

E-LEARNING ADOPTION IN HIGHER EDUCATION: BARRIERS, SUPPORTING FACTORS, AND A SUCCESS FRAMEWORK

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Abstract:

E-learning is considered as essential to Moroccan universities, especially open access institutions, to help them face massification, or the increasing student demand, and quality challenges. Despite the attempts and initiatives undertaken by the ministry and some universities to promote and implement e-learning projects, various barriers still hinder its effective adoption and adequate use. This paper investigates the barriers to e-learning adoption in higher education, using the case of three schools of science and literature from Hassan II University of Casablanca, the largest open access university in Morocco. The purpose is to test a comprehensive framework of e-learning barriers, including 44 factors, to identify the most challenging hindrances for the success of an e-learning project. The study followed a triangulation approach using a survey involving 355 participants, including 159 professors and 196 students, 12 interviews, and archival data based on internal and external documents. Data has been collected from students, professors, schools' and presidency representatives, and e-learning experts. A quantitative approach was used to test the barriers from various perspectives whereas a qualitative analysis was followed to explain why and how the identified factors were considered as being important. The study identified the most significant barriers falling mainly under six categories: the resource of support, technological, ethical, institutional, managerial, and pedagogical factors. Specific research implications and recommendations were also formulated to offer a roadmap for effective implementation of e-learning, facilitating hence its use and adoption.

Keywords: Higher education, E-learning adoption, barriers, supporting factors, success framework