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Perceptions of Higher Education Online Learning Faculty in Lebanon

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2014

Abstract

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Noha Hamie Haidar

MA, Davenport University, 2007

BS, Lebanese University, 2000

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The purpose of this case study was to explore faculty attitudes toward online learning in a Lebanese Higher Education Institution (HEI). The research problem addressed the disinterest among faculty at the Arts, Sciences, and Technology University of Lebanon (AUL) in enhancing learning using online technology. The research questions for this study explored the attitudes of the faculty toward applying online learning and the extent of the faculty readiness to adopt this technological change. A qualitative case study design was used that employed multiple sources of information including semi-structured interviews and existing literature. The target population was AUL faculty including full-time instructors and administration (n = 25). Data analysis was guided by the lens of Kanter's theoretical approach, which focused on the ADKAR model for adopting change in faculty's awareness, desire, knowledge, ability, and reinforcement. Key findings indicated negative faculty impressions concerning online learning authority over technology use, culture, and changes such as increased enrollment and different teaching styles. Despite these findings, opportunity for the adoption of online learning was identified. Faculty indicated positive elements, such as the competitive advantage to be the first online institution in the Lebanese Market and higher student enrollment. These results may encourage AUL's faculty to adopt online learning and to follow the educational development steps taken worldwide. This study contributes to social change by expanding the ability of AUL and Lebanese students to compete globally.

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Dedication

I dedicate my dissertation to my family. A special feeling of gratitude to my parents, Adib and Fariha Hamieh. I do appreciate all that you have done for me. I will never be able to return a piece of your kindness and love. Hope I made you proud.

I do dedicate my work to my little family my husband Ahmad Haidar, my kids Noor Ali and Batoul. We have been together through it all and “we made it”.

A special thanks to my brother Hussein and sister Oula, for bringing joy into my heart, for having such a beautiful boy “Baby Ali”.

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Chapter 1: Introduction to the Study

Background

Creating sustainable education is a serious concern of educators and academic institutions (MENA, 2008; The United Nations Educational Scientific and Cultural Organization [UNESCO], 2011; U.S. Department of Education, 2009a). Online learning is suitable for use as an educational program delivery because of its design flexibility for complementing student educational needs and expectations (U.S. Department of Education, 2009a). In this study, I explored the attitudes of the faculty at Arts, Technology and Sciences University of Lebanon (AUL) toward the value and worth of implementing online education programs to improve quality education. In this study, I emphasized a critical contemporary problem within the education system wherein current research showed a lack of technology use, negative attitudes toward this use at faculty, and instructional levels, as well as inconsistencies with technological development that higher education institutions (HEIs) have nonetheless achieved in different countries (Castle & McGuire, 2010; Nasser & Abouchedid, 2001; UNESCO, 2011).

Online Education in General

Online education programs are afforded to students and are flexible programs (Castle & McGuire, 2010; Erdogan, 2011; Masri, 2005; Silva, Lourtie, &Aires, 2013). Because some of these programs are unaccredited, some institutions, recruiters, and employers consider these programs not comparable to regular education programs (Castle & McGuire, 2010; Erdogan, 2011; Masri, 2005). Many fundamental rationales define these attitudes and perceptions. The most perceived of these rationales is the lack of

understanding held by the faculty. When credible universities such as Harvard Business School implement a program, it is probably a high quality program. In the second decade of the 21st century, online programs are as good as the traditional ones, because they can help students develop their skills, build their portfolios, and advance their careers (Castle & McGuire, 2010).

Distance Learning

The U.S. Department of Education (2009a) defined distance learning as an education process wherein students and instructors are geographically separated. Online learning can be facilitated by means of audio and video communication or via computer technology. In consideration of online learning, there are two distinctive methods of instruction: synchronous and asynchronous distance learning (U.S. Department of Education, 2009a).

Asynchronous learning. Asynchronous courses are defined as instructional environments available to students at all hours and days of the week; consequently, a student can log into the course at any time and subsequently read, discuss, and even post his or her messages (Picciano, Seaman, & Allen, 2010). In consideration of the elements of access and scheduling, asynchronous courses are not as limited as their synchronous counterparts. Picciano et al. (2010) added that asynchronous style is quite flexible and allows participants the opportunity to read current and previous messages, as well as access material from particular days of past instruction. Accessing any single subject is available through this type of technology.

Presence of others is represented through the depiction of textual and discussion timing whereby every single message or post is labeled with the student's name, date, and time. Asynchronous-type courses are arranged in chronological compilation. Because of this online format, asynchronous conferences consist of a single chronological written message that has been composed and edited by all class participants (Picciano et al., 2010).

Synchronous learning. Synchronous courses are the second type of communication through the online instructional format. These specific courses are commonly differentiated because of the inclusion of chatting rooms and instant messaging systems (Picciano et al., 2010). Instructors have adopted the use of this technology in various manners within the online learning environment. Most notably, instructors have used synchronous technology to allow enrolled students, who were in the same room, to interact via the synchronous conference (Picciano et al., 2010).

Picciano et al. (2010) considered another feature within the synchronous conference; participants are online at the same time. Consequently, they communicate as well as share ideas by reading and responding in real time through typing or talking as systems today have voice or telephone capability. The use of written messages at the same time is equivalent to telecommunication, but the written characteristic is considered unique to synchronous conversations (Picciano et al., 2010).

Benefits of Online Education

In HEI degree programs, specifically within distance learning, many advantages are offered to faculty, students, and administrators (Castle & McGuire, 2010; Diaz &

Entonado, 2009; Singh & Rosemary, 2010). In particular, the online environment and high volume of interactions between faculty and students can be used to increase the learning ability and communication required within the globalization condition. In pursuing online learning forms of instruction, a new stream of revenue is harnessed without the need for additional on-campus facilities.

In a study at the University of Illinois, Kaufman and Walter (2008) posited that studies and practices had positively shown that electronic libraries and electronic access enabled greater efficiency and productivity in the research field. In their study, Kaufman and Walter added that because of the increase in electronic access prevalence since 2004, significant changes have been detected at the University of Illinois library. Kaufman and Walter (2008) noted that digital access to various academic literature facilitated "the most efficient use of researcher time, and has allowed them to substitute time they would have spent gathering information of time they can spend on analyzing" (p. 7).

Beyond the efficiency of research, Mills, Yanes, and Caseeber (2009) indicated the interest of online technology to universities and staff presents the ability to meet the evolving needs of students' demographic changes while simultaneously expanding the university enrollment. Singh and Rosemary (2010) considered that education, learning, and knowledge play a critical role in the success of the global information system and global information economy. Moreover, Badrawi (2010) said that education's prominence in the global economy could be attributed to the nature of the forces involved in the globalization, language, schooling, information communication technology, trade in educational services, as well as international and regional organizations.

Online Education in Lebanon and Arab Region

At the time of data collection for this study, improved student performance at HEIs continued to be a national priority at Lebanon. Allowing students to use technology as a method to improve and develop HEIs is a noticeable consideration at an institutional level (Jammal, 2012). In their research investigating the implementation of online learning at high school level, Nasser and Abouchedid (2000), an old but the only study found in Lebanon, noted education remained deficient in Lebanon because of the attitudes and perceptions of educators. Nasser and Abouchedid posted that in Lebanon, they had noticed a poor perception of online learning common within many areas of the Arab region.

Nasser and Abouchedid (2001) investigated the attitude of educators and directors toward implementing distance education in Lebanon. In this study, Nasser and Abouchedid surveyed school directors and educators and found that educators and directors were negative about the possibility of distance education. In addition, directors reported concerns over cost, training, and technology purchases. Conversely, educators reported willingness and the ability to familiarize with the new technological changes.

In the 21st century, many nations still undervalue the role of distance education and the associated use of technology in learning (Badrawi, 2010; Castle & McGuire, 2010; UNESCO, 2011). Often, the leaders of these countries consider online learning and technology development as a threat against traditional learning styles. However, the leaders of Arab countries such as Lebanon neglect the ability of education development

and instead allocate large amounts of funding to campus construction rather than technological education development (UNESCO, 2011).

The leaders of regional and international organizations have mentioned the aforementioned educational problem. In a 2008 report by the Education Reforms in the Middle East and North Africa (MENA), staff noted that consideration for changing the alternatives of education development in the region existed (MENA, 2008). The report emphasized the need for changing the educational systems. Staff described HEI as an institution that should prepare students for the contemporary world with issues ranging from globalization to technology developments. Thus, the need for online learning is particularly important to offer students in the region the opportunities to acquire higher education benefits and to become competitive worldwide (MENA, 2008).

Faculty Resistance to Online Education

Different researchers that I have studied showed the benefits of online education, but despite that fact, researchers have revealed that many educators continue not to favor teaching online (Castle & McGuire, 2010; Entonado, 2009; Jammal, 2012). In 2011, the National Education Association survey supported this conclusion by noting that many educators remained hesitant to teach online, as 50% of faculty assessed in the survey conveyed negative impressions with an uncertain perception toward online learning (Castle & McGuire, 2010).

In some countries, improving student performance by using online technology services may be prone to resistance because 95% of the academic staff believe or find that the traditional lecture model is more effective than the online lecture model for

student learning (International Monetary Fund, 2013; U.S. Department of Education, 2009b). As recent as 2013, researchers focused on technology curriculum and students in online learning, but few examined faculty and administration's attitudes. In integrating and improving online learning, the perception of such staff members is of critical importance. The lack of such perspectives suggested a need to focus on faculty attitudes regarding emerging studies demonstrating that electronic access enables greater efficiency and productivity for researchers (Castle & McGuire, 2010).

Gap in the Literature

As a considerable list of reasons could influence a non-trustful faculty perception and thus increase delays in implementing online education, the study of such attitudes is of elevated importance. In the study, I assumed a connection between faculty perception and the delay of technology implementation. Researchers have so far focused on technology, curricula, and students in online learning, but few have examined faculty and administration's attitudes toward online learning (Kolowich, 2012; Ward, Peters, & Shelly, 2010).

In the literature section, I highlighted the technology, the history, and development of educational systems. I used the literature section to serve as an overview for current researches in this subject area. I reviewed the studies conducted on the same subject, the common issues described, and whether these studies have affected the educational systems and if these studies have proven that faculty attitudes have affected the educational system.

Statement of the Problem

For the study, the dilemma was the faculty showed a disinterest in enhancing learning using online technology, which directly negated their elemental role in enhancing and incorporating changes in learning modes. At this stage within AUL, I found that the online learning deficiency within the institution mainly surrounded the attitudes of faculty and educators within the university toward implementing online technology.

Despite online learning becoming prevalent within countries throughout the world, the format was not adopted by HEIs in Lebanon. The identification and study of this problem, as it affects HEIs and student performance, could be helpful and valuable to any future development for HEIs in Lebanon.

Purpose of the Study

By using a qualitative case study, I aimed to explore faculty attitudes toward online learning in a Lebanese HEI to gain a better understanding of the willingness of implementing this learning technology. If I found that no willingness exists, my purpose was to discover the reasons behind the faculty refusal to implement online learning at AUL. I used interviews and a questionnaire to explore the attitudes of the faculty at AUL, including the source of their attitudes and their experience with online learning.

As the researcher, I focused on factors that impeded the change of HEIs programs and prevented management from taking such a decision toward improving their programs, which heavily relied on the faculty and administration of any HEI. In addition, I explored their experiences with online learning to fill the gaps in the research literature.

Nature of the Study

Researchers have used the qualitative method or the mixed methods. Most educational researchers found it suitable in this field. Denzin and Lincoln (2005) found in their definition for qualitative research design that this type of research inquiry consists of a set of interpretive practices that are able to make some problems or some cases more visible to the whole world. As Maxwell (2005) illustrated, a qualitative study is a logical strategy and ongoing process that involves interaction between the different components of the design from theories, goals, and research questions to the validity for one another.

I conducted a qualitative study to determine the perception of faculty toward implementing online learning. I used the qualitative research design to obtain and study human behavior and behavior changes. I used the qualitative case study, which allowed me to study the faculty attitudes in the context. A qualitative case study design allowed me to derive patterns (Yin, 2009). In the study, I explored previous experiences, or lack of faculty experiences, related to online technology. In this qualitative case study, I conducted interviews with open-ended questions to explore the attitudes of AUL faculty.

Research Question

As the researcher, I used a research question to guide the present study. Many theorists insisted using numerous case studies are more reliable than using a single case study, I found that in the case of HEIs, a single case study selected and narrowed down the population and allowed me to highlight the problem. When describing the appropriateness of a single case study, Yin (2003) wrote that the case study is appropriate when “a how or why question is being asked about a contemporary set of events, over

which the investigator has little or no control" (p. 9). Following are the research question and two sub questions that drove this research:

Research Question: How are the attitudes, beliefs, and experiences of the faculty at AUL toward online learning affecting the inclusion of such in AUL?

Sub question 1 (SQ1). What are the perceived advantages and disadvantages of online learning according to faculty?

Sub question 2 (SQ2). What is the extent of the faculty readiness to adopt this technological change?

Theoretical Base

Kanter's (1983) is theory of change management that explains the concept behind negative workplace behaviors. The author emphasized the importance of environment related to employee behaviors in any organization. According to Kanter's theory, people's skill base is very important in order to achieve a change, moreover to make informed decisions.

I adopted the ADKAR, which is the acronym of awareness, desire, knowledge, ability, and reinforcement (ADKAR) model was used by Prosci, an organization considered a leader in business process and change management research, and one of the largest providers of change management and reengineering (Hiatt, 2006). The organization released its first text about the ADKAR in Hiatt's (2006) book. By using the ADKAR model, I was able to consider five elements (awareness, desire, knowledge, ability, and reinforcement) as fundamental requirements for any organization when considering change or to succeed and maintain change (Hiatt, 2006).

As the researcher, I used this model with the elements in order; therefore, to plan change, organizations, businesses and individuals must first identify awareness, then desire, and so on. In addition, by using this model, I could identify the reasons or the weak elements that prevent the change management (Hiatt, 2006). This model helped me in my study to explore the reasons behind the lack of management decisions toward applying the technological change. I used this change management model to explore the reasons that delayed the change in HEIs programs and prevented management from taking such a decision toward improving their programs. Once the staff of an organization identifies the weak element or elements, the idea of change becomes easier as the next step is how to correct and eradicate these weak elements until the staff gets five strong elements and succeeds in the needed change (Hiatt, 2006).

By looking at the accumulated data and responses, I had an indication of the level of faculty's knowledge about online learning and explored their influence toward this technological learning style. In addition, I used data to identify the faculty's ability to support the decision, which allowed a further step toward applying this change or not. Within AUL's academic environment, I aimed to see if the opportunity existed for the adoption of online learning. I considered that this management change was valuable for institutions, faculty, and students; thus, my reason for this study was to reveal the faculty level to allow the institution to make the right decision. I used the interviews to test faculty knowledge and perception toward any change. In the literature section, I will introduce the theoretical framework; moreover, I will show how its use helped the study.

Definitions

In a research study, it is important "that [the] proposal is understandable to the general reader who does not know much about [the] field of investigation" ("Key Elements," 2010, para. 32). To accomplish this, I have provided operational definitions of key terms.

Attitudes are "a behavior pattern, anticipatory set or tendency, predisposition to specific adjustment or more simply, a conditioned response to social stimuli" (Dockery & Bedeian, 1989, p. 11).

Beliefs are "the ideas, viewpoints, and attitudes of the particular group of society" ("The Concept of Beliefs," 2013, para. 2).

Distance learning is education that uses technology to deliver learning. In addition, distance learning is applicable to the student who cannot physically attend a regular classroom or traditional teaching. Honeyman and Miller (1994) described distance learning as a process that create and deliver learning when learners and source of the information are separated.

e-Learning is supported through information and communication technology ICT. The American Society for Training and Development (ASTD) defined e-Learning and virtual classroom as a set of applications or process that might contain different types of online learning method such as Web-based learning, computer-based learning, virtual classrooms, and digital. Definitions for the learning format differ depending on the particular institution's application (Mayer, 2003).

Faculty includes instructors and full-time personnel at institutions. Faculty assignments include instruction, research, professors, associate professors, or instructors

at the institutions, but some institutions may limit or, may not expand the scope of the definition of faculty for the purposes or their policy (Tennessee Tech University, 2013).

Higher education means university level education. It offers qualification Higher National Diplomas and Foundation Degrees to postgraduate programs such as masters and doctoral degrees. Higher education degrees are recognized throughout the world as a degree representing expertise with a wide range of skills that are useful in the workplace (AEGEE, 2013).

Online learning, as defined by Carliner (2002), is educational information delivered on a computer. Khan (1997) further delineated that the phrase referred to "an innovative approach for delivering instruction to a remote audience using the Web as a medium" (p. 5). Ally (2008) defined online learning as being more than just "presentations and delivery of materials using the Web" (p. 17). Ally said the learner and associated learning process should be the focus of online learning. Continuing the previous logic, online learning is defined as the use of the Internet to access learning materials, to interact with content, instructor, and other learners (Ally, 2008).

Perception is the set of processes whereby an individual becomes more aware of certain environment. Each individual then interprets that awareness through certain unique processes (Griffin & Pustay, 2009).

