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University Students' Attitudes towards Blended Learning in Libya: Empirical Study

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Abstract- The present study aimed to explore the university students' attitudes in Libya towards blended learning (B-earning). To explore such attitudes, the researchers designed a questionnaire. They selected a purposive sample consisting from 435 students. Those students were selected from Elmergib University in Libya. They were selected from human sciences faculties and scientific faculties. The researchers distributed the questionnaire forms to all of the selected students by hand. All the forms were retrieved. However, 13 questionnaire forms were excluded due to having missing data. Thus, 422 questionnaire forms are considered valid for analysis. The SPSS was used for the analysis of the collected data.

Students' at Elmergib University don't practice B-learning. That is because all the lectures at the latter university are taken face-to-face and there is no learning management system. Therefore, the meaning of these terms was illustrated within the questionnaire. It was also illustrated by the researchers when distributing the forms. It was found that those students have positive attitudes towards this learning. It was found that B-learning promotes creativity among students and improves students' time management skills. It was found that B-learning raises students' academic achievement and improves students' understanding of the material. However, it was found that B-learning doesn't raise students' self-confidence level.

Keywords: Attitudes, blended learning, Libya, university

1- INTRODUCTION

Technologies have been developing in a rapid and ongoing manner. That led to increasing the learning opportunities and achieving development in developing and developed countries. It also led to using ICTs in all fields and institutions. For instance, it can be noticed that all the developing and developed countries have started to employ ICT in educational institutions. That applies to educational institutions Libya. For instance, many Libyan universities started to adopt an e-learning approach along with adopting face to face learning approach. However, Libya is still far behind in this regard due to the revolution of 2011. In fact, most of the Libyan universities do not adopt an e-learning approach due to the severe challenges they have been facing [3].

Recently, the demand for receiving education has been increasing worldwide. There are also challenges facing face-to-face education. In addition, the cost of face-to-face is education is high [2]. These challenges are faced by Libyan universities. In order for Libyan universities to overcome such challenges, students at such universities must adopted a blended learning approach. Such an approach has been receiving much attention by scholars. It may be defined as a mixture of computer-based learning methods and conventional face to face learning methods [10].

B-learning may be defined as a combination of direct face-to-face learning methods with self-directed learning methods that are supported by the use of technological resources, such as: learning management system or e-learning platforms. B-learning has numerous benefits. For instance, it enables learners to learn at the place and time that suit them. It also offers learning opportunities to the ones who suffer from impairments, such as: hearing, mobility or visual impairment. It makes students capable of learning, recalling and applying knowledge by themselves without relying on instructors or anyone else [11].

The B-learning approach enables students to study and do assignments in an independent manner without relying on their instructor nor others. It allows students to access an unlimited number of electronic sources of information. That shall participate in increasing the amount of knowledge that students possess. The B-learning approach allows shy students to engage in online discussions and electronic group work. However, when adopting the face-to-

face learning approach only, shy students may fear expressing themselves or providing suggestions. Hence, B-learning participates in raising the self-confidence level of students, especially shy students [15].

Blended learning offers students more opportunities for holding discussion. It improves the quality of the communication process between students and instructors. It enables students to display simulation models. That shall make the learning process based on practical knowledge and reality. B-learning participates in developing students' technical capabilities, and capabilities in using technology-based teaching aids, such as: audio records, videos, and learning management systems, such as: the Blackboard [5].

Through B-learning, the students shall not rely on their instructor only to gain information. In fact, the B-learning allows students to access many electronic information sources in order to enrich their knowledge. It also allows students to work in groups and gain information from their peers. In other words, B-learning enables students to manage their own learning process by themselves. Therefore, it enables students to learn at their own pace and at the time that suits them. It participates in promoting cooperation and group-based learning among students. It participates in improving students' capabilities to use electronic information resources. It improves students' capabilities to manage their time. In other words, it improves students' time management skills.   In fact, a B-learning approach can be adopted for meeting any academic goal. From a psychological perspective, it can effectively reduce the learners' anxiety and fear which are associated with the teaching-learning process [5].

B-learning in higher education institutions is very useful. For instance, it participates in promoting autonomous learning and increasing the extent of student engagement in the teaching-learning process. It participates in increasing the rate of the students passing in the course. It offers learning opportunities that are accessible and flexible. However, there are challenges hindering students from practicing B-learning. Such challenges may include: the instructors' possession of poor IT skills [16].

