



E-Learning: Advantages, Disadvantages and Future Prospect

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Abstract

This research looks on the usefulness of employing e-learning in tertiary education. The use of current information and communication technology for teaching and learning is critical in higher education institutions. This study explores the literature and provides a scholarly backdrop to the study by evaluating certain contributions made by various academics and institutions on the notion of e-learning, particularly its use in higher educational institutions' teaching and learning. Through surveys and other observations, it reveals some of the perspectives that individuals and institutions throughout the world have on the use and integration of e-learning technology in education.

It examines the many academics' definitions of e-learning, as well as the function that e-learning plays in higher educational institutions in connection to teaching and learning processes, as well as the benefits and drawbacks of its acceptance and implementation.

1- E-Learning: Introduction

The Internet has become one of the most important tools for instructors and students to exchange and obtain information for research and learning (Borstorff, Patricia & Lowe, K. S. 2007). Arkorful, Valentina (2014) defined technology-based e-learning as the use of the internet and other essential technologies to create learning materials, teach learners, and manage courses in an enterprise. There has been a lot of discussion regarding what constitutes e-learning. According to Kustovska, O. & Svidenyuk, A (2016), existing definitions tend to disclose the researchers' speciality and interests.

As a concept, e-learning encompasses a wide range of applications, learning techniques, and procedures (Zoubi, Reem 2020). As a result, finding a widely recognized definition for the word e-learning is challenging, and according to Arkorful, Valentina (2014) and Kustovska, O. & Svidenyuk, A (2016), there is no such definition. In response to these contradictions, Alkaragole et al (2021) speculated that there may be as many meanings of the word e-learning as there are scholarly articles on the issue. Kustovska, O. & Svidenyuk, A (2016) went on to pose the following questions in order to come up with a consistent definition of the word e-learning: Is e-learning an online course for pupils who live far away? Is it referring to the use of a virtual learning environment to support the delivery of on-campus education? Is it an online tool for enhancing, extending, and enhancing collaboration? OR is it all online or a component of blended learning? (Zoubi, Reem 2020). The following are some of the numerous scholars' and institutions' definitions of the word e-learning.

Some definitions of e-Learning extend beyond the provision of entirely online courses. Alkaragole et al (2021), for example, highlighted that e-Learning has evolved from a fully online course to leveraging technology to offer part or all of a course regardless of fixed time and location. E-Learning is also defined by the European Commission (2001) as the use of new multimedia technologies and the Internet to improve learning quality by facilitating access to facilities and services, as well as remote exchanges and cooperation. The following are further e-learning definitions.

The use of information and communication technology to provide access to online learning/teaching resources is referred to as e-learning. Amarnah et al (2021) defined E-learning as any learning that is facilitated electronically in its fullest definition. They did, however, limit this definition to learning that is aided by the use of digital tools. Some scholars refine this definition to include any internet-enabled or web-based learning (Gadzhibabayeva, Dzhavaganat 2021).

The word 'e-learning,' according to Zoubi, Reem (2020), is used in a variety of contexts, including dispersed learning, online-distance learning, and hybrid learning. According to the OECD (2005), e-learning is defined as the use of information and communication technologies in a variety of educational processes to support and enhance learning in institutions of higher education, and includes the use of ICT as a supplement to traditional classrooms, online learning, or a combination of the two modes. Akhter et al (2021) define e-learning as the acquisition and application of information that is primarily facilitated and transmitted through electronic methods. To them, e-learning is based on computers and networks, but it is expected that it will evolve into systems that include a range of channels, such as wireless and satellite, as well as technology like cellular phones (Akhter et al 2021).

Kukushkina et al (2021) found that the characteristics of the e-learning process are primarily centered on the internet; global sharing and learning resources; information broadcasts and knowledge flow via network courses, and finally, learning flexibility as a computer-generated environment for learning is created to

overcome distance and time issues (Zoubi, Reem 2020). According to Kukushkina et al (2021), the notion of e-learning is founded on distance learning, or the transmission of lectures to remote places via video presentations. However, according to Zoubi, Reem (2020), the advancement of communications technology, notably the internet, has transformed remote learning into e-learning.