Assumptions

The starting point and the most important assumption of the present study was that faculty attitudes were supposedly negative and non trustful toward online learning. Preliminary information that I accumulated at AUL suggested that such negative

impressions concerning online learning were quite prevalent amongst faculty. Another assumption that I made was the lack of knowledge about learning technology. At the time of data collection, online learning was broad in some Lebanese HEI and still in the developing stages. Furthermore, the process of accreditation at Lebanon for online learning was also unorganized; For example, directors and faculty had not accepted the nationwide accreditation of online learning. Accreditation could be another reason behind staff's impediment in the ability to change and implement online learning. I assumed that the accreditation process was not recognized or might need reorganization or modification in Lebanon.

Limitations

As the researcher, I conducted the study in Lebanon. I used the Lebanese Ministry of Education's website as the main resource for all the previous and new educational studies and reports. The major limitation was that the main language is the Arabic language, and only minimal amounts of research appeared in English. The desired population size for this study was 25, a number considered from the human resource department large enough to eliminate the barrier of uncertainty. In addition, I considered nonresponse bias a barrier as people responding to the interviews might simply not respond or try to skip sensitive questions (Tracey, 2013). In addition, through my review, I found that many theorists such as Stake (1995) and Yin (1984) posited that narrowing down the number of cases studied could not provide or offer reliability or generality for research. However, in this single case study, faculty defined as only 25 educators, including full-time instructors and administrative staff working at AUL.

Regarding the interviews, at the time of data collection, I was not a trained interviewer; however, I believed the proficient relationship with my colleagues would facilitate the mission as at AUL educators and administers were all striving to improve quality education. In addition, analysis and coding of answers could have taken a long time. Furthermore, some of the respondents of the interview might be loquacious and could wander off the interview. At this point, I was aware that I would need to move politely back to the topic.

Significance

I first explored the faculty's attitudes at AUL and illuminated any relationship between faculty's attitudes and the implementation of online learning. I assumed that the results would also offer a clear perspective for educators and institutions about the attitudes of faculty in Lebanon. In addition, I hoped to shed light on online learning resistance in HEIs nationwide, and encourage researchers and educators to start adopting new strategies to acquire online learning at their university. Finally, I addressed new educational delivery methodologies that have proven to be effective at other educational institutions worldwide and not in use by HEIs in Lebanon including AUL.

As the researcher, I maintained the faculty educational potential and revealed any negative or positive intentions to measure the capability of faculty toward using this kind of technology. I used the literature section of the study to emphasize online learning efficiency, and its various usage as well as results that have reached particularly student satisfaction at different institutions at many regional and international cases. The study

added to the literature for educators for further development of online education. This study provides HEIs with a document that can serve as enlightenment to the following:

- The reason behind online learning impediment at HEIs in Lebanon
- A review from the literature on the advantage of online learning
- Need of online learning at HEIs in Lebanon
- A plan to resolve the problem and apply the change
- How to apply and maintain this change

Finally, in this study, I endorsed HEIs, students, and faculty and offered an incentive for substantial institutional changes, such as implementing new technologies, an e-library, blended courses, and new educational software.

Summary

This chapter included a summary of the current understanding of HEIs and online learning in general, background about the topic, statement of purpose of the study, questions, and the research problem. The particular field of research was online learning at AUL. In addition, in the section on past information, I included the research methodology that I used, and the education problems revealed at HEIs level in Lebanon.

At the time of data collection, I had identified the problem in numerous studies that identified the related consequences, but few researchers had looked at faculty attitudes and their influence on any further development (Kolowich, 2012; Ward et al., 2012). Chapter 1 contained the background of the study, the research questions, nature of the study, and definitions. Included in chapter 1 were the assumptions and limitations of the study. In Chapter 2 of the study, I will give a comprehensive review of the recent

studies conducted in the same subject area. In chapter 3, I will provide details on the research design, the rationale, and the methodology. In chapter 4 and 5 , I will describe the data collection and analysis process used in this study. I also provided results and recommendation.

Chapter 2: Literature Review

Introduction

In the literature review, I will present an interpretation of both older and recently conducted studies, related to online education (Robert, 2010). In the literature section, I will focus on four major topics: (a) current conditions of online learning technology in higher education, (b) advantages of online learning, (c) current conditions of HEIs at Lebanon, and (d) general perceptions on online learning in higher education. The problem was the faculty showed a disinterest in enhancing learning using online technology, in the literature review; I will highlight major debates and evaluate the resources to best guide the reader to understand the subject (Robert, 2010).

Literature Search Strategy

In this literature review, I demonstrate the relationship among different works of scholarship in this area and identify new ways of interpretation and future gaps in the literature. From the research problems and questions, I identified the keywords to be used in my study. Keywords that I used in the search included: *online learning*, *faculty perception,* and *higher education*. Second, I narrowed and analyzed the topics needed to conduct research. Next, using the aforementioned keywords, I started searching the related literature in online databases, including Google Scholar and the Walden library catalog, in particular the EBSCO database. Then, I created a list of the desired resources. Finally, I recorded relevant data about each source that I had located and read. I used note cards and copies of the resource pages that contained significant amounts of information critical to address the research problem. My aim for the literature review was to provide

and analyze the pertinent sources that I have had explored, a give a comprehensive integrative review that meets the same standards as primary research.

Conceptual Framework

In the accumulated literature, I recognized different frameworks that other researchers have used to construct and explain their studies. Mills et al. (2009) used the Miles and Huberman (Mills et al., 2009) theoretical concept to describe faculty's attitudes toward long distance education. Mills et al. designed a structure based on a Miles and Huberman conceptual framework to illustrate the areas of inquiry. By using this theoretical framework, Mills et al. aimed to identify the variables that influenced the use or non-use of distance education among faculty. Mills et al. found that the faculty does not equally recognize the use of distance education.

In addition, I found many interesting theories that have been used to explain the technological change and faculty attitude relationship. First, researchers use the cognitive constructivist's conceptual framework as a dominant structure for investigating the teaching and learning processes in a technology-based classroom (Philips, 2001). Using this framework, researchers measure the product of learning, as well as growing interest in examining the learning processes involved (Philips, 2001). In addition, Davis used the technology acceptance model (TAM), which evaluated computer usage (Davis, 1989).

The TAM model is significant because researchers can use it to provide an explanation of the determinants of computer acceptance in general, "while explaining the user behavior across a broad range of end user computing technologies and user populations while being economic and theoretically justified" (Davis, 1989, p. 285). TRA

is a model from social psychology used by researchers concerned with determinants-intended behavior (Eagly & Chaiken, 1993). According to this theory, a person's specified behavior is determined by his or her Behavior Intention (BI) to perform a behavior. A person's attitude and subjective norm determined the (SN) (Davis, 1989). The TAM uses TRA as a theoretical basis when predicting causal relationships between two constructs:

- The perceived usefulness (PU) and the perceived ease of use (PEOU)
- The user's attitude (A), behavioral intentions (BI), and actual computer usage behavior (Davis, 1989)

PU is the user's subjective probability of specific application system that will increase job performance within an organization (Davis, 1989). PEOU is the degree to which the user expects the target system to be free of effort. PU and PEOU are the user's desirability. TAM considers that A and PU influence the individual's BI. The TAM represents an important theoretical contribution to understanding IS usage and IS acceptance behaviors (Davis, 1989). In addition, I found that Nasser and Abouchedid (2000) conducted a significant study that investigated the attitudes of schoolteachers and directors at schools in Lebanon. When using this model, researchers should consider five stages to require the change: Knowledge, Persuasion, Decision, Implementation, and Confirmation (Nasser & Abouchedid, 2001).

Alshangeeti, Al-Saghier, and Nguyen (2009) also adopted the diffusion model in their study regarding the attitudes and beliefs of faculty when applying online technology at Saudi Arabia. "The Diffusion model is a process by which an innovation is

communicated through certain channels over time among the members of a social system" (Roger, 1995, p. 10). Decisions are not compulsory; each person of the social system is free to face his or her innovative decision that follows the aforementioned five steps. Regarding the knowledge, individuals become aware of this innovation and develop a range of preconceived notions related to the technology (Roger, 1995).

A person can identify and implement aspects of persuasion and become either favorable or unfavorable toward this change (Roger, 1995). Third, individuals exposed and engaged within specific activities, which are eventually forced to choose to adopt or reject the innovation. The fourth step is implementation followed by a fifth, and final step in managing new knowledge—confirmation. Within this final stage, the individual evaluates the results of an innovation in the form of a decision (Roger, 1995).

Abouchedid and Nasser (2000) investigated the worth and value of implementing distance education. They found that school directors were principally negative about the possibility of distance education. The directors reported that teacher training and distance education implementation is costly, and yields such processes as financially inefficient and causes their dismissal of the online format. Conversely, teachers were more positively receptive of increased online learning with more than 50% reporting willingness and ability to use the new technology (Nasser & Abouchedid, 2001). Nasser and Abouchedid revealed a dichotomy between faculty and directorial/administrative staff related to the evolution of the traditional instruction format.

Abouchedid and Eid (2004) also found a high level of unawareness at both groups. It is known that digital learning exists between developed and developing

countries and has several impacts on the respective societies (Almobarraz, 2005; Nasser & Abouchedid, 2000; Sahyoun, 2004). At the time of data collection for the present study, Arab countries were still far from the advanced stages achieved in the West concerning e-learning (Badrawi, 2010; MENA, 2008; UNESCO, 2011). As of 2013, only two virtual universities had been established: the Arab Open University and the Syrian Virtual University, which were in their early stages. Concerning Lebanon, they have not achieved significant outcomes in that field (Masri, 2004; Sahyoun, 2004).

The ADKAR model is a recent change management model that I have found useful and easy to understand to help the change in the case of HEIs in Lebanon. I adopted this model to understand and assist the management at HEIs and AUL. Prosci first published the ADKAR, an acronym of awareness, desire, knowledge, ability, and reinforcement. Prosci is an organization considered a leader in business process and change management research, and is one of the largest providers of change management and reengineering. The organization released its first text about the ADKAR in Jeff Hiatt's (2006) book, *ADKAR: A Model for Change in Business, Government and Our Community.*

By using the ADKAR model, researchers consider the five elements: awareness, desire, knowledge, ability, and reinforcement as fundamental requirements for any organization when considering the change, moreover, to succeed and maintain change. These elements cannot be reordered or skipped. To plan change, leaders of organizations and businesses, as well as individuals must first identify awareness, and then desire, and

so on. In addition, when used properly, this model can help individuals identify the reasons or the weak elements that prevent the change management (Prosci, 2013).

Hiatt (2006) and Prosci (2013) focused on the five elements and found them fundamental to prepare individual for change. Awareness is the organization and the member's rational understanding of certain change. This element represents if the organization knows the nature of change and the valuable outcome gained from any potential change (Hiatt, 2006). This element is important and considered a major element behind the lack of management at the HEIs and AUL.

Desire is defined as the organization and employees' motivation and willingness toward a future change. This element is purely personal and depends upon the individual nature, interest, and the situation. Individual engagement in change is needed. Therefore, organization managers need to create the consequences to influence individuals' desire (Hiatt, 2006; Prosci, 2013). Knowledge about how to change and about the needed procedures is fundamental to initiate change. Individuals need to understand the right behavior and guidance on how to apply the change.

Ability to implement new skills and behaviors is the demonstrated capability to implement the change at the required performance levels. Reinforcement is the corporate culture. Organization managers should incorporate ways to maintain change. The organization system consists of internal and external factors. Internal factors are the person's level of achievement and satisfaction; moreover, they are the benefits that a person can derive from the change. External factors are recognition, rewards, and celebrations tied to the realization of the change. People need to keep up with and hold on

to change. Reinforcement helps maintain the change (Hiatt, 2006; Prosci, 2013). This model helped me in my study to explore the perception of faculty and their willingness to accept or refuse the decision toward adopting the technological change. I used this change management model to explore the reasons that delayed the change in HEIs programs and prevented management from taking such a decision toward improving their programs.

While exploring current literature concerning the research topic, I found that most of the researchers introduced higher education in Lebanon and differentiated between the public and the private sectors (Masri, 2005; Sahyoun, 2004; Saleh, 2007). In addition, I identified many points of consensus in the literature such as the need for quality improvement and the associated increases in students' satisfaction (Sahyoun, 2004).

The administrative, institutional, and governmental level managers have identified actual scholarly conversations (Jammal, 2012). These managers have mentioned the educational issues within such regional reports that addressed the needs for innovation to elevate the student reputation in the workplace, with the new globalization requirements (MENA, 2008; Tracey, 2011). Conversely, some researchers showed that numerous opinions were against this innovation and found that the traditional educational ways were adequate; moreover, these controversial opinions were refusing the idea of initiating any changes (Blin & Munro, 2008; McGuire & Castle, 2010).

Researchers have conducted many studies in these subject areas. I found many issues described in the literature, but researchers have failed to yield a clear strategy to overcome these problems (Al-Alwani, 2005; Castle & McGuire, 2010; Hardy & Aczel,

2008). Some researchers have shown that educators' attitudes have directly affected the educational system (Carliner, 2002; Masri, 2005). In this section of the study, I will offer a glance concerning the current researches in this subject area. First, it is fundamental that I focus on technology and the history or development of education technology.

Education Technology

Ruiz, Mintzer, and Leipzig (2006) considered technology in education a hope that would enhance teaching and learning. The Higher Education Funding Council of England (HEFCE) implemented a 10-years strategic plan to embed online learning within higher education to provide students with better educational opportunities across United Kingdom colleges and universities (HEFCE, 2005).

Online learning is the use of technology in education as defined by Galbaith (1967). This type of learning uses systematically an application of scientific or other organized knowledge. Davies (1978) identified three major conceptions of educational technology: Educational Technology One (ET1), Educational Technology Two (ET2), and Educational Technology Three (ET3). Educational Technology One: ET1 is the concept that emphasizes the use of machines, equipment, and any other aids in instruction (Davies, 1978).

As identified by Januszewski and Molenda (2008), "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (p. 1). These machinery aids or the Audio-Visual Archetype are the concepts used to perform such

functions as classroom presentations, demonstrations through reality access or simulations of reality, which cannot be provided by lecturing (Jackson 2008).

Educational Technology Two: ET2 is the concept used to emphasize the behavioral science principles to improve learning (Davies, 1978). Researchers use this concept to focus more on the learner, as Davies defined this stage technology in education as a means of providing necessary knowhow for new designs, or renews worthwhile learning experiences. Machines and automated devices are considered instruments of transmission. Researchers first applied this approach through learning designs, curriculum, and course development. This approach called is The Engineering Archetype (Davies, 1978).

Educational Technology Three: ET3 combined ET1 and ET2 and are the concepts used to keep high devotion to a fixed sequence of the procedural characteristic. Researchers use this approach to focus on the process as well on the products of teaching and learning (Davies, 1978). This approach is called the Problem Solving Archetype, a systematic approach attempting to define the boundaries of the educational aspects at all levels, taking account of all the factors involved. Researchers consider this an integrated approach; this approach is said to be total and human in factor (Davies, 1978).

Educational technology has evolved through different development stages. ET2 represents the progress of the technology respect in education since it is more systematic and explicit on learning than on teaching (Davis, 1978; Philips, 2001). Problem Solving Archetype, ET3, represents a progress of the situation, which focuses on identifying the

context of the problem. Researchers use ET3 to provide a wide range of educational options and bring diversity of skills (Philips, 2001).

The use of Internet activities, multimedia, and dynamic classrooms raise the need of the ET4, a combination of the ET1, ET2 ET3 called Technology-based Learning Environment Archetype. This type of learning depends on a global network of multimedia information and on creating online learning communities (Philips, 2001). ET4 will successfully help learning and education especially when used for strategic purposes. Comparing TBLE with the existing teaching method is somehow useless because of the wide difference between TBLE process and the traditional situation (Davies, 1978).

Learning Environment

Online learning requires (as do all educational systems) conditions for learning. Learning environment means a suitable place for learning. Once educators and institutions decide to use online learning, they should develop and create the right course to fulfill the mission of this system (Castle & McGuire 2010; Diaz & Entonado, 2009; Taylor, 2002). Online learning is not just converting books and lectures to HTML documents; it is more than that. As practice has shown, online learning demands extra work, readings, and assignments as showed by the 2009 educational report of the United States Ministry of Education (U.S. Department of Education, 2009a).

The results from surveys from the National Center for Education Statistics (U.S. Department of Education, 2009b) showed that higher education institutions are expanding online courses, hybrid, and all other types of distance courses. Allen and

Seaman (2007) found the percentage of total university enrollment from 2002 to 2006 rose to nearly 20%. These researchers considered that this high enrollment was because of the convenience for students that online learning offered, and to the administrators in terms of flexibility, and greater access to course. This environmental competence is a result of well-created course instructions and designs of online programs that are fully developed to fit with the needs and abilities.

The flexibility and the capacity of online learning allowed the educational system to create and establish a unique learning environment that differentiated from any other learning environment (Sivin-Kachala & Bialo, 2000; U.S. Department of Education, 2009a). Most important is that online learning environments ensure diversity and prepare users to deal with cultural differences. In addition, online courses require a team effort to create as well as develop an online course as it depends on and relies on different advanced skills (U.S. Department of Education, 2009a). Creating an online course is more difficult than creating a traditional course. The instructor has to be current with web technologies to be able to develop an effective course. As addressed by Taylor (2002), a web development team should include the following:

- A project leader as accountable for the project success
- A webmaster for web development and maintenance
- A system administrator to monitor website activities
- Application developer for course development and updates
- A subject matter expert to coordinate and organize the course material; this is usually the instructor who gets the opportunity to apply his or her own style.

