low adoption challenge *i.e.* the low adoption rate of e-learning resulting from the lack of electronic content and inadequate e-learning infrastructure, which can lead to a deficiency in the effective implementation of e-learning.

f. The practice challenge; e-learning may not be suitable for some categories of learners *e.g.* science students who need extensive physical science laboratories. It may also not be suitable for instructors who are accustomed to the traditional ways of classroom teaching.

g. The ICT challenge; inadequate skills of ICT; Information and Communication Technology, are serious challenges facing e-learning.

h. The technological challenge; downloading the electronic content can be slow, due to limitations of bandwidth and the internet connectivity. This can influence negatively on the easiness of e-learning and creates frustration amongst students.

i. The language challenge; the majority of e-learning programmes are presented in English and this is also considered one of the issues that impede the successful implementation of e-learning for non-English speakers.

j. The difficulty in engaging students online *i.e.* the lack of self-motivation amongst students when it is complicated to transform their traditional method of learning into the electronic alternative.

Implementations of E-learning in the Faculties of Tourism and Hotels in the Egyptian Public Universities

The significant financial, technical and logistic support provided by the Egyptian government to public universities has played a key role in the existence of e-learning (Afifi, 2011). The tourism and hotels faculties in the Egyptian public universities of Monofia, Suez Canal and Fayoum provide additional simple electronic services for the educational process *e.g.* e-mail and group blogs. In a more sophisticated form, Helwan University supplies students with

downloadable materials, whereas Mansoura University seems to be the most advanced by broadcasting recorded lectures via the internet. Nevertheless, it could be claimed that these faculties do not perfectly implement the e-learning process. They are just supplying a simple transfer of conventional education materials on the internet, which is known as learning webification (Afifi, 2011). According to Ali (2010), there is insufficient electronic readiness for the teaching staff's technical skills in the tourism and hotels faculties in some Egyptian public universities. By navigating the official websites of the faculties of tourism and hotels in the Egyptian universities of Sadat City and Mansoura, it was found that there are no enough uploaded lectures of students' curricula. However, the Faculty of Tourism and Hotels in Mansoura University has an e-learning unit for presenting the electronic curricula and previous examinations to increase the students' understanding of the provided subjects. When the Corona virus pandemic globally broke out on the 11th of March 2020 (Barry *et al.*, 2020), Egyptian authorities announced the suspension of all academic activities, including university classes so that the infection could be controlled. Consequently, the Egyptian universities' teaching staff and students were sent home to teach and learn. The teaching staff depended on a PowerPoint/audio recording mix, YouTube channel's lectures that is either self-administered or administered by the faculty or a department at the faculty. However, Egyptian public universities recorded some negatives in the first weeks of the Corona virus crisis, which included the lack of professor-student communication, the poor quality of internet service, the poor quality of audio, the voice synchronisation with the flow of the PowerPoint curricula display and the lack of IT technicians in the faculties. Moreover, the teaching staff have been posting PowerPoint slides without enough audio or have been conducting YouTube lectures without a PowerPoint presentation. As a result, students were not so sure that they were actually learning enough from this electronic mode of teaching (Ezzat, 2020). Hence, it can be inferred that e-learning in higher education in Egypt faces some challenges (Hussein *et al.*, 2009).

Methodology

This research aims at identifying obstacles hindering the implementation of e-learning in the faculties of tourism and hotels in Egyptian public universities. Therefore, the research depended on utilising a mixed methodology through incorporating primary and secondary data. The secondary data were discussed above and included theoretical studies related to the subject of research. The primary data depended on targeting (150) online questionnaire forms at a random sample of the teaching staff in the (10) faculties of tourism and hotels in the Egyptian public universities, which are universities of Helwan, Alexandria, Fayoum, Mansoura, Matrouh, Suez Canal, Sadat City, Minia, Beni Suef and South Valley. The total number of the valid questionnaire forms was (122); representing 90.4%. The questionnaire form was designed according to aims of the research and consisted of three sections, as indicated: a. Primary Data; the demographic data of respondents, which included gender, academic position, and years of experience in the academic field, b. five questions concerning respondents' familiarity with the e-learning concept, the application of e-learning in the mentioned faculties, the availability of an e-learning unit in the mentioned faculties as well as forms of e-learning applications in the mentioned faculties, and c. Items of the study, which included (4) items featuring (32) statements about the e-learning obstacles in the mentioned faculties, which were divided into: (8) statements for the first item concerning respondents' opinions and points of view about the administrative obstacles of e-learning, (7) statements for the second item concerning obstacles of the teaching staff, (9) statements for the third item concerning obstacles of the educational process, and finally (8) statements concerning obstacles facing students in the e-learning process. The research depended on posing five-point Likert-type scale statements; "strongly agree = 5, agree = 4, neutral = 3, disagree = 2 and strongly disagree = 1". The range of each level of agreement was calculated as indicated:

