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Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education.

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Chapter 1

Abstract

Currently educational organization encompasses to chase improvement of knowledge to give elevated authorization in learning. Growth in Information technology is considered as one of the most important factor that affecting the changes in higher education in educational organizations, particularly through E-Learning system. The main objective of this research is to investigate how to E-Learning system improves the teaching and learning process at University in higher study. Lahore School of nursing one of the prestigious department at University of Lahore in Pakistan, by using E-Learning System. The developed E-Learning that is being tested by developer and user to be analyzed and assessed. The outcome shows that the teaching and learning processes can be well improved by integrating the developed E-Learning system as well as its precise interfaces and platform. The results also show that the developed system is well acknowledged by potential users, as indicated by the user acceptance test. The outcome of the study is analyzed by using the descriptive investigation to disclose the capacity of the system. It shows that developed E-Learning system is competent to be implemented in Lahore school of nursing, provided that the infrastructure is also prepared to support such system.

Introduction

1.1 Back Ground

Currently, E-learning term used to show the different employments data and communication. advances to improve learning and teaching utilizing modern procedures. This comprise computers, Internet, portable phones, learning and teaching management Systems (LMS), TVs', Radios and any other technological tools that can utilize to make strides and increment instructing and training exercises and create the learning forms (Pirani 2009)

E-learning is additionally a joining together term utilized to characterize the areas of online learning and educating, web-based preparing and administration, and innovation conveyed instruction. It basically implies working in an electronic environment. In education and training, e-learning could be a strategy that's created from online learning which authorizes to share data and learning at any time and put (Qureshi IA 2012).

E-learning allows understudies a chance to think about separately and get to course fabric when required at any time and any put without the stretch of lost vital information.

The quick advancement of academic Institution and competition, make each higher institution to brief benefit as great as conceivable for client (students), which constrained competing among academic institution (more particularly are universities) to create methodologies .University ought to produce way better organization, creation, and dissemination and application of innovation as a vital angle of their exercises. Based on thought of conveying subject matter through a stage from teachers to students, specialists have come up with a framework to back instructing and learning handle in a university in arrange for it to develop and gotten to be more competitive. That framework is known as learning management system (Ghoniem 2010).

Learning management system (LMS) is the most recent advancement and a great vehicle for preparing, assessing and following the comes about of the students. In less difficult words, learning management system can be characterized as the sort of program that controls and performs different capacities relating to the individual computer based strategies of dispersing communicating learning encounters among the students of universities (Ghoniem 2010).

E-Learning is essentially a web-based system that produces data or information accessible to clients or learners and ignores time limitations or geographic nearness in spite of the fact that online learning has preferences over conventional face-to-face education (Sun 2006).

The presence of unused innovation does not ensure successful usage since of the utilize of technology will brings unused challenges. Hence, understanding the views and recognitions of clients related to the technology requirements is amazingly imperative. It is critical to meet the concerns of the understudies in arrange to increase the instructive viewpoints of e-learning. Therefore, proposed that the utilize of versatile e-learning fashion, which permits adjustment agreeing to the data and performance level of the person client. In1 moreover stated that overlooking important issues may conceivably lead technical problems, learners' dissatisfaction, and hesitance to the use of e-learning (Anuwar 2008).

Most universities have challenges to work and survive within the unused competitive advertise. The conclusion of the final center for universities was checked by a number of radical changes: a diminish in public investment, expanding feedback of the structure of academic management, increasing fetched of instruction, there's a require for unused strategies of bookkeep ing of money related bolster, the development of data and communication innovations, competition from the commercial division of instruction, the growing worldwide versatility of students and instructors, extension of trade of instructive programs and services. All these changes have constrained universities to audit their key objectives and choose on the require for reform and alter administration approaches to instruction and inquire about exercises (Adelabu OA 2014).

When higher Instruction Educate begin the method of execution of E-learning , a number of factors come into play; "Some variables are around the innovation, others almost the defensive clients, still others about the neighborhood setting o f utilize and the related costs" (Wilson 2001).

Alexander in 2001 sees that successful E-learning takes put inside a complex framework composed of numerous inter-related variables and pointed out that during innovative change within the developing countries; there are numerous angles of the socio-economic and

technological environment taken for allowed in developed nations that have to be expressly tended to. These incorporate among other things; connectivity (low transmission capacity) and availability, lacking broadcast communications framework, and need of reliable power supply (Alexander 2001).

Universities must confront the challenge in having to urge academic staff to receive and make successful utilize of them in educating and learning since innovation dismissal is common (Venkatesh 2008), Hence there's a require for more effective components of increasing the selection of LMS innovations by academic staff in universities since it is an thought, solution for making strides get to and the quality of educating and learning (Qureshi IA 2012).

This require is indeed more urgent for universities in a creating country like Kenya where huge scale deployment of LMS has not taken off within the past due to web transfer speed taken a toll and web confinements (Mintu-Wimsatt 2007) Now that the fiber cable is to connect Kenya with the rest of the world, a window of opportunity for Kenyan universities has opened for them to abuse these innovations to the full (Adelabu OA 2014).

Concurring to educate must moreover plan their courses to coordinated e-learning productively into the teaching process. In expressed that fruitful execution of e-learning over any institution depends on different issues, such as, the availability of innovation, and how teachers and understudies are backed within the utilize of technology (Adelabu OA 2014).

The change of learning strategy can present new challenges and issues which are related with the changes within the instructors' social foundation and enlarging the scope of preparing for instructors and learners. These parts ought to be actualized effectively to gain an inclusive improvement of learning hones of students and staffs, which are made strides through the right use of innovation (Adelabu OA 2014)

In spite of the preferences of actualizing e-learning, there will be a few deterrents and challenges that must the fruitful usage of e-learning, particularly in non-English talking nations like Yemen. In spite of the fact that, a lot of understudies like to lock in and enlist within the programs of e-learning, be that as it may, they are prevented to do so because of moo self-confidence in understanding the contents of English composed materials. In this way

understudied who have low abilities are not anticipated to connect e-learning programs because of the spacious use of English within the substance of e-learning (Shraim K 2010)

A study conducted by (Khlaif Z.2010) in Palestine, the analysts found out that most of the students realized that the dialect was an impediment to e-learning. This result is additionally in understanding with past considers in different creating nations (Shraim K 2010)