From my perspective, this is what gives the online learning environment a special characteristic and distinguishes it from the traditional one. In an online course design, the instructor and a team of experts cooperate to create an effective course. It is a team effort consisting of recommendations, communication, and exchange of expertise that users can reflect and clearly observe. I used the interview questions to investigate the faculty's knowledge about this type of education to enhance student abilities and societal development. The online learning environment is unique because it is born out of students' needs to better, and utmost obtain learning.

Higher Education System in Lebanon

As I found in the literature, the education managers from Arab countries have struggled to develop systems for higher education (Samoff, 2003; UNESCO, 1998). Moreover, these education managers from these countries were enabled to build educational systems to flourish and grow their societies. In a short time, the education leaders from Arab countries, and significantly Lebanon, have rapidly established a great number of universities (UNESCO, 2003, as cited in Mohamed, 2005). Note that higher education institutions have noticed a remarkable increase in enrollment because of the growing public demand for education, in addition to the enlarged population and governmental commitment to make higher education more possible.

The Ministry of Education and Higher Education governs the Lebanese Higher Education. HEI counted around 195,000 students in 2007-2008, or 43% of the total national enrollments (Khalaf & Sulman, 2007; Sahyoun, 2004). The gross enrollment for ages 20 to 24 was 30%. Two types of educational institutions exist that provide higher

education: the public Lebanese University (LU) and the private universities. The LU has its own regulations and an independent structure (Khalaf & Sulman, 2007). The private sector follows the main law issued in 1961, whereby a council for HEI was initiated via licensing.

All universities have at least one campus, usually starting operations within the capital of Beirut; however, after significant enrollment and funding, they started gradually operating outside the capital in different Lebanese regions. Branches are managed by academic staff and are directly related to the main campus (Saleh, 2007). Leaders of HEIs usually follow and adopt their own quality standards with some of these institutions acquiring accreditation by external educational organizations from the United States and Europe (Saleh, 2007).

Nearly everyone who discussed the higher education issues in Lebanon has mentioned that no proper quality assurance or national accreditation system exist. At the time of my research, the quality assurance mechanism that HEIs adopted was the one provided by the Ministry of Education at the preliminary level (Khalaf & Sulman, 2007; Sahyoun, 2004; Saleh, 2007). In addition, there was no official student organization at the national level. Students were to be represented in all committees governing their institutions (Jammal, 2012).

In my opinion, quality assurance and accreditation could be major issues that could be behind the deficiency in higher education. The present study is significant because in it, I clearly identify the reasons behind the delays of development besides faculty perception. Failing to cooperate and agree to build and create a unique

accreditation and quality assurance system was also a key and normally influenced the sector.

Arts, Sciences, and Technology University of Lebanon

Arts, Sciences, and the Technology University of Lebanon (AUL) is an independent, not-for-profit Lebanese HEI offering undergraduate and graduate programs (AUL, 2012). The university main campus is located in Hamra, Lebanon. In addition, four study centers are located at Jadra, Chtoura, Sin El Fil, and Tripoli. At the time of data collection for this study, AUL curriculum was designed to encourage independence of thought, problem solving, and effective communication. The institution was also open for students from any country regardless of their age, sex, or physical limitations (AUL, 2012).

The institution worked through partnership agreements with other educational institutions in Europe, Australia, and the Unites States to integrate within the countries' academic societies as well to foster the ideals of openness and freedom throughout the world (AUL, 2012). The director stated that faculty and staff work together to help create a high standard community of scholars (AUL, 2012). The leaders of the institution seek to provide quality education for all students to build strong professional and academic abilities. The mission of the university was addressed by Hamza: "AUL is a unique learning community dedicated to providing an educational experience stressing radical thinking in and outside the classroom" (AUL, 2012, p. 3).

I mirrored the present study to AUL's mission, which suggested an institution's progression toward the creation of an improved and effective learning environment

(AUL, 2012). The study was the first step toward implementing online technology at AUL, which will shape and counterpart the university's mission and vision.

Higher Education Objectives

Banett (1990) identified higher education as an approach that should be understood rather than how it is practiced and an approach that can be recovered and implemented. In addition, Banett found two dominant conceptions of quality in higher education exist; the first is based on the expression of the tacit conceptions in the academic community, which are the continuing interactions of the HEIs members. Second, higher education is seen as products with inputs and outputs. Therefore, the quality of any educational system should be evaluated in terms of performance and its efficiency.

Higher education should provide students with several objectives. As mentioned by Khalaf and Sulman (2007), the objectives of the technical and professional education are divided into five distinct categories. First, higher education should focus on the development of the citizen toward the ability to function at one's optimal potential (Khalaf & Sulman, 2007). Second, education has to meet the local and regional labor market in the present and future. Third, education should develop and respect the manual labor for the Lebanese students. Fourth, education should provide the performance of labor market and prepare students for the globalization that keeps them competitive. Finally, education should offer students the chance to receive well-organized training that covers all professions in a given region (Khalaf & Sulman, 2007).

Conversely, Badrawi (2010) agreed and found that education's principle objectives can be largely attributed to the nature of the forces involved in the globalization, language, schooling, information communication technology, trade in educational services, and international as well as regional organizations. Improving HEI is a matter of concern and persistent discussion. The director general of the education department in Lebanon has addressed these problems hoping that this desired innovation would help to change and resolve the national higher education standards (Jammal, 2012).

Quality Education

According to Jammal (2012), no specific definition for quality in education exists within HEIs. Instead, a general understanding should be established for an evolving sense of quality education that changes with each passing decade and continues to adapt to contemporary developments. According to Saleh (2007), Masri (2005), and Abouchedid and Eid (2004); adaptability was a matter of concern toward the development of HEIs in the country.

Furthermore, the UNESCO 1998 World Conference addressed the issue of quality in higher education as being a multidimensional concept. Quality involves all educational functions such as teaching, academic programs, research scholarship, students, building facilities, academic environment, and community services. Moreover, quality is a multi-level and dynamic concept that varies and relates to the institution's mission, objectives, specific, and national standards (UNESCO, 2003). In the last 25 years, the leaders of

HEIs have made significant efforts to change and improve quality education (Doyle, 2006; Gurthrie & Neumann, 2006).

Leaders of HEIs have implemented systematic quality assurance processes to increase effectiveness and efficiency (Burke & Minassians, 2001; Doyle, 2006; Gurtherie & Neumann, 2006). The efforts of these leaders rely on high levels of commitment and cooperation between these institutions and the government across national boundaries. Thus, to raise the standards of quality education, institution and government leaders need to embed national quality models and specific quality indicators to reach and start compete with the international quality system (UNESCO, 2005).

When addressing quality, the concept is more of a process and practice than just an idea. Shah and Mayekar (2013), in a study conducted to develop quality learning in India, found that to ensure quality learning HEIs and government should plan and establish development programs consisting of four steps: a commitment to change, understanding for the current situation, a clear vision, and plan to implement quality.

In a 2012 study, Dhunja considered that quality education is based around teaching the fundamentals basic skills to succeed, such as problem solving, teamwork, and organization. According to Dhunja, these skills create quality education and promote student learning. Moreover, Dhunja said that quality education can be perceived differently by students, in the same classroom depending on different variables such as student's background, personality and motivation. In Dhunja's opinion, the faculty job will become easier and enjoyable because students are already prepared. These study findings are valuable as I consider the idea that quality learning starts from primary levels

of education; quality education is a persistence practice of the student's learning and development.

Leaders can measure quality education with precise processes and evaluate key elements of higher education such as standards, performance, norms, accreditation, outcomes, and accountability (UNESCO, 2005). Quality assurance in higher education varies among institutions and countries because of the differences in cultures and nations. The interpretation, therefore, depends on the way cultures and nations interpret quality (UNESCO, 2011).

Social Responsibility in Higher Education

The concept of social responsibility (CSR) was developed first at the United States in the 20th century (Carrol, 1999, as cited in Didier & Huet, 2008). The concept of corporate social responsibility is to produce a product and services, profit, job opportunities for their societies, and take care of the environment (Didier & Huet, 2008). In a 2013, Sockell addressed the significance and the role of social responsibility at the college level, and described that the lack of it as dangerous and costly. Sockell added that college level is the latest level before starting a career; moreover, preparing people with no CSR is preparing ill-equipped people. A real need exists to take the role of HEI more seriously (Sockell, 2013). At the American University of Beirut, in a national study, Khalaf and Sulman (2007) tested the Corporate Social Responsibility (CSR) context at Lebanese schools and Universities. Khalaf and Sulman illustrated that despite the recent spike in the business sector interest toward increasing CSR, the educational system is still underperforming in the achievement of basic knowledge of CSR and its local practice.

Khalaf and Sulman (2007) mentioned that the educational systems at the HEIs level were providing little exposure and respect toward their social responsibility. Khalaf and Sulman added that this practice is well described and ostensible within their formal curricula. As noted by Khalaf and Sulman, the associated educational requirements within the educational facility carried significant concerns of new graduates who are poorly trained and ill prepared to enter the workplace.

Compared to the American and European situations, Khalaf and Sulman (2007) found that CSR teaching was almost non-existent in Lebanon. Through a curricular analysis, a student survey, and faculty interviews, the researchers observed a number of alarming results (Khalaf & Sulman, 2007). The researchers identified that 82% of the sample population showed basic level of knowledge about CSR with only 3% that showed a deep knowledge.

Khalaf and Sulman's (2007) quantitative study was conducted nationwide and the results unexpected. The study produced supportive results to the idea that HEIs require a serious improvement and development to follow the international pace and to prepare students to be increasingly social responsible citizens. Khalaf and Sulman's study enriched the research because the CSR issue in HEIs at Lebanon was found deficient within related academic literature.

I did not locate any other study that mentioned or tested the CSR at HEIs other than the study conducted by Khalaf and Sulman (2007). The ethical objective of education was unobserved at the higher education level. As I seek and hope for a real development and change in HEIs in Lebanon, I find interest and benefit by creating an

oriented higher education program, prosperous with ethical and social responsibility objectives, to achieve the purpose of learning. Learning is more than reading and writing. Learning should also maintain and prepare good citizens. Online learning can also serve and heal other obstructs within higher education.

Education along with Globalization

Globalization is a key factor in the distribution of culture within higher education (Badrawi, 2010). Note that the quality assurance concept started with the development in communication and information technology, which emphasized the globalization in education over other aspects. Singh and Rosemary, (2010) and Dwyer (1994) considered that the central roles of education, learning, and knowledge, are critical in the success of global information systems and economies.

Furthermore, Badrawi found that within contemporary education, the dissemination of cross-border instruction has created new forms and uses of information communication technologies, such as online learning, distant learning, forum discussion, video conferences, platforms, web board meetings, and global trade in education. The large scale of export and import in HEIs is rising, promoting the emergence of global quality education programs accreditation.

These organizations are incorporating, disseminating, and developing a general framework for higher education (Badrawi, 2010). In 2013, instructors criticized the curricula and the inefficient teaching methods because they failed to provide students with the knowledge and skills needed to compete with the complex global environment. Zapalska, Shuklian, Rudd, and Flangian (2012) argued about the importance of preparing

students for the challenges and opportunities of business globalization and the increasingly diverse workplaces. Zapalska et al. posited that within this globalization expansion, educators are forced to incorporate and to compete with the international issues.

As I found in the literature, globalization along with education cannot be separated. In this study and through interviews, I was able to explore faculty attitudes toward this issue. It is important to consider globalization within education. I clarified faculty knowledge and consideration. Faculty attitudes toward globalization might be negative and remarkably affecting the educational development at higher education.

Innovation with Technology

Technology is a stage that follows innovation to complete the design of innovation concept (Manolia, 2012). Manolia added that technology transfer can be created by the research, innovation, and development activities. Technology has a big role in innovation at higher education institutions. In a 2007 study, Saleh considered innovation within the technology as related to the international technological pace. Saleh added that the technology has continually transformed every aspect in our daily life and directed all forms of education. Online learning, because of technological innovation, became an important aspect in the process of teaching and learning in higher education (Saleh, 2007).

Almobarazz (2008) addressed the importance of technology. Almobarazz agreed that the online technology is highly integrated with the process of learning delivery. Faculty is expected to complete routine tasks such as the preparation of their syllabus

while becoming adaptive to new technology, such as receiving homework, answering emails, and using Internet technology (Almobarraz, 2008).

Students, as well, are supposed to use this technology in a similar manner to prepare educational and work research. Despite these advancements in technology, faculty still resists this change in favor of the traditional style (Saleh, 2008). At the time of data collection for the present study, faculty at AUL continued to resist this technological change; however, at some point, faculty must consider that their education technology is inefficient and incompatible with learning. In this study, I illustrated the situation at the university in 2014.

Lack of Computer Self-Efficacy

Mills, Yanes, and Caseeber (2009) said that this resistance sometimes has created a negative environment toward leaders and institutions that are eager to develop their educational programs. Saleh (2008) noticed and identified the faculty attitudes and their influence on the delay of any technological development implementation. In Saleh's most recent study on the Lebanese University (LU), Saleh focused and tested computer self-efficacy amongst faculty at the University. Saleh stated the findings were alarming. Saleh posited that the LU suffered from a lack of computer communication facilities in a manner that badly affected the academic and student performance as well the administration daily operations.

Moreover, in a 2012 study, conducted to shed light on the gaps between Lebanese teachers and students to educational technology and social media, Jammal found that students were more advanced in technological literacy and practice than were teachers.

LU, the only public university nationwide, has attracted over 50% of the higher education population. Saleh (2008) found a low adoption of computer technology and negative attitudes toward faculty members who were unlikely to use technology or to consider even its integration into their instructional activities. Saleh also detected a lack of prerequisite courses that adequately prepared students for computer efficiency to increase their skills and develop their performance. Saleh illuminated a definitive need to implement technology in the instructional designs (Saleh, 2007).

The variable used and evaluated in Saleh's (2008) study was that of Computer Self- Efficacy (CSF). According to Saleh, there was no positive intention toward CSE. This study raised an important question: If faculty at LU continued to suffer from lack of CSE (which is fundamental), what would be the situation when considering the implementation of online learning? Consequently, online learning is a developed technological style of learning that depends upon and needs extensive knowledge of computers and computer skills. In 2014, the LU faculty had minimum expertise in CSE; this indicated it would develop negative perception toward any new change related to CSE. The use of Saleh's study enriched the present study's literature review and endorsed my assumption. Moreover, I considered that this situation could also be similar to the AUL situation, with varying circumstances.

Education Accountability

Kaissi, Jamal, and AbouChahine (2008) described the concerns over Lebanon and its ability to compete regionally and to provide a quality education of its HEIs. Kaissi et al. found the educational systems accountability is under risk because HEI institutions

should provide an adequate provision of services to society and the public. Kaissi et al. distinguished between the role of HEIs in general and the Lebanese HEIs system. Higher education institutions ideally prepare students to be global citizens who are able to work effectively and compete within a global economy (Kaissi et al., 2008). In the same vein, Badrawi (2010) and Khalaf and Sulman (2007) found that any given HEI can provide learning experiences and should not be overlooked; the main objective of HEIs is preparing a contemporary education to fit with the new global requirements (Kaissi et al., 2008).

Kaissi et al. (2008) also considered other concerns, globalization, trade-of-goods, capital, and people (Badrawi, 2011). According to Kaissi et al., the driving force of academic competition is the content and the delivery methods of HEIs; therefore, institution leaders should put pressure on the educational systems to be comparable by the international labor market (Kaissi et al., 2008). Kaissi et al. noted that quality issue was included in the EU country strategy paper 2007-2013, which recommended more emphasis on quality assurance in the Middle East. Kaissi et al. also mentioned other problems such as lack of laws, national agencies, national standards, quality assurance systems, political and sectarian interferences, lack of faculty and staff development, lack of adequate library, and lack of cooperation and coordination. Kaissi et al. described the problems but stopped short of providing a resolution to the current issues. In the study, I first located the problem, which I assumed to be the faculty attitudes, and then provided the needed resolutions. I expect these resolutions to be the technology integration.

Successful Neighborhood Experiences

In the same region within the Arab world, specifically Saudi Arabia, in 2014, the populace adopted the latest technologies, noting that this technology development was taking place in a conservative society. Various researchers conducted studies on faculty perception and their attitude about online learning in KSA (Almobarraz, 2005; Sahyoun, 2004; Silva, Lourtie, & Aires 2013). These researchers have shown that Saudi Arabia and Lebanon are considered regional neighbors with educational and business transactions happening daily (Almobarraz, 2005).

Researchers have also conducted studies to understand faculty attitudes, but less investigated the relation between this perception and faculty personal characteristic (Almobarraz, 2005). In the same interest area, Ocak (2011) conducted a study and examined faculty perceptions of blended teaching from several perspectives. Ocak's study was implemented as an online survey that combined quantitative and qualitative methods conducted on 73 faculty members in Turkish higher education (Ocak, 2011).

