

CHALLENGES FACING STUDENTS AND PARENTS IN THE E-LEARNING
PROCESS

1Orouba AlMuhaisen,
2Aisha Matar Saleh Al-Kaabi,
3Belal Abd Almjeed Khasawneh
1Faculty of Foreign languages, Department of Applied Languages,
The University of Jordan, Amman, Jordan.
2Al Hosn School - Emirates Foundation for School Education
3Assistant Professor in Faculty of Media / Zarqa University / Jordan
orouba.almuhaisen95@gmail.com, 3bkhasawneh@zu.edu.jo
10009-0001-3286-1548

ABSTRACT	KEYWORDS
The emergence of e-learning has positively reshaped the educational landscape, offering unprecedented flexibility and accessibility. While ushering in a multitude of benefits, it has also presented a set of significant challenges for both students and parents. This research serves to provide an overarching view of the challenges that students and parents face within the context of e-learning, drawing from a comprehensive analysis of existing literature and empirical evidence. The study highlights the multifaceted challenges encountered by students in e-learning, encompassing issues related to technological barriers, time management, self-discipline, and digital fatigue. Furthermore, this paper underscores the critical importance of digital literacy and access to reliable internet connectivity as fundamental components of successful e-learning experiences. Additionally, it delves into the psychological impact of extended screen time and isolation on students, emphasizing the vital role of social interaction and emotional well-being. Moreover, the research abstract explores the difficulties faced by parents as they navigate their roles as facilitators and supervisors in the e-learning environment. The paper discusses parental challenges, including the delicate balance between work and caregiving responsibilities, providing assistance with technical issues, and fostering motivation and engagement in their children. It also highlights the necessity for effective parent-teacher communication and support systems to enhance the e-learning process. In conclusion, the challenges confronting students and parents in the e-learning process are both numerous and complex, carrying significant implications for academic success and overall well-being. The findings in this research shed light on the critical issues that demand attention and solutions to ensure the efficacy and sustainability of e-learning in the modern educational landscape.	Students, Parents, E-Learning, Digital Channels, Distance Learning

Introduction

Education is the most important step in the development of a country or nation, and no nation can develop without it. Education in the UAE has received a lot of attention because of its great impact on the advancement of society and the advancement of its individuals. The country has faced many challenges for this, and one of the most prominent new challenges is the Corona pandemic at the beginning of 2020, which affected all sectors, including the educational sector (Alghizzawi et al., 2023; A. S. Alnaser et al., 2020). At the outset of the recent changes, this sector encountered numerous challenges. The Ministry of Education took its initial steps to address these exceptional circumstances and adapt to them by reforming educational study plans (Habes et al., 2018). Across the globe, countries have implemented precautionary measures to maintain students safe in all situations, which includes the adoption of distance education system. This approach has brought about a set of challenges related to devices and technology, as well as social and psychological repercussions for both students and teachers. Many people had been affected by adopting this system such as: students, parents, and various stakeholders (ALMUHAISEN et al., 2020).

E-learning is defined as a form of education where the learner is located outside the traditional classroom setting. It is described as "the process of acquiring knowledge and skills through educational media, including various types of technology and various forms of distance learning" (Salloum et al., 2019). Moreover, it is defined as an educational approach rooted in self-directed learning, supported by modern technology, aiming for mastery, the transfer of educational materials, academic interaction, both directly and indirectly. This includes interactions with teachers and peers, as well as collaborative engagement, all of which transcend temporal and spatial limitations (Habes, Alghizzawi, Ahmad, et al., 2023).

The importance of this study lies in its ability to shed light on the challenges that have contributed to the development of distance learning, pinpointing both the positive and negative aspects of this educational method. Ultimately, it underscores the need to leverage the study's findings to support and enhance distance learning, involving students, parents, guardians, and educational institutions. Through this study, the researchers intend to address the challenges faced by students and parents in the realm of distance education, thereby facilitating the transition from traditional to virtual education. .

2. Methods

To gain a comprehensive understanding of the challenges faced by students and parents in the e-learning process, an extensive literature review was conducted (Al-Shibly et al., 2019; F. Alnaser et al., 2023; Habes, Alghizzawi, Elareshi, et al., 2023; Halim et al., 2023). Academic databases, educational journals, and relevant books were searched for articles and publications related to e-learning challenges, with a focus on the experiences of students and parents. The research was divided into previous studies, discussions, and finally the conclusion and recommendations.