5 – 1 /5 = 0.8

- Strongly disagree = from 1 to 1.80 - Disagree = 1.81 to 2.60
- Neutral = from 2.61 to 3.40 - Agree = from 3.41 to 4.20
- Strongly agree = from 4.21 to 5

A pre-test was carried out to test wording, layout and completion time. After the forms had been adjusted, they were eventually carried out in the period from the 15th of March 2020 to the 29th of April 2020. Results were statistically analysed by using the SPSS programme; version 20. The analysed data helped in revealing some important facts concerning the subject of study and were presented in tables.

Hypotheses of the Research:

This research depended on a main hypothesis, which is there is a statistically significant correlation between respondents' personal data and focuses of the research at a significant level of 0.05. This hypothesis has been categorised into three subsidiary hypotheses, which are:

a. There is a statistically significant correlation between respondents' gender and obstacles facing e-learning at a significant level of 0.05.
b. There is a statistically significant correlation between respondents' academic position and obstacles facing e-learning at a significant level of 0.05.
c. There is a statistically significant correlation between respondents' years of experience in the academic field and obstacles facing e-learning at a significant level of 0.05.

Results and Discussion

Reliability and Validity

The questionnaire's reliability and validity of this research were measured depending on Cronbach's Alpha coefficient. The following Table (2) demonstrates that the Cronbach's Alpha Coefficient of the questionnaire's dimensions was 0.995, which is higher than 0.70 (Pallant, 2016). This finding proves the reliability and validity of the questionnaire used in the study.

Table 2

Reliability Analysis

Items	Number of Items	Cronbach's Alpha
Obstacles facing the E-learning	32	0.995
Administrative Obstacles	8	0.974
Teaching staff obstacles	7	0.982
Educational process obstacles	9	0.984
Students obstacles	8	0.980

The Normal Distribution

The following table (3) demonstrates the normal distribution's findings in order to identify whether the research's findings follow a normal distribution or no, as well as to determine the type of statistical tests required for this research. The findings showed that the significance value is 0.002, which is less than the significance level of 0.05. This states that the findings do not follow a normal distribution and emphasises the necessity of using non-parametric tests to carry out the statistical analysis of this research.

Table 3

The Normal Distribution Test

Questionnaire Items	Shapiro-Wilk Test		
	Test Value	Degrees of Freedom	Sig. (P.Value)
Obstacles facing e-learning	0.962	122	0.002

* Significant at level of 0.005 or less

The Descriptive Analysis of the Research Items
Section One: Demographic Data

Table 4
The Descriptive Analysis of Demographic Data

Demographic Data		Freq.	%	Demographic Data		Freq.	%
Gender	Male	88	72.1	Academic Position	Lecturer	75	61.5
	Female	34	27.9		Assistant Professor	37	30.3
Total		122	100		Professor	9	7.4
Years of Experience in the Academic Field	Less than 5 years	33	27.0		Professor Emeritus	1	0.8
	From 5 years till less than 10 years	72	59.0	Total		122	100
	From 10 years till less than 15 years	13	10.7				
	More than 15 years	4	3.3				
Total		122	100				

According to the previous table (4), the data state that the percentage of males are more than females; as 72.1% of all respondents are males in comparison with 27.9% of females. The majority of respondents are lecturers; representing 61.5%, followed by assistant professors; representing 30.3%, followed by professors; representing 7.4% and finally comes professors' emeriti; representing 0.8%. Considering respondents' years of experience in the academic field, the findings demonstrate that the majority of respondents; representing 59% have an experience in the academic field from five to less than ten years, followed by respondents who have an experience in the academic field less than five years; representing 27%, then comes respondents who have an experience in the academic field from ten years to less than fifteen years; representing 10.7%, and finally comes respondents who have an experience in the academic field for more than 15 years; representing 3.3%.