The presence of modern innovation does not ensure successful execution since of the utilize of technology will brings unused challenges. Hence, understanding the views and recognitions of clients related to the technology requirements is greatly imperative. It is vital to meet the concerns of the understudies in arrange to increase the instructive viewpoints of e-learning. Therefore, 10 proposed that the utilize of versatile e-learning fashion, which permits adjustment agreeing to the data and performance level of the person client. In too stated that disregarding pertinent issues may conceivably lead technical problems, learners' disappointment, and hesitance to the use of e-learning (Shraim K 2010)

1.2 Significance

This study sets out to distinguish the issues and challenges that confront the implementation of e-learning in university of Lahore One vital advantage of e-learning is that it can offer assistance teachers and students to overcome time and put obstructions. Focuses out that e-learning has profited educating and learning situations; it can to help students and teacher in terms of course availability, reasonableness, and comfort by advertising student's opportunities to associated with an educators and other students and be locked in within the situations that are not bound by time.

The study is relevant in several ways. It is, to the finest of the researcher's information, the first of its kind within the school of nursing to investigate the development and Implementation Challenges of E-Learning Management Systems in Higher Education or of undergrad nursing students towards e-learning. The significance of the study stems from the truth that it will contribute to filling the investigate crevice with respects to the utilize of E-learning within Lahore school of nursing. It is anticipated that the discoveries radiating from the study will contribute towards clarifying the degree to which E-learning as a method enhances learning. The think about, in expansion, contributes to the information of E-learning and serves

as a basis for encourage inquire about in ranges such as the use of present day innovation in nursing education within the close future.

1.3 Research Question

What is developmental and implementation challenges of e-learning management systems in higher education?

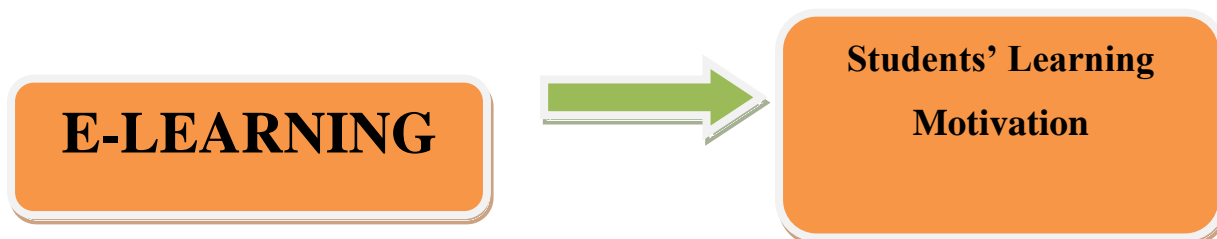
1.4 Problem statement

Like every other profession, Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education become an essential tool for facilitating nursing education and improving health communications, healthcare delivery and patient monitoring in hospitals, community health agencies, and other settings in which nurses function (Blake 2010)

1.5 Purpose:

To assess developmental and implementation challenges of e-learning management systems in higher education

1.6 Conceptual framework



(Eisenberger 2003) proposed that online teachers are basically in charge of joining inventiveness into their online instructive program. Online teachers ought to anticipate the portion of a facilitator rather than an educator. (Mintu-Wimsatt 2007) to said that this will be wrapped up by trouble some understudies' current ability sets; Giving all around characterized goals; Gathering understudies into bunches with different backgrounds; Giving re-

assurance and lucky feedback making request that energize innovative considering. As (Beldarrain 2006) communicated that now a day's there's a number of media of guidelines development. These were a period when the online instruction was considered of low quality ; however time may come when people may favor online preparing modes for making needed aptitudes. We nowadays feel that both channels i.e. formal preparing and E-learning are the incredible sources of learning. Dr. Panneer said that improvements in advancements that can be utilized to enhance learning.



Chapter 2

Literature

Developing countries are confronted with numerous e learning challenges. The inquire about found out that instructors faced challenges with e-learning execution that all instructors met had small or no involvement with online learning and educating strategies and as a result lacked certainty within the usage of e-learning, slow Web, and need of computer program application and the poor ICT framework. In truth, exceptionally few individuals have access to computers and the few who have access to the computer don't have information how to utilize it and take full advantage of its utilize (Ali N 2016)

Most African nations have wasteful ICT-related foundation such as power, broadcast communications, computers and prepared work force. A think about carried out for the African Virtual College (AVU) found that while most of the accomplice teach either have an ICT arrangement in put or bend creating one, they' need the assets to execute it (Norman 2003).

Agreeing to the report (Norman 2003) the worldwide showcase for e-learning in different parts of the world which incorporate; USA, Europe, Asia, and Africa is noteworthy and expanding. It is detailed that E-learning is one of the speediest developing segments within the U.S and Europe instruction and training market with the overall dollar esteem of all e-learning items and administrations anticipated to reach dollars 40.2 billion and 6 billion separately in 2005, By giving the subtle elements of e-learning improvements which have taken put in Asia and Africa, the report concludes that more than 120 colleges in Japan have introduced a communications discipline sys Most African nations have wasteful ICT-related framework such as power, broadcast communications, computers and prepared work force. A consider carried out for the African Virtual College (AVU) found that while most of the accomplice teach either have an ICT approach in put or bend creating one, they' need the assets to actualize it (Norman 2003).

Learning management system (LMS) bend gradually being presented in Kenyan Colleges to make strides learning and instruction as well as to pick up competitive advantage (Wannemacher 2006). Consequently universities must confront the challenge in having to induce scholarly staff to embrace and make viable utilize of them in instructing and learning since innovation dismissal is common, In this manner there's a require for more fruitful instruments of expanding the selection of LMS innovations by scholastic staff in colleges since it

is an thought, Arrangement for making strides get to and the quality of educating and learning (Wannemacher 2006).

E-learning gives consistency within the conveyance of instructive exercises, diminish instruction time, upgrade cognitive review and authority of learning, and increment students' inspiration and fulfillment (Aldowah. 2017) .

Furthermore, the writing appears that E-learning bolster self directed learning, students' procurement of aptitudes and certainty in utilizing data innovation, a move from classroom to free learning and exclusively paced learning (Sidman 2011).

