

Faculty Perspectives on Distance Education Obstacles at Oum El-Bouaghi and Batna 1 Universities

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Abstract:

This study aims to identify the Faculty Perspectives on Distance Education Obstacles at Oum El-Bouaghi and Batna1 Universities , we adopted the descriptive methodology, A questionnaire designed for this purpose, consisting of three factors (obstacles related to administrative and technical conditions, obstacles related to the professor, and obstacles related to the student), after verifying its psychometric properties, to a sample of 269 professors. A total of 123 questionnaires were retrieved.

The study results indicated that the obstacles to distance education, in order of significance from the sample's perspective, are: obstacles related to the student, obstacles related to administrative and technical conditions, obstacles related to the professor, This order was corroborated by the arithmetic mean

Keywords: Obstacles; Distance Education; University Education; University Professor; Algerian University.

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1. INTRODUCTION

Contemporary society is facing a set of global and local challenges more than ever before, resulting from technological development, the scientific revolution, and modern means of communication. This has transformed the entire world into a small village, increasing the need to exchange expertise with others and the learner's need to search for resource-rich environments for self-research and development. Consequently, the concept of distance education emerged. This concept did not appear by chance but resulted from technical and educational efforts over half a century (Vernyuy, 2024, P5).

The intense and powerful fusion between educational technology and communication technology has led to the evolution of distance education, increasing the spread of its institutions worldwide. These institutions offer golden opportunities for new learning with modern specifications and multiple choices provided to hundreds of thousands in every country (Altbach, 2011, P35).

Distance education is considered an inevitable approach to learning, as it meets a set of educational and professional needs for the largest number of individuals without being restricted by place or time. It helps the learner to study at their own pace according to their abilities and potential, relying on technological media and modern techniques. Its first signs appeared with correspondence education following the development of postal services, emerging at Boston University in 1728. It then evolved with the success of the first radio broadcast in 1901, followed by the emergence of the wireless distance university in 1920. It



developed further with the advent of television and its initial use in education, which began in Hagerstown, USA, in 1957. As the field of communication advanced, audio teleconferencing appeared at the University of Wisconsin using telephone networks. With the development of electronic technologies in the 1990s and the emergence of advanced video activities, computers, the World Wide Web, etc., global interest in distance education increased more and more (Aluko, 2023, p 17–51).

Therefore, it can be said that distance education is not considered a new technology in our world today, as most historical sources and books have concluded. Its emergence dates back to the second half of the last century, coinciding with the technological revolution witnessed by the world, which continues to witness more. Initially, it relied on radio broadcast technology, then television technology, computer technology, and finally, information technology relying on global networks and the internet for information transfer. The British Open University, established in April 1969, is a globally prominent milestone in the journey of university distance education. Teaching at this university began two years after its establishment. Sources indicate that over two and a half million students have studied at this university. Due to its success, it became the largest university in Britain, with about 160,000 students enrolled annually. It is also considered one of the best and top twenty universities in Britain, having received the Queen's Anniversary Prize in 1996, confirming its high educational standards. The British Open University thus paved the way for many countries to adopt this type of education. Hundreds of higher institutes and universities appeared



worldwide to apply this educational philosophy (tait, 2018, p 14). Notable among these are: the University of South Africa, the French and German Open Universities, the University of Applied Sciences for Distance Education in Moscow, the Ukrainian University, and the University of Quebec. In Canada, Athabasca University in Alberta offers distance education courses through audio, visual, and technological media on various topics. These courses are received by its learners through its cultural radio station, in addition to courses containing textbooks, student assignment booklets, etc. Not to mention the prominent rise in the use of distance education in the United States according to the analysis conducted by the National Center for Education Statistics in 2000.

As for Arab countries and the Arab world in general, the Arab Electronic University began its activity between 1997 and 1998 under the supervision of university professors specializing in electronic computer sciences with high expertise and competencies to keep pace with scientific progress and development aimed at harnessing modern technology in various human activities. In the United Arab Emirates, distance education has been equipped with the latest technologies used in education and in delivering the content of subjects presented in educational curricula (George, 2004, p 15).