Section Two: Five Questions concerning e-learning:
1- Are you familiar with the e-learning concept?

Table 5
Respondents' Familiarity with the E-learning Concept

Attributes	Frequency	Percent
Yes	115	94.3
To some extent	7	5.7
No	0	0
Total	122	100

As indicted in the previous table (5), the majority of respondents are familiar with the e-learning concept; representing 94.3%. This means that the teaching staff has a general concept of e-learning in the mentioned faculties in the research.

2- Is E-learning applied in your faculty?

Table 6
Application of E-learning in the Mentioned Faculties

Attributes	Frequency	Percent
Yes	98	80.3
No	24	19.7
Total	122	100

As indicted in the previous table (6), the majority of faculties where respondents work in, do apply e-learning systems. These faculties represented 80.3% and the application of e-learning systems was apparent, specially after the outbreak of the Corona virus pandemic. On the other side, faculties that do not apply e-learning represented 19.7%, which is considered a relatively high percentage specially during the outbreak of the Corona virus pandemic.

3- Does your faculty have an e-learning unit?
As indicted in the following table (7), the majority of respondents' agree that there is an e-learning unit in the faculties where they work; representing 60.7%. The findings have also indicated that 39.3% of respondents stated that the faculties where they work do not have an e-learning unit *e.g.* faculties of tourism and hotels at the universities of Helwan, Beni Suef and Matrouh. In the faculties of tourism and hotels at the universities of Sadat City and Suez Canal, e-learning processes are performed through the Information Technology Department of these faculties. On the other hand, e-learning processes in the faculties of tourism and hotels in the universities of Fayoum and Minia are performed through the E-services Unit, whereas the e-learning process in the Faculty of Tourism and Hotels in Alexandria University is performed through the Measurement and Assessments Unit of the faculty.

Table 7
The Availability of an E-learning Unit in the Faculties of Tourism and Hotels in the Egyptian Public Universities

Attributes	Frequency	Percent
Yes	74	60.7
No	48	39.3
Total	122	100

According to the findings of the following table (8), the majority of respondents' views about the performance of e-learning units in the faculties where they work is good; representing 51.3%, whereas 19% of respondents stated that the performance of e-learning units is excellent. Other respondents' stated that the performance of e-learning units is poor; representing 29.7%, which means that there is no effective role of these units.

Table 8
Assessing the Performance of E-learning Units in the Faculties of Tourism and Hotels in the Egyptian Public Universities

Attributes	Frequency	Percent
Excellent	14	19
Good	38	51.3
Poor	22	29.7
Total	74	100

4- What are forms of e-learning application in the faculty where you work?

As shown in the following table (9), specially after the outbreak of Corona virus, electronic lectures have been the most apparent forms of e-learning in the faculties of tourism and hotels in the Egyptian public universities; representing 83.6%. There are many forms of electronic lectures' prgrammes that differ amongst the mentioned faculties *e.g.* Webex, Google Classroom, Zoom, Moodle, Edmodo, Microsoft Team, as well as other electronic teaching and learning groups on some forms of social media *e.g.* FaceBook and WhatsApp. This finding is consistent with the theoretical framework, which was proved by Ezzat (2020). The findings also indicate that 29.5% of the mentioned faculties apply other forms of e-learning that depend on carrying out electronic scientific discussion forums with students, holding direct meetings between the teaching staff and students, establishing questions bank programmes, establishing electronic programmes for receiving students' researches, conducting electronic tests of immediate correction and making electronic educational videos and electronic books. Electronic correction is applied in some tourism and hotels faculties in the universities of Mansoura, South Valley, Alexandria Minia and Suez Canal, representing 23.8%, whereas electronic examinations is the least applied form of e-learning; representing 14%.