Universities Colleges have been confronted with the overwhelming assignment of having to re-adjust and re-organize themselves in arrangement for the joining of e-learning within their teach. Organization pioneers have too been confronted with the challenge of having to adjust their regulation goals to meet the wants and requests of the e-learning agreement (Sife 2007).

(Volery 2000) portrayed that the Net could be a critical inventive progress re shaping our common open as well as organizing around the world. In light of this, establishing ought to abuse the Web for teaching, and one energetic enhancement of usually the utilization of online techniques and procedures (Volery 2000)

Agreeing to (Livingston 2006), the foremost vital thing is choices given to students for selecting distant better; a much better; a higher; a stronger an improved a higher way of understanding in both styles and items of common sense. With the assistance of online materials, understudies pointed out the sides which they felt to way better get it and change whereas sitting at domestic. Including to that it gives eternal chances of encountering different strategies of information and learning.

Within the early stages of e-learning, computer-assisted instruction was utilized to upgrade the teaching/learning prepare (Kenny 2002). As of now E- learning appears to be a procedure of choice for conveying data and instructing abilities in nursing instruction. As reflected in a number of nursing thinks about related to the utilize of E-learning, positive learning results have been detailed. Be that as it may boundaries and conflicting comes about have been found. A brief overview of these considers takes after within the taking

after passages: Online learning reports have appeared that positive learning results tend to center on learners' information base and aptitude set, while program full fillment appears to center on users' discernment of the online learning involvement (Kenny 2002).

The execution of e-learning frameworks does not in any case ensure a high-quality instruction. There are still numerous impediments commonly related to mechanical angles counting issues concerning get to to assets, web association and recognition with the computer among understudies. In spite of the fact that the progression of innovation has made a difference to play down these deterrents, it appears that the issues have moved to the learners who may feel disconnected and un motivated when utilizing E-learning frameworks (Saade 2005).

The finest motivation for online preparing is that it interfaces with everyone from the world who can approach to this advancement or innovation. The other advantage of online instruction is to memorize time administration aptitudes by altering work and distinctive errands. Whereas doing the net courses, the lion's share of the learners is able for managing with their school work and moreover their web works out. They bargain with their chance as for their work (Chang 2014).

The analysts (Chang 2014) said that it is additionally a straightforward way for an education or to instruct a student since it covers time and remove. Understudies empowered into a competition with other understudies. These competition increments the level of inspiration among understudies. Understudies who have more information of web can perform way better than those who have less information. Online instruction is supportive amid the time of exams. Students increments their information by collaboration with distinctive researchers, I instructors, and rationalist. Understudies clear their concepts in which they have challenges. Student gotten to be self-sufficient to attain a victory.

Chapter 3

Methodology

3.1 Study design:

A cross-sectional study was conducted to analyze the collected data from the study population (Nursing students) at specific time on the topic Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education.

3.2 Site:

The site of this research study was Lahore school of nursing The University of Lahore.

3.3 Setting:

The setting of this research study was Lahore School of Nursing, The University of Lahore. LSN offers both Post-RN (2 years) and BSN (4 years) degree program. It is located at 4th floor in UOL, Defence campus.

3.4 Study population:

The population of this study research was the nursing students of Lahore school of Nursing. Nursing students of BSN and Post RN were the population of this research study. Total population size of BSN and Post-RN students is 205 students were under study.

3.5 Sample size:

Sample size for this study was 130 participants.

3.6 Sampling method:

Convenient Sampling Method was used to collect the data from the participants of Lahore School of nursing.

3.7 Inclusion criteria:

The subject who was included in the study: All the students present in the institute/ class were the part of this research. Students of BSN (degree program) and Post RN both were included in this study. Female nursing students and Male nursing students both were welcome to participate in this research. The students who were willing to participate in this research were also included in this research study.

3.8 Exclusion criteria:

The subjects who are excluded from the study were those students who were not willing to participate. Those students not present at the time of study

3.9 Data collection plan:

This study was conducted in order to examine the “Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education”. A questionnaire was distributed among the students. The consent of the nursing students will be taken prior the distribution of questionnaire. The questionnaire was distributed among the nursing students of BSN & Post- RN. All the nursing students that were present in institute/ class were welcome for this research.

3.10 Data analysis plan:

The descriptive statistics include the demographic data, factors and represented using the mean, mode, median, frequencies, percentage, etc.

3.11 Time frame:

This research was completed within 4-6 months.

3.12 Ethical considerations:

Ethical consideration was an essential part of this research. Written informed consent attached will be taken from all the participants. All information and data collection were kept confidential. Participants were remaining anonymous throughout the study. The subjects were informed that there are no disadvantages or risk on the procedure of the study. They were informed that they were free to withdraw at any time during the process of the study. Data were kept in under key and lock while keeping keys in hand. In laptop it were sword.

Chapter 4

Results

This chapter includes 2 portions of analysis. First analysis was demographic analysis. It gives us details of demographic questions. Descriptive analysis was used for variables Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education.

Table 1

Gender

	Frequency	Percent
Male	13	8.4
Female	117	89.3
Total	130	99.2

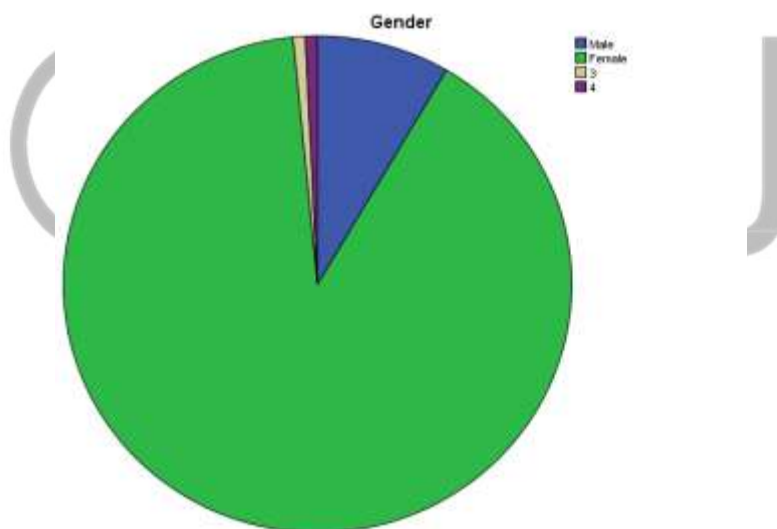


Figure 1

Table and graph number 1 show the classification of participants gender in which 8.4% participants were male and 89.3%.participants were female.