Ocak (2011) sorted faculty perceptions into distinct categories: satisfaction, blended teaching, perceived impact on the faculty role and student motivation, advantage of blended teaching, and disadvantages of blended teaching. Ocak demonstrated that blended teaching provides higher-quality learning for students with an elevated degree of satisfaction while also requiring more time and commitment from the faculty. Ocak emphasized the role of institutional support and the use of technology to ensure learning quality. Findings from the study are vital because of the value of faculty perception for ongoing research (Ocak, 2011).

Ocak (2011) found a relationship between the faculty member perceptions and implementing blended teaching was compulsory because of their self-determined nature in making suggestions and taking advantage of their experiences. I found that the quality of HEIs in Turkey's case to be very similar to the 2014 Lebanese situation. Ocak was supportive and enriched the literature with the findings from his study by emphasizing the faculty perceptions in blended teaching as the student confirms the proposal about online learning at AUL in Lebanon.

Online Learning

The onset of online learning created an explosion of interest from many disciplines such as business engineering, computer sciences, and government agency. The implementation of online learning has promoted and facilitated students with enrollment (Chari & Haughey, 2006). Conducted at the YCMOU University, Chari and Haughey found that in India, traditional universities also have added to this expansion because of the insufficient places and entrepreneurial companies that have formed virtual institutions to offer computer based programs. Moreover, these university officials found themselves under pressure because of the high competition.

Within the U.S. Department of Education's report (2009 a), *The Power of E–Learning,* online education was given significant credibility for potential effectiveness for the following statement:

> The Internet is a powerful new mean of communication. It is global, it is fast, and it is growing rapidly. Reaching the far corners of the earth, the Internet is making

> the world at once smaller and more connected, transmitting information at nearly real time speed. (p. 9)

The World Wide Web has brought rapid and radical change into our lives. Within the education spectrum, according to the U.S. Department of Education (2009a), the Internet is rarely used for in-class research (despite the prevalence of computing systems). In the enhancement of academic operations, many issues remain as related to online learning, school experiencing growing enrollment, critical shortages of teachers, overcrowding, decaying buildings, and responding to demands for higher standards (U.S. Department of Education, 2009a).

The authors of the report emphasized the role the Internet played in this matter and said the Internet could address the educational challenges. The heightened role of the Internet defends the report's argument on online learning whereby it brings students to learning instead of bringing the learning to the student. The officials at the U.S. Department of Education also manage online learning programs and coordinate the development of learning communities with no restraints or limits as it provides access to knowledge.

Thus, the report concluded that legislators and community leaders are responsible for developing such policies and such decisions to ensure that new technologies will enhance, and not discourage teaching (U.S. Department of Education, 2009a). As an educator and student, I always heard negative judgments toward online learning. The report by U.S. Department of Education (2009a) served as evidence on the effectiveness of this learning style.

Online Learning via Face-to-Face Learning

According to Haidar (2012), when online distance learning started at the beginning of the 1990s, a new learning style faced major criticism based on the idea that online learning did not exceed the traditional processes of learning (Diaz & Entonado, 2009). According to what it offers, the conventionality that encounters distance learning makes this learning style equal to and as effective as much of the formal learning style.

Regardless if the same methods are employed, the student probably is getting the required education (Diaz & Entonado, 2009). Diaz and Entonado emphasized the adult learning theory that should be adapted at online and the formal learning styles. Within this theory, Diaz and Entonado suggested that common learning environments are designed wherein directed learning is encouraged, as well as the opportunity of learning (Diaz and Entonado, 2009).

When looking at the difference between online and traditional courses, I found previous studies had emphasized the teaching difference to determine student learning. Diaz and Entonado (2009) did not find any major difference in online and traditional courses other than the teacher's role within both learning styles; however, the level of student commitment and involvement should be considered. These factors may differ in the same style within the same institution as well as in different face-to-face courses. Involvement will surely vary from one teacher to another. Teaching methods are variable and knowledge is attainable in both online and face-to-face learning styles; therefore, online learning can be an opportunity to experiment with new teaching methods and prove the validity for both types of teaching (Diaz & Entonado, 2009).

The previous suggestion does not imply the use of the same methods and techniques in both styles; such as using the online teachers' techniques in the classroom; however, it suggests taking advantage of the various manifestations of potential for online teaching (Diaz & Entonado, 2009). Reviewing the designs of online courses, activities, contents interaction, and tool evaluations, researchers found all were similar within both learning styles. Studies and research presumably equally improved both styles (Diaz & Entonado, 2009). However, teaching differs from undergraduate and graduate levels; therefore, instruction could be easy within online courses for certain advanced courses, but harder in an undergraduate class. In 2014, online learning remained within the early stages of its format evolution. The development of comparative research will lead to an improvement in teaching and learning in both styles (Diaz & Entonado, 2009).

In this section, I introduced, defined, and compared both learning styles. In reviewing both styles, I noted that each met its specific education objectives and future efficacy. The face-to face learning style considered teacher's role major wherein it relies on the real or live presence of the teacher in the classroom. While I considered the teacher a facilitator that helps and directs class activity, online learning left a wide space for the student to self-direct their learning and not simply rely on the teacher.

As an experienced online student, I consider learning most effectively developed when students work in conjunction with their teacher. Adult learning emphasizes student experience wherein adult learners must work in a collaborative environment; consequently, using the aforementioned logic, learning can happen anywhere, anytime,

and from any professional instructor. Online instruction makes this form of learning more available through a flexible learning environment whereby the student's opportunities increase, to achieve more learning.

A student's absence in a face-to-face course will have detrimental effects related to his or her knowledge, even if they later reach out to colleagues or instructors. However, within an online course, absence is less critical as information is continually available. It would be difficult to miss any single conversation that could have happened during an online class. Therefore, student has considered online learning more flexible to student than face-to-face instruction.

Tools used in Higher Education

In 2014, online leaders at HEIs have used different technology tools such as synchronous, asynchronous, or Web 2.0. These tools could be used as either as standalone or mixed tools. Theorists have distinguished between the synchronous and asynchronous online learning communication. Dabbagh and Bannan-Ritland (2005) disclaimed the synchronous system and said that this type of technology was not able to give the student time to reflect on any of the questions creating off the cuff responses. Woodman (2003) found asynchronous forms enabling and reflected more the student responses. Note that leaders of higher education universities often combine both forms of communication in one environment (Clark & Kwinn, 2007).

The Web 2.0 tools are commonly used at online higher education. However, Prensky (2001) mentioned the idea of using computer games. Prensky posited that these games have become the student's familiar language of communication. Antonacci and

Modaress (2008) supported Prensky's ideas and considered that almost all college students are familiar with, and have experience with computer games. Noting that, these games have to be serious and inventive to stimulate all types of students and different types of learning styles.

Another online environment, Second Life, requires clear understanding, structure, and imagination. The use of this type of environment increases social interaction, collaboration, and creativity. It raises awareness and creates simple simulation in the learning environment. The virtual online system engages learning by seeing, listening, and applying (Weatherwax, Baranski, & Pietras, 2008). This learning style is supposed to increase collaboration and create in-depth discussions.

Jennings and Collins (2007) considered that the net users who have grown up with online technology will surely be the future faculty themselves. These users will become adopters and innovators. This will allow them to build knowledge within the virtual environments because of the different types of experiences that they will bring in the virtual environments. Conversely, statistical analysis was conducted on students' satisfaction whereby self-evaluation was used to test these premises (Karatas & Simsek, 2009). Karatas and Simsek attempted to measure the level of satisfaction of students at different types of education: the onsite, hybrid, and online. Karatas and Simsek's findings were opposite to expectations; the results were highest at the onsite course offering than at an online or hybrid (Karatas & Simsek, 2009). As found in the study, students who registered a low desire to get engaged in an online course referred this desire to their preference to communicate with classmates and instructors.

The results of Karatas and Simsek's (2009) study denied or contradicted the researcher's beliefs and perspectives; however, Karatas and Simsek were not dissuaded by the results. They found that these findings will improve the future of online courses. The self-assessment showed that the success of online learning is connected to student satisfaction or student demand. The primary result of the study was that students scored highest for onsite learning at both levels: the undergraduate and graduate level rather than hybrid.

In addition, Karatas and Simsek (2009) mentioned other findings that distinguished between undergraduate and graduate students whereby graduate students tended to prefer online and hybrid style; undergraduate tended to prefer hybrid and online. Online students depend on the students' learning level whereby students at the graduate level have more responsibilities and online courses are convenient. Often, online courses are the only way to maintain an education. While at the undergraduate level, students typically can find the time to attend face-to-face classes. I believe this is the primary reason that undergraduate students need to be directed or guided and controlled from the teacher. Students at the undergraduate level, and even at lower levels, are usually more agreeable to control. They prefer being guided rather than being self-controlled as at the graduate level.

Ferguson and DeFelice (2010) conducted a study to measure student satisfaction among students taking an online course on both shortened and full-length format. Ferguson and DeFelice found significant differences in satisfaction between student-student and student-instructor communications at both formats. Ferguson and DeFelice

recommended using a different approach when designing an intensive, or a full-term online course.

Accordingly, in my literature search, I found that student satisfaction varied at each style, online and face-to-face, and students had different learning experiences. These differences can be explained in the nature of the online learning courses design, which should support and encourage the unique student experiences. Moreover, Keller (2010) considered motivational design to be an important factor for promoting the learning experience.

Barriers Related to Implement Online Learning

Despite the fact that in 2011 there was an urgent need for qualified and well-trained graduates in Lebanon, the educational system leaders had not been able to respond to this need (Tracey, 2011). Private universities as addressed by the international organization had been producing higher degrees while ignoring the international standards of accountability. Sahyoun (2004) posited that developing countries such as Lebanon are considered still behind the developed countries and the progress that they have reached. Sahyoun continued that developed countries have been using online learning; this offers huge benefits to students who are gaining a first–world education. Noting that, several universities in developing countries were trying or testing implementing online learning; however, Sahyoun listed many obstacles that were delaying their progress. The major obstacles were costs, lack of information access, training, infrastructure, and resources. Sahyoun suggested multi-sector's partnership to

overcome these obstacles. Sahyoun's study well described the concerns and the threats that could face and affect any future partnership:

- The online learning concept, according to Sahyoun, may be considered strange to students whereby a high percentage of students prefer the traditional university.
- With a low perception of partnership, it may be argued that the partnership is a sign of weakness. A lack of faculty resources exists within the educational systems.
- There is a lack of funding for the private sector. In a study that surveyed 41 respondents, Sahyoun (2004) said the reason behind the lack of the funding was the lack of government priority concerning online learning. In 2013, the Lebanese government is focusing on building one university campus and merging resources.
- Another barrier is the accreditation, as the government has not yet set the legal framework of online learning (Sahyoun, 2004).

Logically, students and faculty attitudes, faculty resources, institutions funding, and accreditation were important factors that I considered in this study. In this study, I focused on these factors and explored if these factors had affected faculty attitudes.

Telecommunication in Lebanon

Another important factor that I found in the literature review was that many educators view the online technology impossible because of telecommunication problems (Badrawi, 2010; Jammal, 2012; Kaissi et al., 2008). In 2014, Lebanon had reached and

surpassed most of the Arab neighboring countries. In a report published by the International Telecommunication Union (ICT) measuring the Information Society for 2012 assessing access, usage and skills of 155 countries, Lebanon was the 65th on the ICT index and 6th in the Arab countries (Kobeissi, 2012). Note that many of these countries are oil importers. Chairperson of the Association of Lebanese Software Industry (ALSI) indicated that this was impressive progress for both private and public sector particularly because Lebanon can rely on this result when dealing with investors (Kobeissi, 2012).

The Lebanese government and its Ministry of Telecommunication (MoT) have been working and supporting ICT innovation. Numerous governmental plans got achieved, and many others are set to be operational in the future (Kobeissi, 2012). The 3G introduction in 2011 was one of the ministry's achievements. Another achievement was the drop of telephone and internet rates, which were significantly penetrated and improved over the past years. In 2012, 72% of Lebanon's population had computers, and 62% had Internet access (Kobeissi, 2012).

At the time of this study, the ministry was focused on the first phase of fiber optics interlinking stations in April 2013, and bringing fiber to the home project in 2015. In addition, plans existed to optimize the DSL and broadband at lower rates, the ministry set an objective to bring broadband to one million out of four million as well to improve connection speed (Kobeissi, 2012). Positively, the report showed that Lebanon was on the right direction as it became ahead of many countries as found by the ICT, having one of the 10 economies with the greatest development over the 2010-2011 period.

According to Kobeissi (2012), Lebanon has underlined its weaknesses. However, the opportunity is bigger when it comes to improving the ICT business because it is easier to increase sales and attract foreign investors (Kobeissi, 2012). As I have mentioned, many factors could be behind the delay and development of any technological change. I pursued this in my study; I assumed that the telecommunication was another factor that could be behind the negative faculty perception. As I have found in the literature review, the ICT study and the constructive MoT improvement have eliminated any barrier behind the delay of any technological development; this is could be just the right time for this change.

Under Evaluation of eLearning

The leaders of many nations significantly undervalue the effectiveness of distance education and uses of technology in learning (Badrawi, 2010). These leaders perceive the online learning style as a threat to traditional learning and suggest that these tools will eliminate student roles, such as a student and instructor interaction. The leaders of many Arab countries, such as Lebanon, invest heavily in costly campus construction while neglecting online learning (Badrawi, 2010). Furthermore, Saleh (2011) and Masri (2005) found these judgments are certainly peculiar when a high development and efficiency of technology have been achieved. In this study, I aimed to show that the perception of AUL faculty had affected the university and prevented HEIs from integrating effective learning development. Previously cited researchers addressed the issue, but few actually tested the relationship between the implementing of online learning in the university and attitudes of faculty. Moreover, at the time of data collection for the present study, the Ministries of

Education did not officially recognize or value any educational programs attained thru distance education or with the cooperation of distance education (Badrawi, 2010). The issue raised the assumption of the lack of understanding of this learning style from different dimensions. Throughout the rest of the developed world, online degrees were used in the most successful universities and their degrees were highly recognized.

The authors of the MENA (2008) report considered changing the alternatives of education development in the region. The authors found that the educational system should move on and find new educational ways. The authors added that education should provide new challenges. According to the report, governments and educators should commit ensuring that everyone gets the opportunity to enter school and to learn something from the provided education (MENA, 2008). Meanwhile, those in charge of higher education should provide and modify their educational materials to fit with the current and future requirements of global development (MENA, 2008). Following the logic of the report and defending the continual evolution of the educational system, HEIs instructions should be designed to meet the evolving needs of students by incorporating revitalized teaching methods (MENA 2008).

Researchers found that various studies have discussed the importance of changing educational programs and implementing technology in learning environments, encouraging educators to change their instructional designs (Erdogan & Tuncer, 2009; Jammal, 2012). However, researchers have ignored the importance of faculty and administration roles toward change within the educational programs (Abouchedid & Eid,

2004; Al-Alwani, 2005). As a change in most situations faces a degree of resistance, the role of faculty should focus on increasing positive perceptions and attitudes.

Reasons for Online Learning

In a quantitative study conducted by Sahyoun (2004) on 42 private government institutions, the majority of conclusions suggested that Lebanon required an online learning institution. One of the respondents believed that online learning was a source of alternatives in Lebanon. Sahyoun noted that higher-quality education is not evenly distributed. Sahyoun also found that respondents at both private and government sectors emphasized the importance of a project that should put the country on the information track to follow the worldwide learning environment.

Another reason for the technological deficiency is the institutions and the country, in a general sense, is still rich in the paper content; thus, the need is huge to digitize this content (Sahyoun, 2004). Badrawi and the MENA report (2008) found the benefits of developing the higher education sector were numerous. They mentioned online learning institutions as presenting new business opportunities that will benefit the country. Many advantages follow this train of logic, such as, ICT skills, and IT professionals at the private sector. The leaders of the government can use this technology by exploiting secondary classes and training teachers over the country (Sahyoun, 2004).

e-Learning Experience in Lebanon

Both the American University of Beirut's Center for Teaching and Learning and the Academic Computing Center sponsored the first International Conference on Effective Teaching and Learning in Higher Education (AUB, 2012). The leaders of the

conference emphasized the importance of learning outcomes in assessment and described the significant support of technology in improving teaching and learning.

In spring 2009, the officials from the American University of Beirut launched an official learning management system called Moodle, which is the official Learning Management System (LMS), used to teach a hybrid course or full online courses (AUB, 2012). The officials also used Moodle for a variety of other academic and administrative projects. The system is maintained by ACPS the American University of Beirut. The ACPS presented the Moodle as a new environment and innovative solutions to facilitate teaching, quality research, effective learning and student professional skills and development (AUB, 2012).

Another example of online learning providers is the Arab Open University (AOU). The officials at AOU established its distance learning programs to make higher education attainable for everyone in the region and to produce prepared, maintained, and highly qualified Arab citizens (Saleh, 2007). The officials at AOU considered integrating modern information and communication technologies, which are essential for national and regional development (Saleh, 2007). While some university leaders already use and implement online courses the author found that students in most Arab countries still suffer from a lack of computer skills. Saleh (2007) likewise noted the deficiency in student technical performance within a quantitative study conducted at the Lebanese University. Saleh insisted that the Lebanese educational institution should be aware of adding Internet technology in its educational curricula to prepare students according to contemporary international standards (Saleh, 2007; Silva et al., 2013).