Table 9

Forms of E-learning Application in the Faculties of Tourism and Hotels in the Egyptian Public Universities

Item	Yes		No		Total
	Freq.	%	Freq.	%	
Electronic Lectures	102	83.6	20	16.4	122
Electronic Examinations	17	14	105	86	122
Electronic Correction	29	23.8	93	76.2	122
Others	36	29.5	86	70.5	122

5- Does the faculty organise workshops and training sessions for the teaching staff about e-learning?

Table 10

E-learning Workshops and Training Sessions for the Teaching Staff in the Faculties of Tourism and Hotels in the Egyptian Public Universities

Attributes	Frequency	Percent
Yes	43	35.3
To some extent	27	22.1
No	52	42.6
Total	122	100

According to findings of the previous table (10), the majority of respondents did not receive workshops and training sessions about e-learning; representing 42.6%. However, they are familiar with the e-learning concept due to the nature of their academic work. On the other side, 35.3% of respondents stated that they received workshops and training sessions about e-learning, but they were presented in a theoretical way.

Section Three: Respondents' Opinions about Obstacles Facing e-learning:

Regarding respondents' opinions about obstacles facing the e-learning process, their total answer was neutral; representing a mean of 3.26; as indicated:

Table 11
Administrative Obstacles Facing E-learning in the Faculties of Tourism and Hotels in the Egyptian Public Universities

No	Attributes		Response					Mean	Standard Deviation
			1	2	3	4	5		
Administrative Obstacles									
1	Academic leaders are not convinced with the importance of e-learning an its applications	Freq.	11	32	35	38	6	2.97	1.067
		%	9.0	26.2	28.7	31.1	4.9		
2	The lack of material and financial resources required for e-learning	Freq.	5	9	11	72	25	3.84	971.
		%	4.1	7.4	9.0	59.0	20.5		
3	The proliferation of administrative bureaucracy in the regulatory environment of faculties	Freq.	7	6	41	64	4	3.43	871.
		%	5.7	4.9	33.6	52.5	3.3		
4	The lack of clear e-learning standards and policies in the faculties	Freq.	0	16	31	69	6	3.53	784.
		%	0	13.1	25.4	56.6	4.9		
5	The lack of an active participation of e-learning units in the faculties	Freq.	8	12	9	72	21	3.70	1.073
		%	6.6	9.8	7.4	59.0	17.2		
6	The lack of electronic security for preventing the hacking of electronic educational programmes of faculties	Freq.	0	21	67	34	0	3.11	666.
		%	0	17.2	54.9	27.9	0		
7	The parents' preference for traditional learning over e-learning	Freq.	0	20	17	49	36	3.83	1.034
		%	0	16.4	13.9	40.2	29.5		
8	The lack of tourism and hotels organisations' confidence in e-learning graduates	Freq.	32	59	20	11	0	2.08	887.
		%	26.2	48.4	16.4	9.0	0		
Average								3.31	0.854

* 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly disagree

The previous table (11) revealed some important facts of respondents' answers concerning the administrative obstacles facing e-learning in at the faculties of tourism and hotels in the Egyptian public universities. The total answer of respondents was neutral; representing a mean of 3.31. The majority of respondents agreed on "the lack of material and financial resources required for e-learning"; representing a mean of 3.84, "the parents' preference for traditional learning over e-learning"; representing a mean of 3.83, "the lack of an active participation of e-learning units in the faculties"; representing a mean of 3.70, "the lack of clear e-learning standards and policies in the faculties; representing a mean of 3.53, and "the proliferation of administrative bureaucracy in the regulatory environment of faculties; representing a mean of 3.43. Respondents were neutral on "the lack of electronic security for preventing the hacking of electronic educational programmes of faculties"; representing a mean of 3.11, and "academic leaders are not convinced with the importance of e-learning and its applications"; representing a mean of 2.97. Respondents disagreed on "the lack of tourism and hotels organisations' confidence in e-learning graduates"; representing a mean of 2.08. It

can be inferred from these results that the administrative misunderstanding of e-learning can lead to the misuse of it as an effective tool in the educational process.