Others have described e-learning as a revolutionary strategy (Otsetova, Anna 2010) for equipping a workforce with the information and skills needed to transform change into advantage (Otsetova, Anna 2010), for example, defined the e-learning method as focusing on the learner and its design as including an interactive, repetitive, self-paced, and configurable system. Sheypak et al (2007) defined the phrase as the use of computer network technology, mostly the internet, to offer persons with information and training.

Lobanova, Yu (2021) summarized the features of e-learning and characterized it. They propose a multimedia environment first and foremost. Second, they include several types of information.

Finally, e-learning systems encourage collaborative communication by giving users complete control over their own learning environments. E-learning support networks for information access are ranked fourth. Fifth, e-learning permits systems to be flexibly built on a variety of computer operating systems.

According to Malik, Sushma & Rana, Anamika (2020), this new learning environment based on electronic networks has allowed university students to obtain personalized help as well as have learning schedules that are more convenient for them and distinct from other students. This allows for more contact and collaboration between instructors or professors and students than in a typical learning setting. In academia, e-learning, which is defined by the use of multimedia structures, has made the learning process more dynamic, fascinating, and pleasurable (Lobanova, Yu 2021). According to Radovic Markovic, Mirjana (2010), the primary components that have made e-learning the most promising educational technology are service, cost, quality, and speed. It is clear that e-learning may enable students at higher educational levels to obtain their education while still pursuing their personal goals and keeping their own jobs, without having to adhere to a strict timetable (Radovic Markovic, Mirjana. (2010)). According to Rawashdeh et al (2021), the number of online courses has dramatically expanded as a result of the realized benefits for both learners and institutions.

In his evaluation regarding the usefulness of the e-learning in Saudi Arabia, Malik et al (2020) categorized the definitions of e-learning from three different perspectives: distance learning (Simonova et al 2021), technological (Radovic Markovic, Mirjana 2010), and e-learning as pedagogy (Lobanova, Yu 2021).

As a result of the foregoing, it is difficult to come up with a consistent definition for e-learning. Some writers define e-learning as merely delivering comprehensive on-line courses, while others define it as include web-supplemented and web-dependent services for educational and support procedures.

The following are some of the variables that contribute to the increase of online enrollment:

- Younger individuals are opting for non-traditional schooling to begin and advance their jobs while still finishing and upgrading their education.
- People are beefing up their careers using online educational/training programmers as a result of the severe recession of 2008.

For mature, self-disciplined and motivated students who are well organized and have a high degree of organizational skills, online education can be an immensely excellent option method of education, but it is an unsuitable teaching method for more dependent learners who have difficulty assuming the responsibilities required by online courses.

2- E-Learning: Types

There are several classification systems for e-learning. There have been certain categories depending on the amount of their involvement in education, according to Samson, Obafemi (2014). Some categories are also dependent on interaction time. Samson, Obafemi (2014) distinguished between two forms of e-learning: computer-based and internet-based e-learning.

Samson, Obafemi (2014) defines computer-based learning as "the use of a broad spectrum of hardware and software commonly accessible for including Information and Communication Technology," and each component may be utilized in one of main methods: computer managed teaching or computer-assisted learning. According to him, computers are employed instead of conventional ways in computer assisted learning by delivering interactive software as a device that enables within the classroom or as a means for self-outside of the classroom. Computers, on the other hand, are used in computer-managed teaching to help in the management of education by storing and retrieving information.