Table 2
Education

	Frequency	Percent
Post RN	80	70
BSC Nursing	50	30
Total	130	100

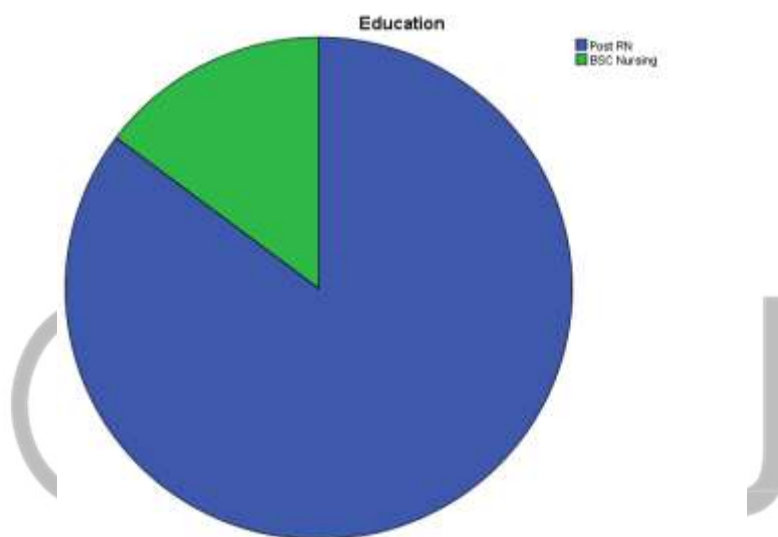


Figure 2

Table and graph number 2 show the classification of participants education in which 70% participants were post RN and 30% participants were BSN students.

Table 3

E-learning can solve many of the educational problems.		
	Frequency	Percent
Strongly Disagree	43	32.8
Disagree	28	21.4
Neutral	19	14.5
Agree	31	23.7
Strongly Agree	9	6.9

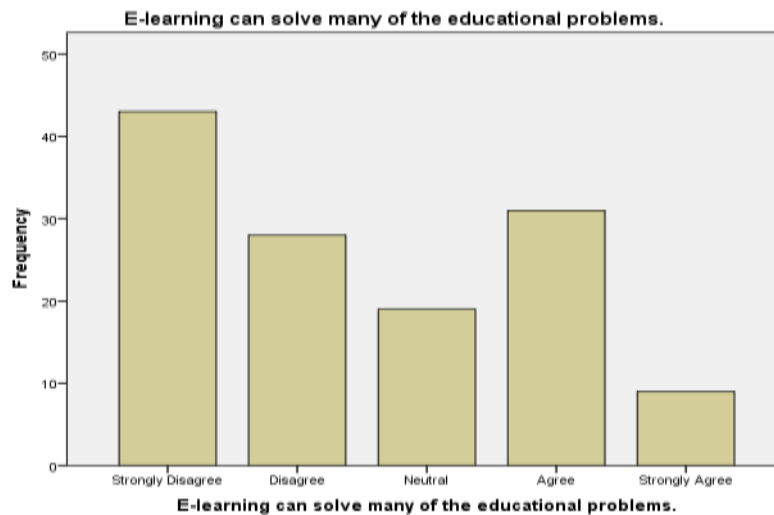


Figure 3

Figure and table number 3 show that out of 130 participants, 32.8% (n=43) participants responded to strongly disagree and 21.4% (n= 28) were response to disagree having negative response for this statement. E-learning can solve many of the educational problems, 14.5% (n= 19) respondents were neutral about this question. 23.7% (n= 31) respondents were agree and 6.9% (n= 9) were strongly agree.

Table 4

E-learning improves access to learning material.		
	Frequency	Percent
Strongly disagree	24	18.3
Disagree	2	1.5
Neutral	23	17.6
Agree	54	41.2
Strongly agree	27	20.6

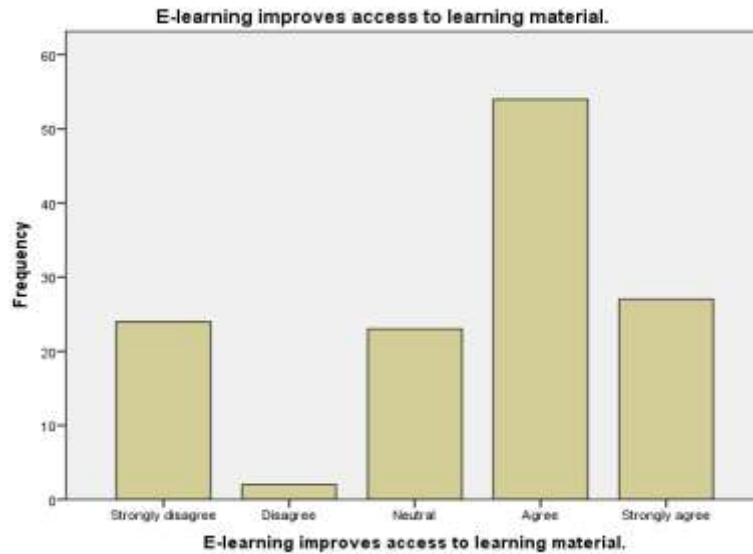


Figure 4

Figure and table number 4 show that out of 130 participants, 18.3% (n=24) participants responded to strongly disagree and 1.5% (n= 2) were response to disagree having negative response for this statement. E-learning improves access to learning material. 17.6% (n= 23) respondents were neutral about this question. 41.2% (n= 54) respondents were agree and 20.6 % (n= 27) were strongly agree.

