

# Difficulties Of Self-Learning To The Open Arab University Students In The Sultanate Of Oman From The Perspective Of The Students

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**Abstract:** This study aimed to reveal the most important difficulties that hinder the Arab Open University in Oman students for the practice of self-learning method in their studies has been rated difficulties to the three pillars, namely: difficulties related to students and the skills of self-learning, and difficulties related to teachers and methods of teaching, and difficulties related to the curriculum and learning resources and after the application of the study of the identification of the difficulties tool (200) of university student's (697) study concluded that many of the results that were notably: that the difficulties related to students and the skills of self-learning more difficulties impeding the exercise of self-learning compared to the difficulties related to the other two mentioned and the students' ability to connect and communicate, and to evaluate themselves and correct educational careers, and their ability to control their behavior and direct their activities toward self-learning are more difficulties influential and disability for students on their ability to exercise self-learning in their study of the Arab open University, and as for the axis of teachers and teaching methods has shown results weakness encourage teachers to students to apply and practice this kind of learning and focus on traditional methods and weak development of skills for self-learning is one of the more difficulties that limit the exercise of the students of this method of learning, and for the focus of the curriculum and learning resources has shown results of the study that the lack of educational software miscellaneous, non-availability of electronic research base and lack of stimulating courses on the exercise of self-learning method is one of the most difficulties that hinder students' ability to exercise self-learning.

The end of the twentieth century and the early part of this century, had a remarkable development in the areas of communication, including computers and telecommunications networks by satellite stations and satellite television, and these developments coincided with the modern educational trends that pushed the field of education towards open learning and distance learning in order to employ technologies in the development of systems Education on one hand and increase learning opportunities on the other hand, have become satellites and computer networks in student service, and was able to form a qualitative addition to other media, which served the sentence of Education systems. (AOU 2006: 48) The advancement of technology and networks of information in the proliferation of open education, which has become available to all interested in learning regardless of his place of residence and the extent of the reordering of his work and function has contributed, no matter as well as his style of study and speed in learning, where employs open education direct diversified media and non-direct in order to enable teachers to teach themselves by themselves and enable them to direct their own learning about the desired goals that investors in their abilities and acquired skills and experience. With the spread of open education has become a day-to-day enjoys many advantages like its ability to meet through the consolidation of the habits of social and career and professional needs of the enrolled ones and increase the motivation to learn and taking into account the methods of learning styles, learn new learners and develop in them self-reliance values, regimes educational open depends on the learning strategy After all that depend on the style of self-learning.

## Problem and purpose of the study:

With the realization of those responsible for education in the Sultanate of Oman of the importance of open systems and their role in attracting students in the various segments of society, and meet the scientific and functional to their needs, and their role in relieving the burden on traditional educational systems which have become powerless in front of the vast amount of outputs and who wish to continue their studies has opened the way for this type of education was the Arab Open University is the first university apply the open education

system in the Sultanate of Oman. There is no doubt that the open education system application as the first experience in the Sultanate many obstacles and constraints that limit the operation of this system in the manner hoped her and relying on them may be encountered community culture play a major role in the accepted members of the community of the new educational system as the awareness of students of the importance of this system and their role in it as researchers searching for its knowledge and self-reliant to get it constitutes a real challenge facing the open education system. Due to the fact that the researcher is one of the teachers in the Arab Open University it has sensed the presence of difficulties impede and limit the ability of learners to apply the style of self-learning and practicing them in the open learning system as they're in traditional systems with a big difference between the two systems, which made a researcher, apply this study, an attempt to explore these difficulties and provide for those involved in the Arab Open University in particular and those involved open regimes in general in order to find appropriate solutions and to enable learners to exercise real roles in these modern systems. To achieve the purpose of this study, the researcher to formulate questions the study as follows: -

## Research questions:

- 1- What are the difficulties that hinder the application of the style of the style of self-learning to the Arab Open University in the Sultanate of Oman students?
- 2- What are the most difficulties of the Arab Open University students which impeding their ability to apply the style of self-learning in their studies in general?
- 3- What are the most difficulties of the Arab Open University students on the skills and self-learning?
- 4- What are the most severe difficulties to the Arab Open University students and teachers and related methods of teaching?
- 5- What are the most severe difficulties to the Arab Open University students and related to curricula and sources of knowledge?
- 6- Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the study sample

responses about the difficulties that hinder the application of self-learning approach to the Arab Open University students due to the variable sex, school year, and specialization?