According to Yuhanna et al (2020), internet-based learning is a step forward from computer-based learning in that it makes substance available on the internet with the readiness of links to related information sources, such as e-mail services and references, that learners can access at any time and place, as well as the accessibility or utter lack of teachers or tutors (Yuhanna et al2020). Yordanov, Valeri (2021) divided this into four categories: mixed or blended education, assistant mode, and entirely online education. As needed, the helper mode augments the regular way. A short-term degree for a somewhat conventional approach is available in mixed or blended mode. The most comprehensive change is the entirely online mode, which entails the sole utilization of the network for education (Yordanov, Valeri (2021).

By using configurable scheduling of interaction, Samson, Obafemi (2014) termed the entirely online mode as "synchronous" or "asynchronous." The synchronous timing entails intermittent on-line accessibility between teachers or instructors and learners, or between learners, while the asynchronous permits all participants to communicate with each other through the internet (Samson, Obafemi 2014); Yordanov,

Valeri 2021). The synchronous kind allows students to communicate with instructors and other students through the internet at the same time using technologies like videoconferences and chat rooms. According to Yordanov, Valeri (2021), this kind has the advantage of immediate feedback. Asynchronous mode also allows students to have online discussions with professors or teachers along with across themselves at different times. It is therefore interaction later, through use of devices such as thread discourse and e-mails (Yordanov, Valeri 2021), with the advantage that learners can learn at their own pace, but with the disadvantage that they will not be able to receive immediate feedback from instructors as well as their fellow learners (Yordanov, Valeri 2021).

Although there are many different types of online educational techniques, prospective students should evaluate several basic aspects before participating in any course or programme. All of these characteristics do not apply to each and every online learning circumstance, but they do to the vast majority. As a student, you should investigate the online programmes that most intrigue you to ensure that they are a good fit for your life, career goals, and job.

3- E-Learning: In Education

The evolution of multimedia and telecommunications, as well as the usage of the internet as a new method of instruction, has resulted in significant changes in the conventional teaching process (Borstorff, Patricia & Lowe, K. S. 2007). As per Arkorful, Valentina (2014), advancements in information technology have provided additional options for today's schooling. The potential for e-Learning to improve people, knowledge, skills, and performance has been acknowledged by school and educational institution agendas (Kustovska, O. & Svidenyuk, A 2016). Colleges, universities, and other higher education institutions, according to Gadzhibabayeva, Dzhavganat (2021), are racing to increase online course capabilities in a rapidly increasing cyber education market. E-learning is becoming increasingly significant in higher education institutions. Various modifications in higher education institutions have been triggered by the introduction and spread of a variety of e-Learning tools, notably in terms of educational delivery and support operations (Zoubi, Reem 2020).

There are several forms of e-Learning, as well as various approaches to using the technology in education. Otsetova, Anna (2010) observed three unique methods of implementing e-learning in education in his review of E-learning efficacy and perspective in Saudi Arabia, including "adjunct, blended e-Learning, and online." Otsetova, Anna (2010) found three approaches to use e-Learning technologies, which are outlined below.

"Adjunct e-Learning" refers to when e-Learning is used as a supplement to traditional classroom instruction, giving learners or students more independence (Sheypak et al 2007).

Akhter et al (2021) defined blended e-Learning as a method of employing e-Learning in which course materials and explanations are shared between traditional learning methods and e-learning methods in the classroom environment. The third option, online learning, does not need traditional classroom or learning participation. Zoubi, Reem (2020) describe this type of e-learning as "complete" so that learners or students have the greatest degree of independence possible. Otsetova, Anna (2010) goes on to say that the online paradigm is separated into individual and group learning, with active and passive learning being included in the latter (Otsetova, Anna 2010).

It is necessary to analyse both the advantages and disadvantages of online learning in order to be better equipped to confront the challenges of functioning in this new situation and to take advantage of the new opportunities it provides, which are its Advantages and Disadvantages.

4- E-Learning: Advantages

E-learning adoption in education, particularly for higher educational institutions, offers various advantages and benefits, and it is regarded one of the greatest ways of education because of these advantages and benefits. Several research and writers (Kukushkina, Elena & Samosudova, Liliya & Eremkina, Nadezhda (2021) have presented benefits and advantages resulting from the use of e-learning technology into schools.