Relying on and adopting distance education as a mode of learning requires facilitating the tasks of researchers in the field of scientific research, expanding the conviction of its importance, providing a high percentage of effort and time by the concerned authorities, and selecting elite professors and

training them. However, this requires significant efforts from various parties, especially since we know that the idea of its development, generalization, and implementation faces many obstacles and difficulties. This was indicated by the study by Al-Dajani and Hiba (2001), which aimed to research the difficulties and problems that hinder professors from using the Internet for learning and teaching purposes. The study's results showed that the difficulties they face are lack of training and technical support, the cost of computer equipment, unavailability of the Internet, fear of students accessing non-educational sites, dispersion of information on the Internet, and lack of proficiency in English. In the same context, a study by Ayyadat (2005), which aimed to identify the challenges and obstacles facing e-learning, used the analytical descriptive method and focused on analyzing previous studies related to e-learning. The study concluded that university education faces many difficulties and that academic institutions offering e-learning face obstacles and challenges related to infrastructure, electronic tools, and training learners to acquire skills for this type of education. In addition to these material obstacles related to the availability and updating of computers and Internet service and speed, there are also human obstacles such as the scarcity of teachers proficient in distance learning skills and the lack of specialists in designing educational materials. This was concluded by the study by Fouda (2007), which aimed to identify the obstacles to e-learning from the teachers' perspective, where the researcher used the analytical descriptive method .

Despite the importance of distance education and the results that have proven its success in countries that have



adopted it, it is still in its early stages in the Algerian university. This may be due to some administrative, material, and especially intellectual obstacles that prevented the early start of employing modern scientific technologies in university education. This was proven by the study by Maadan (2020), which aimed to investigate the obstacles to using modern technology in the educational process among university professors in the Algerian university. The study concluded that the most important obstacles were the weak training of professors in the field of information and communication technology, the absence of training courses especially for professors in humanities and social sciences specializations, shortage of computer labs and equipment and tools, weak Internet speed, and not having Internet access at home, which hinders the communication process between professor and student (Moulay, 2025, p 865).

To diagnose these obstacles from the perspective of professors at the Faculty of Social Sciences and Humanities at Larbi Ben M'hidi University (Oum El Bouaghi) and Hadj Lakhdar University (Batna 1), our current study came to answer the following main question:

What are the obstacles to distance education from the perspective of professors at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna1?

From which the following sub-questions emerged:

- What are the obstacles to distance education related to administrative and technical conditions from the perspective of

professors at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna1?

- What are the obstacles to distance education related to the professor from the perspective of professors at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna 1?
- What are the obstacles to distance education related to the student from the perspective of professors at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna 1?
- What is the ranking of the obstacles according to the intensity of their description by professors of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna1?

2. Research Objectives

This research aims to diagnose Faculty Perspectives on Distance Education Obstacles at Oum El-Bouaghi and Batna 1 Universities, by achieving the following objectives:

- Developing a questionnaire on the obstacles to implementing distance learning at the Universities of Oum El Bouaghi and Batna, including obstacles related to: Administrative and technical conditions, The professor, and The student, from the perspective of faculty members in the Colleges of Humanities and Social Sciences at both universities.
- The questionnaire was presented to a sample of faculty members in the Faculty of Humanities and Social Sciences at the two universities, and their responses were analyzed to



identify the obstacles to using distance education in Algerian universities from their point of view.

- Ranking the obstacles to distance learning according to their severity as described by faculty members at both universities.

3. Research Significance

The significance of this study stems from the novelty of implementing distance education within the Algerian university context. This importance can be detailed as follows:

- First: Theoretical Significance

- This study provides a foundation for future research, especially on training programs to improve professors' skills and address obstacles related to both educators and students.
- By focusing on the under-researched Algerian university context, this study contributes to the growing literature on distance education in non-Western and developing countries.
- The study offers a clear classification of obstacles (administrative/technical, professor-related, student-related) that can be tested or adapted in future research across different settings.