Despite the advantages of adopting a B-learning approach, it requires meeting several requirements. For instance, it requires having instructors who are well-trained. For instance, such instructors must be capable to create an electronic material and post it online. They must be capable of using social

networks for meeting academic goals. In addition, adopting a B-learning approach requires having access to internet at home. It also requires having ICT equipment and software at student's home. It also requires having support by the students' parents. It requires having facilities that are completely equipped with the required ICT software and equipment [12]. Students' at Elmergib University don't practice B-learning. That is because all the lectures at the latter university are taken face-to-face and there is no learning management system. In order for students to adopt a B-learning approach at the latter university, much money must be allocated for that. In addition, the government must develop governmental plans efficiently for meeting the latter goal. There must be also many training courses given to instructors at the latter university.

2- STATEMNET OF THE PROBLEM:

Libya has been suffering from armed conflict and political crisis. Such crisis and conflict led to destroying the ICT infrastructure in Libya. This destruction led to preventing many Libyan universities from adopting an e-learning approach. That forced the Libyan government to re-develop the ICT infrastructure which has been severely damaged. Such re-development shall enable many Libyan universities to use modern teaching methods and increase citizens' access to higher education [14].

Due to the armed conflict and political crisis in Libya, many Libyan citizens are not enjoying security nor having access to higher education. Due to such conflict, many instructors and university students are exposed to physical and psychological danger. In addition, the transportation system is negatively affected by such conflict. These challenges hinder many instructors and university students from going to university [14]. Due to such challenges, the researcher of the present study believes that Libyan universities must seek adopting a blended instruction approach along with adopting a face to face instruction approach.

B-learning participates in reducing the rates of drop out and raising students' scores in courses [13]. It enables students to develop several life skills. Such skills may include: critical thinking, self-management, communication, patience, decision making, empathy, and love. Some of those are developed through gaining face to face learning experiences, such as: patience. Other skills are developed through gaining online learning

experiences, such as: the time management skills. Therefore, B-learning combines the advantages of online learning with the advantages of face to face learning.

In addition, B-learning reduces the workload of instructors and provides them with more time to develop themselves in professional areas. That shall participate in improving the quality of the provided education in the country in general, and in the academic institution in particular. In addition, B-learning participates in developing students' digital fluency and computer skills. It should be noted that such development is needed after experiencing a technological revolution and globalism [12] .In the light of the aforementioned, the researchers aimed to explore the effectiveness of adopting a blended learning approach by the university students enrolled at Libyan universities.

3-   **OBJECTIVES**:

The present study aimed to:

-    Explore the competency of university students' in employing computer-based learning methods in Libya
-    Explore the university students' attitudes towards blended learning in Libya.

4-   **QUESTIONS**

The present study aimed to answer:

-    How competent are university students in employing computer-based learning methods in Libya?
-    What are the university students' attitudes towards blended learning in Libya?

5-   **SIGNIFICANCE OF THE STUDY**

The present study is significant, because it fills a gap in the literature shedding a light on B-learning in Libya due to the scarcity of such literature. It's considered so, because it provides useful results for the following ones:

5.1   Decision makers at the Libyan Ministry of Higher Education and Scientific Research: This study participates in promoting awareness among

those decision makers about the benefits gained from having students practicing blended learning.

5.2   Faculty members at Libyan universities: This study shall encourage those faculty members to ask students to do research tasks that require the use of electronic resources. It shall encourage those faculty members to ask students to do group-based tasks that require that use of electronic means.

5.3   Leaders at Libyan universities: This study shall encourage those leaders to make decisions that raise the extent of integrating technology in education.

5.4   Designers of university curricula in Libya: This study shall encourage those designers to include exercises and activities -in university curricula -that must be performed through using electronic means.

6-   Limits

The present study was conducted at Elmergib University in Libya during the first semester of the academic year (2019-2020).

7-   THEORETICAL DEFINITIONS

- B-learning: It is defined as a mixture of in-class conventional learning with online learning [1].
- Attitude: It refers to one's emotional disposition [9]. It may be defined as a coordinated response that one makes to social stimuli [4].

8-   OPERATIONAL DEFINITIONS:

- B-learning: Adopting an online learning approach with face to face learning approach by the students enrolled at Elmergib University in Libya.
- Attitude: The attitudes of university students at Libyan universities towards B-learning.

