MEASURING INSTRUCTOR'S READINESS ON ACCEPTING THE USE OF E-LEARNING SYSTEM DURING COVID-19 PANDEMIC IN HIGHER EDUCATION OF KUWAIT

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ABSTRACT:

E-learning has arisen as a need to face the obstacles raised by Covid-19's current circumstance and IT growth and the capacity for greater access to information. The decision to close all educational institutions, including public and private universities, is among the difficulties faced by the State of Kuwait during the Corona pandemic. There were appeals and claims to carry out the e-learning process separately. However, several obstacles affect the implementation of e-learning in higher education. Whether various stakeholders in higher education institutions prefer to accept or oppose e-learning for their work needs to be understood. This study explores the readiness of instructors in Kuwait's higher education institutions to carry out the process of e-learning. The key purpose of this report is to evaluate Kuwait's universities instructors' readiness. To realize this research target, the e-learning literature was studied, and an exploratory analysis was performed in Kuwait. Then a conceptual model was proposed based on TAM's technological preparation model and amended with the findings of e-learning literature analysis to measure the e-learning acceptance. The initial conceptual model was developed to research e-learning readiness in Kuwait. Quantitative analysis approach was used to analyze and test the conceptual construct. Conducted a questionnaire web-based. This report ends by highlighting research's key results.

Keywords: E-learning, Readiness, Technology Readiness, Technology Acceptance Model (TAM)

1. INTRODUCTION

The use of e-learning is expanding rapidly as an educational method. This way of learning is highly hoped for by many educators because they believe it will provide better access to knowledge and communication. The learning process is being revolutionized by e-learning. It can overcome several obstacles that are associated with conventional learning methods if well planned and controlled (Lakshmi & Das & Majid, 2020). The promising outcomes of e-learning studies have inspired foreign institutions and teachers to incorporate information and communication technology into education. It is not without difficulties to incorporate ICT into education, as there are obstacles to teachers' readiness to recognize and accept e-learning as an educational tool (Alharthi, 2016).

The quarantine cycle introduced by the pandemic of Covid-19 has contributed to an even greater need for e-learning. In order to optimize each one and ensure a high quality learning experience, this has prompted researchers to contemplate these obstacles and the stakeholders involved in the success of such a learning system.

In general, there are three stakeholder classes that characterize an institution's readiness for e-learning: students, instructors, and the institution itself (Demir & Yurdugul, 2015). Therefore, understanding the readiness and barriers involved in e-learning performance is critical. In this article, we will address the preparation and acceptance of instructors for e-learning.