- Second: Practical Significance

- This research serves as a reference for identifying specific distance education obstacles, helping universities develop targeted, evidence-based solutions.

- It aims to improve distance education quality by addressing key barriers in infrastructure, technology, instructor competencies, and student readiness.
- University administrators, deans, and distance education officials can use the findings to prioritize actions, allocate resources, and design support systems that respond directly to faculty-identified obstacles.

4. Research Operational Definitions: In our study, we have utilized the following concepts:

4.1 Educational Obstacles: These are the difficulties and problems that hinder the use of distance education, whether related to administrative and technical conditions, the professor, or the student. They are diagnosed by determining the level of these obstacles faced by university professors in the Faculties of Social Sciences and Humanities at Oum El-Bouaghi and Batna 1 Universities in the mentioned areas. This is achieved through their responses to a questionnaire on obstacles to using distance education in Algerian universities, by indicating their level of agreement on the existence of each obstacle (**Agree, Neutral, Disagree**).

4.2 Distance Education: According to Zigereil, distance education is a form of education characterized by a natural separation between the teacher and the student, except for some face-to-face meetings held to discuss certain research projects (Muhammad Atta Madani, 2007). In our research, it refers to the education adopted by the Algerian university since 2020 for exploratory course modules via learning platforms. The study aims to diagnose its obstacles in the Algerian university from the perspective of faculty members

at the Colleges of Social Sciences and Humanities at the Universities of Oum El Bouaghi and Batna.

4.3 University Professor: In our research, it is the professor who performs their duties on a permanent basis at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna, and practices distance teaching for some course modules.

4.4 University Education: In this study, university education refers to the educational stage in which students receive some course modules remotely at the Universities of Oum El Bouaghi and Batna. The obstacles to this mode of education are diagnosed through professors' responses to the items of the study questionnaire, represented by the following factors: (obstacles related to administrative and technical conditions, obstacles related to the professor, obstacles related to the student).

5 Field Research

5.1 Research Methodology

The researchers adopted the descriptive approach, as it aims to describe the phenomenon under study in terms of its nature and degree of prevalence. This aligns with the objective of our current research, which is to describe the educational obstacles associated with the distance education mode at the university.

5.2 Research Population and Sample

The research population consisted of all faculty members at the Colleges of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna, estimated at **269** professors distributed as follows:

- Larbi Ben M'hidi University (Oum El Bouaghi): **87** professors.

- Hadj Lakhdar University (Batna 1): **182** professors.

After distributing the questionnaire to the faculty members of the aforementioned colleges who were selected in a simple random manner, **123** questionnaires were retrieved and deemed suitable for analysis.

5.3 Research Instrument

The research instrument is a questionnaire designed to identify obstacles to using distance education in Algerian universities from the perspective of faculty members at the Faculty of Social Sciences and Humanities, Universities of Oum El Bouaghi and Batna 1. The questionnaire was developed by the two researchers based on a review of relevant theoretical literature, previous studies, and existing scales. The items were formulated according to the factors underlying these obstacles. The initial version consisted of 38 items, which was later reduced to a final version of 30 items following pilot testing with four professors at the University of Oum El Bouaghi.

The questionnaire is divided into two parts. The first part contains the instructions for participants. The second part comprises the actual measurement scale, which is organized into three dimensions as follows:

- **Dimension 1: Obstacles related to administrative and technical conditions** (items 1–9)
- **Dimension 2: Obstacles related to the professor** (items 10–20)
- **Dimension 3: Obstacles related to the student** (items 21–30)



Respondents are asked to indicate the extent to which each obstacle is present at their university by selecting one of three options: Agree, Neutral, or Disagree.

