Transformation of Traditional to Online Education System: Challenges and Driving Forces

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Abstract— **Online or distance education is a relatively unconventional idea. It supports the basic concept of the existence of the learner being in a different location from the source of learning, which can be a book or a teacher, or even a group of students, etc. It gives freedom to education and training to offer programs and courses to the learner at diverse geographical locations. This type of education aims to attract students, who cannot under normal circumstances to continue in a traditional educational program. The research aims to study the traditional and online teaching and learning methods. Literature review from the past research works has been taken into consideration. The results reveal the comparative model consisting of more challenges but that there is a positive hope for online education can be applicable to a special category of people with certain conditions**.

Keywords — **e-learning, online education, Traditional education, distance education**

I. INTRODUCTION

IN recent years, most of the educational organizations invested a lot in technology. The business sectors were ahead indeed. With the advent adaptation in technology and its rapid change in last few decades, forced to utilize the technology in all sectors including education. The education sector is training hub prepares the manpower and human brains to utilize the technology. The despite such investment leaning technology or using technology in education sector adopted poorly till the beginning and awareness of COVID-19. It has been studied and observed that adoption of technology in the society from several stakeholders were not accepted, as it could be [1-2]. One of the most important stakeholders within education system is a learner. In our study, we try to identify the guiding forces and barriers in transformation of traditional to online education system.

II. LITERATURE REVIEW

Here few samples literature review been presented; AlBaludshi & AlShishi, expressed that online education systems management is a relatively modern concept and may be confused with digital education, virtual education, e-learning and online learning. All these concepts are considered to fall under learning but using technology and communication. Also, they suggested five-force factors that could help to transform the GCC region into a distinct center or region of higher education [3].

Nicky Dabner concluded that online education shall use interactive websites with real-time communication features and the students must be oriented about the same. But it is recommended to offer only later than first year classes [4].

Ross, Morrison & Lowther, stated that the online learning or e-learning, including web-based training courses, teleconferencing, hybrid courses, shall be used. Social communication with a global community of learners and use of technology in classroom teaching shall be adopted. This will prepare students to become skilled and trustworthy technology users [5].

III. RESEARCH METHOD

The research method followed the given steps in completion of this work:

- Performed the literature survey on online education system offered within Oman.

- Identified the academic organizations offering the online education within Oman.

- Identification of the challenges and guiding forces for online education system.

- Make the comparison with the existing education system.

IV. DISCUSSION

According to the study of few researchers the online education has come a long way and opened new horizons in education [6-7]. The traditional education compared with the current education, requires human force that can bring people from all areas, whereas current system requires teachers to know how to use communication technology effectively. This teaching - learning need to be facilitated by materials, resources,

communication methods, well-trained suppliers and support staff.

Figure 1: The guiding forces and challenges in transformation of traditional to online education system

The online learner should have a clear understanding of the purpose, objectives, importance, how they are achieved, and the levels of performance required and how they are evaluated. As the per figure 1, the driving forces and challenges have been identified.

V. CONCLUSION

- The future of online and traditional teaching- learning remains dependent on the extent to which countries are able to induce modern technologies and gadgets, especially the Internet and computer, into the curricula within educational institutions. Through this study we conclude that there are many factors that can be included in online learning.

- Before COVID -19, in many countries, there were no such standards that hinder the idea of this kind of education, especially in many regions our Arab countries. The availability of online learning was scarce and limited.

- Before COVID-19, in Oman, for example, it was difficult to have this kind of education because of the challenge of acceptability. There was and still is a lack of good communication infrastructure. The system is not widely accepted for implementation because of following challenges:

- ✓ clarity, relevance and delivery of course content;

- ✓ evaluation procedure, coordination, leadership, effectiveness, preparation, delivery of trainers;

- ✓ Lack of organization, and enthusiasm at implementation stage;

- ✓ Knowledge of end users, availability, attitude, acceptability;

- ✓ Interaction with the provider, students and other groups, quality and adequacy;

After the COVID-19 pandemic effects, the education systems including all stakeholders were forced to utilize and adopt the online education system. Hence, many of the challenges converted into driving forces. It happened only due to finding no option but to adopt the technology in education system to deliver the course contents. The forced acceptability was found after the pandemic situation occurred after Feb 2020 in the region.

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