According to several researches, one of the benefits of e-learning is its capacity to concentrate on the requirements of individual students. One of the benefit of e in education, according to Sheypak et al (2007) in his book investigate on e-learning methodologies for delivering knowledge in the digital age, is that it focuses on the needs of learners as a significant aspect in the educational process rather than the needs of instructors or educational institutions. One of the most obvious benefits of e-learning is a reduction in costs when associated to old-style training methods.

The following are among the benefits of e-learning in education that have been discovered after a literature review:

- When time and location are taken into account, it is adaptable. Every student has the option of picking the location and time that is most convenient for him or her. As per Zoubi, Reem (2020), e-learning gives institutions, along with their students or learners, a lot of freedom in terms of when and where learning material is delivered or received.
- Through easy access to a vast amount of material, e-learning improves the effectiveness of knowledge and certifications.
- It can facilitate relationships amongst students through the usage of discussion boards. E-learning facilitates engagement by removing barriers such as the fear of speaking with other students. E-learning encourages students to communicate with one another and to appreciate and exchange diverse points of view. E-learning facilitates communication and strengthens the bonds that support learning. According to Lobanova, Yu (2021), e-Learning provides more opportunities for students

and teachers to engage throughout material delivery.

- E-learning saves money since it eliminates the need for learners or trainees to travel. It is also economical since it provides learning chances to a large number of people without the need for several facilities.
- Individual learner peculiarities are usually taken into account in e-learning. Some students, for example, choose to focus on specific sections of the course while others are willing to go over the full course.
- E-learning can assist compensate for a lack of academic staff, such as instructors or professors. Teachers, facilitators, lab technicians, and other professionals are all needed.
- Self-pacing is possible with e-Learning. The asynchronous method, for example, allows learners to learn at his or her-own schedule and speed, whether slow or fast. As a result, it boosts happiness while lowering stress (Malik, Sushma & Rana, Anamika 2020).

The above-mentioned benefits of e-learning have been encapsulated by Radovic Markovic, Mirjana. (2010), who note that e-ability learning's to assess students or educators as they learn, while also increasing their educational experiences, by way of interactive elements suitable for public engagement, cultural diversity and globalization, and eliminating boundaries of place and time, are among the benefits. The most important feature of e-learning in education, according to them, is that it focuses on learners (Radovic Markovic, Mirjana 2010).

According to Samson, Obafemi (2014), targets may be met in the shortest length of time with the least amount of work with e-learning. Both learners and teachers can achieve and maintain improvement by gaining experience from a variety of experts in diverse sectors of knowledge. According to Rawashdeh et al (2021), e-learning has a positive influence on educational ethics. This is because e-learning environments are tolerant, making them an excellent approach to provide equitable access to the information world regardless of the users' locations, ages, racial background, and races (Yuhanna et al 2020). Because teachers are no more the exclusive source of knowledge, the e-learning environment encourages learners to rely on oneself. Instead, they serve as mentors and mentors (Lobanova, Yu 2021). E-learning also assists in the society's readiness for global communication and discourse (Samson, Obafemi 2014). However, according to Yordanov, Valeri (2021), if e-learning is used and implemented properly, the likely advantages of e-learning are more than the benefits of conventional learning.

Researchers including such Yuhanna, Ivan & Alexander, Arzuni & Kachik, Agemian (2020) discussed the benefits of e-learning from the students' or learners' perspective. Yuhanna et al (2020) emphasise the importance of e-learning. Allows for the study of far more flexible learning methods with much less need for transit to get there courses. According to Radovic Markovic, Mirjana (2010), e-learning using interactive video allows students to: Observe all classroom activities and pay attention to the teachers as much as

possible. In accordance with Samson, Obafemi (2014), this provides teachers with a variety of options to communicate with students and provide immediate feedback. According to Lobanova, Yu (2021), persons who embrace sophisticated technology throughout the teaching and learning process must have a diverse set of abilities in Communication and information technology (IT).