Table 12
Teaching Staff Obstacles Facing E-learning in the Faculties of Tourism and Hotels in the Egyptian Public Universities

No	Attributes		Response					Mean	Standard Deviation
			1	2	3	4	5		
Teaching Staff Obstacles									
1	Poor moral and financial e-learning incentives provided for the teaching staff in faculties	Freq.	2	15	22	45	38	3.84	1.055
		%	1.6	12.3	18.0	36.9	31.1		
2	The lack of the teaching staff's awareness of the importance of e-learning	Freq.	12	16	53	31	10	3.09	1.052
		%	9.8	13.1	43.4	25.4	8.2		
3	Poor capacities of the teaching staff for using electronic methods in teaching	Freq.	9	22	28	40	23	3.38	1.195
		%	7.4	18.0	23.0	32.8	18.9		
4	Increased teaching burdens of the teaching staff in e-learning	Freq.	5	38	48	31	0	2.86	846.
		%	4.1	31.1	39.3	25.4	0		
5	The lack of teaching staff's training programmes about e-learning systems such as developing curricula, teaching, establishing questions banks and making electronic corrections	Freq.	10	22	19	42	29	3.48	1.261
		%	8.2	18.0	15.6	34.4	23.8		
6	The belief that e-learning weakens the important role of the teaching staff in the educational process	Freq.	10	21	50	34	7	3.06	1.007
		%	8.2	17.2	41.0	27.9	5.7		
7	The lack of the teaching staff's innovation in the e-learning process	Freq.	13	52	35	18	4	2.57	978.
		%	10.7	42.6	28.7	14.8	3.3		
	Average							3.18	1.011

* 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly disagree

The previous table (12) revealed some important facts of respondents' answers concerning the teaching staff obstacles facing e-learning in at the faculties of tourism and hotels in the Egyptian public universities. The total answer of respondents was neutral; representing a mean of 3.18. Respondents agreed on "poor moral and financial e-learning incentives provided for the teaching staff in faculties"; representing a mean of 3.84 and "the lack of teaching staff's training programmes about e-learning systems such as developing curricula, teaching, establishing questions banks and making electronic corrections"; representing a mean of 3.48. The majority of respondents were neutral on "poor capacities of the teaching staff for using electronic methods in teaching"; representing a mean of 3.38, "the lack of the teaching staff's awareness of the importance of e-learning"; representing a mean of 3.09, "the belief that e-learning weakens the important role of the teaching staff in the educational process"; representing a mean of 3.06, and "increased teaching burdens of the teaching staff in e-learning"; representing a mean of 2.86. They disagreed on "the lack of the teaching staff's innovation in the e-learning process"; representing a mean of 2.57. It can be inferred form these results that the teaching staff interest in e-learning is not adequate enough for

guaranteeing a perfect e-learning process. Moreover, there is no enough electronic support for the teaching staff, which constitutes a problem in the e-learning process.

Table 13
Educational Process Obstacles Facing E-learning in the Faculties of Tourism and Hotels in the Egyptian Public Universities

No	Attributes		Response					Mean	Standard Deviation
			1	2	3	4	5		
Educational Process Obstacles									
1	The main dependence of the teaching staff on the traditional learning more than e-learning	Freq.	0	36	27	41	18	3.34	1.057
		%	0	29.5	22.1	33.6	14.8		
2	The absence of clear mechanisms in tackling e-learning problems such as poor internet service, lack of electronic data, poor electronic saving and archiving of curricula and lack of electronic interaction with students	Freq.	17	10	31	35	29	3.40	1.315
		%	13.9	8.2	25.4	28.7	23.8		
3	The lack of objective criteria for assessing the performance of the teaching staff in the e-learning process	Freq.	14	12	28	50	18	3.38	1.195
		%	11.5	9.8	23.0	41.0	14.8		
4	Underutilisation of the teaching staff's scientific researches about supporting and enhancing e-learning	Freq.	27	35	49	11	0	2.36	928.
		%	22.1	28.7	40.2	9.0	0		
5	The lack of the teaching staff's commitment to strategies of the electronic curricula characterisation	Freq.	0	17	80	25	0	3.07	585.
		%	0	13.9	65.6	20.5	0		
6	The unclear educational objectives to be achieved from electronic educational programmes	Freq.	9	29	16	32	36	3.47	1.331
		%	7.4	23.8	13.1	26.2	29.5		
7	The poor electronic content and the absence of electronic books in the e-learning process	Freq.	13	23	25	34	27	3.32	1.300
		%	10.7	18.9	20.5	27.9	22.1		
8	The practical nature of some subjects in the faculties of tourism and hotels	Freq.	0	20	31	42	29	3.66	1.019
		%	0	16.4	25.4	34.4	23.8		
9	The lack of standards required for measuring students' satisfaction about electronic educational programmes	Freq.	10	21	50	23	18	3.15	1.126
		%	8.2	17.2	41.0	18.9	14.8		
	Average							3.23	1.05