9-   THEORETICAL LITERATURE:

Blended learning improves the quality of the learning process. It improves students' achievement in academic areas. It enables students to save time and the travel costs. It plays a significant role in speeding up the learning process. For instance, through adopting a blended instruction approach, the instructor

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can post several educational videos online instead of illustrating information through making many lectures [17].

A B-learning approach is an effective approach. That's because it offers students the opportunity to interact face to face and virtually with their peers. The online interaction shall offer students the capacity to meet a great number of people who are enrolled at the same academic institution. That shall promote harmony among the ones who belong to different cultures and countries. It shall promote acceptance among students to one another. Therefore, B-learning enables students to gain information about different cultures and countries. It enables students to participate in the creation of knowledge, rather than receiving it from the instructor through the spoon feeding instruction method.   To illustrate more, through the B-learning approach, students shall exert much effort to search for knowledge and connect pieces of information with one another [12].

B-learning participates in instilling a sense of self-responsibility and discipline with students. That's because it enables students to control their own learning process and take academic decisions by themselves. In addition, adopting a B-instruction approach enables instructors to post and update the course material instead of exerting much effort to print and distribute it [12].

B-learning enables students to identify their own learning needs. It also enables students to make information-based decisions about the things they must learn and the methods for learning them. Therefore, it participates in the development of students' decision making skills. However, adopting a B-learning approach requires designing a special curriculum. It also requires dedicating funds and training staff. It's important to explore the nature of the academic needs of the targeted students before adopting a B-learning approach [11].

10-   EMPRICIAL STUDIES:

Ja'ashan [8] aimed to explore undergraduates' attitudes towards the blended learning in Saudi Arabia. The sample consists from 130 undergraduates majoring in English language at the University of Bisha. A questionnaire was used. It was found that B-learning promotes in-depth learning, motives them to succeed, and expands knowledge. It was found that B-learning improves students' understanding of the material. It was found that B-learning enables

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students to apply the knowledge they have learnt.   Thus, B-learning enables students to make a connection between the theoretical knowledge and practical ones. It was found that B-learning is more convenient than conventional learning. It was found that B-learning enables students to contact native speakers and interact with them [8].

Dwaik, Jweiless, and Shrouf [6] aimed to explore the effectiveness of blended learning from the perspective of Palestinian undergraduates. The sample consists from 26 female and male undergraduates. Those students were taking a course titled (American Literature) at Hebron University. A questionnaire was used for data collection. It was found that blended learning motivates students to learn and improves their language skills. It was found that blended learning makes students interested in learning more information and expand students' linguistic and cultural knowledge. It was found that blended learning improves the interaction between students' and instructor and raises students' academic achievement [6]

Eshreteh and Siaj [7] aimed to explore the attitudes of students and faculty members towards blended learning. The sample consists from 40 undergraduates majoring in English language at Hebron University. It also consists from 4 faculty members selected from the English language department of the latter university. Faculty members were interviewed and students were surveyed. From the students' perspective, it was found that the use of technology shall facilitate the learning process. It was found that blended learning improves interactivity in learning and motivates students to learn. It was found that blended learning improves students' communication skills, and enables them to understand the material. It was found that blended learning enables students to save time, but doesn't meet students' individual academic needs.   From the faculty members' perspective, it was found that blended learning offers students more opportunities to hold discussions and express themselves freely. It was found that blended learning increases students' interaction with the material and peers. It was found that blended learning enables faculty members to ask students to carry out various types of assignments and use various teaching methods. It was found that blended learning enables students to attend class with being well prepared. It was found that blended learning offer learning opportunities that are flexible. That's because students shall become capable to submit their assignments at the time that suits them. It was found that B-learning reduces the extent of

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need for lecture halls and enables students to have access to the information they have missed when they were absent. It was found that such learning improves students' problem-solving skills, and critical thinking capabilities [7].

Dweikat, and Amer [5] aimed to explore the attitudes of students at Al-Quds Open University towards B-learning. The sample consists from 42 students majoring in English language at the latter university. Data was collected from the sample using a survey. It was analyzed through the SPSS program. It was found that B-learning enables instructors to use a variety of teaching methods and makes students interested in learning. It was found that B-learning encourage students to learn in an ongoing manner and enables students to manage and organize their responsibilities, duties and roles. It was found that B-learning enables the instructors to handle students' individual academic differences effectively. It was found that B-learning enables students to have access to supplementary material. Thus, B-learning makes the material less complex for students to understand [5].