Students gain from e-learning, according to several researches (Otsetova, Anna 2010). E-Learning systems, for example, provide increased communication across students, as well as between students and professors or instructors, according to Zoubi, Reem (2020). Full-time and part-time students, according to Gadzhibabayeva, Dzhavganat (2021), can engage in their degree courses from any place or location, providing persons who are relocating or travelling with a readily available asset for learning and development (Otsetova, Anna 2010) The acceptance and implementation of e-Learning, according to Kustovska, O. & Svidenyuk, A (2016), allows impaired persons to pursue their education from any place.

5- E-Learning: Disadvantages

Despite the benefits that e-learning provides when used in education, it also has certain drawbacks. Amarneh et al (2021) all agree that e-learning has certain drawbacks. Despite assertions that e-Learning can increase educational quality, Arkorful, Valentina (2014) contend that making educational content available online only improves learning results for certain types of collective assessment.

Kustovska, O. & Svidenyuk, A (2016) also questioned if e-Learning is only a supplement to traditional learning techniques. The most obvious criticism of e-Learning is the utter lack of important personal connections, not just between students and instructors, but also between students (Borstorff, Patricia & Lowe, K. S 2007). As per Alkaragole et al (2021), despite all of the difficulties of e-learning, there are many positives that stimulate its usage as well as the search for solutions to mitigate the negatives. According to research, the following are some of the downsides of e-learning:

- As an educational approach, e-learning causes learners to experience reflection, distance, and a lack of engagement or relation. To reduce such impacts, it is necessary to have a strong sense of inspiration as well as time management abilities.
- The e-learning approach may be less successful than the traditional style of learning in terms of clarifications, explanations, and interpretations. The usage of face-to-face encounters with instructors or professors makes the learning process easier.
- When it comes to promoting learners' communication abilities, e-learning as a strategy may be counterproductive. The students. Though they may have exceptional academic knowledge, they may lack the necessary abilities to communicate that information to others.
- Because e-learning evaluations may be conducted by proxy, it will be difficult, if not impossible, to manage or regulate inappropriate behaviour such as cheating.
- Inadequate selecting abilities, and also the simplicity with which one may copy and paste, may lead

to infringement and plagiarism in e-learning.

- E-learning has the potential to degrade institutions' socialization roles as well as teachers' roles as educational process administrators.
- E-learning is not applicable to all sectors or disciplines in education. E-learning, for example, cannot adequately study solely scientific areas that involve practical applications. According to studies, e-learning is more suited in the social sciences and humanities than in disciplines like medicine and pharmacy, where practical skills are required.
- E-learning may potentially cause website congestion or excessive usage. This might result in unplanned expenses in terms of both time and money. (Amarneh et al 2021)

6- E-Learning and Pandemic

The worldwide proliferation of COVID-19 has resulted in the closing of schools and universities. This put colleges to the test in terms of their readiness to cope with a crisis that necessitates the use of modern technology, such as hardware and software, to facilitate successful online learning. The development of online learning environments was expedited as a result of this shutdown, ensuring that learning was not impeded. Many universities are interested in finding the most effective ways to distribute program content online, actively engage, and perform evaluations. As a result, COVID-19 has developed institutions to engage in online learning, despite the fact that it is a danger to mankind.

The COVID-19 epidemic has wreaked havoc on educational systems throughout the world, forcing schools, child care centres, universities, and colleges to close almost entirely. To combat the spread of COVID-19, most governments agreed to cease operations academic institutions. As of January 12, 2021, around 825 million students are affected by closing schools as a result of the epidemic. As per UNICEF surveillance, 23 nations have implemented countrywide closures and 40 have implemented local closures, affecting over half of the population of the student worldwide.