To achieve increased technical instruction, Silva et al. (2013) emphasized the necessity for faculty members to undergo training for the necessary computer knowledge as a first step for successful use of technology for teaching. Saleh examined faculty training as related to using computers for teaching and described the AUB status in the use of technology for teaching. In conducting the survey, Saleh resulting in data should motivate other HEIs in the Middle East to start using computer and Internet resources to enrich teaching. Saleh revealed the risk that encounters institutions when reflecting on online technology use in teaching. Saleh presented the AUB experience as a successful experience when preparing and training faculty members as related to computer-based teaching. Saleh said the importance of successful online learning technology depends on well-trained faculty members.

Variables of Faculty Attitudes

In the literature search, I found extensive practice and studies revealing positive outcomes in educational institutions using eLearning technology in higher-level instruction (Castle & McGuire, 2010; Jammal, 2012; Sahyoun 2004). However, in 2014, many faculty members remained dismissive of the educational format defending their refusals with an array of rationales. Naidu (2011) surveyed the use and perceptions of online learning at Manchester Metropolitan University in the United Kingdom. Naidu revealed a lack of engagement, concern, and potential acceptance toward online learning technologies. The reasons found to be behind this perception included the lack of institutional support, time, and resources, as well as the lack of knowledge and expertise (Naidu, 2011).

Naidu (2011) found that innovative teachers showed enthusiasm and easily adopt the online technology. Conversely, uninterested faculty members persisted and ignored all development without expressing concern of reaching optimal academic levels of efficiency. As previously mentioned, this disposition of the faculty could be related to the unwillingness of individuals to move out of their instructional comfort zone (Naidu, 2011).

In a study focusing on the use of blended instructions courses, Humbert (2007) found that the faculty considered it stressful to deal with technology instructions and preferred using traditional methods. Klein, Spector, Grabowski, and Teja (2006) found spending time on learning new technology could be better spent on promoting student learning and motivation. Another concern addressed by Ocak (2011) was that faculty members lack the time to stay current with the latest technology. The result from such disassociation on behalf of the staff was seen in a study conducted with 674 human resources professionals from five different countries. A lack of technological knowledge and skills was noted. Ocak added that these skills were the most barriers to successful blended teaching.

When institution leaders initially developed distance learning toward the beginning of the 1990s, a new learning contemporary style faced major criticism, based on the idea that, the learning format did not achieve simple learning objectives, considering online learning to be an undesired result of industrial production (Diaz & Entonado, 2009). However, Diaz and Entonado noted that the conventionality that encounters distance learning allows this learning style to be equally effective as the

traditional learning style. In both situations, Diaz and Entonado suggested the student is most likely receiving the required education. Other educators did not find a difference of any significant degree between a teacher's tasks within online formats as compared to traditional face-to-face formats (Diaz & Entonado 2009; Humbert, 2007; Klein et al., 2004).

Diaz and Entonado later added that any difference would be centrally focused, in the level, in commitment, and involvement of the instructor. Moreover, this is a quality that may differ internally, at the same institution. Through my literature review, I found diverse reasons behind faculty perceptions toward online learning. I explored faculty perception at AUL and illustrated the main purpose behind the assumed negative perceptions.

Educators' Roles

In addition, in the literature review, the researcher noted that teachers and educators' roles focused on the provision of quality education to the average student. A need exist to develop educational systems to train students to understand the interconnections between the environmental, economic, and social disciplines (Diaz & Entonado, 2009; Erdogan & Tuncer, 2009; Saleh, 2007; Silva et al., 2013). Quality education offers the opportunity to achieve a better future for a sustainable world while also preparing professionals who lead, manage, and influence current and future generations (Erdogan & Tuncer, 2009).

In consideration of the aforementioned logic behind education programs, alterations to the educational system should concentrate on training HEIs students with

the knowledge, skills, and values for contemporary society as well as creating a unique academic freedom and diversity in skills effectively to develop new ideas (Erdogan & Tuncer, 2009). Erdogan and Tuncer addressed the theory that quality education depends on educators and places responsibility on individuals who must train faculty to prepare students for the future workplace and society.

Because many educators refused the idea of online classes and recommended sticking with the traditional way of learning, Erdogan's theory is validated. Teachers remain largely ignorant of the benefits or, simply, the existence of online learning formats (Erdogan & Tuncer, 2009). Power and Gould-Morven (2011) indicated that despite the fast growing nature of online learning, the format is also associated with high rates of student dissatisfaction and isolation. Power and Gould-Morven noted that administrators in online faculty communities are unable to procure the necessary resources to produce high quality learning, resource access that could be more easily facilitated in a traditional classroom. Moreover, Power and Gould-Morven noticed there were inadequate teaching resources to meet online needs compared to traditional learning whereas skilled traditional teachers were much more active than are online teachers. Power and Gould-Morven agreed with Erdogan and Tuncer (2009). Power and Gould-Morven asserted that while they have emphasized the role of faculty at the basic level of online learning operation, as well at the managerial and educative levels, faculty could completely inhibit the development of online learning because of reasons such as the supposed situation at AUL.

Educational institution leaders use online instruction because of its ability to enhance the skills of the 21st century digital learner (Metz, 2010). The online format's increased ease of access to resources significantly elevates student thinking and simultaneously involves them within an increasingly technology-based global community (Metz, 2010). The global citizenship requirement necessitates individuals to be prepared for a standard set of skills and basics international features that are effectively accumulated within these online educational forums. One such feature is to have the ability actively to engage online technology and to be conscious of virtual communities and opportunities for education (Metz, 2010). Online learning effectiveness is highly dependent on the format and the instruction of this learning style. Thus, administration and faculty need to design their programs to fit with student needs and enhance their skills to achieve the aforementioned advantages.

Summary and Conclusion

This section served as an outline on the collection of resources found concerning this particular matter. This section of the study serves as a review on the most relevant points that have been discussed in the educational technology area. In addition, identified were the keywords used in the research. In this review, I addressed some of the theoretical frameworks used in recent studies and presented a synopsis about higher education in Lebanon.

As the researcher, I defined many key rationales concerning faculty's particular attitudes and beliefs. The most ostensible of these rationales was the lack of understanding by the faculty as related to this learning style, as well as the associated

efficiency and effectiveness. In this study, I aimed to explore this issue at AUL to identify the problems, find the reasons behind the problem, and provide an educational system with an appropriate resolution.

Regardless of the ambiguous causation of such problems, at the time of data collection for the present study, the outcomes were significantly affecting the national education system. Rather than becoming receptive to outside influence and technological change, to adopt the latest educational strategies used by systems in other countries seemed not to be within consideration within the leaders at Lebanon. As I found in the literature, researchers strived to reach and initiate change to elevate domestic academic capacities for meeting of international developments. Researchers suggested online learning technology can be a catalyst of such change. Educational development cannot occur, especially in contemporary times, without considering technology. In the study, I explored educators' attitudes at AUL toward applying online learning, leading the drive to understand the reasons behind their attitudes.

The interview questions for the present study allowed me to ask instructors or administrative staff about their previous experiences or the lack of faculty experiences about e-technology. In Chapter 3, I will explain the methodology that I used to identify key relationships and sufficient statistics required to answer the study question. The chapter will include details on the research design, the rationale, and the methodology. In addition, I will explain the population, the sampling and the sampling procedures, the data collection process, and data analysis.

Chapter 3: Research Method

Introduction

In this study, I focused on the attitudes of faculty at AUL and their willingness and ability for adopting online learning. In this study, I aimed to explore the source of their attitudes, their experience with online learning, and other factors to fill the gaps in the research literature. I explored faculty perceptions at AUL as considered fundamental to take a management decision to apply the educational change.

In this qualitative case study, I interpreted the perceptions and willingness of faculty toward implementing online learning. The questionnaire and interviews allowed me to explore previous experiences or lack of faculty experiences about e-technology. Generating information from the questionnaires and interviews allowed me to gain an in-depth understanding for this case. In this section of the research, I provide details on the research design, the rationale, and the methodology. In addition, I describe the population, the sampling method, data collection, and data analysis.

Research Design and Rationale

Corbin and Corbin (1990) defined qualitative research as a type of research able to produce findings that are not arrived at by means of quantification. I used qualitative research; I found in the literature that most educational researchers have found it suitable in this field. Denzin and Lincoln (2005) found in their definition for qualitative research design that this type of research inquiry consists of a set of interpretive practices that are able to make some problems or some cases more visible to the whole world. As Maxwell (2005) illustrated, a qualitative study is a logical strategy and ongoing process that

involves interaction between the different components of the design from theories, goals, and research questions to the validity for one another.

Leedy and Ormrod, (2010) emphasized the design of research and the use of distinct approaches to inquiry. According to Leedy and Ormrod, the research begins with assumptions, a worldview, a possible use of a theoretical lens, and a research problem inquiring into the meaning of groups or individuals attributed to a social problem. I used qualitative research because I found a problem that needed to be explored. I also found that there was a need for a complex, detailed understanding for this educational issue at the HEIs sector in Lebanon. The qualitative research method helped me to empower individuals to share their stories, and helped minimize the power relationships that could have existed between the participants of the study and me. I was able to engage the participants and have them collaborate with me during the data analysis and interpretation (Leedy & Ormrod, 2010).

In addition, I decided to use a qualitative method as quantitative measures and statistical analyses simply do not fit the problem (Maxwell, 2005; Warner, 2008). The qualitative research design offered an opportunity to understand decision processes, captured reactions, and created a deep understanding from the participants' reactions and thoughts. In this is case, AUL faculty was the major part of the decision process toward applying online learning (Denzin & Lincoln, 2005).

I used the qualitative research design to obtain and study human behavior and behavior changes. The qualitative case study allowed me to study the variations of complex and faculty attitudes in the context. A qualitative case study design allowed me

to derive patterns (Yin, 2009). At the time of data collection, this problem remained little known, and the qualitative case study design helped the leaders of HEIs to get a better understanding about the phenomenon, as well to discover new perspectives and gain in depth information.

As the researcher, I used a case study design because it is an exploratory tool for research that could be used for one case or many cases. Theorists such as Stake (1995) and Yin (2009) stated that narrowing down the number of cases studied could not provide generality of the research while a higher number could create findings biases. While many theorists insisted using numerous case studies research are more reliable than using a single case study, I found that, in the case of HEIs, a single case study selected and narrowed down the population and allowed me to highlight the problem. A well-planned method of a real situation will always help the research study. I collected data to find patterns that were unknown.

Padgett (2008) delineated six primary types of qualitative approaches: ethnography, grounded theory, case study, narrative, phenomenological, and action research and community-based participatory research. I considered each approach before deciding on a case study. Obviously, the action research and community-based participatory approach was the first one rejected. I am not researching the living conditions and experiences of the participants (Reeves, Kuper, & Hodges, 2008); therefore, ethnography would not have been appropriate for this research study. Grounded theory research starts with data (Leedy & Ormrod, 2010), but no data were available on the views of the faculty at AUL. Therefore, grounded theory was rejected.

The participants had no stories to tell (Padgett, 2008); therefore, the narrative approach was rejected. I did not wish to describe the lived experiences of the participants (Moustakas, 1994); therefore, a phenomenological approach was rejected. After considering these six primary approaches, I deemed a case study applicable to the needs of this particular study.

Yin (2009) defined the case study research method as an empirical question that investigates a phenomenon as is, at a recent time. In 2014, the case in HEIs at Lebanon was clear that the online teaching style was not used, which I considered to be a nationwide phenomenon. Moreover, the reasons behind this phenomenon were not clear or discussed. The case study research method I used helped me explore, discuss, and gain a better understanding of this phenomenon. The case study method is a qualitative research method that looks deeply to a specific situation. Yin (2009) noted case studies use unstructured interviews and observation to get an understanding for the situation. Case studies are also seen to satisfy three elements of the qualitative method: describing, understanding, and explaining. Yin (1994) listed three approaches to design case studies: exploratory, explanatory, and descriptive case studies. Case studies can be single or multiple (Mariano, 1995; Yin, 2003).

Educational researchers have used case studies. Leaders at schools of business have been aggressive about implementing case-based learning or active learning (Boisjoly & DeMichiedll, 1994). Case study research method is a research strategy that answers questions that begin with why and how (Yin, 2003). Case studies are most useful

when focused on specific, unique bounded system (Stake, 1995). The focus of the case can be an individual, event, organization, or place (Mariano, 1995).

Data Collection

In this research, I chose the interview method as a means to collect information that was common and useful. The interviews allowed me to get detailed information. As Gray (2004) stated, many reasons exist to use interviews to collect data. Interviews provided personalized data. There were opportunities required for searching and, in the case of HEIs in Lebanon; some native respondents had difficulties with written language. I decided to use the interview to allow the participants the opportunity to get involved and talk freely about their views (Cohen, Manion, & Marrison, 2000). In this way, I was able to collect data and gain new knowledge from the participants. Moreover, the interchange of knowledge and views emphasized the research data.

Kvale (1996) stated that there is no common procedure for research interviews but listed seven methods stages: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The most important interview issues are methodological awareness of question forms and focusing on the interaction between interview and interviewee. Moreover, it is necessary that the author emphasize descriptions and the interpretation of the meaning and specific situations or action. Kvale also found that interviews are used with both quantitative and qualitative methods and both designs, and interviews can generate knowledge.

McNamara (1999) identified different types of interviews: informal interview, general interview, standardized, open-ended interview, and closed, fixed-response

interview. A type of interview that I used was the semistructured, standardized interviews, with open-ended questions where I asked interview participants the same questions but were unrestricted with the answers they provided.

The researcher is the primary instrument in qualitative studies. As an instrument, I used a protocol for open-ended questions designed to facilitate the expression of the faculty members concerning their attitudes, beliefs, and experiences with online learning (Moustakas, 1994). The semistructured interview questions provided a focus and loose structure for the interviews. Fontana and Frey (2010) reminded that the most important skill of the interviewer is listening. The goal, regardless of research paradigm, according to Collins, Onwuegbuzie, and Jiao (2010), is to acquire data that have one or more of the following characteristics: legitimating, plausibility, applicability, trustworthiness, dependability, credibility, validity, transferability, consistency, neutrality, reliability, objectivity, or conformability. The interview is also a research instrument that helps researchers to have a better understanding of individuals' experiences or attitudes (Neuman, 2006). The interviewing process involves an informal, interactive process that uses open-ended comments and questions (Moustakas, 1994).

Research Question

A research question guided the present study. When describing the appropriateness of a case study, Yin (2003) said that the case study is appropriate when a "how or why question is being asked about a contemporary set of events, over which the investigator has little or no control" (p. 9). Following are the research question and two sub-questions that drove the present study:

Research Question (RQ). How are the experiences, attitudes, and beliefs of the faculty at AUL toward online learning affecting the inclusion of such in AUL?

Subquestion 1 (SQ1). What are the perceived advantages and disadvantages of online learning according to faculty?

Subquestion 2 (SQ2). What is the extent of the faculty readiness to adopt this technological change?

Population

Cox and West (1986) described population as a well-defined group of people that share common characteristics. Population in the research study is a group about which some information is required. The cost of studying the entire population to answer a specific question is difficult. A subset of participants' representative of a given population must be selected; which is called sampling.

The Arts, Sciences and Technology University of Lebanon (AUL) is an independent, not-for-profit Lebanese HEI offering undergraduate and graduate programs (AUL, 2012). The university main campus is located in Hamra, Lebanon. In addition, four study centers are located at Jadra, Chtoura, Sin El Fil, and Tripoli. The population of this study was the faculty from AUL University at the main campus and all branches. The sample of this study was the faculty from AUL University at the Jadra and Hamra branches, including full-time faculty (instructors and administration). The sample contained 25 faculty members, which I personally contacted and met, considering their preferred times. As determined by the Human Resources Department of AUL, in 2014, 25 full-time faculty members were considered decision makers at the university. Out of

the 25, 19 faculty members consented to be interviewed. Thus, I considered this number the sample number.

Sampling and Sampling Procedures

Polkinghorne (1989) recommended that researchers interview five to 25 individuals who have all experienced the situation. The current study satisfied Polkinghorne's requirement for a small number of subjects. The case population consists of 25 instructors at AUL Jadra and Hamra but at data collection, 19 professionals out of 25 participated for an interview. The desired sample was a 100% sample of the target population at Jadra and Hamra branches; however, the actual sample was 76%. I individually conducted my research with the help of the university administration team. I interviewed the sample, 19 members, through semi structured interviews using the take-notes method. I told faculty members who could not sit for a face-to-face interview that they could be accommodated in another manner. However, this was not necessary. The selection criterion for the sample was faculty in one known HEI.

Data Collection

The qualitative case study consisted of data collected through one-on-one interviews and open-ended questionnaires to facilitate the interview process. Patton (2012) explained, "Open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge. Data will consist of verbatim quotations with sufficient content interpretable" (p. 4). Interviews are used in qualitative research to get understanding from the interviewees' point of view and to illustrate the meaning of experiences. Interviews permit participants to convey and

explain the situation from their perspectives. I structured and controlled the interviews. Therefore, Kvale (1996) stated that there is no common procedure for research interviews but listed seven methods stages: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The most important interview issues are methodological awareness of question forms and focusing on the interaction between interview and interviewee. Moreover, it is necessary that the author emphasize descriptions and the interpretation of the meaning and specific situations or action. Kvale (1996) found that interviews are used with both quantitative and qualitative methods and both designs, and interviews can generate knowledge. Therefore, it was prudent of me to ensure or maximize the appropriateness of the research instrument and sincerely listen to each participant (Collins et al., 2010).