Table 5

E-learning increase learner's engagement in learning.		
	Frequency	Percent
Strongly disagree	4	3.1
Disagree	12	9.2
Neutral	19	14.5
Agree	36	27.5
Strongly agree	59	45.0

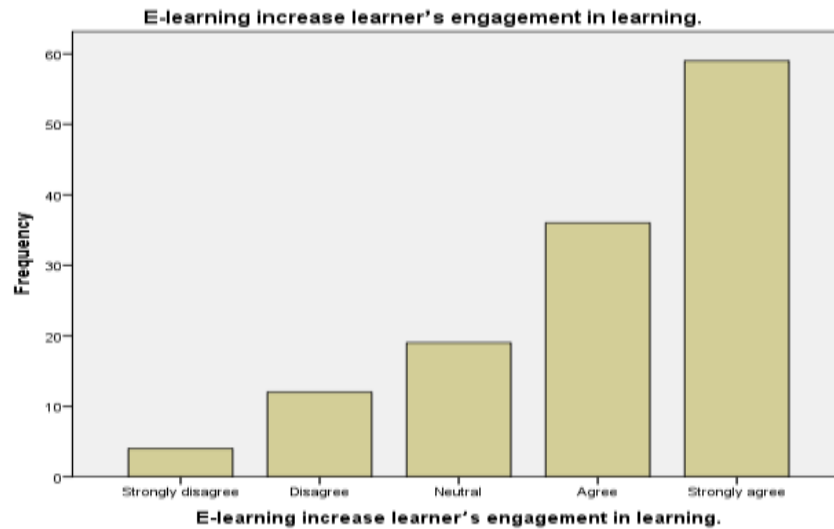


Figure 5

Figure and table number 5 show that out of 130 participants, 3.1% (n=4) participants responded to strongly disagree and 9.2% (n= 12) were response to disagree having negative response for this statement. E-learning improves access to learning material. 14.5 % (n= 19) respondents were neutral about this question. 27.5% (n= 36) respondents were agree and 45 % (n= 59) were strongly agree.

Table 6

E-learning increases my understanding of concepts.		
	Frequency	Percent
Strongly disagree	1	.8
Disagree	5	3.8
Neutral	10	7.6
Agree	60	45.8
Strongly agree	54	41.2

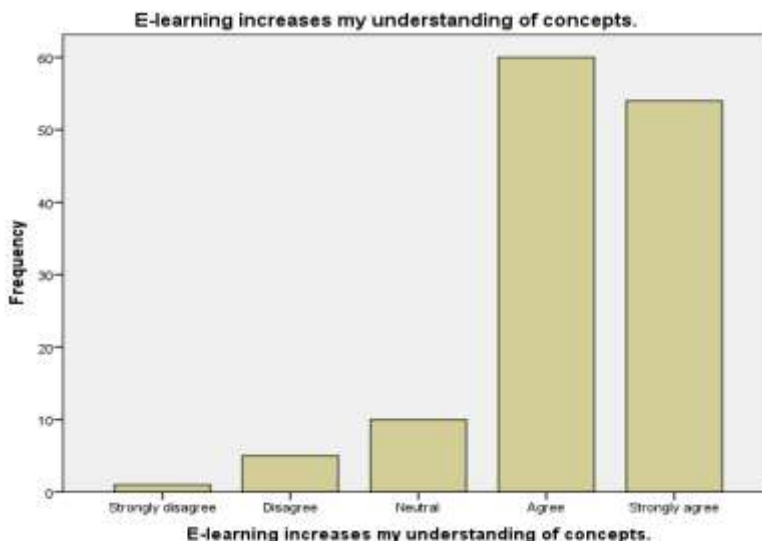


Figure 6

Figure and table number 6 show that out of 130 participants, .8% (n=1) participants responded to strongly disagree and 3.8 % (n= 5) were response to disagree having negative response for this statement. E-learning increases my understanding of concepts. 7.6 % (n= 10) respondents were neutral about this question. 45.8% (n= 60) respondents were agree and 41.2 % (n= 54) were strongly agree

Table 7

E-learning helps to reinforce the knowledge.		
	Frequency	Percent
Strongly disagree	6	4.6
Disagree	41	31.3
Neutral	10	7.6
Agree	29	22.1
Strongly agree	44	33.6

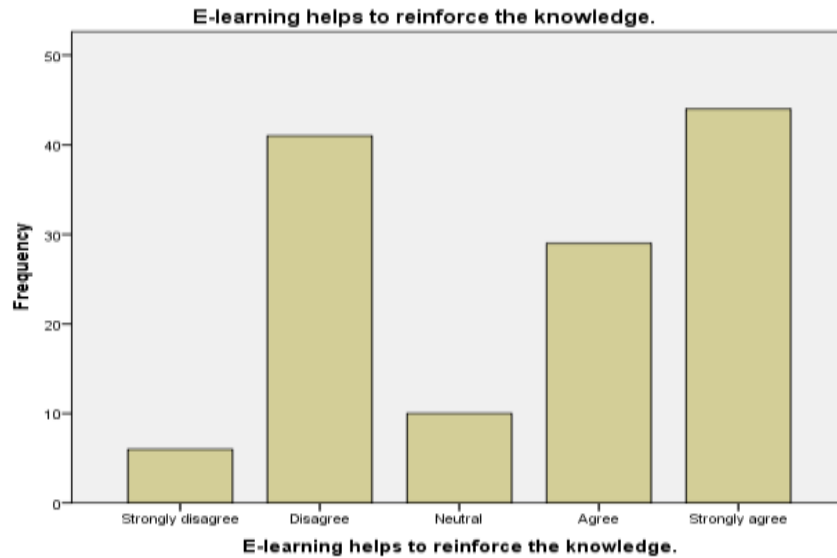


Figure 7

Figure and table number 7 show that out of 130 participants, 4.6% (n=6) participants responded to strongly disagree and 31.3 % (n= 41) were response to disagree having negative response for this statement. E-learning helps to reinforce the knowledge. 7.6 % (n= 10) respondents were neutral about this question. 22.1% (n= 29) respondents were agree and 33.6 % (n= 44) were strongly agree

Table 8

Universities should adopt e-learning for their students.		
	Frequency	Percent
Strongly disagree	5	3.8
Disagree	28	21.4
Neutral	12	9.2
Agree	32	24.4
Strongly agree	53	40.5