### Determinants and procedures of the study:

This study aimed at the Arab Open University branch of the Sultanate of Oman from different disciplines students in the first semester of the academic year 2015/2016, where the researcher -After access to literature and previous studies on self-learning and the difficulties faced by students in applying it- designed a questionnaire (35) difficulty It has been distributed to 3 axes: the difficulties related to the student and the skills of self-learning, and difficulties related to the teacher and the methods of teaching, and difficulties related to the curriculum and learning resources, and after applying the questionnaire to a sample study concluded the researcher many results to be reviewed in the operational framework for the study. The number of students has reached, according to the statistics of 2015/2016 (697) students in three disciplines Arab Open University, namely: Business Administration, Information Technology and English Language and Literature, was selected a random sample of them was (200) by (28.7%), and the table below indicates The study sample distribution according to the specialization and gender.

No.	Specialization	Study target	Sample	Sex	
				Male	Female
1	Business administration	655	135	81	54
2	Information technology	334	41	24	17
3	English language and literatures	143	24	5	19
	Total	697	200	110	90

### Determinants of the study:

#### First, the concept of self-learning:

Anyone who has followed the concept of self-learning is clear to him that there are two main trends in the definition of this type of learning, educators look at self-learning in terms of the educational environment and the availability of methods of teaching and media education and possibilities necessary to help the learner to teach himself by himself so we find them know self-learning as: style of teaching and learning will be given an opportunity for the learner to actively participate in aspects of the educational process of learning whole or in part in accordance with the possibilities available and the progress in the learning process dependent mainly on itself and taking advantage of educational alternatives and technology education available and in accordance with the multiple to its potential under the supervision of the teacher and guidance to be borne by the learner the results of his tests and the self down behavioral goals. (Sherbini, Tantawi 0.2011: 32-33). In contrast, the educational psychologists go in introducing them self-learning to the effect derived by the individual of his self-reliance in access to knowledge investor motivations and needs and inclinations for the sake of the development of his personality and development in its various aspects, therefore we find them know self-learning as a conscious activity of the individual and open to the outside of his world and that derives his dynamic and destination of bottom-up self-emission and guidance Internal and self-regulation to following effective life

style, is based on a range of employment trends and the qualities and skills that enable him ably from the same administration towards achieving personal goals in sustainable development. (AOU 2006: 12) In order to combine both directions researcher believes that self-learning is: this style learning which allows the learner to teach himself by himself passes through activities, different educational and alternatives to educational and technological several help him to gain information, skills and attitudes according to his motivation and ability and speed of himself and under the guidance of a mentor in order to achieve educational goals clear and specific and the development of his personality in various aspects.

#### Second, the importance of self-education:

The self study was and still deliver a great interest of psychology and education scholars as a style of learning it is better because it achieves for each learner learning commensurate with his abilities and speed of self-learning depends on motivation to learn and takes the learner a positive and active role position to master the basic skills needed to continue the same teaching himself through establish continuous learning the habits and accustom him to take responsibility for learning which effectively share in the production of a generation capable of that fits with the explosion of knowledge and technological progress, which is currently witnessing the world. (<http://www.wankawa.com>) Modern society has become a society cognitively open to others taken from the information basis for the move and prove its presence on the world map vibrant with all the latest developments in all fields should therefore Educational be assuming their responsibilities towards the human rights and enable it to interact with new ideas and trends and thinking skills critic even choose to participate positive participation in Global development through the prism of the standard reflects the subjectivity and national identity will not be done only through the creation of new educational environment characterized by modernity and move away from the stereotypes and move towards modern methods of education, which is a human being today for tomorrow's world and reflect the self-learning this contemporary educational trend methods. (Maghraoui: al-Rubaie and 0.2006: 36) Thus, self-Learning has become an essential requirement and style educationally important it makes the learning real learning by enabling learners access to knowledge for themselves after giving them the skills of research and investigation also makes the learning process a continuous, lasting and compatible with societal changes and the progress of knowledge and modern technology, under self-learning is no longer a learner passive recipient of knowledge depends role that knowledge when the statute of limitations, including but became possessed of the skills and experience of researchers researching and able to develop itself and the development of his personality and interacting with the forces of change and renewal.