3. Previous Studies

Using information technology contributes significantly to the diversification of educational experiences. It empowers self-directed learning opportunities, enhances the teaching and learning processes, supports educators in their work, and streamlines certain administrative tasks (Alghizzawi et al., 2019). This underscores the imperative of exploring and embracing new educational formats, placing a primary reliance on modern technologies and distance learning, thereby acknowledging the pivotal role of technology in education and information. The substantial effectiveness and prevailing trends in the use

of the Internet as a distance learning tool further amplify the urgency of advancing programs specifically designed for Internet-based distance education within Arabic-speaking universities, extending beyond foreign languages. Emphasis should also be placed on providing training courses to equip educators and students with the necessary Internet skills for distance education (Salloum et al., 2021).

Implementing distance education into programs not only cultivates computer skills and access to information through networks but also enhances the flexibility of educational programs. Furthermore, it affords the benefit of saving time and effort for both teachers and learners, particularly by expanding educational access across vast geographical regions (Al Mansoori et al., 2023). E-learning additionally plays a pivotal role in supporting lifelong education, leading to the conservation of time, effort, and financial resources (Habes et al., 2021).

It's clear from previous research that numerous studies have delved into the use of information and communications technology in distance education programs. However, there is a noticeable scarcity of studies that encompass the perspectives of female distance learning students and their parents regarding the challenges inherent to the distance education system. This study builds upon the foundation established by prior research, incorporating its insights, methodologies, and tools while focusing on distinct axes of investigation. Additionally, it enriches the study with a robust theoretical aspect, serving as a guiding reference for fellow researchers.

2.1 E-learning

E-learning and the majority of technical advancements have long been viewed as completely distinct from traditional educational methods. Learning used to take place in a physically isolated environment in traditional educational settings, with the student being geographically far from the knowledge source. Through interactive methods, mainly through the use of educational technology and electronic communication, knowledge was transferred from the source to the learner during the educational process. (Pavel et al., 2015). It all started with a e-learning method called correspondence education, which aimed to deliver educational materials in a way that involved both teachers and learners. This method utilized communication to overcome the challenge of physical distance. As technology advanced, this evolved into what we now call distance learning, where communication plays a crucial role in overcoming geographical barriers, allowing teachers and learners to interact, even when they're far apart (Jeljeli et al., 2022).

In this system, education and training opportunities are provided without the need for direct supervision, a specific time, or a fixed location. It serves individuals who may face obstacles that prevent them from participating in traditional formal education, and it operates under the oversight of an educational institution. This institution is responsible for creating educational materials and utilizing various technological tools such as computers and the Internet, which enable two-way communication between learners and instructors.

With the expanding importance of distance communication systems, particularly the Internet, in education, e-learning is now seen from a wider angle by educators. This includes an approach to teaching and learning that mainly relies on the Internet. Two unique systems are emerging in terms of organizational structures for distance learning:

1. Unified System: Under this arrangement, educational establishments such as universities set up faculties and hire personnel specifically trained in online education. They have different tasks and

responsibilities than in conventional university systems. Typically, these establishments offer programs for direct online study, seminars, and conferences for distance learning.

2. Dual System: Organizations that use this strategy combine traditional classroom instruction with distance learning. This means they offer both in-person and distance learning options, providing greater flexibility to learners.

These developments underscore the increasing significance of e-learning and the Internet in the field of education, offering a wider range of choices and flexibility for both students and educators. (Bezovski & Poorani, 2016).

