Comprehensive Research on E-Learning Platform Implementation

SWOT analysis specifically tailored to e-learning platforms, with a focus on OBEN-learning

Cherno Basiru Jallow[1]

1. Nusrat Senior Secondary School,
1. Obentas Global

ABSTRACT

E-learning or electronic learning refers to the use of electronic technologies and digital resources for teaching and learning. It includes a wide range of activities that are delivered digitally such as virtual classrooms, online courses and even educational games. E-learning allows students to access educational content and interact with instructors from anywhere, at anytime by using devices connected to the internet.

E-learning is the common trend of learning in the 21st century. Its impact on educational institutions is very huge ranging from positive to negative analysis.

OBEN-Learning is an e-learning platform that aims to provide high-quality educational content to learners with a greater focus on the Gambian context. OBEN-Learning is managed by its parent company, Obentas Global.

This study focuses on how E learning platforms can be implemented in the Gambia and a SWOT analysis specifically tailored to e learning platforms with a focus on OBEN-Learning.

Key words | OBEN-Learning, e-learning, innovation, Learning Management Systems(LMS)

INTRODUCTION

E learning is the new trend of learning nowadays, and institutions not willing to adopt to this are at a bigger risk of being left behind. A new study found out that education has being closely related to development [1] which means that educational institutes that cannot use internet are very likely to reduce the quality of education they share via the internet. In the Gambia, there is less effort put into the implementation of e learning platforms. However, recent studies have proven that this tangible dream is possible with the right strategies put in place. A qualitative analysis was conducted by Touray, Yusupha, et al. [1] to explore what relevant contents could be to address the goals of e-learning training and they came to find out that: Although Peer Evaluation System (PES) and Instant Response System (IRS) are new technologies in e-learning and are found to be very useful in the process of e-learning, but there are less chance for them to be adopted because of the high cost involved.

Teachers and decision makers want to know how this innovation will increase access to educational opportunities, what the cost will be, and what the impact will be on the quality of content and learning experience [5]. They need to be convinced by evidence before

making wholesale changes to the way schools functions and the way in which available resources are allocated [5].

Factors affecting E-learning Acceptance and Usage

Abbad et al. [9] conducted a study and in their research, four conclusions were made: 1. Students who are frequent and/or heavy users of the Internet are more likely to use e-learning systems. 2. Students who are confident in their ability to master an e-learning system, without help, are more likely to become users. 3. Students are reassured by the availability of back-up technical support. 4. Students believe that an e-learning system will be more useful to them if it is easy to use.

Also there study might seems to suggest that a well designed e-learning system or LMS should have reassuring and intuitive user interface [5].

Nanayakarra. C.C. [10] states that although individual factors have significant contribution to the LMS adoption, the system and organizational factors are most important for user acceptance in e-learning systems. The users ranked multiple factors including: release time for staffs, the ease of use of LMS, perceived usefulness of LMS, training and support to develop online content and the reliability of information and communication technology are the five most essential factors for staff uptake in e-learning systems.

LITERATURE REVIEW

E learning uses different kind of technological approaches to developed the right media for learning to take place [1]. It is essential to understand the different kind of technological approaches that currently exist in the Gambia.

Television Channels:

The COVID-19 pandemic has led to the largest disruption in education systems in history [6], affecting nearly 1.6 billion students in more than 190 countries and all continents, according to UNESCO [8] Schools and other educational closures affected 94 percent of the global student population, with 99 percent in low and lower-middle-income countries [6]. In the context of the Gambian society, during that era, schools were also closed and educational facilities came to a stop. This has led the Gambian government to seek out other ways to continue the education process. They tried out the E learning method. With this method, television stations such as The Gambia Radio and Televison Services (GRTS) and I Learn Gambia were used as a broadcasting method were lecturers and teachers would be teaching live on TV.