* 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly disagree

The previous table (13) revealed some important facts of respondents' answers concerning the educational process's obstacles facing e-learning in at the faculties of tourism and hotels in

the Egyptian public universities. The total answer of respondents was neutral; representing a mean of 3.23. Respondents agreed on "the unclear educational objectives to be achieved from electronic educational programmes"; representing a mean of 3.47 and "the practical nature of some subjects in the faculties of tourism and hotels"; representing a mean of 3.66. The majority of respondents were neutral on "the absence of clear mechanisms in tackling e-learning problems such as poor internet service, lack of electronic data, poor electronic saving and archiving of curricula and lack of electronic interaction with students"; representing a mean of 3.40, "the lack of objective criteria for assessing the performance of the teaching staff in the e-learning process"; representing a mean of 3.38, "the main dependence of the teaching staff on the traditional learning more than e-learning"; representing a mean of 3.34, "the poor electronic content and the absence of electronic books in the e-learning process"; representing a mean of 3.32, "the lack of standards required for measuring students' satisfaction about electronic educational programmes"; representing a mean of 3.15, "the lack of the teaching staff's commitment to strategies of the electronic curricula characterisation"; representing a mean of 3.07 and "underutilisation of the teaching staff's scientific researches about supporting and enhancing e-learning"; representing a mean of 2.36. It can be inferred form these results that the lack of electronic preparedness in the mentioned faculties has brought about difficulties in the whole e-learning process.

Table 14
Students Obstacles Facing E-learning in the Faculties of Tourism and Hotels in the Egyptian Public Universities

No	Attributes		Response					Mean	Standard Deviation
			1	2	3	4	5		
Students Obstacles									
1	The e-learning culture is still tenuous amongst students	Freq.	0	10	21	38	53	4.10	966.
		%	0	8.2	17.2	31.1	43.4		
2	The students' preference for traditional learning over e-learning	Freq.	2	32	10	35	43	3.70	1.246
		%	1.6	26.2	8.2	28.7	35.2		
3	The lack of students' encouragement on the self cognitive development	Freq.	0	28	50	31	13	3.24	928.
		%	0	23.0	41.0	25.4	10.7		
4	The lack of required e-learning computer skills for the majority of students	Freq.	28	49	22	13	10	2.41	1.191
		%	23.0	40.2	18.0	10.7	8.2		
5	The high cost that students bear for internet service operations	Freq.	14	14	43	42	9	3.15	1.096
		%	11.5	11.5	35.2	34.4	7.4		
6	The belief that e-learning restricts the students' freedom of expression and critical thinking	Freq.	-	16	47	51	8	3.42	801.
		%	-	13.1	38.5	41.8	6.6		
7	Students have not an enough command of the English language, which is the main language in the majority of e-learning programmes	Freq.	20	21	33	41	7	2.95	1.184
		%	16.4	17.2	27.0	33.6	5.7		
8	Insufficiency and irregularity of internet services where students are existed	Freq.	6	15	13	71	17	3.64	1.029
		%	4.9	12.3	10.7	58.2	13.9		
Average								3.32	0.997