The epidemic of Covid-19 (late 2019 and early 2020) has highlighted the need of online learning. Following World Health Organization standards, several nations adopted lockdown measures to limit and minimize the spread of the coronavirus as a result of the epidemic. Schools, universities, and other educational institutions were forced to close. For education - learning reasons, educators and students could not occupy the same physical location (classroom). Many nations used digital and online teaching and learning to counteract the pandemic's harmful influence on education.

Due to socioeconomic realities, however, diverse institutions were not prepared for this alternate style of education. Institutions and communities that had set circumstances and supported online learning before to the pandemic's outbreak significantly outperformed than institutions and communities that were unprepared for online learning and were embracing it for the first time.

Web-based software for delivering, monitoring, and controlling programs over the Internet is known as an online learning system. It entails using technological advances to guide, produce, and distribute learning content, as well as to allow two-way interaction between students and staff. They include tools like whiteboards, discussion boards, polls, quizzes, forum discussions, and assessments that enable teachers and students to collaborate online and exchange course information. These can be useful and convenient tools for achieving learning objectives. Learning management systems such as Microsoft Teams, Google Meet, Edmodo, and Moodle, as well as video conferencing apps, are used by institutions all over the world. Zoom, Skype for Enterprise, WebEx, and Adobe Connect are some of the other popular video conferencing options. Some of the key statistics are in following reflecting the effective utilization of E-learning tools during the pandemic.

Popularity of digital education systems has soared as schools have shuttered. Coursera, an online learning platform, developed dramatically during the epidemic. Coursera's revenue augmented by 59 percent over year, owing to a pandemic-induced surge in online courses. In 2020, there will be 65 percent more registered users than in 2019. During the Covid-19, Coursera partnered with over 330 government agencies in 82 countries and 30 US localities as component of the Coursera Employment Recovery Venture, which enables governments to provide labourers with full access to thousands of corporate, technology, and data scientific disciplines from companies such as amazon and Google.

The epidemic prompted the use of a framework for video conferencing and supporting online education. Zoom (application) had progressed from obscurity to become one of the most widely used video conferencing tools. Zoom's income in 2020 will be four times that of 2019. Zoom have only 10 million average meeting attendees in December of 2019. This number rose to 350 million as a result of the pandemic relocating education and work settings online. And over 90,000 institutions were utilizing Zoom at the height of pandemic's virtual schooling.

Many institutions needed an online learning gateway as a result of school closures, and Google Classroom fit the bill. It provided teachers with capabilities such as Google Suite compatibility and learning monitoring tools for publishing and class assignments. Another element that contributed to Google Classroom becoming a popular alternative for schools is its compatibility with Chrome books, which many schools were already using before to the epidemic. Between 2020 and 2021, Google Classroom's customer base grew from 40 million to over 150 million.

7- Conclusion

The use of digital technologies for teaching and learning is known as e-learning. It tends to make use of modern technologies to allow students to study whenever and wherever they choose. It entails instruction and delivery of students is encouraged to communicate with one another, exchange ideas, and respect one another. In various perspectives it facilitates communication and strengthens long-term partnerships learning. Despite these difficulties, the literature has attempted to understand the role of e-Learning in particular, and how e-Learning has influenced teaching and learning. Its introduction in some universities has boosted academic standards by increasing professor and learner access to knowledge and providing a rich environment for student cooperation. The entire literature on the merits and drawbacks of e-learning argues that it should be used in higher education in order for teachers, administrators, and students to reap the full benefits of its acceptance and implementation.

Every sort of educational environment has benefits and drawbacks, according to the facts. Students must weigh the advantages and disadvantages of several elements in needed to make an accurate decision about their professional path. Students must choose how they will achieve their objectives: online, in the course, or a mixture of both.

In certain cases, however, the hassle of keeping a steady school schedule prevents potential students from continuing their education. It's also evident that education is heavily influenced by an individual's desire to learn. So, in the end, how much a student invests into his or her education impacts how much he or she retains and how valuable the whole encounter was to his or her potential career.

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