Aladwan, Fakhouri, Alawamrah, and Rababah [1] aimed to explore students' attitudes towards blended learning in Jordan. A questionnaire was used. The sample consists from 250 students enrolled at the University of Jordan. It was found that 100% of the respondents have internet services at home and positive attitudes towards B-learning. It was found that the assignments made in B-learning offer students the opportunity to learn and read more. It was found that B-learning improves the learning skills of students. It was found that B-learning increases students' engagement in the learning process and promotes collaboration. It was found that B-learning fosters the instructor-student interaction and enables learners to learn at the pace that suits them. It was found that blended learning expands students' knowledge, because students can get additional information from online resources [1].

Sari and Wahyudin [15] aimed to explore university students' attitudes towards Instagram-based blended learning in a business course. The sample consists from 116 undergraduates enrolled in a business course at the University of Teknokrat in Indonesia. Data was obtained from respondents through observing respondents, using a questionnaire, and conducting interviews. Through the questionnaire, it was found that such learning shall improve students' language proficiency and team work skills. It was found that such learning shall promote democracy and creativity among students and

respect for others' views. It was found that such learning shall promote acceptance for the views that contradict one's view. It was found that such learning makes the learning process enjoyable and offers students opportunity to communicate with others. It was found that such learning makes students' feel relax and promotes self-confidence about their learning capabilities. Through the interviews, it was found that such learning facilitates the process of submitting assignments. It was found that such learning promotes independency in learning [15].

11- APPROACH

A quantitative approach is adopted. In addition, a descriptive analytical approach is adopted too.

12- POPULAITON

The population is represented in part of the university students Elmergib University in Libya.

13- SAMPLE

The researchers selected a purposive sample consisting from 435 female and male students. Those students were selected from Elmergib University in Libya. They were selected from human sciences faculties and scientific faculties. The researchers distributed the questionnaire forms to all of the selected students by hand. All the forms were retrieved. However, 13 questionnaire forms were excluded due to having missing data. Thus, 422 questionnaire forms are considered valid for analysis. Data about the respondents is illustrated through the first table below:

Table (1): Data about the respondents

Variable	Category	Frequency	Percentage%
Faculty	*Human sciences faculties*	284	67.29858
	Scientific faculties	138	32.70142
Do you have a computer at home?	*Yes*	422	100
	No	0	0
Do you have access to internet at home?	*Yes*	422	100
	No	0	0

N=422

It can be noticed that all of the respondents have a computer at home. It was also found that all of the respondents have access to internet at home. It was found that 67.29% of the respondents are selected from human sciences faculties. It was found that 32.70% of the respondents are selected from the scientific faculties.

14- INSTRUMENT

To obtain the needed data, a questionnaire was designed by the researchers. This questionnaire was developed based on the relevant studies and books. It includes 14 statements. It includes 2 parts. Through part 1, the respondents' data is identified (type of faculty, possession of computer at home and access to internet at home). The latter part identifies how competent the respondents are you in employing computer-based learning methods. Through part 2, the attitudes of students towards B-learning are identified. The five point Likert scale was adopted which consists from 5 categories. These categories are: a)-strongly agree, b)-agree, c)-neutral, d)- disagree, and e)- strongly disagree.

15- VALIDITY

To assess the questionnaire's validity, the preliminary version of the questionnaire was passed to 2 instructors who hold a PhD degree in educational sciences, and teach at Elmergib University. Those instructors were asked to assess the latter version in terms of clarity, relevancy, content and language. They were asked to write down their suggestions and comments. Both instructors suggested that the questionnaire doesn't include language mistakes. They added that the items are clear and related to the study's goals. However, one of the instructor recommended paraphrasing a statement. The other instructor provided suggestions related to form. The researchers made changes to the questionnaire based on the instructors' recommendations. That was done to produce the final version of the questionnaire.

16- RELIABILITY

Value of Cronbach alpha coefficient is calculated. It's 0.872. This high value indicates that the instrument is very reliable and offers results that are very accurate and reliable.

17-   METHODS FOR DATA COLLECTION AND ANALYSIS:

To collect the needed data, the researchers used several databases, google books, and google scholar. That was done to review the relevant references, such as: books, studies and theses. The researchers designed a survey in order to collect data from the sample that was selected. To analyze the data that has been collected through the survey, the researchers used the SPSS program and calculated the relevant means. He also calculated standard deviations. Furthermore, the Cronbach Alpha coefficient value is calculated.