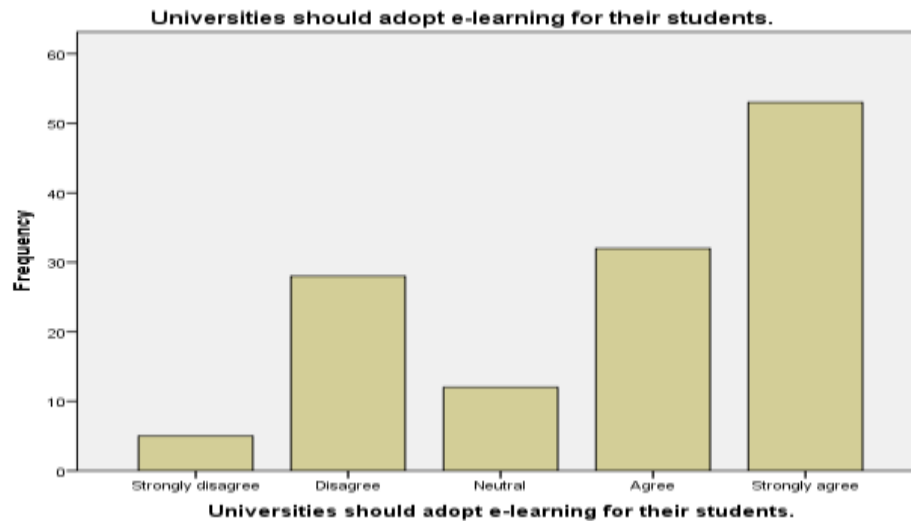


Figure 8

Figure and table number 8 show that out of 130 participants, 3.8% (n=5) participants responded to strongly disagree and 21.4% (n= 28) were response to disagree having negative response for this statement. Universities should adopt e-learning for their students. 9.2 % (n= 12) respondents were neutral about this question. 24.4% (n= 32) respondents were agree and 40.5 % (n= 53) were strongly agree

Table 9

E-learning should be adopted to allow working students to study from home.		
	Frequency	Percent
Strongly disagree	11	8.4
Disagree	47	35.9
Neutral	18	13.7
Agree	16	12.2
Strongly agree	38	29.0

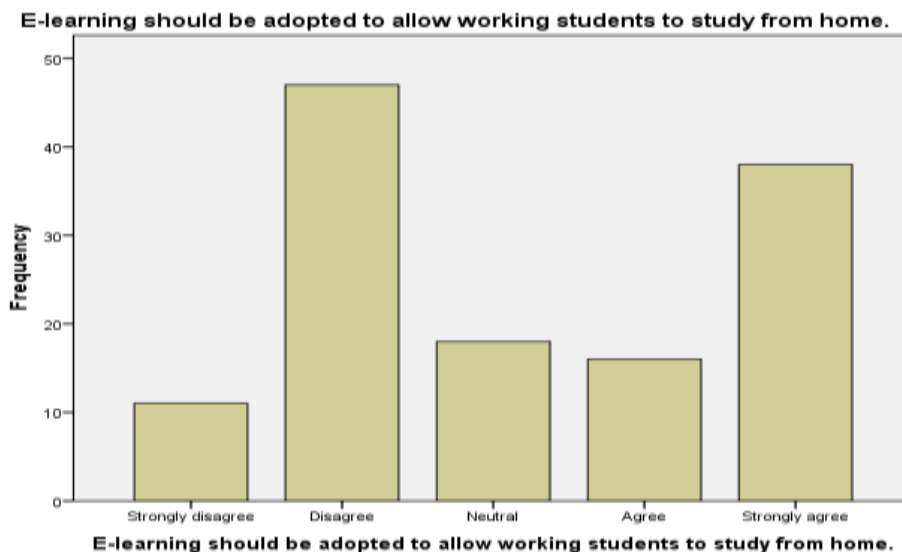


Figure 9

Figure and table number 9 show that out of 130 participants, 8.4 % (n=11) participants responded to strongly disagree and 35.9% (n= 47) were response to disagree having negative response for this statement. E-learning should be adopted to allow working students to study from home. 13.7 % (n= 18) respondents were neutral about this question. 12.2% (n= 16) respondents were agree and 29 % (n= 38) were strongly agree

Table 10

E-learning help the student to catch up missed lectures.		
	Frequency	Percent
Strongly disagree	11	8.4
Disagree	41	31.3
Neutral	14	10.7
Agree	10	7.6
Strongly agree	54	41.2

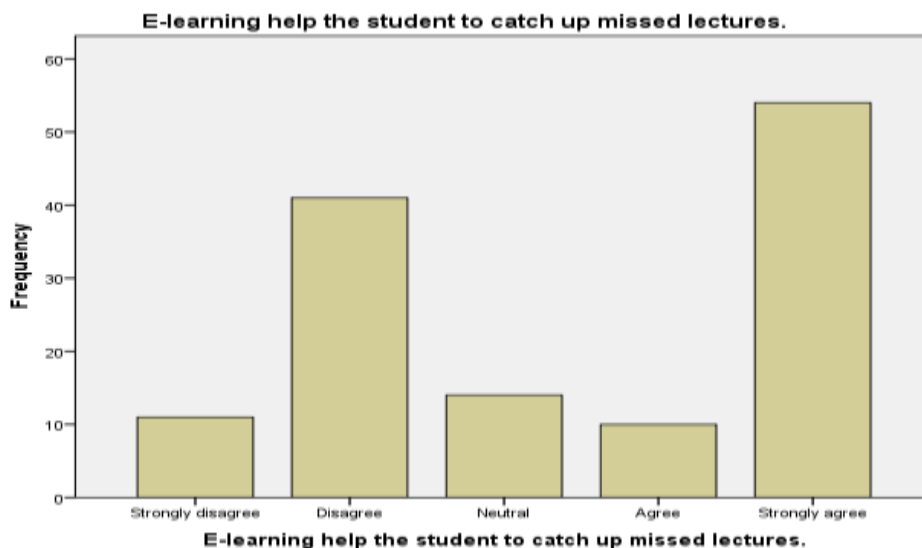


Figure 10

Figure and table number 10 show that out of 130 participants, 8.4 % (n=11) participants responded to strongly disagree and 31.3% (n= 41) were response to disagree having negative response for this statement. E-learning help the student to catch up missed lectures.10.7 % (n= 14) respondents were neutral about this question. 7.6% (n= 10) respondents were agree and 41.2 % (n= 54) were strongly agree

Table 11

E learning course offered a variety of ways of assessing my learning (quizzes, Written work, oral presentation, etc.)		
	Frequency	Percent
Strongly disagree	6	4.6
Disagree	50	38.2
Neutral	29	22.1
Agree	6	4.6
Strongly agree	39	29.8