5.4 Psychometric Properties of the Research Instrument

5.4.1 Questionnaire Validity

- **Extreme Groups Validity:** This was assessed by administering the questionnaire to a pilot group (37 individuals) They were selected randomly. After ranking their scores, the top 27% and the bottom 27% of the scores were selected (10 individuals from each group). The arithmetic means and standard deviations for each group were calculated to determine the differences between them using a T-test via the SPSS software, version 22. The obtained results are shown in the table below.

Table (01): Shows the Arithmetic Mean and Standard Deviation for the Upper and Lower Groups

Group	N Items	Arithmetic Mean	Standard deviation	standard error
Lower	10	41.200	4.09762	0.66332
Upper	10	80.200	1.25918	1.0364

Table (02): Shows the T-Test for Comparing the Means

Variances	Levene's Test for Homogeneity of Variances	T-Test for Equality of Means			
		T	df	Sig	Sig (tailed)
Equal variances assumed	0.0000	-31.82	18	0.0	0.001

Equal variances not assumed	0.0000	- 31.82	15.36	0.0	0.001
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To further substantiate this finding, we observe from Table (01) that the standard deviation of the high group (1.25) is approximately 3% lower than that of the low group (4.09), indicating greater homogeneity in scores among the high group. The independent samples t-test revealed a statistically significant difference between the two groups ($t = -31.820$, $\text{sig} < 0.001$), confirming the discriminant validity of the questionnaire.

5.4.2 Questionnaire Reliability

- **The Split-Half Method:** The questionnaire was divided into two equal halves as follows:

Table (03): Shows the reliability coefficient of the questionnaire scores using the split-half method.

Cronbach's Alpha Coefficient	Part 1	0.83
	Part 2	0.897
Correlation between the two parts		0.848
Spearman's correlation coefficient		0.848
Guttman's split-half coefficient		0.84

As shown in Table (04), the Cronbach's alpha values for the first half (0.83) and the second half (0.89) of the questionnaire indicate acceptable internal consistency. The Spearman-Brown coefficient (0.848) and Guttman's split-half coefficient (0.84) were both satisfactory, confirming that the questionnaire has good reliability and can be confidently used for measurement purposes.

- **The Internal Consistency Method:** Using Cronbach's alpha reliability coefficient, which was estimated at **(0.84)**, indicating

it is **highly significant**. This means that the questionnaire scores are characterized by **high and statistically significant reliability**.

5.5 Presentation and Discussion of Results

In this context, the professors' responses to the administered questionnaire for diagnosing this reality can be presented and discussed as follows:

5.5.1 Presentation and Discussion of the First Research

Question: What are the obstacles to distance education related to administrative and technical conditions from the perspective of professors at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna 1?

The professors' responses to the items of the first factor are shown in the following table:

Table (04): Results of the sample members' responses to the items of the factor 1

N	Alternatives						M	SD
	Agree		Neutral		Disagree			
	F	%	F	%	F	%		
1	90	73 ,2	24	19 ,5	9	7,3	1,0008	0,75
2	84	68.6	23	18.3	16	13	1,0007	0,61
3	90	73.1	23	18.7	10	8.13	1,0010	1,16
4	25	20,3	49	39,8	49	39,8	2,0023	0,75
5	37	30,1	51	41,5	35	28,5	1,5003	,76
6	33	26,8	40	32,5	50	40,7	2,5001	0,81
7	22	17,9	42	34,1	59	48,0	2,5	0,75
8	45	36,6	42	34,1	36	29,3	1,0013	0,81
9	46	37,4	39	31,7	38	30,9	1,0003	0,82

F1	472	42.9	333	30.8	302	26.6	1,5	0,8
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From the table above, The majority of the sample agreed on the existence of administrative and technical obstacles to distance education (42.96%, Mean = 1.50). The highest agreement rates were recorded for items related to lack of prior preparation, absence of needs diagnosis, and insufficient material resources (items 1, 2, and 3), with agreement percentages ranging between (68.6% and 73.2%) and means approximating (1.00). Neutral responses were dominant for items concerning the absence of specialized departments (39.8%) and the university's failure to provide modern devices (41.5%). The highest disagreement rates were observed for items related to lack of equipped halls (40.7%) and insufficient internet service (48.0%), with means approximating (2.50).