18-   Criteria for classifying means

Such criteria are illustrated below:

Table (2): The criteria that are adopted for classifying the means

Range	Level	Attitude
2.33 or less	Low	Negative
2.34-3.66	Moderate	Moderate
3.67 -5	High	Positive

19-   DISCUSSION AND RESULTS:

1)- Discussion and Results to the first question:

Q.1)- How competent are university students in employing computer-based learning methods in Libya?

The researchers provided an answer for the first question through calculating means and standard deviations. The latter answer is manifested through table (3)

Table (3): The competency of students in employing computer-based learning methods

Question	Category	Frequency	Percentage%
How competent are you in employing computer-based learning methods?	*Excellent*	47	11.13744
	Very good	76	18.00948
	Good	223	52.8436
	Fair	26	6.161137
	Poor	50	11.84834

N=422

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It can be noticed that 11.13% of the respondents have excellent capabilities in employing computer-based learning methods and 18.009% of the respondents have very good capabilities in this regard. It was found that 52.84% of the respondents have good capabilities in this regard, whereas 6.16% of the respondents have fair capabilities. It was found that 11.84% have poor capabilities. Based on these numbers, it can be noticed that half of the respondents have good capabilities in employing computer-based learning methods. Thus, in case the university management decided to adopt a blended learning approach, students must be provided with adequate training in order to improve their computer skills.

2)- Discussion and Results to the Second Question:

Q.2)- What are the university students' attitudes towards blended learning in Libya?

Table (4) presents the respondents' attitudes towards adopting a B-learning approach in Libya.

Table (4): The university students' attitudes towards blended learning in Libya

No.	Statement	Mean	Std.	Attitude	Level
	Adopting a B-learning approach shall:				
1.	promote creativity among students	2.57	0.24	Positive	High
2.	reduce the feelings of anxiety and fear that are associated with learning	4.24	0.65	Positive	High
3.	raise students' self-confidence level	2.15	0.17	Negative	Low
4.	improve students' understanding of the material	4.45	0.38	Positive	High
5.	improve the students' academic achievement	4.38	0.92	Positive	High
6.	enable students to save time	4.55	0.34	Positive	High
7.	foster the instructor-student interaction	2.31	0.19	Negative	Low
8.	expand students' knowledge	4.43	0.57	Positive	High
9.	improve students' language skills	4.82	0.46	Positive	High
10.	enable students to identify their own learning needs	2.10	0.29	Negative	Low
11.	improve students' critical thinking skills	4.65	0.24	Positive	High

12.	improve students' time management skills.	4.73	0.18	Positive	High
13.	instill a sense of self-responsibility within students	2.26	0.33	Negative	Low
14.	make learning enjoyable	4.75	0.75	Positive	High
15.	increase students' engagement in the teaching-learning process	4.86	0.41	Positive	High
16.	motivate students to learn	4.98	0.34	Positive	High
	Total	3.88	0.40	Positive	High

Although B-learning isn't practiced by students at Elmergib University in Libya, it was found that the students enrolled at the latter university have positive attitudes towards B-learning. That's because the relevant mean is 3.88. It was found that B-learning promotes creativity among students. That's because the relevant mean is 2.57. The latter result is consistent with the result found by Sari and Wahyudin [15]. It was found that B-learning reduces the feelings of anxiety and fear that are associated with learning, because the relevant mean is 4.24. The latter result is consistent with the result found by Dweikat, and Amer [5]. It may be attributed to the fact that using an electronic platform doesn't require face to face interaction with instructor and peers.

It was found that B-learning doesn't raise students' self-confidence level, because the relevant mean is 2.15. The latter result is inconsistent with the result found by Sari and Wahyudin [15]. It may be attributed to the fact that raising one's self-confidence level requires engaging in face-to-face interactions with others. However, in B-learning, the extent of engaging in such interaction is less than the extent of engaging in such interaction through conventional face-to-face learning. It was found that B-learning improves students' understanding of the material, because the relevant mean is 4.45. The latter result is consistent with the result found by Ja'ashan [8].

It was found that B-learning improves the students' academic achievement, because the relevant mean is 4.38. The latter result is consistent with the result found by Dwaik, Jweiless, and Shrouf [6]. It may be attributed to the fact that electronic information sources provide students with additional information and supplementary material. It was found that B-learning enables students to save their time, because the relevant mean is 4.55. The latter result is consistent with the result found by Singh, & Reed [17]. It may be attributed to the fact that using an electronic platform provides students with

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access to many databases and electronic libraries. Thus, in blended learning, students do not have to spend much time searching in conventional libraries.