2.2 The importance of E-learning

E-learning reinforces the fundamental idea that education should be tailored to each individual. It takes into consideration an individual's unique skills and abilities, what they can offer, their particular circumstances, personal goals, and the freedom to choose their desired specialization. It also allows learners to progress at their own pace. While communication technology plays a crucial role in facilitating interaction in distance learning, educators must remain diligent in prioritizing educational content creation, effective communication, and the delivery of information. This involves focusing on essential factors such as active participation in the learning process, maintaining the learner's engagement, addressing their needs, adhering to curriculum content, ensuring privacy, upholding commitments, and the teacher's role within the system, all while fostering appropriate communication. In educational designs, in academic courses, in distance learning, the reliance on theory, matters of the self in three dimensions, in terms of independence with the learner, interaction between the learner and the professor with the supervisor (Trelease, 2016). Therefore, the use of electronic educational media in distance learning makes education more interactive, making the learner the focus of the educational process. In this regard, there are two groups of modern media that can be used in distance learning, the first of which is electronic media that uses information sources. The most important of them are in the e-book and in the e-library. The second group uses communication, teaching and learning tools, including video conferences, virtual classrooms, global communication networks, and others. Therefore, the Internet has contributed to the diversification of the online learning system in university education, in some universities, in the dual model, in e-mail only, and in some of them, it added platforms for discussing research, at the appropriate time. In another, it created a website on the Internet, although the printed courses are still available. By victory. At Columbia University in Britain, for example, printed courses were left as they were, and new courses were developed and integrated into websites on the Internet, with platforms for research and discussion, in printed materials. On the other hand, there are universities, for example, at the University of California (Szücs et al., 2013). therefore, the use of electronic educational media in distance learning makes education more interactive, making the learner the focus of the educational process. In this regard, there are two groups of modern media that can be used in distance learning, the first of which is electronic media that uses information sources. The most important of them are in the e-book and in the e-library. The second group uses communication, teaching and learning tools, including video conferences, virtual classrooms, global communication networks, and others. Therefore, the Internet has contributed to the diversification of the online learning system in university education, in some universities, in the dual model, in e-mail only, and in some of them, it added platforms for discussing research, at the appropriate time. In another, it created a website on the Internet, although the printed courses are still available. By victory. At

Columbia University in Britain, for example, printed courses were left as they were, and new courses were developed and integrated into websites on the Internet (Gros & García-Peñalvo, 2016). On the other hand, the value of using communication media lies in its ability to meet the needs of learners. Information is constantly changing. People need to keep up with it when the students need learning resources in the organization by contacting the teacher. It is possible to reach this only through distance learning (Alzahrani, 2020). This clearly reflects the relationship between e learning in the relationship between the use of electronic, educational and media means and the need to reorganize them with the aim of disseminating their benefits. In distance learning, if it is better organized and regulated, it gives a clear result in its ability to reach new individuals and expand the areas of what it offers by educating them through the use of various media and technology (Eze et al., 2018).

3. Discussions

The difficulties that parents and students must overcome in the e-learning process are numerous and have a significant impact on both family life and education. The existence of technological obstacles is one of the biggest problems. The research's findings demonstrate how important technology is to online learning, as many students and parents struggle to get access to the tools they need and stable internet connections. For there to be equal access to education, these technological obstacles must be removed. Governments may need to make investments in enhancing internet infrastructure in order to close the digital divide, and schools and educational institutions should seek to provide technology resources to disadvantaged communities. Strong time management and self-discipline are required, which is another significant obstacle noted in the research. E learning necessitates a high level of self-discipline and efficient time management skills. Many students, especially younger ones, struggle to adjust to self-paced study and effectively manage their time. Parents and schools are essential in helping adolescents develop these critical abilities. E-learning platforms can also include tools and resources that assist students with time management. E learning can also result in digital weariness, a condition linked to prolonged screen time and loneliness. Students' emotional and physical health may be significantly impacted by this digital tiredness. Educators should think about limiting screen time, promoting frequent breaks, and integrating offline activities into the learning process to lessen digital weariness. Additionally, it's important to have access to mental health support services so that kids can cope with any emotional difficulties they may experience. The problems of online learning are different for parents. They frequently assume supervisory and facilitative duties, which can be particularly difficult for working parents. To solve this problem, cooperation between schools and parents is crucial. Schools can help parents assist their children effectively by providing them with tools, clear communication, and training. Additionally, flexibility in work schedules might assist parents in juggling their professional and caregiving obligations. E learning may also result in less social interactions, which is problematic for students' emotional and social growth. Even in virtual settings, schools should develop ways to promote social contact. This issue can be addressed by initiatives like online group projects, online clubs, and regular check-ins with students. For tackling e-learning issues, effective communication between teachers, parents, and students is essential. It enables the early detection of issues and the creation of remedies. To improve the e-learning experience, schools should create clear communication channels and encourage parents and students to share feedback on their experiences. The success of e learning depends heavily on teachers. To give entertaining and successful online training, they must be well prepared. It is crucial to offer instructors professional development

opportunities to improve their e-learning teaching abilities so they can successfully adopt new teaching techniques and technologies. Continuous investigation and assessment of the problems and solutions related to e learning are required, as it becomes a more significant component of the educational landscape. This will allow for ongoing e-learning experience development, guaranteeing that students get a quality education while yet maintaining their wellbeing. E learning may be made more accessible, efficient, and sustainable by recognizing and solving these issues, giving students the chances, they need to flourish in the digital age.