These findings, as presented in the introduction, align with those of Maden (2020) and Moulay (2025), who identified inadequate planning and resource allocation as major obstacles in Algerian universities, and with those of Ayyadat (2005) regarding infrastructure challenges. However, the significant divergence of opinions concerning internet access and equipment contrasts with Maden's (2020) findings, perhaps due to contextual differences, as the two universities studied may have relatively better infrastructure. Overall, strategic and financial obstacles are considered more significant than purely technical ones in the context of Algerian universities.

5.5.2 Presentation and discussion of the results of the second research question: What are the obstacles to distance education related to the professor from the perspective of professors at the Faculty of Humanities and Social



Sciences at the Universities of Oum El Bouaghi and Batna 1?

The professors' responses to the items of the second factor are shown in the following table:

Table (05): Results of the sample members' responses to the items of the factor 2

N	Alternatives						M	SD
	Agree		Neutral		Disagree			
	F	%	F	%	F	%		
1	53	43.1	40	32.5	30	24.4	1.41	0,8
2	44	35.8	33	26.8	46	37.4	2.58	0.85
3	26	21.1	38	30.9	59	48	2.65	0.79
4	33	26.8	37	30.1	53	43.1	2.56	0.82
5	17	13.8	65	52.8	41	33.4	2.19	0.66
6	36	29.3	63	51.2	24	19.5	2.1	0.69
7	39	31.7	52	42.3	32	26	2.04	0.76
8	31	25.2	57	46.3	35	28.5	2.03	0.73
9	26	21.1	46	37.4	51	41.5	2.5	0.76
10	50	40.6	30	24.4	43	35	0.87	2.5
11	72	58.5	28	22.8	23	18.7	1.2	0.78
F2	427	31.5	489	36.1	437	32.7	2.16	0.77

From the table above, the responses regarding obstacles related to the professor show a varied distribution. The overall mean for this factor is (2.16), indicating that the responses lean between the "Neutral" and "Disagree" alternatives.

The highest agreement rate was recorded for item (11) with (58.5%) and a mean of (1.20), followed by item (1) with (43.1%) and a mean of (1.41).

Neutral responses were dominant for item (5) with (52.8%) and a mean of (2.19), item (6) with (51.2%) and a mean of (2.10), and item (8) with (46.3%) and a mean of (2.03).

The highest disagreement rates were observed for item (3) with (48.0%) and a mean of (2.65), followed by item (4) with (43.1%) and a mean of (2.56).

These findings partially align with Fouda (2007), who identified a scarcity of teachers proficient in distance learning skills as a major obstacle. However, in the current study, professors tended to disagree that their own technical skills (items 3 and 4) constitute a significant barrier, contrasting with Fouda's findings. The strong agreement on preference for traditional teaching (item 11) supports Maden (2020), who noted that professors in humanities and social sciences may be less inclined toward distance education. The neutral stance on training and incentives (items 1, 5, 6, 8) suggests that while these are concerns, they are not perceived as critical as the strategic obstacles identified in the first factor.

5.5.3 Presentation and discussion of the results of the third research question:

What are the obstacles to distance education related to the student from the perspective of professors at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna 1?

The professors' responses to the items of the third factor are shown in the following table:



Table (06): Results of the sample members' responses to the items of the factor 3

N	Alternatives						M	SD
	Agree		Neutral		Disagree			
	F	%	F	%	F	%		
1	60	48,8	26	21,1	37	30,1	1,11	0,87
2	59	48,0	26	21,1	38	30,9	1,12	0,87
3	59	48,0	20	16,3	44	35,8	1,17	0,91
4	51	41,5	17	13,8	55	44,7	2,53	0,93
5	51	41,5	24	19,5	48	39	1,27	0,90
6	60	48,8	29	23,6	34	27,6	1,18	0,85
7	69	56,1	37	30,1	17	13,8	1,27	0,72
8	70	56.9	30	24.4	23	18.6	1,13	0,86
9	34	27,6	45	36,6	44	35,8	2,08	0,79
10	42	34,1	41	33,3	40	32,5	1,28	0,81
F3	555	45.1	295	23.9	380	30.9	1,41	0,85

From the table above, the "Agree" alternative obtained the highest overall percentage (45.1%) in the third factor, with an overall mean of (1.41), indicating that responses lean towards the "Agree" alternative.