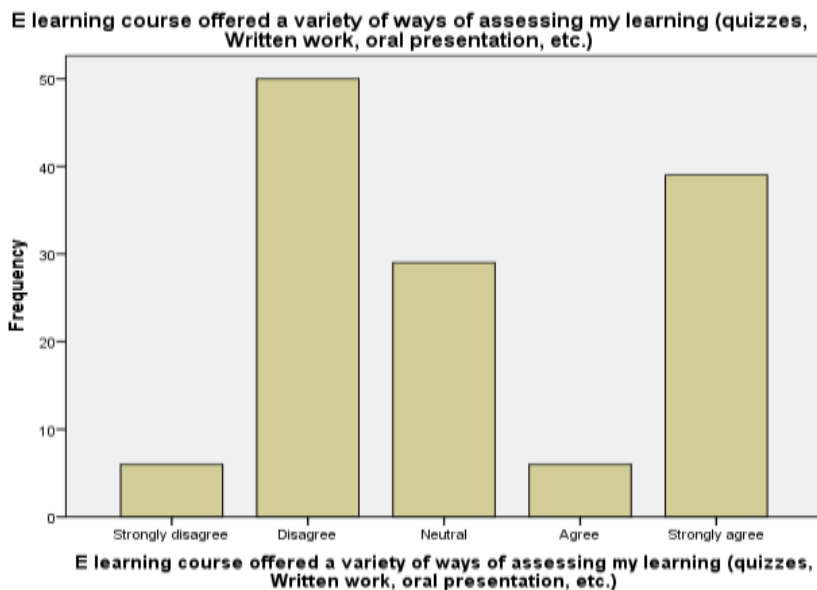


Figure 11

Figure and table number 11 show that out of 130 participants, 4.6% (n=6) participants responded to strongly disagree and 38.2% (n= 50) were response to disagree having negative response for this statement. E learning course offered a variety of ways of assessing my learning (quizzes, written work, oral presentation, etc.).22.1 % (n= 29) respondents were neutral about this question. 4.6 % (n= 6) respondents were agree and 29.8 % (n= 39) were strongly agree

Table 12

It would be easy for students to find necessary information when using an E-learning platform		
	Frequency	Percent
Strongly disagree	8	6.1
Disagree	30	22.9
Neutral	39	29.8
Agree	8	6.1
Strongly agree	45	34.4

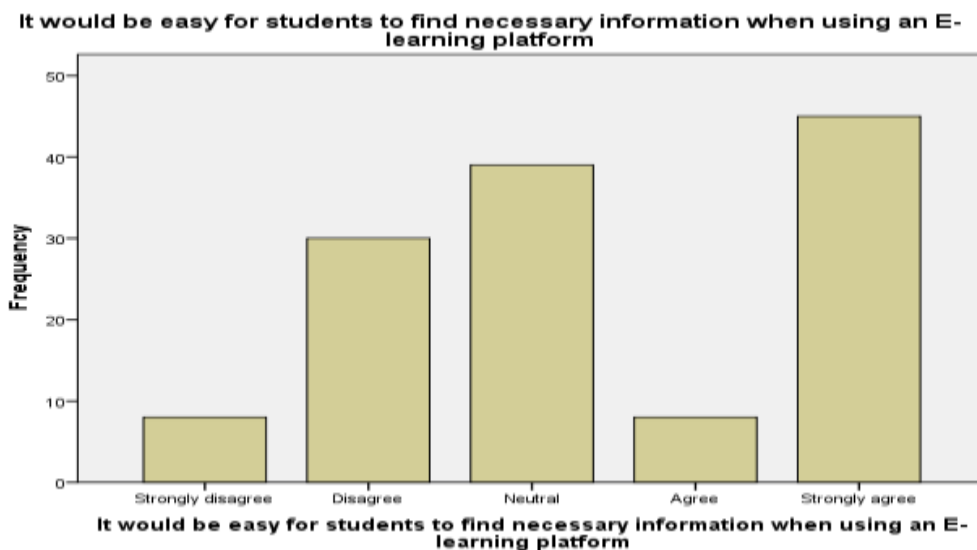


Figure 12

Figure and table number 12 show that out of 130 participants, 6.1% (n=8) participants responded to strongly disagree and 22.9% (n= 30) were response to disagree having negative response for this statement. It would be easy for students to find necessary information when using an E-learning platform. 29.8% (n= 39) respondents were neutral about this question. 6.1 % (n= 8) respondents were agree and 34.4 % (n= 45) were strongly agree

Table 13

Studying through E-learning mode provides the flexibility to study at the time convenient to the learner		
	Frequency	Percent
Strongly disagree	5	3.8
Disagree	39	29.8
Neutral	27	20.6
Agree	30	22.9
Strongly agree	29	22.1

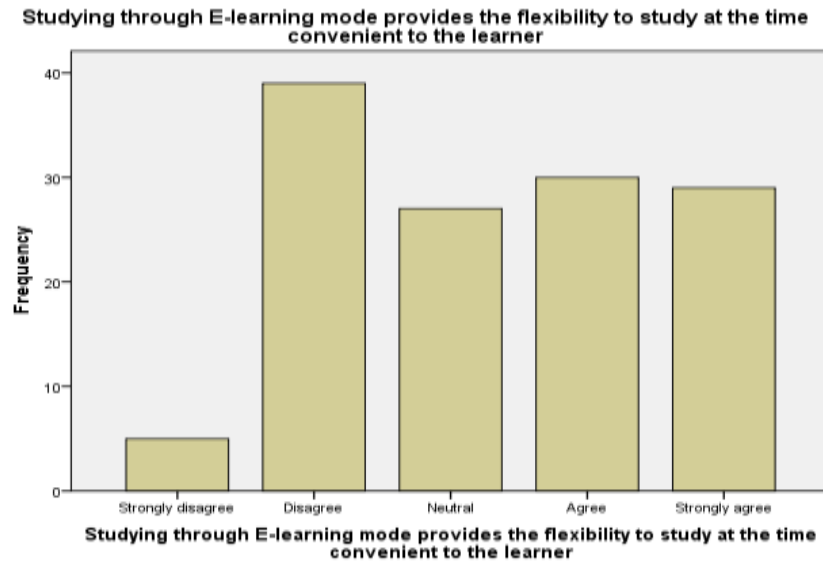


Figure 13

Figure and table number 13 show that out of 130 participants, 3.8% (n=5) participants responded to strongly disagree and 29.8% (n= 39) were response to disagree having negative response for this statement. Studying through E-learning mode provides the flexibility to study at the time convenient to the learner. 20.6 % (n= 27) respondents were neutral about this question. 22.9 % (n= 30) respondents were agree and 22.1 % (n= 29) were strongly agree

Chapter 5

This cross sectional study Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education, among 130 participants which is my sample size, this study was done in University of Lahore with the help of convenient sampling, the questionnaire was distributed among participant. Some results show that Figure and table number 3 show that out of 130 participants, 32.8% (n=43) participants responded to strongly disagree and 21.4% (n= 28) were response to disagree having negative response for this statement. E-learning can solve many of the educational problems, 14.5% (n= 19) respondents were neutral about this question. 23.7% (n= 31) respondents were agree and 6.9% (n= 9) were strongly agree.

