E-learning Obstacles in Using (WebCT) and (Moodle) Programs From Students' View Points in the College of Education at Sultan Qaboos University.

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Abstract

This study aims at exploring the e-learning obstacles in using (WebCT) and (Moodle) Programs from students' view points in college of education (Sultan Qaboos University), and if there are significant differences between students' view points according to gender, specialties, level of knowledge in computer, grade point average(GPA), type of learning program, study year level, and place of students' residency. The study sample consisted of (162 students, which represented 16.75% of total population 967 students. A 30-items questionnaire is the main instrument to gather data with the reliability co-efficient reached (0.876).

The findings show that there aren't statistically significant differences at the (α=0.05) level between students' respondents toward instructional obstacles, while there are statistically significant differences toward technological obstacles according to type of learning program in favor of (WebCT), also there are statistically significant differences between students' respondents toward technological obstacles due to study year level, level of knowledge in computer, grade point average(GPA), and place of students' residency.