* 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly disagree

According to the previous findings of table (14) concerning students' obstacles, it appears that respondents were neutral on this item; representing a mean of 3.32. the majority of respondents agreed on "the e-learning culture is still tenuous amongst students"; representing a mean of 4.10, "the students' preference for traditional learning over e-learning"; representing a mean of 3.70, "insufficiency and irregularity of internet services where students are existed"; representing a mean of 3.64, and "the belief that e-learning restricts the students' freedom of expression and critical thinking"; representing a mean of 3.42. Respondents were neutral on "the lack of students' encouragement on the self-cognitive development"; representing a mean of 3.24, "the high cost that students bear for internet service operations"; representing a mean of 3.15, "students have not an enough command of the English language, which is the main language in the majority of e-learning programmes; representing a mean of 2.95. Respondents disagreed on "the lack of required e-learning computer skills for the majority of students"; representing a mean of 2.41. Therefore, it can be inferred from the previous results that e-learning support offered to students is still not powerful enough to guarantee the smooth running of the e-learning process. Furthermore, the researchers have found out that the findings of tables (11, 12, 13 and 14) are consistent with the theoretical framework of some studies that discussed e-learning and its problems *e.g.* the studies of Andersson (2008), Aldowah *et al.* (2015) and Al-Azawei *et al.* (2016).

Test of Research Hypotheses:

The test of research hypotheses indicated that:

a- There is a statistically significant correlation between respondents' personal data and focuses of the research at a significant level of 0.05.

b- There is a statistically significant correlation between respondents' gender and obstacles facing e-learning at a significant level of 0.05.

c- There is a statistically significant correlation between respondents' academic position and obstacles facing e-learning at a significant level of 0.05.

d- There is a statistically significant correlation between respondents' years of experience in the academic field and obstacles facing e-learning at a significant level of 0.05.

Table 15

The Correlation between Respondents' Gender and Obstacles facing E-learning

			Gender	Obstacles facing E-learning
Spearman's Correlation Coefficient	Gender	Correlation Coefficient	1.000	0.780
		Significance	0	0.000
		Sample Size	122	122
	Obstacles facing E-learning	Correlation Coefficient	0.780	1.000
		Significance	0.000	0
		Sample Size	122	122

* Significant at level of 0.005 or less

According to the previous table (15), there is a significant relationship between the respondents' gender and obstacles facing e-learning at the faculties of tourism and hotels in the Egyptian public universities. The significance level is 0.00, which is less than 0.05, whereas the correlation coefficient is 0.780, which is a strong positive correlation proving that the first hypothesis is true.

Table 16
The Correlation between Respondents' Academic Position and Obstacles facing E-learning

			Academic Position	Obstacles facing E-learning
Spearman's Correlation Coefficient	Position	Correlation Coefficient	1.000	0.849
		Significance	0	0.000
		Sample Size	122	122
	Obstacles facing E-learning	Correlation Coefficient	0.849	1.000
		Significance	0.000	0
		Sample Size	122	122

* Significant at level of 0.005 or less

According to the previous table (16), there is a significant relationship between the respondents' academic position and obstacles facing e-learning at the faculties of tourism and hotels in the Egyptian public universities. The significance level is 0.00, which is less than 0.05, whereas the correlation coefficient is 0.849, which is a strong positive correlation proving that the second hypothesis is true.

Table 17
The Correlation between Respondents' Years of Experience in the Academic Field and Obstacles facing E-learning

			Years of Experience in the Academic Field	Obstacles facing E-learning
Spearman's Correlation Coefficient	Years of Experience in the Academic Field	Correlation Coefficient	1.000	0.879
		Significance	0	0.000
		Sample Size	122	122
	Obstacles facing E-learning	Correlation Coefficient	0.879	1.000
		Significance	0.000	0
		Sample Size	122	122

* Significant at level of 0.005 or less

According to the previous table (17), there is a significant relationship between respondents' years of experience in the academic field and obstacles facing e-learning at the faculties of tourism and hotels in the Egyptian public universities. The significance level is 0.00, which is less than 0.05, whereas the correlation coefficient is 0.879, which is a strong positive correlation proving that the third hypothesis is true.

General Results:
The general findings of the research revealed some important facts about e-learning, as indicated:

- E-learning is an advanced technique in the educational process, which provides advantages for both of learners and the teaching staff *e.g.* saving time and money.
- Faculties of tourism and hotels in the Egyptian public universities include more than one form of the e-learning applications.
- The positives of e-learning were explicit during the Corona virus crisis, as it helped in facilitating the educational process for students.

- The negatives of e-learning included the lack of e-learning infrastructure in some tourism and hotels faculties as well as the lack of e-learning knowledge for some users.