Analysis Plan

The interviews and questions served to gather information and to discuss in-depth the problem to retrieve and explore new perspectives of the problem. I analyzed demographics data using simple statistical techniques, counting, and categorizing the value, and then deriving percentages. Expectantly, I used accumulated data from my sources and the gathered information to clarify the 2014 status of the educational system at AUL. As Stake (1995) identified the forms of data analysis and interpretation, I used the collected information in the hope that issues and relevant meanings would emerge. In addition, I established patterns and looked for correspondence between categories. This correspondence was represented in charts and tables, which are presented in the following chapters. I developed naturalistic conclusions from analyzing data.

Information that I gathered allowed me to compare, explore, and identify faculty's attitudes, correspondingly to the ADKAR change management model factors (awareness, decisions, ability, knowledge, and reinforcement). In this study, I explored the reasons that delay the change in HEIs programs and prevent management from taking such a decision toward improving their programs. Once the weak element or elements were identified, the idea of change should become easier as the next step would be how to correct and eradicate these weak elements until AUL management get five strong elements and succeed in the needed change (Hiatt, 2006).

Instrumentation

The interview instrument coupled with a brief questionnaire allowed me to gather information about the level of awareness, knowledge, ability, and reinforcement accordingly to the ADKAR change management model, to determine faculty willingness to make a decision or why not. As mentioned earlier, I used the interview instrument to gather needed information (see Appendix A). An open-ended, semi-structured interview included three sections: the demographic section, a brief questionnaire, and an open-ended question related to the topic. The demographic form and questionnaire used a fill-in-the blank or multiple-choice format to ask (a) age group, (b) degree, (c) gender, and (d) teaching experience and other pertinent questions (see Appendix A). The following questions made up the open–ended interview questions:

1. What have you done personally or have your colleagues done to encourage online learning at AUL?

2. What changes do you foresee at AUL before the facility, the course syllabi, or the staff can apply this change?
3. What performance objectives would be enhanced or harmed at AUL if this change occurred?
4. How could you propose and support such a decision to implement this learning style?
5. What competitive advantage might AUL experience, if any, by applying this education style?
6. In what ways do you feel the technology involved making this change will expand student enrollment?
7. How do you feel adding online learning to the curriculum will enhance the technological quality of higher education at AUL?
8. Please explain your experience regarding any courses, workshops, or training you have completed to help you prepare for online learning.
9. How do you feel as a faculty member you could motivate other faculty members and/or students to embrace this new learning situation?
10. What barriers do you predict will hinder the application of online learning at AUL?
11. How do you perceive online learning will change the university?
12. What do you feel online learning will do to the work ethic, values, and learning experience of students? Of the faculty?

The following questions made up the brief questionnaire with closed-ended questions:

1.Do you encourage online learning at AUL?

2. Do you think that AUL has the capability to apply this change?

3. Are you willing to engage in this change?

4. Will online learning promotes AUL performance?

5. Do you believe that this technology will expand student enrollment?

6. Do you think that the online learning has proven to be an effective learning tool?

7. Do you completely refuse the use of online learning technology?

8. Do you think that AUL Management has the capability to apply this change?

9. Have you identified a student demand for online courses?

10. Do you think adopting online learning will increase student satisfaction?

11. Do you think online degrees are accredited and are recognized by the Lebanese Ministry of Education?

12. Do you consider yourself comfortable with the use of Internet-based organization?

Data Analysis

Interviews and questionnaires are used in qualitative research to provide and examine specific data to identify more general patterns to understand the meaning of data (Tracey, 2013). According to Hesse-Biber and Leavy (2010), a qualitative study employs three interview designs: highly structured, semi-structured, and low-structured. In the study, I used a semistructured interview with open-ended questions. Open-ended interviews rely on prewritten questions. When using a semistructured interview, Hesse-

Biber and Leavy stated the interviewer should control or expect certain answers from participants.

For this current study, I considered each question and each respondent as equal value (Moustakas, 1994). The most important element in the interview process was the epoche, as addressed by Moustakas, which suggest the researcher overlook prejudgments and make certain to open the interview with an unbiased and friendly presence. Each question allowed respondents to give certain information as he or she supposed necessary; no right answer existed.

I reviewed qualitative data gathered from interviews through taking notes and recording based on participants' desire as mentioned in the IRB form. Then, I used NVivo for coding, which meant identifying themes within my interview notes that related to my research question. I used the major steps in analyzing data gathered from interviews, which I transcribed, and coded the speech into categories to retrieve patterns (Bodgan & Bikilin, 1998). I used inductive reasoning, in which data were examined from the bottom up approach (Tracey, 2013). I generated numerous category codes such as those that initially were related to faculty attitude, experiences, and beliefs. I watched respondents' special vocabulary and body language. Then, I used focus coding to eliminate, combine, or subdivide coding categories, and I looked for repeated ideas and themes that connected codes. Finally, I limited my final codes to make certain they were related to the major research questions to ensure that data gathered were constructive.

As suggested by Berkowitz (1997), when coding information, I considered how the participants' past experiences were related to their behavior or attitude. Likewise, I

considered any interesting stories that emerged and how they helped illuminate the central question. Moreover, my coding scheme provided common types of coding categories, which emphasized my central questions (Bodgan & Biklin, 1998). These themes became the common ideas and patterns that I repeatedly observed through my data collection. Interpreting and explaining my collected information formed my detailed report where I synthesized and summarized my findings to explore and explain the problem. Accumulated data and responses gave an indication of the level of faculty's knowledge about online learning and explored their influence toward this technological learning style.

Within AUL's academic environment, in this study, I aimed to see if the opportunity existed for the adoption of online learning. I considered this management change was valuable for institutions, faculty, and students; thus, the reason behind this study was to reveal the faculty level to allow the institution to make the right decision. The interviews allowed me to test faculty knowledge and perception toward any change.

In the demographic questions, findings differed between genders, suggesting differences resulting from demographic idiosyncrasies. The age inquiries generated critical data. I presumed that the survey would show acceptance or denial at a certain age level. In addition, I further presumed that education level, similar to age, would show specific demographic inclinations. I analyzed data with descriptive statistics.

Validity and Reliability

Patton (2012) stated that validity and reliability are factors that should be ensured when designing a qualitative study. Reliability and validity both serve as factors to

improve the quality to generate understanding. My research study purpose was to generate an understanding about the HEIs and the ability to adopt the change. As addressed by Denzin (1989), reliability and validity mean the trustworthiness, strictness, and quality of qualitative research. To achieve reliability and validity, the researcher must eliminate bias and increase the level of truth about the proposed social situation.

Although many theorists insisted using numerous case studies research are more reliable than using a single case study, I found that in the case of HEIs, a single case study selected and narrowed down the population and allowed me to highlight the problem. Case studies are used to describe, explain, or explore a purpose (Yin, 1994). The single case study design is an examination of an individual or group. Thus, a single case study design chosen selected a typical case to explore and interpret. To ensure reliability, I considered each faculty member a target; the interviews were used to discern the participants' attitudes, beliefs, and experiences about online learning.

Reliability is referred to as the respondent's consistency about a certain subject (Denzin, 1989); therefore, the interview included different questions to discern the same construct to generate same results. In this study, reliability also referred to the degree of the assessment consistency in measuring faculty perceptions. I ensured reliability by having specific questions that probed perceptions. I used field notes to help remember specific observations during the interview sessions. The selection of the whole population as my sample also served as another factor to decrease the selection bias.

In this qualitative research case study, I sought an illumination and understanding for the HEIs situations. Validity in this qualitative research was the extent to which the

interview questions measured that the faculty perception had the intention to change or not (hoepfl, 1997). My interview questions were constructed to give a true picture of the faculty's attitudes, opinions, and perceptions. Noting and coding increased validity of my study. My data research ensured content validity, which was measuring faculty perceptions and attitudes gained by experience.

Barbour (1998), Denzin (1989), and Patton (2012) agreed on triangulation as a way to strengthen the study, which happens by combining many methods. Triangulation is used in qualitative research to establish validity by analyzing the central question from different perspectives. The goal of triangulation is to get consistency across data sources (Patton, 2012). At the time of data collection, the participants of the present study were faculty with different background and experiences.

There are five types of triangulation: data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation (Guion, Diehl, & McDonald, 2013; Thurmond, 2001). Data triangulation embraces using different sources of information to increase the validity. Investigator triangulation embraces the use of different investigators in the analysis process. Theory triangulation involves the use of multiple perspectives to interpret a single set of data. Methodological triangulation involves the use of multiple methods to study the case. Environmental triangulation involves using different settings, locations, or factors related to the environment where the study takes place (Guion et al., 2013; Thurmond, 2001).

One method that I employed was to have each participant read his or her interview transcript after transcription to confirm that no mistakes or misunderstandings

occurred as participants of the present study are experts in the field. Researchers should use multiple and different sources of information to ensure validity. In my study, I used an interview, a brief questionnaire, and demographic data. My prolonged engagement in the field and the triangulation of methods and data helped me establish credibility. Combining more than one method to gather data and information was considered multiple ways to reflect faculty perception.

Triangulation refers to the use of more than one approach to investigate the problem. I used more than one method in the study: the interview, a brief questionnaire, and demographic data to increase and enhance confidence of my findings (Webb, Campbell, Schwartz, & Sechrest, 1966). Researchers and social scientists found that single research methods suffered from limitations; thus, triangulation offered a prospect to enhance confidence. Moreover, I conducted the interview at different agendas, according to participants' availability and readiness.

Ethical Procedures

To complete and conduct this survey research, I completed and obtained my Institutional Review Board (IRB) approval for this research. The research must comply with the federal regulations and the university policies. The purpose of this study was to assess the HEIs and to explore the case at AUL towards online learning while the design used intended to respect and acknowledge participants' autonomy.

In the interviews, I asked participants open-ended questions within the education system exclusively without any personal interference. As well, I used demographic questions to garner further information. The risks to the participants were minimal. I

conducted a study in a short time at the beginning of the winter quarter in a safe environment. I individually conducted my research with the help of the university administration team. Data were confidential; participants were not asked to provide personal information. Every effort was made to ensure confidentiality.

Denscombe (2010) wrote that researchers should be aware of anything that might cause harm to participants. To minimize this risk, the author listed four standards needed: (a) anonymity of participants, (b) keep data confidential, (c) notify participants of the nature of the study and their involvement, and (d) ensure the voluntary nature of participants. I adhered to these four standard measures.

Data were saved with high anonymity under my responsibility. The consent document (Appendix B) included a privacy section, a procedure section, and section that explained the voluntary nature of the study. I interviewed 76% of the faculty. Data will be kept for at least 5 years before being obliterated as required by Walden University.

Summary

In this chapter, I concentrated on the qualitative case study design and methodology. I addressed the interview questions and demographic questions that I intended to use. I also included a section on the threats to validity and reliability. Using a qualitative case study assisted my study and the institutions in suggesting and implementing decisions that best fit the academic needs of the university and HEIs in general. I used a qualitative study to summarize data, analyze resulting information, and draw meaningful inferences that might lead to improved instructional quality (Aczel, 2009). Provision of the previously mentioned suggestions allowed for the potential of

better decision-making processes and the potential for a striking change within the educational system. In the following chapters, I describe the data collection and analysis process used in this study. I also provide results and recommendation.

Chapter 4: Results

Contained in Chapter 4 are the results and analysis of data gathered through the study. The purpose of this study was to explore faculty attitudes at AUL toward online learning while the design used intended to respect and acknowledge participants' autonomy. I used an interview instrument to gather needed information (see Appendix A). An open-ended, semistructured interview included three sections: the demographic section, a brief questionnaire, and the open-ended questions related to the topic. I used a demographic form and questionnaire with fill-in-the blank or multiple-choice format to ask (a) age group, (b) degree, (c) gender, and (d) teaching experience and other pertinent questions (see Appendix A). Included in Chapter 4 are analyses of data collected from the surveys, demographic questionnaires, and one-on-one interviews with the 19 participants. In this chapter, I also describe the data analysis procedures, the presentation of findings, and a summary and conclusion.

Data Collection

Initially, I requested participation from all the instructors at AUL Jadra and Hamra to consent for an interview. The desired sample was a 100% sample of the target population at Jadra and Hamra branches; however, the actual sample was 19 faculty members, or 76%. At the start of each interview, I went through confidentiality and participant rights with each faculty member. Next, I asked each person if he or she would consent to the use of a tape recorder to capture the interview. Three participants allowed the recordings. One participant requested that he would respond by personally writing the

answers; the remainder (15) of the participants asked that I take written notes of the interview.

Demographic Results

The interview sessions started with confidentiality and participant rights followed by four demographic questions: gender, age group, educational attainment, and teaching experience. The study consisted of 9 females and 10 males. Participants' demographic information is depicted on Tables 1, 2, and 3.

Table 1

Demographic Data: Age

Age group	Number
20-25	0
26-30	4
31-35	8
36-40	2
41-45	1
46-50	1
51-55	3
56-60	0
>60	0
Total	19

Table 2

Demographic Data: Education

Educational level	Number
Bachelor's degree	0
Master's degree	9
Specialist Degree	0
Doctoral Degree	9
Post-Doctoral	1
Total	19

Table 3

Demographic Data: Teaching Experience

Teaching experience in years	Number
1-5	5
6-10	9
11-15	3
16-20	0
21-25	1
26-30	1
>30	0

Survey Results

Each of the participants completed a brief, closed-ended survey before starting the interviews. The results from the surveys follow:

1. Do you encourage online learning at AUL?

Yes—74%

No—26%

2. Do you think that AUL has the capability to apply this change?

Yes—79%

No—21%

3. Are you willing to engage in this change?

Yes—90%

No—10%

4. Will online learning enhance promote AUL performance?

Yes—84%

No—16%

5. Do you believe that this technology will expand student enrollment?

Yes—100%

No—0%

6. Do you think that online learning has proven to be an effective learning tool?

Yes—63%

No—26%

N/A—11%

7. Do you completely refuse the use of online learning technology?

Yes—0%

No—100%

8. Do you think that AUL Management has the capability to apply this change?

Yes—63%

No—37%

9. Have you identified a student demand for online courses?

Yes—37%

No—63%

10. Do you think adopting online learning will increase student satisfaction?

Yes—89%

No—11%

11. Do you think online degrees are accredited and are recognized by the Lebanese Ministry of Education?

Yes—5%

No—74%

N/A—11%

12. Do you consider yourself comfortable with the use of Internet-based organization?

Yes—90%

No—10%

Questionnaire Findings

Faculty members shared different views on adding classes. First, faculty were concerned that the Lebanese Ministry of Education did not recognize online degrees. Second, faculty did not identify students' demand for online learning (students did not ask for online classes). In addition, a group of faculty members still considered that online learning tools are not effective.

Using my first data collection method, I could identify from the questionnaire primarily negative factors that would affect attitude and faculty perception. On the other side, I used the questionnaire to collect data that also showed positive intention and acceptance by faculty to apply such a change.

Results from One-on-One Interviews (Simple Analysis)

For this portion of data collection, I used semi structured interview with open-ended questions to collect qualitative data. After participants verified the transcripts for accuracy, I used NVivo software to uncover trends and themes regarding faculty perceptions toward online learning at AUL. Kvale's (1996) seven stages guided the interview and theming process: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting.

Each transcript was examined and coded until saturation in responses was reached, using the steps listed by Moustakas (1994). I read each transcript several times searching for a "list of non repetitive, non overlapping statements" (Moustakas, 1994, p. 122). Next, I related and clustered "the invariant meaning units into themes" (Moustakas, 1994, p. 122). Finally, I further analyzed the transcripts by using NVivo 10 software where the transcript data were collapsed into tree nodes containing common responses. Five major themes emerged from the data: (a) lack of training or the need for training; (b) negativity; (c) authority (ministry of education, upper management, culture, rules, policy); (d) change (increased enrollment, different teaching styles, different type of students, and better staff); and (e) fear (loss of jobs, better quality instructors coming in, change in culture, loss of control, cheating). A synopsis of the answers to each of the survey questions follow

Question 1. What have you done personally or have your colleagues done to encourage online learning at AUL? Fourteen participants responded that they had personally done nothing to encourage online learning at the university. Two participants

explained that I was the first person even to mention the subject of online learning. One participant explained that she would not consider using online technology until it was legal in Lebanon to use at the university level. P8 said, "I don't encourage unless it becomes legalized."

One participant said he had used the social media with students. One explained that he used mobile technology with students. One used Skype with students, and one said he had used some software in class. One instructor used the Internet to post senior project information. P9 said, "All our graduate research projects are online." Five participants specifically stated that a need exists for certain online technology such as Moodle, an online page for student communication, training software for staff and students and game simulation for better communication.

Question 2. What changes do you foresee at AUL before the facilities, the course syllabi, or the staff can apply this change? One participant said this would require the approval of the Board of Trustees before anything could be done. Two participants explained that online learning would change the culture of the school. Five participants said to attract students, advertising, or marketing was necessary. P5 responded, "I can say background; we have to promote online learning, we need promotion and advertising. We need to create positive culture about online learning."