4. Conclusions

The difficulties that parents and students face during the e-learning process are numerous and complex and they have a significant impact on the viability and efficacy of this method of instruction. This study clarifies important findings and takeaways based on a thorough analysis of prior research and empirical data. First, a major impediment to effective e learning is still technology. Particularly in underprivileged places, the availability of devices and dependable internet connectivity is of critical concern. For educational institutions and authorities, closing the digital divide and guaranteeing fair access to technology must be a top goal. E learning puts a heavy strain on students, necessitating extreme levels of self-control and efficient time management. Many students struggle with these skills, especially those making the transition from traditional school environments. Parents and educators must work together to give advice and tools to aid pupils in acquiring the self-control needed for online learning. In the world of e-learning, digital weariness is a growing issue. Students' emotional and physical health can suffer from excessive screen usage and isolation. Schools must look into ways to limit children' screen usage, promote regular breaks, and promote their emotional health. As they assume the responsibilities of facilitators and supervisors in the e-learning process, parents also encounter a specific set of difficulties. In order to help parents properly support their children's e-learning journey, schools should offer support, resources, and training. Balancing work obligations with caregiving and technological support is hard. An effective e-learning experience must maintain social contact and attend to students' emotional requirements. Even in virtual settings, schools should aggressively encourage social interaction to counteract the possible negative consequences of isolation. It is crucial for teachers, parents, and students to communicate effectively. To recognize and address problems as soon as they arise, it is crucial to have open lines of communication and the ability to solicit input. Teachers have a crucial role to play in the effort to improve e learning. It is essential to make sure that teachers are adequately equipped to deliver effective and interesting online instruction. It is crucial to give them opportunities for professional growth that improve their ability to teach online. It is critical that continuing research and assessment stay at the center of e learning as it develops. These results should guide the creation of methods and regulations that boost e-learning's efficiency while preserving students' welfare. In conclusion, identifying and resolving the difficulties parents and students have during the e-learning process is a shared responsibility. E-learning can be made more approachable, efficient, and long-lasting by resolving technological, self-discipline, and emotional difficulties, supporting good communication, and offering assistance for instructors and parents. The knowledge gained from this study can be used to improve e-learning programs and make sure that students are receiving high-quality instruction and support in the modern world.

4.1 Recommendation

The study recommends the need to increase the level of awareness on the importance of distance education among parents and students because of its importance in acquiring and learning the necessary skills. It is also necessary to expand to open new horizons for parents through distance education and research, which will become promising needs for future students. In addition to the need to highlight, the role of remote technologies in acquiring skills and the future direction of the country to researchers and those interested. In addition, it is necessary to raise the level of training and develop the capabilities of students and parents to use these technologies to benefit from the benefits of distance education, while not neglecting the usual educational reality (traditional education). Finally, developing new methods in the process of monitoring the performance and behavior of students during the distance education process through a set of global practices in this field, such as cameras, student monitoring systems, and special software that ensures the conduct and integrity of the educational process is a process.

References

1. Al-Shibly, M. S., Alghizzawi, M., Habes, M., & Salloum, S. A. (2019). The Impact of De-marketing in Reducing Jordanian Youth Consumption of Energy Drinks. *International Conference on Advanced Intelligent Systems and Informatics*, 1058(October), 427–437. https://doi.org/10.1007/978-3-030-31129-2_39
2. Al Mansoori, A., Ali, S., Pasha, S. A., Alghizzawi, M., Elareshi, M., Ziani, A., & Alsridi, H. (2023). Technology Enhanced Learning Through Learning Management System and Virtual Reality Googles: A Critical Review BT - From Industry 4.0 to Industry 5.0: Mapping the Transitions (A. Hamdan, A. Harraf, A. Buallay, P. Arora, & H. Alsabatin (eds.); pp. 557–564). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-28314-7_48
3. Alghizzawi, M., Al-ameer, A., Habes, M., & Attar, R. W. (2023). Social Media Marketing during COVID-19: Behaviors of Jordanian Users. *Studies in Media and Communication*, 11(3), 20–23.
4. Alghizzawi, M., Habes, M., Salloum, S. A., Ghani, M. A., Mhamdi, C., & Shaalan, K. (2019). The effect of social media usage on students'e-learning acceptance in higher education: A case study from the United Arab Emirates. *International Journal of Information Technology and Language Studies*, 3(3).
5. ALMUHAISEN, O., HABES, M., & ALGHIZZAWI, M. (2020). AN EMPIRICAL INVESTIGATION THE USE OF INFORMATION, COMMUNICATION TECHNOLOGIES TO ENGLISH LANGUAGE ACQUISITION: A CASE STUDY FROM THE JORDAN. *Development*, 7(5).
6. Alnaser, A. S., Habes, M., Alghizzawi, M., & Ali, S. (2020). The Relation among Marketing ads, via Digital Media and mitigate (COVID-19) pandemic in Jordan. *Dspace.Urbe.University*, July.
7. Alnaser, F., Rahi, S., Alghizzawi, M., & Ngah, A. H. (2023). Does Artificial Intelligence (Ai) Boost Digital Baking User Satisfaction? Integration of Expectation Confirmation Model and Antecedents of Artificial Intelligence Enabled Digital Banking. *Integration of Expectation Confirmation Model and Antecedents of Artificial Intelligence Enabled Digital Banking*.
8. Alzahrani, N. M. (2020). Augmented reality: A systematic review of its benefits and challenges in e-learning contexts. *Applied Sciences*, 10(16), 5660.
9. Bezovski, Z., & Poorani, S. (2016). The evolution of e-learning and new trends. *Information and*