Conclusion:

This research has presented an investigation into obstacles hindering the implementation of E-learning in the faculties of tourism and hotels in Egyptian public universities. According to theoretical and practical parts of the research, it was found out that e-learning constitutes a significant item in the educational process of universities as a modern way of learning. It provides many advantages represented in saving time and reducing costs for learners. The faculties of tourism and hotels in the Egyptian public universities have begun in applying different forms of e-learning *e.g.* electronic lectures, electronic curricula, electronic examinations and electronic correction. Applications of e-learning in the mentioned faculties were apparent after the outbreak of the Corona virus pandemic, as these faculties depended chiefly on e-learning for running their educational process. The teaching staff in these faculties began in uploading their lectures and interacted with their students. However, there are some negatives facing the e-leaning process in these faculties and hindering its smooth running. These negatives include insufficient awareness of the importance of e-learning, inadequate preparedness in some faculties *e.g.* the absence of e-learning units, insufficient training and workshops offered to the teaching staff and students about e-learning and its different application, and the bad internet service in some areas.

Recommendations addressed to the faculties of tourism and hotels in the Egyptian public universities:

- Providing the adequate material and financial resources for the faculties to guarantee the smooth running of their e-learning process.
- Establishing an e-learning unit in all the faculties to oversee the e-learning process, tackle any problems found and make certain that the e-learning process is being done correctly.
- Hiring specialised IT staff in the e-learning units in order to perfectly oversee the work of these unit.
- Providing clear standards and precise criteria concerning the e-learning process that commensurate with the electronic nature of e-learning, as well as the standards and requirements of the e-learning quality.
- Increasing the number of practical seminars and workshops about the e-learning for the teaching staff of the faculties in order to increase their knowledge of it.
- Encouraging the teaching staff to participate more effectively in the e-learning process by providing them with different kinds of incentives.
- Organising workshops and seminars about the e-learning, which target students and parents in order to clarify the e-learning concept for them and raise its culture amongst them.
- Organising workshops and seminars about the e-learning, which target employers of the tourism and hotels sector for raising their awareness about e-learning and emphasizing the efficiency of its graduates.
- Reviewing laws and regulatory legislations of e-learning in order to accredit its students' graduation certificates.
- Enhancing a successful co-operation between the Egyptian public universities and the Egyptian Ministry of Communications and Information Technology in order to provide students with a free-of-charge or at a low-cost internet service during the e-learning period of time.

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العقبات التي تحول دون تطبيق التعليم الإلكتروني في كليات السياحة والفنادق بالجامعات المصرية

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الملخص

يشير مصطلح التعلم الإلكتروني إلى الاعتماد على التكنولوجيا في العملية التعليمية، حيث أن تطبيق التعلم الإلكتروني في مؤسسات التعليم العالي عاملاً هاماً لتسهيل العملية التعليمية بها. يقوم هذا البحث بالتعرف على العقبات التي تحول دون تطبيق التعلم الإليكتروني في كليات السياحة والفنادق بالجامعات المصرية الحكومية. اعتمد البحث على البيانات الأولية من خلال توزيع (150) استمارة موجهة إلى أعضاء هيئة التدريس بكليات السياحة والفنادق بالجامعات المصرية الحكومية لتقييم كيفية تطبيق عملية التعلم الإليكتروني بهذه الكليات والتعرف على المشكلات التي تواجهها. اعتمد البحث أيضاً على البيانات الثانوية المتمثلة في المراجع المختلفة المتعلقة بموضوع البحث. أوضحت النتائج أن غالبية الكليات موضع الدراسة تطبق التعلم الإليكتروني, وخاصةً بعد أزمة فيروس كرونا المستجد، إلا أنه على الرغم من ذلك, توجد بعض المشكلات التي تعيق تطبيق التعليم الاليكتروني بفعالية في تلك الكليات, مثل عدم المعرفة الكافية بالتعلم الاليكتروني. ومن ثم، يوصي البحث بتوفير معايير واضحة للتعلم الاليكتروني في تلك الكليات مع ضرورة توفير ورش عمل عن التعلم الاليكتروني لأعضاء هيئة التدريس والطلاب وأولياء الأمور لزيادة وعيهم ومعرفتهم عن هذا الأسلوب التعليمي.