

## CHAPTER I

Technology adoption seems extremely important in providing up-to-date information to meet students' needs. Internet has enabled universities to shift in its approach to serve students in much better and more creative manners. It is not only a channel for education and learning as it is also an administrative services channel (Mirza & Mahmood, 2012;Abbasi, 2011; Dadzie, 2005).

The concept of e-service represents one prominent application of utilizing the use of information and communication technologies (ICTs) in different areas (Sutarso & Suharmadi 2011). Rowley (2006) defined e-services as deeds, efforts or performances whose delivery are mediated by information technology. Such e-service includes the service element of e-tailing, customer support and service delivery. E-service is a highly generic term, usually referring to The provision of services via the Internet, thus e-Service may also include e-Commerce, although it may also include non-commercial services (online), which is usually provided by the government ( Rais & Nazariah, 2003).

The meaning of e-services varies across the globe. In research, the definition of e-services depends upon the particular author's views Sweisi & Adams, (2006). However, numerous definitions have been developed, most of which emphasise two points. First, e- services changes the way in which government delivers its services Hafeez & Sher, (2006). Second, e-services employ the use of ICTs technologies Halligan & Moore, (2004). In sum, e-services simply mean a new way of delivering government services to citizens, businesses and other partners Kim, (2004). This new way of delivering services is unique. The rapid industrialisation and overall global progress in information technology has seen society embracing e-learning very rapidly and openly in every societal sphere, including academic institutions. Unfortunately, the Arab World as a whole, including Libya needs a lot of catching up to do with the global trends in this regard. Progress, prevalence, and the affordability of e-learning in Libya and the Arab World requires a team effort by all policy makers, students,



educators and the decision makers (Abouchedid& Eid, 2004; Hamdy, 2007; Gerry, 2005).

While the government sector is probably the largest record keeping entity, the academic sector too has multitudes of paper records which could well be turned into electronic formats (Hanan, 2012). Given the will, this can be indeed processed, since the majority of Libyan educational institutes do have the necessary infrastructure and ICT facilities. However, the mind-set of the management is still inclined towards maintaining voluminous paper records. True, there are probably some shortcomings in ICT efficiency and expertise to convert the paper records into efficient electronic file management systems (Amal & Miliszewska, 2010; (Ma, Wang, & Liang, 2008). Hence, it can be deduced that the few institutions trying to maintain electronic record management systems, are probably doing so without adequate guidance on policy frameworks and guidelines (Ali, 2003; Collis & Moonen, 2005). Hence, in keeping with the times, and to follow global trends in digitization and automation, the Libyan government can do much to promote e-services facilities, encouraging its students to use e-services portals more frequently to increase their efficiency (Ali, 2003).

Abdulrazzaq, et al. (2003) contends that awareness among higher education students of a country like Libya is the most important factor that must be in place for the successful implementation and adoption of projects such as e- services.

There are several challenge concerned regarding the awareness of e-services such as limited telecommunication infrastructure and access availability challenges. In addition, there are also problems of resistance to usage of the Internet due to limited bandwidth and high cost of using new technologies. In Libya, compared with other countries, access costs are high, except for those who have Internet access at work or some other organizations (Woodward, 2005).

As the challenges arising from the implementation of e-services in the higher education in Libya are wide-rangin g, they consequently decrease the participation of students (Ali, 2003). This also results in reducing the potential of e-services success.



Accordingly, this study aims to gauge the availability of eservices and awareness among students influencing Libya students' intention to use e- services in different universities.

### 1.1 Problem statement

Several issues and related challenges impede the development and progress of the educational sector of Libya. Amongst these, the more common ones include e-services availability and lack of quality technological infrastructure; the absence of which deters convenient electronic communication. In addition, the network structure is not adequate due to which students are unable to use the internet facilities to its optimal level. Amal & Miliszewska (2010) quote the absence of easy and accessible technical support as another factor which deters growth.

The acceptance level amongst students for adopting and using technological infrastructure and the ICT facilities for academic purposes is minimal, according to Nassraddeen (2010). On the student's front this can be attributed to their lack of awareness on modern academic trends, however on the faculty's front, teaching staff lacks technical experience, in comparison to university teachers in other countries, thereby restricting growth and progress of Libyan academic institutions.

Considering the difficulties that face the adoption of e-services in higher education institution in Libya, the academic students are disheartened with the challenges. Hence, the main objectives of this study would be to evaluate the impact of the availability of e-services and to determine the awareness level of e-services among universities students in Libya

### 1.2 Significance of study

The subject study proves its significance in terms of clarifying the current position of e-services within academic institutions of higher education in Libya. The research conclusions provide great benefits to policy makers in the following ways:

- Provides a clear picture on the overall process of setting up e-services in Libyan educational institutions.



- Highlights the associated challenges of the process,
- Indicates the factors which will affect the success or failure of the process, and more importantly.
- Point towards improvement and progress on the students' awareness level with respect to e-services, led by prior e-services initiatives.

### 1.3 Research questions

The subject research study aims to provide answers to the below mentioned research questions:

1. What is the impact of the availability of e-services on the adoption and successful implementation of e-services within the higher education sector in Libya?
2. What is the awareness level of e-services amongst students enrolled in Libyan Universities?

### 1.4 Research objectives

In order to answer these research questions, two key objectives have been identified.

1. To evaluate the impact of the availability of e-services on the success of e-services adoption and implementation in Libyan universities.
- 2-To determine the level of awareness of e-services among higher education students in Libyan universities.

### 1.5 Scope of Study

This study focus on evaluating the impact of e-services availability on the successful adoption of e-services within Libyan universities and determining the awareness level of e-services of students in higher education . The expected outcomes of this research is the evaluating of impact of e-services availability on the successful adoption of e-services and determining the awareness level of e-services of students. To accomplish this, questionnaires were utilized to collect data among higher education students in Libya . A field survey and Sample collection were conducted , in order to accomplish



statistical analysis includes descriptive statistics and quantitative analysis using SPSS 20 . Findings were used to draw conclusion on the impact of e-services availability and students' awareness on the successful adoption of e-services within Libyan universities.