- Knowledge Management, 6(3), 50–57.
10. Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: a study of M-University. *International Journal of Educational Technology in Higher Education*, 15(1), 1–20.
 11. Gros, B., & García-Peñalvo, F. J. (2016). *Future trends in the design strategies and technological affordances of e-learning*. Springer.
 12. Habes, M., Alghizzawi, M., Ahmad, A. K., & Almuhausen, O. (2023). The Impact of Digital Media Learning Apps on Students' Behaviors in Distance Learning During COVID-19 at the University of Jordan. *Studies in Media and Communication*, 11(3), 47–55.
 13. Habes, M., Alghizzawi, M., Elareshi, M., Ziani, A., Qudah, M., & Al Hammadi, M. M. (2023). E-Marketing and Customers' Bank Loyalty Enhancement: Jordanians' Perspectives. In *The Implementation of Smart Technologies for Business Success and Sustainability* (pp. 37–47). Springer.
 14. Habes, M., Alghizzawi, M., Salloum, S. A., & Mhamdi, C. (2021). Effects of Facebook Personal News Sharing on Building Social Capital in Jordanian Universities (Vol. 295, Issue June 2020, pp. 653–670). https://doi.org/10.1007/978-3-030-47411-9_35
 15. Habes, M., Salloum, S. A., Alghizzawi, M., & Alshibly, M. S. (2018). The role of modern media technology in improving collaborative learning of students in Jordanian universities. *International Journal of Information Technology and Language Studies*, 2(3).
 16. Halim, S. B. K., Osman, S. B., Al Kaabi, M. M., Alghizzawi, M., & Alrayssi, J. A. A. (2023). The Role of Governance, Leadership in Public Sector Organizations: A Case Study in the UAE. In *Digitalisation: Opportunities and Challenges for Business: Volume 2* (pp. 301–313). Springer.
 17. Jeljeli, R., Farhi, F., Setoutah, S., & Laghouag, A. A. (2022). Microsoft teams' acceptance for the e-learning purposes during Covid-19 outbreak: A case study of UAE. *International Journal of Data and Network Science*, 6(3), 629–640. <https://doi.org/10.5267/j.ijdns.2022.4.010>
 18. Pavel, A.-P., Fruth, A., & Neacsu, M.-N. (2015). ICT and e-learning—catalysts for innovation and quality in higher education. *Procedia Economics and Finance*, 23, 704–711.
 19. Salloum, S. A., Al-Emran, M., Habes, M., Alghizzawi, M., Ghani, M. A., & Shaalan, K. (2019). Understanding the Impact of Social Media Practices on E-Learning Systems Acceptance. *International Conference on Advanced Intelligent Systems and Informatics*, 360–369.
 20. Salloum, S. A., Al-Emran, M., Habes, M., Alghizzawi, M., Ghani, M. A., & Shaalan, K. (2021). What Impacts the Acceptance of E-learning Through Social Media? An Empirical Study. *Recent Advances in Technology Acceptance Models and Theories*, 419–431.
 21. Szücs, A., Tait, A., Vidal, M., & Bernath, U. (2013). *Distance and e-learning in transition: Learning innovation, technology and social challenges*. John Wiley & Sons.
 22. Trelease, R. B. (2016). From chalkboard, slides, and paper to e-learning: How computing technologies have transformed anatomical sciences education. *Anatomical Sciences Education*, 9(6), 583–602.