The highest agreement rates were recorded for **item (8)** with (56.9%) and a mean of (1.13), followed by **item (7)** with (56.1%) and a mean of (1.27), then **item (1)** with (48.8%) and a mean of (1.11), and **item (6)** with (48.8%) and a mean of (1.18).

Neutral responses were dominant for **item (9)** with (36.6%) and a mean of (2.08), followed by **item (10)** with (33.3%) and a mean of (1.28).

The highest disagreement rates were observed for **item (4)** with (44.7%) and a mean of (2.53), followed by **item (3)** with

(35.8%) and a mean of (1.17), and **item (9)** with (35.8%) and a mean of (2.08).

These findings strongly align with Maden (2020) and Moulay (2025), who identified student-related obstacles as significant challenges in Algerian universities, particularly regarding difficulty in comprehending subjects when learned remotely. The high agreement on items related to understanding applied subjects (items 7 and 8) also supports Ayyadat (2005), who emphasized that academic institutions offering e-learning face challenges related to learner preparedness and content delivery. The disagreement on student interaction (item 4) and technology use (item 3) contrasts with Al-Dajani and Hiba (2001), who identified lack of student technical skills as a major difficulty, possibly due to improved digital literacy among students in recent years.

5.5.5 Presentation and Interpretation of Results for the Main Research question: What are the obstacles to distance education from the perspective of faculty members at at the Faculty of Humanities and Social Sciences at the Universities of Oum El Bouaghi and Batna 1?

The total frequencies corresponding to the professors' responses to the questionnaire statements across the three alternatives can be illustrated through the following table:

Table (07): Results of University Faculty Members' Responses to the Questionnaire

Factor	Alternatives	M	SD
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	Agree		Neutral		Disagree			
	Freq	%	Freq	%	Freq	%		
Factor 1	52	42,27	37	30,08	34	27,64	1.50	0.8
Factor 2	39	31,7	44	35,77	40	32,52	2.16	0.77
Factor 3	56	45,52	29	23,57	38	30,89	1.41	0.85
total	49	39,83	37	29,81	37	30,35	1,69	0,88

Based on the table above, which shows the overall totals of the professors' responses to the three main factors of the questionnaire, the main research question can be answered.

It is noted that **Factor 3 (obstacles related to the student)** received the highest overall agreement percentage among the three factors, with the percentage of professors agreeing on the obstacles of this factor reaching **(45.52%)**. This is confirmed by the low arithmetic mean of this factor **(1.41)**, indicating that the response trend was closer to the "**Agree**" alternative. It is followed by **Factor 1 (administrative and technical obstacles)** with an agreement percentage of **(42.27%)** and an arithmetic mean of **(1.50)**, which also confirms a tendency of opinions towards agreement.

In contrast, we find that **Factor 2 (obstacles related to the professor)** recorded the lowest agreement percentage among the factors **(31.70%)**, while the neutrality towards it was the highest **(35.77%)**. This is confirmed by the arithmetic mean of this factor **(2.16)**, which lies between the "**Neutral**" **(2)** and "**Disagree**" **(3)** alternatives, indicating that the professors' perception of obstacles associated with them personally was less severe, or that they were more neutral towards them, compared to the other factors.