Application Softwares:

Application softwares such as google classroom, Telegrams, WhatsApp groups are often used as an e learning method in the Gambia. These softwares although offer good services in the sense that they are all free of charge to use and can allow as many people as possible, often suffer from limitations. They lack special functionalities that are tailored for Learners in a standard E learning Application.

Buying of Available Content

Contents that are made for sale of great quality available on popular platforms like Udemy, Edx and premium contents on other platforms are always a go-to option for some Gambians. These courses can range from a variety of options and skills. Most popular courses offered are: Programming and Computer science courses, Arts, Theatre, etc.

Google Search

Is one of the most primitive methods used as an e learning method in the Gambia. This is the most simplest and easiest method understood by everyone. Its just a matter of a google search. This is not an ideal way for learning online as people are more prone to information mismanagement.

Relevance to OBEN-Learning

The existing literature emphasizes the urgency of addressing the correct implementation of learning and the role that OBEN can play in this course. Even though advancements have been made, gaps exist in implementing the correct methods for e learning, as well as in integrating various technologies seamlessly.

SWOT ANALYSIS

In Conducting a **SWOT(Strength, weaknesses, opportunities and threats)** tailored to e-learning platfroms with a focus on **OBEN-Learning.** Here is the researchers assumptions.

Strengths

1. **Cost-effectiveness:** OBEN-Learning eliminates the need for physical classrooms and printed materials. This reduces cost for both students and instructors.
2. **Scalability:** OBEN-Learning can easily scale its operations to accommodate a growing number of users without heavy infrastructural changes.
3. **Accessibility:** OBEN-Learning can reach a global audience which allows students and learners from different backgrounds to access educational materials.

Weaknesses

1. **Engagement:** Keeping learners engaged in an online environment without real life interaction can be difficult.
2. **Technical Requirements:** Learners need access to technology devices with internet connectivity, which is a barrier for most individuals in the Gambia.
3. **Digital Literacy:** Certain demographics and people are uncomfortable in using technology and navigating online platforms.
4. **Quality Content:** Making sure the quality and accuracy of educational content is a challenging task.

Opportunities

1. **Partnerships:** Collaborating with educational institutions and organizations can expand OBEN-learning's credibility.
2. **The use of Emerging technologies:** Integrating technologies such as AI and virtual reality can improve the learning experience and differentiate OBEN-learning from competitors

3. **Longtime Learning:** The platform can cater to lifelong learners and offer continuous education including skills development opportunities.

Threats

1. **Competition:** The e-learning market is highly competitive with many established platforms all fighting for market share.
2. **Security:** With the increasing number of cyber threats, its crucial for OBEN-Learning to be able to protect users privacy and data.
3. **Technological Advancements:** Rapid technological advancements can make OBEN-learning's platform obsolete if it fails to keep pace with innovation.
4. **User Resistance:** Some users may resist transitioning to online learning due to a preference for traditional classroom settings or lack of trust in e-learning platforms

Although, OBEN-learning has the potential to be a successful e-learning platform, providing its strengths in accessibility, flexibility and scalability, it must address weaknesses such as technical requirements and quality control to ensure a positive user experience. By making best use of opportunities like partnership and longtime learning and mitigating threats such as competition and security risks, OBEN-learning can position itself as a leader in the e-learning market.

METHODOLOGIES

STRATEGIC STEPS FOR E-LEARNING IMPLEMENTATION IN THE GAMBIA

Implementing e-learning in The Gambia requires a strategic approach that considers the country's unique context and challenges. Here is a breakdown approach to go about it:

1. **Assesment and Planning**

A. Like in any other planning, the first step is always to identify the target audience. Basically the question is always who will benefit most from the platform?

B. Developing a content strategy in line with the results of 1(A)

2. **Selection and content Creation**
    a. Developing high-quality content: This content should be tailored to the Gambian context and learning styles.
    b. Consider local languages: If applicable, OBEN should consider offering content in local languages like Mandinka, Wolof or Fula.
3. **Implementation and User Adoption:**
    a. Developing training materials: Create user guides and tutorials to help learners navigate the platform.
    b. Partnering with local institutions: Collaborate with schools, training centers, or community centers to provide access to computers and internet.
    c. Promoting the platform: Raise awareness through workshops, radio announcements, or social media campaigns
4. **Evaluation and Improvement:**

a. Build platform features to monitor learner engagement and completion rates.
b. Continuously update content: Stay relevant by incorporating new information and addressing learner feedback.