Two participants said the books would need to be converted to eBooks, as they consider it easier for students and instructors. Six participants said this would take training of either faculty or students or both faculty and students. Nine participants said it would require computers, technology, and the Internet. P11 said, "Internet facility." One

other participant said it would cause the university to use web pages for the students. One participant said she could use it to give exams.

Question 3. What performance objectives would be enhanced or harmed at AUL if this change occurred? Three participants said adding online learning would increase enrollment. One said it would provide greater access to learning. Three said it would enhance communication. One said it would give the university more credibility. Two participants said it would make the university more global. However, the remainder of the responses was negative. Four participants said online learning could result in a loss of jobs for staff. P18 said instructors would lose the advantage of face-to-face interaction with students saying, "I feel there will be a decrease in face-to-face courses that might affect the regular class so students prefer online learning."

Two participants said the instructors would not like the idea. Three participants said the rules and policies of the university would require changing first. Four participants said it would be negative, but they gave no specific reason for their answers.

Question 4. How could you propose and support such a decision to implement this learning style? Three participants said they would help test the new technology. Two said the students would require training; one said the staff would require training. Two participants said a technological infrastructure was needed and they proposed a technological infrastructure first Two said this was out of their control. One participant asked to pass on this question, and one participant said she would not help. Seven participants said they would support online learning but gave no specific way they would help.

Question 5. What competitive advantage may AUL experience, if any, by applying this education style? Ten participants said adding online learning would give the university more competitive advantages by making it the first in the market of the Private Higher Education Institutions. P12 responded, "Certainly if it will be before the other university and it will reach the Lebanese market (wider market)."

Another participant said it would attract the older students and/or the students with disabilities. One said it would help the students (no specific reasons were given). One said it would give the instructors more time. One gave a vague, non-committal answer. However, four participants said it would require the support of the ministry before they could support the endeavor.

Question 6. In what ways do you feel the technology involved to make this change will expand student enrollment? (Some gave two answers.) This question resulted in remarks that were more positive from the participants. Four simply said it would have a positive affect but gave no specific reason why or how. Four participants said online learning would be convenient for the students. P2 said, "It will definitely expand student enrollment especially for students who work, they can attend school without losing their jobs and also it will bring more students who are in the same situation as well expand the enrollment at AUL."

Three participants said it would make the university more competitive. Four participants said it would attract more students and increase enrollment. One said it would attract those who could not otherwise physically attend. Three participants said it

would make it more convenient for students who work. Two said it would attract lazy students. One gave no response.

Question 7. How do you feel adding online learning to the curriculum will enhance the technological quality of higher education at AUL? (Some gave two answers.) P1 said it would provide "more objectivity, quality, communication." One said it would increase learning. Two said it would remove time constraints. One said it would allow instructors more flexibility with book choice. One said it would allow easier access to library. Two said it would increase the quality of learning. Two participants said it would increase enrollment. One said it would attract a better quality of student. One was negative and said it would require too much technology to implement the change. Five were positive but gave no specific reason why. Four were negative but gave no specific reason why.

Question 8. Please explain your experience regarding any courses, workshops, or training you have completed to help you prepare for online learning. Eight participants said they had no training or experience. One expressed the need for staff training. Three participants said they had some experience. Two said they had moderate training or experience. One said he only used technology for sending and receiving emails. Three participants said they had extensive training. Two participants said they had actually completed a degree online. P4 said, "My last stage in my doctorate degree was online."

Question 9. How do you feel as a faculty member you could motivate other faculty members and students to embrace this new learning situation? The answers to this question were varied with most participants explaining what was needed to support

online learning, not what they could do to facilitate online learning at the university. P3 said, “I will support it.”

Several suggestions were given on what would be needed if online learning was added to the curriculum: workshops, seminars, approval by upper management, meetings, training, proper accreditation, and communication. P5 said, “We need workshops.” One participant said he would provide slide shows in class. One said she would provide life examples to students to show the advantages of online learning. One participant said she would explain the benefits of online learning to work.

One participant said he would provide information to students. Four participants said they were not interested or were against online learning. Three said they would support online learning but did not say how. One participant gave no answer. One participant expressed interest in online learning and asked if adding this to the curriculum could increase instructor pay.

Question 10. What barriers do you predict will hinder the application of online learning at AUL? This question also resulted in a variety of answers. Three participants said online learning would be hindered or stopped because of accreditation issues with the ministry. P1 said, “First accreditation by the ministry.” Two said upper management would hinder online learning. Two listed financial barriers as a hindrance. Three said online learning would require too much change. Five participants said the lack of training would be a problem.

One participant said a lack of marketing would be an issue. One said the need for software, hardware, and a budget would be barriers. Two participants said Internet speed

would be a hindrance; one said electricity was a problem. Two participants said the instructors would be against it; three said the students would be against it. Four said the level of the students would be a problem. One participant said the loss of eye contact with students would be a hindrance. One said it would take up too much time. Finally P2 said, "To be honest, I think I don't see e-learning till 5 years from now."

Question 11. How do you perceive online learning will change the University? One participant said online learning would save money; one said it could help the environment. One said it would make the university more global. One simply said it would change everything. Five said it would change the image of the university. One participant said it would make the university more competitive. One said it would increase enrollment. Two said it would improve communication. One said it would be less work for the instructors. Two said it would change the way instructors teach. Two were slightly positive but gave no reason. Two were definitely negative. One said it could be negative or positive. Finally,P17 said online learning would "change everything conducting business, admission, procedures at AUL market share."

Question 12. What do you feel online learning will do to the work ethics, values, and learning experience of students? Of faculty? One participant said online learning would reduce discrimination. One said it would make the university global. One said it would make students more patient. One said online learning would attract a better quality of instructors. One said online learning would allow more chances for students to learn. One said it would force cultural changes. Two simply said the change would be positive.

Four participants were not certain how online learning would change things. One said she was not certain how instructors maintain control with online learning. One said she was against online learning but gave no reason. One participant said it would reduce communication. One said it would increase cheating. One said students would not understand it. Two said it would cause a loss of interaction with students. One said parents of students would be against it. One said it should only be used at the graduate level. Two said the staff would need training. Finally, P3 said, "It will allow the community members to interact with the new ethical, values and learning experience."

Interview NVivo Results According to the ADKAR Model

I used the NVivo software as a tool to code my interview data collected. The first report tested the respondents answer according to the ADKAR model, which is the acronym of Awareness, Desire, Knowledge, Ability, and Reinforcement. Once I identified the weak element or elements, the idea of change became easier as the next step was how to correct and eradicate these weak elements until getting five strong elements and succeed in the needed change (Hiatt, 2006).

Within AUL's academic environment, I aimed to see if an opportunity existed for the adoption of online learning. I considered this management change was valuable for institutions, faculty, and students; thus, the reason behind this study was to reveal the faculty readiness level to allow the institution to make the right decision. The interviews allowed me to test faculty knowledge and perception toward any change: (a)*Awareness* of the need to change, (b) *Desire* to participate and support the change, (c) *Knowledge* of

how to change (and what the change looks like), (d) *Ability* to implement the change on a day to-day basis, and (e) *Reinforcement* to keep the change in place.

I used the NVivo code report to show the AUL faculty readiness for the change management fluctuated between the five variables of the ADKAR model. Most noticeable was the knowledge element, which was considered low. Moreover, in the analysis, I found the faculty had a high ability and desire to apply this change (see Appendix C, Figure C1). Using the NVivo analysis, I used the ADKAR variables coding to identify and categorize (AUL) faculty and under each node I had two Yes and No sub nodes. Under the knowledge code, the number of participants who seemed to have no knowledge about this technology numbered more than those members who did have knowledge.

Another analysis using NVivo was used to determine the reason behind the faculty's negative perception. Again, I used NVivo to categorize faculty according to their beliefs trying to find the major reasons behind their refusal. Most noticeable was that a large group of study participants believed that the university's infrastructure was not ready. Another major factor, which was not detected from the questionnaire, was a lack in students' trust, which seemed to be another major reason behind faculty's negative attitude.

In addition, I found that faculty feared losing their jobs. As noted the questionnaire, accreditation seemed to be another major concern (see Appendix C, Figure C2). In addition, I used another graph to show the nodes clustered by similarity of words

using the reasons of the negative perceptions and their level of importance (see Appendix C, Figure C3).

Research Question

RQ: How are the attitudes, experiences, and beliefs of the faculty at AUL toward online learning affecting the inclusion of such in AUL?

As the researcher, I used the demographic questions, along with the questionnaire and the semi-structured interview, to show the attitude of faculty, which were negative and mistrustful toward the technological change. Some of the instructors still refused this type of learning and considered it unsuitable and ineffective as addressed in the survey and interview results. Most of the participants have not used the online learning technology. Faculty beliefs varied. In the questionnaire (question 6), Do you think that online learning has proven to be an effective learning tool? It should be noted, 26 % still believed that online learning was not an effective learning tool while 11% provided no answer. However, 63%, or almost two-thirds, expressed positive views. I also found that the majority of the faculty at AUL had no experience as specified in the Interview Question 8: Please explain your experience regarding any courses, workshops, or training you have completed to help you prepare for online learning? Twelve participants answered *no experience* in this technology and a need for training.

SQ1. What are the perceived advantages and disadvantages of online learning according to faculty?

From the information collected, I found, according to AUL faculty, the advantages of this technology use would be in high enrollment and the competitive

advantage that the university will receive as the first in the Lebanese HEI market. However, faculty considered online learning an uncontrolled way of education, as cheating can be easy. Moreover, faculty addressed the disadvantages of this kind of learning. They feared losing their current jobs and their regular students, which could be a reason to resist or refuse this change.

SQ2. What is the extent of the faculty readiness to adopt this technological change?

A strong majority of AUL faculty are ready to engage in online learning, they also expressed a high level of fear mistrust and caution toward this type of learning.

Evidence of Trustworthiness

Yin (1994) defined case study as a method to explore a purpose. The single case study design is an examination of an individual or a group. Thus, the single case study design chosen selected a typical case to explore and interpret. I considered each faculty member a target and the interviews were used to discern the participants' attitudes, beliefs, and experiences about online learning.

The interviews included different questions to discern the same construct to generate same results. The interview questions were constructed to give a true picture of the faculty's attitudes, opinions, and perceptions. I ensured content validity by measuring faculty perceptions and attitudes gained by experience, and by taking into account all the aspects of their situation.

I used triangulation to strengthen my study, which happens by combining many methods. In my study, I used simple statistical techniques as well NVivo software to

analyze my interview, questionnaire, and demographic data. At the time of data collection, the participants of the present study were faculty with different backgrounds and experiences.

Each participant read his or her interview transcript after transcription to confirm that no mistakes or misunderstandings occurred, as participants of the present study are experts in the education field. Where the questionnaire and interviews showed similar data, most noticeable was accreditation of online degree according to the Ministry of Education.

In addition, both instruments used showed similar reasons behind the negative attitude, and at the same time, showed positive factors at the faculty level. Data collected from both instruments were perfectly matching and showed no contradiction or ambiguity in my data findings. Moreover, I used the NVivo software to ensure credibility of my data analysis; the use of this software has proven to enrich and benefit the findings of the study and to increase research efficiency (Goble, Austin, Larsen, Kreitzer & Brintnell,2012).

Summary

Chapter 4 contained an analysis of data gathered through the study. The purpose of this study was to assess the faculty attitudes and to explore the case at AUL toward online learning while the design used intended to respect and acknowledge participants' autonomy. Findings included demographic data from 19 instructors at AUL, surveys, and one-on-one interviews. Survey and interview results addressed the research question regarding how the attitudes, experiences, and beliefs of the faculty at AUL toward online

learning affect the inclusion of such in AUL. Based on the qualitative analysis of data gathered from the 19 one-on-one interviews; five themes were identified. These themes were (a) negativity; (b) authority (ministry of education, upper management, culture, rules, policy); (c) change (increased enrollment, different teaching styles, different type of students, and better staff); and (d) fear (loss of jobs, better quality instructors coming in, change in culture, loss of control and unethical student practices).

Chapter 5, the succeeding chapter, will include a detailed explanation of the findings. I will also give recommendations for future study and implications of the study. I will also detail any limitations that affected the study. I will conclude the chapter with a summary and conclusion of all findings and reflections.

Chapter 5: Summary, Conclusion, and Recommendations

In this study, I intended to shed light on the faculty perception of HEIs in Lebanon toward implementing online technology. I attempted to explore the current perception and the conditions surrounding the faculty's attitude, which makes the intended change difficult when comparing attitudes of other countries. Data collected and analyzed showed four major themes emerged from the data. The themes were (a) negativity; (b) authority (ministry of education, upper management, culture, rules, policy); (c) change (increased enrollment, different teaching styles, different type of students, and better staff); and (d) fear (loss of jobs, better quality instructors coming in, change in culture, loss of control, cheating). Lack of knowledge and experience seemed to be affecting the concept of change or even accepting this change.

In my opinion, there were general misunderstandings that surrounded and affected the study's results, moreover the intended change. First, I found that the faculty considered distance learning, which is not recognized by the Ministry of Education, same as online learning. Second, faculty had no clear idea about online latest advantages. Third, the idea of losing their jobs and lack of trust between faculty and students existed.

Distance Learning and Online Learning

There is a difference between distance learning and online learning, which is similar to the difference between a parent and the child. Distance learning is always referred to students who are geographically distant. Online learning is a learning experience via the use of technology (Moore, Dickson-Deane, & Galyen, 2011).

Online learning is a revised version of distant learning, which improves the access of educational opportunities for learners. Within AUL faculty, I found that the faculty considered online technology use just for abroad students and not for students residing in Lebanon. Therefore, according to faculty, for students to learn, they must attend class. However, online learning does not necessarily mean distance learning. Online learning has the advantage of online technology. Moreover, online learning does not strictly mean degrees for abroad students. This learning is available for students anywhere not just when going to class. The idea is that online learning provides 24/7 ongoing learning benefits and advantages. Applying contemporary ideas, the use of technology learning will allow AUL to take advantage of this technology and apply their elemental role in enhancing and incorporating changes in learning modes.

Unawareness of the Online Learning Efficiency

Unawareness of online efficiency seemed high as some of the faculty considered online learning not effective. One faculty member, a department director, mentioned there was a recommendation from the (Middle East) MEA country on discouraging this kind of learning.

Question 1. What have you done personally or have your colleagues done to encourage online learning at AUL?

P8 said, “I don’t encourage unless it becomes legalized.”

Question: Do you think that online learning is not accepted and not encouraged?

P8 answered, “There is a conference, and there is documentation from the Arab countries against online learning.”

In my opinion, lack of knowledge and experience is definitely creating unawareness of this learning style efficiency. As mentioned in the introduction Chapter 1, in HEI degree programs, specifically within distance learning, many advantages are offered to faculty, students, and administrators (Castle & McGuire, 2010; Diaz & Entonado, 2009; Singh & Rosemary, 2010). In particular, the online environment and the high volume of interactions between faculty and students increase the learning ability and communication required within the globalization condition. In pursuing online learning forms of instruction, a new stream of revenue is harnessed without the need for additional on-campus facilities. This misunderstanding arises from a lack of knowledge about online learning and its efficiency: however, this can be resolved through training orientation program to clarify and correct the idea.

Faculty Fear Losing Their Jobs

Faculty had distress from the idea that they would lose their job security or career opportunity. As found within AUL faculty, this is another misunderstanding deriving from the lack of knowledge about how online learning happens and about job opportunities and demand for online education industry. Moreover, online learning degrees and course developments are serious and tedious processes and the work, and job opportunities could be expanding. The development can be done through orientation and training. Faculty should be aware and knowledgeable about the high number of instructors who are anticipating this kind of learning. Motivation and reinforcement will play a big role after all this is a change, and organizational change is a serious process.

Lack of Trust Concerning Higher Education Students

According to Pearson (2013), cheating is usually associated with low technology and the best prevention is to make the students love learning. Students seemed to be honest when the weight is on learning and not on competition. Instructors should develop courses to help student learn and gain maximum knowledge. According to Pearson, when instructors teach student how to learn and how to accept learning challenge, students do not tend to cheat. Instructors should create a learning environment for student, in a way, that they will not be judged; instead, they will be taught. Circumstances are also a factor that should be taking into consideration. As Pearson (2013) addressed, students in regular classrooms are controlled whereas, in online courses, students can access social media and the collaboration environment between their fellows and instructors to decrease this sense of control; moreover, groups and teamwork showed less cheating. Therefore, many methods exist that can be used when considering online learning programs. In addition, the university can use and develop honesty cultures and policies.

Pearson (2013) also addressed that studies since 1920, showed that it was not clear that cheating was higher at online courses, blended, or regular courses. While cheating is a result of simple confusion, universities that decide on online programs should always be clear about their policies and codes of ethics and prepare their students for all the rules.

Accreditation

Accreditation was another element found behind the faculty's negative perceptions of online learning. In Lebanon and HE there is no proper quality assurance

and accreditation mechanism. Some of the leaders of HE institutions have started internal quality control, and some others are getting their accreditation from the external organization in the United States and Europe (MEHE, 2012). Although the Ministry of Education and Higher Education (MEHE) have established quality assurance procedures to the licensing mechanism, at MEHE the licensing process passed through the Council of Higher Education and associated technical committee. When an institution is accredited, it becomes a recognized institution nationwide.