As for the overall total of all factors, the overall agreement percentage on the existence of obstacles to distance education

reached **(39.83%)**. The overall arithmetic mean **(1.69)** reflects this trend, as it tends below the midpoint of the scale (2) towards "**Agree**" **(1)**, indicating that the general opinion of the faculty members acknowledges the existence of obstacles to a moderate or clear degree, and that these obstacles are primarily attributed to **circumstances surrounding the student (Factor 3)**, then the **administrative and technical framework (Factor 1)**, and not to **the professor's own capabilities (Factor 2)**.

6. Conclusion

"This study aimed to diagnose the obstacles facing the implementation of distance education in Algerian universities from the professors' own perspective. The study sought to achieve this objective by designing a questionnaire on teaching obstacles and administering it to a sample of university professors. The data were analyzed using appropriate descriptive statistical methods.

The results of the study revealed a set of obstacles, which can be ranked in descending order according to their perceived impact and the level of consensus among respondents as follows:

Obstacles related to the student, such as difficulty understanding applied subjects and comprehending content remotely.

Administrative and technical obstacles, centered around a lack of prior preparation, resources, and technical support.

Obstacles related to the professor, which received a lower degree of agreement and were more strongly associated with a lack of training and qualification in this field.

These results can be interpreted as indicating that the most prominent obstacles (student-related and administrative) are, in



essence, structural and institutional, reflecting the gap between the requirements of distance education and the current enabling environment. Meanwhile, the results related to the professor suggest that part of the gap is attributable to a lack of training and qualification rather than necessarily an initial rejection or personal inadequacy, especially in the absence of sufficient incentives and support.

Study Recommendations: In light of these findings, the study presents the following set of recommendations:

At the Institutional Level (University): It is essential to develop a comprehensive strategic plan for distance education that includes providing the necessary technical infrastructure and establishing specialized technical and administrative support units.

At the Professor Level: Conduct intensive and continuous training programs focusing on digital skills, e-content design, and managing virtual classrooms.

At the Student Level: Provide guidance manuals and initial training on the platforms used, while considering mechanisms to support students facing technical or disciplinary difficulties.

The study also suggests conducting future research such as: studying obstacles to distance education from the students' perspective, evaluating the effectiveness of professor training programs on using distance education technologies, and analyzing successful local or regional experiences in implementing distance education and the possibility of benefiting from them."

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8. Research appendices

F	items			
		1	2	3
F1	Lack of prior preparation and necessary structuring for adopting the distance education system.			
	Absence of a preliminary diagnosis of the deficiencies that need to be addressed for adopting the distance education system.			
	Failure to provide the necessary material resources to fund the requirements of distance education.			
	Colleges lack specialized departments to manage distance education.			
	The university did not undertake to provide modern educational means and devices necessary for distance			



	education.			
	There are no equipped halls dedicated to distance education.			
	Lack of sufficient internet service to carry out the distance education process.			
	Absence of a unit responsible for the technical maintenance of equipment, if available.			
	Creating lecture summaries containing visual and video-based content using AI tools			
F2	Lack of sufficient training for professors on distance education requirements by the university.			
	The professor's lack of mastery over distance education platforms/software.			
	My limited experience in using computers and the internet.			
	The professor's lack of ability to use various software to create an electronic lesson.			
	Difficulty in monitoring large numbers of students during distance education.			
	The professor's weak English language skills necessary for dealing with various technologies.			
	Professors' lack of conviction in the necessity of using distance education.			
	Absence of material incentives for professors who teach remotely.			
	Professors find it difficult to evaluate students during distance education.			
	Professors find it difficult to deal with students who are not proficient in computer use.			
	The professor's enjoyment lies in traditional in-person classroom teaching.			
	Difficulty for students in transitioning from face-to-face to distance education			
	Lack of students' access to modern technology required for distance learning			

F3	Students' inability to use modern technology required for distance learning			
	Lack of student interaction with the professor via distance education technology			
	Weak internet connection at the residences of some students			
	Lack of clarity in the assessment process for students			
	Inability to comprehend some subjects when learned remotely			
	Difficulty in comprehending subjects that require in-person application			
	Individual differences among students in using technological tools required for distance learning			
	Lack of equal opportunities for students in distance education			