5. **Consideration for Gambian context:**
    a. Address limited internet access: Explore offline learning options or partner with internet providers for subsidized access.
    b. Focus on mobile-friendly learning: A significant portion of Gambians access the internet through mobile phones.

Implementation and following these steps, considering The Gambia's specific context, e-learning can be a powerful tool for expanding educational opportunities and improving knowledge access for everyone.

PRESENTATIONS OF FINDINGS AND ANALYSIS

Questionnaires can either be important in a research analysis or not depending on the context of which it is. A study was conducted by Bryan [6] were an evaluation instrument was examined for its reliability. This was examined using Cronbach's alpha values and as summarized in Table 1, some of the values measured above 0.70 which is an acceptable range recommended by literature and other values were above 0.80 which is considered very good. This means questionnaire can be relied upon.

Table 1: *Reliability Statistics for Individual Variables*

Variable	*Cronbach's Alpha*	*N of Items*
Perceived usefulness	.736	3
Perceived ease of use	.852	3
Policy formulation	.798	3
Stakeholder consultation	.873	3
Sensitization	.749	3
Training	.797	3
Provision of incentives	.891	3
Policy enforcement	.770	3

(Tables from reference 6)

Table 2: *Reliability Statistics for the Whole Questionnaire*

Cronbach's Alpha	*N of Items*
.932	24

From Table 2, reliability statistics for the whole evaluation questionnaire for the designed framework in there research measured to 0.932 cronbach's alpha. This means that the framework is very good [6].

Convergent Validity

Convergent Validity was performed in their study using principal component analysis method of extraction and the results presented in the table below [6].

Table 3: *Communality: Convergent Validity of the Validation Questionnaire*

	Initial	*Extraction*
Using the e-learning system improves my performance	1.000	.846
Using the e-learning system enhances my effectiveness	1.000	.630
Using the e-learning system improves productivity	1.000	.813
I can easily participate in e-learning activities	1.000	.759
I find the e-learning easy to use	1.000	.695
I can easily do what i want with e-learning	1.000	.797
Clear guidelines on how to use e-learning will have a positive effect on the current use of e-learning	1.000	.744
Knowing my responsibilities as stated in the policy will enable me participate in e-learning activities	1.000	.799
E-learning policy enforcement will have a positive effect on my attitude towards usage of e-learning	1.000	.827
I will accept to adopt e-learning once consulted	1.000	.739
I view e-learning as useful to my job once consulted	1.000	.694
Am able to use e-learning once consulted during its adoption	1.000	.884
I will adopt e-learning once sensitized	1.000	.625
Awareness of the existence e-learning will improve on its usage	1.000	.674
Sensitization improves the e-learning acceptance	1.000	.597
Training enables me accept and use e-learning properly	1.000	.652
I can easily participate in e-learning activities after training	1.000	.740
It is necessary to acquire skills in order to use e-learning	1.000	.819
Incentives will motivate me to use the system	1.000	.849
I view e-learning as useful to my job once rewarded	1.000	.834
I can use e-learning once incentives are provided	1.000	.793
Monitoring e-learning policy enforcement will improve its usage	1.000	.769
I am able to use e-learning once penalized	1.000	.757
E-learning policy enforcement will make me accept e-learning	1.000	.835

(Table from reference 6)

Implications

In general, the results demonstrate that respondents, whose responses on the e-learning questionnaire were positive were also likely to have positive responses on perceived ease of

use and perceived usefulness. Accordingly, these findings show strong agreement with the researcher's assumption that e-learning policies enhance perceived ease of use and perceived usefulness.[6]

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