Agreeing to the report (Norman 2003) the worldwide showcase for e-learning in different parts of the world which incorporate; USA, Europe, Asia, and Africa is noteworthy and expanding. It is detailed that E-learning is one of the speediest developing segments within the U.S and Europe instruction and training market with the overall dollar esteem of all e-learning items and administrations anticipated to reach dollars 40.2 billion and 6 billion separately in 2005,

Figure and table number 4 show that out of 130 participants, 18.3% (n=24) participants responded to strongly disagree and 1.5% (n= 2) were response to disagree having negative response for this statement. E-learning improves access to learning material. 17.6% (n= 23) respondents were neutral about this question. 41.2% (n= 54) respondents were agree and 20.6 % (n= 27) were strongly agree.

Figure and table number 5 show that out of 130 participants, 3.1% (n=4) participants responded to strongly disagree and 9.2% (n= 12) were response to disagree having negative response for this statement. E-learning improves access to learning material. 14.5 % (n= 19) respondents were neutral about this question. 27.5% (n= 36) respondents were agree and 45 % (n= 59) were strongly agree.

Learning management system (LMS) bend gradually being presented in Kenyan Colleges to make strides learning and instruction as well as to pick up competitive advantage (Wannemacher 2006). Consequently universities must confront the challenge in having to induce scholarly staff to embrace and make viable utilize of them in instructing and learning since innovation dismissal is common, In this manner there's a require for more fruitful

instruments of expanding the selection of LMS innovations by scholastic staff in colleges since it is an thought, Arrangement for making strides get to and the quality of educating and learning (Wannemacher 2006).

Figure and table number 6 show that out of 130 participants, .8% (n=1) participants responded to strongly disagree and 3.8 % (n= 5) were response to disagree having negative response for this statement. E-learning increases my understanding of concepts. 7.6 % (n= 10) respondents were neutral about this question. 45.8% (n= 60) respondents were agree and 41.2 % (n= 54) were strongly agree

Figure and table number 8 show that out of 130 participants, 3.8% (n=5) participants responded to strongly disagree and 21.4% (n= 28) were response to disagree having negative response for this statement. Universities should adopt e-learning for their students. 9.2 % (n= 12) respondents were neutral about this question. 24.4% (n= 32) respondents were agree and 40.5 % (n= 53) were strongly agree

Alexander in 2001 sees that successful E-learning takes put inside a complex framework composed of numerous inter-related variables and pointed out that during innovative change within the developing countries; there are numerous angles of the socio-economic and technological environment taken for allowed in developed nations that have to be expressly tended to. These incorporate among other things; connectivity (low transmission capacity) and availability, lacking broadcast communications framework, and need of reliable power supply (Alexander 2001).

Figure and table number 9 show that out of 130 participants, 8.4 % (n=11) participants responded to strongly disagree and 35.9% (n= 47) were response to disagree having negative response for this statement. E-learning should be adopted to allow working students to study from home.13.7 % (n= 18) respondents were neutral about this question. 12.2% (n= 16) respondents were agree and 29 % (n= 38) were strongly agree

Chapter 6

Conclusion

This study was done in university of Lahore among 130 participants under supervision of supervisor. The purpose of this study was to Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education. Over all result show the positive response of the participants, mean that there are proper systems which make and develop E-learning management system in university of Lahore.

LIMITATIONS OF THE STUDY:

Limitations of the study were following

- Less sample size 130 due to which we cannot generalize this study on whole population.
- One of limitations of this study was lack of time
- Wilingness of students to participate in study was also a big obstacle
- Convenient sampling technique was used which often suffer from biasness

Recommendation

It is necessary for students to obtain E- learning education and implement that and make their attitude positive, it is also necessary for teacher to motivate their students towards e learning and develop them. It is recommended that it is important for every organization to arrange to arrange seminar and workshop on E- learning and its development and motivate the students for the implementation E- learning.

Chapter 7

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**LAHORE SCHOOL OF NURSING
THE UNIVERSITY OF LAHORE**



Dear participants,

This survey was done by Tariq Ullah in the supervision of Miss Kauser Perveen, Department of Lahore School of Nursing at The University of Lahore. The purpose of this survey was to investigate Developmental and Implementation Challenges of E-Learning Management Systems in Higher Education. This survey is only for the academic purpose and the personal identity will be kept confidential. Your participation is totally voluntarily, you are allowed to write any time. Thank you for your valuable time and opinion.

Regards,
Tariq Ullah

Questionnaire

Demographic of the participant

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Education	<input type="checkbox"/> Post RN <input type="checkbox"/> BSc Nursing

Variables of the study

S.N	Statement	S.D	D.A	Agree	Neutral	Agree	S.A
1	E-learning can solve many of the educational problems.						
2	E-learning saves time.						
3	E-learning improves access to learning material.						
4	E-learning increase learner's engagement in learning.						
5	E-learning increases my understanding of concepts.						
6	E-learning is as informative as the teacher.						
7	E-learning helps to reinforce the knowledge.						
8	Universities should adopt e-learning for their students.						
9	E-learning should be adopted to allow working students to study from home.						
10	E-learning help the student to catch up missed lectures.						
11	Conducting the course via internet improved the quality of the course compared to other courses.						
12	E learning course offered a variety of ways of assessing my learning (quizzes, Written work, oral presentation, etc.)						
13	E-learning can enable people to study, irrespective of where they are located in the world.						
14	It would be easy for students to find necessary information when using an E-learning platform						
15	Studying through E-learning mode provides the flexibility to study at the time convenient to the learner						

(Ali N 2016)