It was found that B-learning doesn't foster the instructor-student interaction because the relevant mean is 2.31. The latter result is inconsistent with the result concluded by Dwaik, Jweiless, and Shrouf [6]. It may be attributed to the fact that B-learning reduces the extent of having face to face interaction between the students and their instructor. It was found that B-learning expands students' knowledge, because the relevant mean is 4.43. The latter result is consistent with the result found by Aladwan, Fakhouri, Alawamrah, and Rababah [1]. That's because when adopting a B-learning approach, students should search for knowledge by themselves, through reading and analyzing information instead of relying on the teacher as the only sources of knowledge.

It was found that B-learning improve students' language skills, because the relevant mean is 4.82. The latter result is consistent with the result concluded by Dwaik, Jweiless, and Shrouf [6]. It may be attributed to the fact that adopting a B-learning approach allows students to communicate with foreigners who speak foreign languages. It was found that B-learning doesn't enable students to identify their own learning needs, because the relevant mean is 2.10. The latter result is inconsistent with what's suggested by Hofmann [11]. It may be attributed to the fact that students' learning needs must be determined by a specialist, rather than being determined not by one himself/herself.

It was found that B-learning improves students' critical thinking skills, because the relevant mean is 4.65. The latter result is consistent with the result concluded by Eshreteh and Siaj [7]. It may be attributed to the fact that adopting a B-learning approach enables students to see places that are difficult to visit and conduct experiments that may be hard to conduct or costly. That shall participate in developing one's thinking and imagination. It was found that adopting a B-learning approach improves students' time management skills, because the relevant mean is 4.73. The latter result is consistent with the result concluded by Dweikat, and Amer [5]. It may be attributed to the fact that B-learning requires organizing time and developing an organized time schedule for doing tasks on time. That shall participate in developing students' capabilities to manage their time.

It was found that adopting a B-learning approach doesn't instill a sense of self-responsibility within students, because the relevant mean is 2.26. The latter result is inconsistent with the result concluded by Lalima and Dangwal [12]. It may be attributed to the fact that self- responsibility is instilled mainly by one's parents and the ones who are surrounding him/her. It was found that adopting a B-learning approach makes the process of learning enjoyable, because the relevant mean is 4.75. The latter result is consistent with the result concluded by Sari and Wahyudin [15]. It may be attributed to the fact that young people enjoy the use of technology. It may be attributed to the fact that using multimedia –such as: videos and photos- shall make learning an enjoyable process.

It was found that adopting a B-learning approach increases students' engagement in the teaching-learning process, because the mean is 4.86. The latter result is consistent with the result concluded by Aladwan, Fakhouri, Alawamrah, and Rababah [1]. It was found that adopting a B-learning approach motivates students to learn, because the relevant mean is 4.98. The latter result is attributed to the fact that using of technology makes the learning process easier for students. It's because the use of technology shall make students exert less effort when searching for information.

20-   CONCLUSION

Students' at Elmergib University don't practice B-learning. That is because all the lectures at the latter university are taken face-to-face and there is no learning management system. Therefore, the meaning of this terms was illustrated within the questionnaire. It was also illustrated by the researchers when distributing the forms. It was found that students in Elmergib University have positive attitudes towards B-learning. It was found that B-learning promotes creativity among students and improves students' time management skills. It was found that B-learning raises students' academic achievement and improves students' understanding of the material.

It was found that B-learning makes learning enjoyable and motivates students to learn. It was found that B-learning improves students' critical thinking skills. However, it was found that B-learning doesn't raise students' self-confidence level nor foster the instructor-student interaction. It was found that B-learning doesn't enable students to identify their own learning needs. It was

found that B-learning doesn't instill a sense of self-responsibility within students.

21- RECOMMENDATIONS

The researchers of this study recommend
- Purchasing a learning management system (LMS) by the management of Elmergib University. The use of this system shall enable students and faculty members at the latter university to keep up with the latest technologies and develop their computer skills. It shall participate in improving the quality of the provided education by Libyan universities.

- Encouraging faculty members at Libyan universities to assign group-based tasks that require the use of ICTs. Such encouragement can be practiced through making adjustments to the financial reward system of faculty members

- Taking measures to improve the IT infrastructure in Libya. More funds must be dedicated for meeting this goal.

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