As found in the study, faculty considered that the online technology would not be accredited while this in reality has nothing to do with the accreditation process. After collecting and analyzing my data, I had a chance to discuss the accreditation issue, which was major in my findings in 2014 interview with MEHE and the General Director of Higher Education, Dr. Ahmad Jammal. Dr. Jammal addressed an interest in applying technology through learning and learning programs. Moreover, Dr. Jammal provided me with an invitation document to all higher education instructors to attend a national conference to address and discuss the advantage and the uses of technology at a higher educational level. Note that the officials at MEHE had started a strategic plan 2012-2017, a 5-year roadmap to guide the implementation and integration of information and communications technology (ICT) within all levels of the Lebanese general education system. The officials used the strategic plan to define the mission and purpose of using ICT in schools; moreover, it they outlined the principle beliefs of the MEHE and its assumptions regarding how ICT can best improve teaching and learning. The ultimate

goal of this plan is to use technology to enhance and support changes in all components of the educational system.

Most of the interview respondents showed concern regarding the Ministry of Education. Some of the respondents considered the issue a major obstacle to the extent of refusal, because they consider this technology usage is not allowed or illegal at the universities, that was another major misunderstanding due to faculty lack of knowledge. If students are residing in Lebanon and not away, they are not considered students learning from a distant. However, addressing and clarifying this matter should certainly resolve the status and legalization of online learning

Interpretation of Findings

The starting point and the most important assumption of the present study was that faculty attitudes were supposedly negative and non-trustful toward online learning. Preliminary information that I accumulated at AUL showed that such negative impressions concerning online learning were quite prevalent amongst faculty. As an educator and student, I always heard negative judgments toward online learning. This was thought to be because many educators had refused the idea of online classes and recommended staying with the traditional way of learning.

I found that faculty remains largely unaware of the benefits or, simply, the existence of online learning formats. The questionnaire and interviews allowed me to explore previous experiences or lack of faculty experiences about e-learning. Generating information from the questionnaires and interviews allowed me to gain an in-depth understanding for this case. Accumulated data from my sources and the gathered

information clarified the 2014 status of the educational system at AUL. Information that I gathered allowed me to compare, explore, and identify faculty's attitudes, correspondingly to the ADKAR change management model factors (awareness, decisions, ability, knowledge, and reinforcement) to explore the reasons that delay the change in HEIs programs and prevent management from taking such a decision toward improving their programs.

According to the ADKAR Model, leaders of HEIs need to improve the weak elements found to change. The weak elements found in my data analysis were; knowledge and awareness of faculty in order to apply the change. The idea of change should become easier as the next step would be how to correct and eradicate these weak elements until we get five strong elements and succeed in the needed change (Hiatt, 2006). Within AUL's academic environment, I found that opportunity existed for the adoption of online learning.

In the interview analysis, I found some positive elements in that faculty was certain about, which were (a) competitive advantage as first in the Lebanese Market; higher student enrollment; (b)unlimited flow of information, and (c) students satisfaction. I consider applying online technology at AUL a valuable for institutions, faculty, and students; thus, the reason behind this study was to reveal the faculty level of knowledge, and to represent a current study to allow the institution to make the right decision.

Implications for Social Change

The population size was large enough to eliminate the barrier of uncertainty. In addition, nonresponse bias was considered as a barrier as people responding to the

interviews might simply not respond or try to skip sensitive questions (Tracey, 2013); however, this matter was taken care of during question construction. Moreover, participants were notified regarding their confidential agreement.

At the time of data collection, one of the implications was that I was not a trained interviewer; however, the proficient relationship with my colleagues facilitated the mission. The AUL educators and administers were all striving to improve quality education. In addition, I presumed that analysis and coding of answers could have taken a long time, but using the Dragon Speaking software facilitated my mission. Furthermore, I predicted that some of the respondents of the interview might be loquacious and could wander off the interview. This also was not the case while conducting the study. I found there is no implication that will affect the application of this education change.

I consider this change fundamental improving quality learning at AUL. Moreover, I found many positive outcomes were clear for faculty and administers, especially that faculty had a 100% ability acceptance to apply this kind of change. Faculty needs to correct the misunderstandings mentioned earlier, and social change process will be much easier.

Recommendations for Action

The study purpose was to explore faculty attitude at AUL. The themes identified were (a) negativity; (b) authority (ministry of education, upper management, culture, rules, and policy); (c) change (increased enrollment, different teaching styles, different type of students, and better staff); and (d) fear (loss of jobs, better quality instructors coming in, change in culture, loss of control, and unethical practices).

I found that lack of knowledge is causing the negative attitude. Major misunderstandings can be eliminated through excessive orientation training for faculty. I also recommend online training for faculty to get a clear understanding of the online technology and for faculty to experiment with this type of technology, apply, and practice its advantage. In addition, the university can use and develop honesty cultures and policies to prevent cheating. In this research study, I aimed to explore the situation at AUL to help apply the technological change. I consider this study a preliminary report for educators to start seriously thinking on taking the intended change management decision to start applying online learning.

In this case, responsible should take into consideration the following points:

- Standards setting
- Assessing current material
- Assessing student performance
- Staff development needs
- Review the contemporary technology used and available for adoption
- Review studies and research that identify which online technology fosters higher student achievement

Recommendations for Further Study

Further study is needed to investigate students' perceptions and ability. More information is needed from the management level. A well-studied strategic plan is needed to ensure the appropriate implementation and follow up.

Leaders of institutions have adopted online technology that provided a different form of training and instruction to their employees and learner (Ally, 2008). AUL leaders can also provide the needed training by sending people to school, hold in-house training classes, and provide manuals and self-study guides. In addition, it is advantageous to use newest and the latest developed forms of online training instead of the traditional training.

I also recommend that AUL leaders study and negotiate getting a partnership from one of the pioneer online education organization, such as Laureate. A partnership with an already established and successful business will bring a unique combination of resources and capabilities. A partnership makes AUL university's programs available online; it will provide an online learning environment and personal help for staff and students. This will be a benefit to AUL.

Conclusion

The development of a sustainable and relevant education system is one of educators' most prominent contemporary concerns. In this study, I explored a critical contemporary problem within the education system, which is the lack of technology use. The starting point was the negative perceptions toward this use at the faculty and instructional level, as well as inconsistencies with technological development that higher education institutions (HEIs) have nonetheless achieved in different countries.

From the findings, I showed that faculty's attitudes at AUL and reasons such as accreditation and fear of losing jobs are affecting the implementation of online learning. Conversely, a positive feature within AUL faculty was a high ability and willingness

toward this change. In the research, I also offered a clear perspective for educators and institutions about the attitudes of faculty in Lebanon. In addition, in this study, I shed light on online learning resistance in HEIs nationwide. Findings from the study are encouraging for researchers and educators in Lebanon and the neighboring countries such as the University of Damascus in Syria, to start adopting new strategies to acquire online learning at their institutions.

Finally, in this research, I addressed the notion that change can be implemented and that the faculty have an intention to do so. Moreover, in this study, I detected the reasons that are behind the delay of this change and that using the right planning and effective training will fulfill the needed change. Leaders at AUL and HEIs can apply easily and successfully apply this learning style and achieve the needed requirements to improve students' performance and higher education efficiency. Online learning has proven to be an effective delivery system at other educational institutions worldwide and can be used by HEIs in Lebanon, as well at AUL. Lebanese students and HEIs deserve and must keep up the ongoing education development.

Understanding the online learning advantages and disadvantages is important when considering instructional and learning decisions. In this study, I provided HEIs with a document that can serve as enlightenment that described the reasons behind online learning impediment, the advantage of online learning and its need nationwide and a recommendation on where to start to achieve the social change.

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Appendix A: Interview Questions

Part I: Demographic Information:

Please check your age group:

a. 20-25
b. 26-30
c. 31-35
d. 36-40
e. 41-45
f. 46-50
g. 51-55
h. 56-60
i. 60 plus

Please write check your highest degree earned:

a. Bachelor's
b. Master's
c. Specialist's
d. Doctorate
e. Post doc

What is your gender:

a. Male
b. Female

How many years of teaching experience:

a. 1-5 years

b. 6-10 years

c. 11-15 years

d. 16-20 years

e. 21-25 years

f. 26-30 years

g. 30 years plus

Part II: Closed-ended Questionnaire:

1.Do you encourage online learning at AUL?

2. Do you think that AUL has the capability to apply this change?

3. Are you willing to engage in this change?

4. Will online learning promotes AUL performance?

5.Do you believe that this technology will expand student enrollment?

6. Do you think that online learning has proven to be an effective learning tool?

7. Do you completely refuse the use of online learning technology?

8. Do you think that AUL Management has the capability to apply this change?

9. Have you identified a student demand for online courses?

10. Do you think adopting online learning will increase student satisfaction?

11. Do you think online degrees are accredited and are recognized by the Lebanese Ministry of Education?

12. Do you consider yourself comfortable with the use of Internet-based organization?

Part III: The Open–ended Interview Questions:

1. What have you done personally or have your colleagues done to encourage online learning at AUL?

2. What changes do you foresee at AUL before the facility, the course syllabi, or the staff can apply this change?

3. What performance objectives would be enhanced or harmed at AUL if this change occurred?

4. How could you propose and support such a decision to implement this learning style?

5. What competitive advantage edge might AUL experience, if any, by applying this education style?

6. In what ways do you feel the technology involved to make this change will expand student enrollment?

7. How do you feel adding online learning to the curriculum will enhance the technological quality of higher education at AUL?

8. Please explain your experience regarding any courses, workshops, or training you have completed to help you prepare for online learning.

9. How do you feel as a faculty member you could motivate other faculty members and/or students to embrace this new learning situation?

10. What barriers do you predict will hinder the application of online learning at AUL?

11. How do you perceive online learning will change the university?

12. What do you feel online learning will do to the work ethic, values, and learning experience of students? Of faculty?

Appendix B: Consent Form

You are invited to take part in a research study of Perceptions of Higher Education Faculty in Lebanon Concerning Online Learning. The researcher is inviting educators and instructors from AUL University at Jadra and Hamra branches, including full-time instructors lecturing at the campuses to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. This study is being conducted by a researcher named Noha Haidar who is a PhD student at Walden University.

Background Information:

The study's purpose is focused on the attitudes and perceptions of faculty at AUL, to explore their diverse attitudes, the sources of their attitudes, their experiences with online learning, and other factors to fill the gaps in the research literature

Procedures:

If you agree to be in this study, you will be asked to:

- To read and respond to the questions provided in the questionnaire and interview
- The process will take not more than 30 minutes
- Data will be collected once.

Here are some sample questions:

1.Please write check your highest degree earned:

f. Bachelor's

g. Master's

h. Specialist's

i. Doctorate

j. Post doc

Open- ended Interview Questions:

2.How could you propose and support such a decision to implement this learning style?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at AUL University will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study: Being in this study would not pose risk to your safety or wellbeing And the University support all internal research to better serve our students.

Research will also offer a clear perspective for educators and institutions about the attitudes and perceptions of faculty in Lebanon.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. In addition, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secured and researcher will make sure to be protected

under her responsibility. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email noha.haidar@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number 612-xxx (for participants outside the US). Walden University's approval number for this study is **IRB 02-25-14-0135009** and it expires on February 24, 2015.

Please keep this consent form for your records. (for anonymous paper-based research)

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant

Date of consent

Participant's Signature

Researcher's Signature

Appendix C: NVivo Results

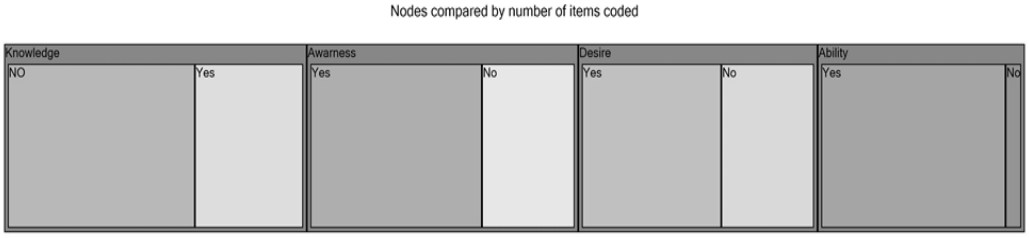

Figure C1. NVivo analysis 1.

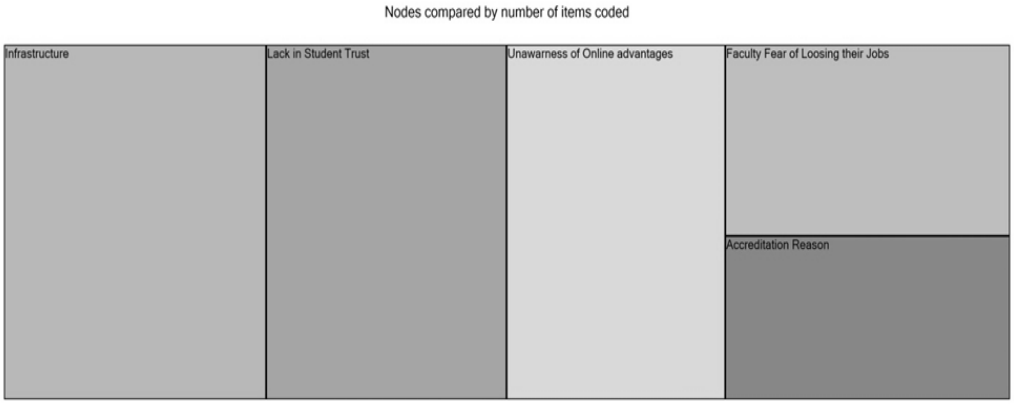

Figure C2. NVivo analysis 2.

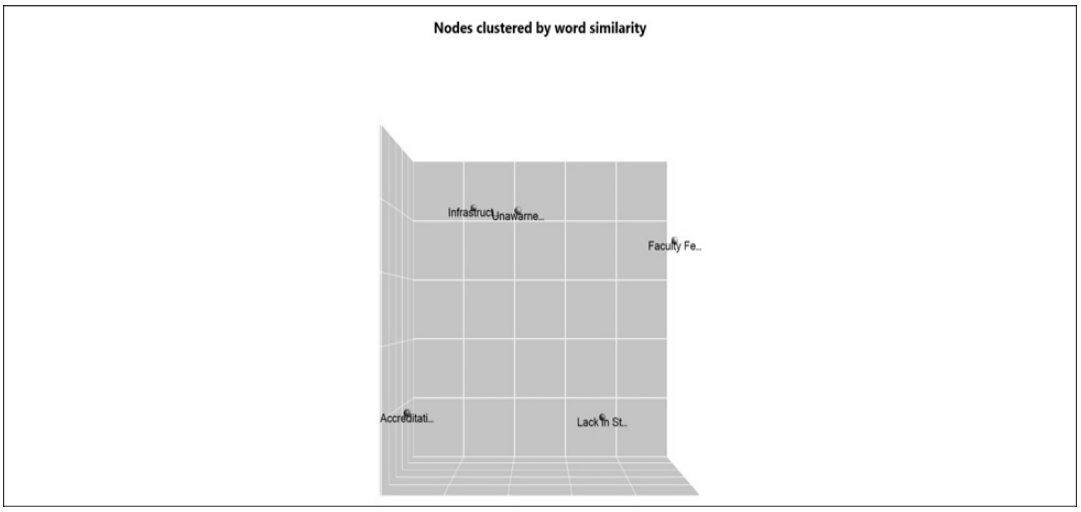

Figure C3. NVivo analysis 3.

Curriculum Vitae

NOHA HAMIE HAIDAR

PhD Applied Management & Decisions Sciences

TEACHING EXPERIENCE MASTERS/BACHELORS LEVEL WITH LIU & AUL, BEIRUT, LEBANONEXPERT IN CURRICULUM DEVELOPMENT ● FLUENT IN ENGLISH, ARABIC AND FRENCH

Education

PhD, Applied Management & Decision Sciences, Walden University 0ct/2014

Selected Courses: Principles of Learning Management; Practice of Knowledge & Learning Management; Research Theory, Design, and Methods; Quantitative Reasoning and Analysis; Qualitative Reasoning and Analysis; Adult Learning, Lifelong Learning, Education Design for Adult Learners; Advanced Knowledge Management Concepts; Integration of Knowledge & Learning Management with Strategic Educational Initiatives; E-Systems.

Research Projects: 1st Project: 'E-learning & Sustainable Education'; 2nd Project: 'Multicultural Education'Thesis Topic: E-learning, creating a sustainable multicultural education System in the MEA Masters, Strategic Management, Davenport University, Dearborn, MI, 2007Bachelors, Political and Administrations Sciences, Lebanese University, Beirut, Lebanon, 2002

Teaching Experience & Achievements

Lecturer, Graduate (Master Level) and Undergraduate at AUL (Arts, Sciences & Technology University), Beirut, Lebanon 2009-presentLecturer, LIU (Lebanese International University),Lebanon March 2014-Present
Lecturer, AUCE (American University of Culture and Education, Lebanon, 2009-2010