#### Third: The advantages of self-learning:

Unlike traditional education within the school or university is self-education is the best by any standard because of its features make it the best among all methods of learning its features are not limited to the freedom of the place and the time it begins to not only learning, but has many other features which are: (<http://www.asapost.com/selflearning>)

\* Self-learning more fun, because you learn what you

care about without saving the information has no importance.

- \* The learner becomes an independent thinker and learns to take responsibility.
- \* Enjoys learning learner freely without restrictions
- \* Self-learning does not leave room for error excuses.
- \* self-learning is the future in the field of education for the large number of available information we have now.
- \* Double the probability of getting misinformation unlike other types of learning.

Self-Learning authorization increases the motivation of the learner to learn since it is more fun than spoon feeding Education as the learner learns through what suits him according to the inclinations and desires addition, we find that the self-learning increases the activity of the learner's knowledge where it makes him love learning, knowledge and open to the outside of his world as he can be directed toward learning to assume responsibility for what you learn , learner under the self-learning is learning maker and director of operations that must be learned to enjoy the behavior of my independence, led and guided towards learning and increases the confidence in itself.

#### Fourth: self-learning skills

Self-learning depends in order to be real and effective learning on a range of skills that should be acquired by the learner so that he can rely on himself and directing abilities towards the desired goals which enable him to progress and growth. Here are a set of those basic skills to achieve self-learning (the Arab Open University, 2006: 24 -25):

- 1- Cognitive skills: and concerning the work of the mind and Employment cognitive knowledge of our operations, including: thinking skills, problem solving, understanding and comprehension and knowledge management.
- 2- Study Skills: Study skills used by the learner in the study and learning, including: my skills to read and write.
- 3- Personal skills: relates to the emotional aspects and motivation and our beliefs and goals in life and include the following: building goals in life skill, and self-direction, will and motivation.
- 4- Life skills: the social skills that we practice in our daily lives, such as: the skill of decision-making, communication, and negotiation, time management and stress management.
- 5- Skills artistic process: It is that efficiency in the use of tools and methods that facilitate learning and expansion of learning such as skills with information technology skills.

#### Fifth, self-learning and open educational systems

Increasing global demand is currently open educational systems-based learning strategy remote, due to the increased need for education and the inability of the traditional educational systems to absorb the vast amount of learning outcomes and deficit as well as to attract workers who would like to develop themselves cognitively in order to improve the functional and societal regimes are open educational slide provide an opportunity to learn for all interested in learning, regardless of age, place of residence and the extent of the

reordering of the study and regardless of his style as well as in the study of learning and speed. Due to the adoption of open educational systems to distance learning strategy they rely so in modalities and methods of teaching the style of self-learning, learner under these regulations is the educational process axis, it depends thus on the same access to knowledge, understanding and mastery and is working hard to acquire self-learning skills that make learning a real and continuing where he must be proficient in skills related to literacy and the skill of time management and stress management and others.

#### Sixth: Previous studies:

There are many studies on the impact on the attainment of self-learning and trends as other students and that there are some studies that targeted the difficulties faced by learners in self-learning application, the following are some of these studies:

- 1- conducted a researcher Ziad Karim study on the impact of the teaching of mathematics computerized my way of learning combined and self-learning in student achievement and attitudes towards it, where this study aimed to investigate the impact of the teaching of mathematics computerized my way of learning combined and self-learning in student achievement and attitudes towards it in two engineering conversions and statistics and probability to seventh grade Oman Directorate in the first schools in the second semester of the academic year 2009/2010.
- 2- also Ziad al-Faqih conducted researcher in the academic year 2011/2012 study entitled building based on self-learning to the development of higher-order thinking and of students to the concepts of Islamic education skills educational program and study sample consisted of 65 female students from the ninth grade core of Aisha Al Hussein Elementary basic School has been applied The program was the result of the study for the benefit of those sample (experimental group), where academic achievement as they rose and found a statistically significant due to the impact of the program on the acquisition of the concepts of Islamic education and in favor of the sample differences (Group)
- 3- conducted a study researcher called Mustafa Hilat goal from which to build a building on the strategy of self-education training program and to explore its impact on the development of children's self-esteem emphasis has included a sample study of 80 students to 40 students from the ninth grade primary male, and (40) students from the sixth grade primary male as well as the sample was divided into four groups of two officer and the other a pilot where each with 20 students. The study found that there are significant differences for each of the test of self-affirmation and test achievement motivation for the experimental group that have implemented the program while came test self-affirmation in favor of ninth grade students, the results of test results achievement motivation came in favor of the sixth grade students.
- 4- The studies that targeted the difficulties faced by learners in self-learning application it Examples include the study carried out by each of the Salwa

Ahmed and Ahmed Saeed entitled self-learning skills and inhibitors of the Students Islamic College of Education and Science at Sultan Qaboos University from the perspective of faculty and students members were selected sample Random composed of (139) students (25.5% for males and 74.8% for females) in addition to a sample of faculty members amounted to (32) members. The result of this study was to confirm that the sample can learn individual initiative without the help of one and students residing outside the university, they were better able to recall and perform the duties of resident students within the university and that the most important skills of self-learning in males is the ability to speed-reading of the topics and when females skill Library use the means available and the difficulties were more severe in males and females alike is that the self-learning requirements exceed the capabilities of personal student.

- 5- also investigated researcher Mohammed Al-Ajmi in his studies evaluate the performance of the Arabic language teacher at the secondary level in the light of the difficulties of self-learning skills that hinder the teaching of Arabic-style self-learning from the point of view: teachers, mentors was used to identify the difficulties to determine which is the most visible in the sample has been applied to the questionnaire on (275) teachers by (83.3%) of the study population as well as (32) directed by (100%) of the original community to study the results of the study showed that the practice of Arabic language teachers at the secondary level of skills of self-learning came moderately at best and hand the difficulties that hinder the teaching of Arabic-style self-learning has got difficulties related to the axis of the curriculum, where he received the highest estimates of the magnitude of the decisions and the complexity of its branches as the biggest difficulty hinder the teaching of Arabic-style self-learning.

## Second: The results of the study

This study aimed to reveal the self-learning difficulties at the Arab Open University in Oman students from the viewpoint of the students themselves, and the following are the results of the study by the sequence of questions: For the results relating to the first question have been identified (35) difficulties may limit enables university students to exercise self-learning method, through access to various literature and studies on the same subject, and the teaching researchers experience and meet them, students have contributed to the identification of these difficulties and classified into three basic axes: difficulties related to students and self-learning skills, and difficulties related to teachers and teaching methods, and difficulties related to the curriculum and learning resources. But For the second question the results of the study have shown and by reference to the averages and standard deviations for (12) items on average exceeded (3.15), a medium adopted by researchers in identifying the most influential and impeding the difficulties of the exercise of self-learning style of the students in the various axes, this is the most influential difficulties in descending order according to averages:

- my ability to connect and communicate with my colleagues weak

- my ability to self-evaluate and correct educational paths weak
  - I'm having trouble adjusting my behavior and my directing toward self-learning
  - my ability to take educational decisions weak
  - my skills in the recruitment information network self-learning weak
  - My motivation towards reliance on a self-learning weak
  - my skills in quick note taking in efficient manner weak
  - I have a hard time building a clear educational goals help me to rely on self-learning
  - Self-learning requirements outweigh the scientific abilities
  - take advantage of the various educational media limited
  - achievements in quick reading to help self-learning weak
  - encourage my colleagues to exercise self-learning method weak
- Results relating to the third question, the results showed that more difficulties impeding the exercise of the Arab Open University students at the center of self-learning skills are:
- my ability to self-evaluate and correct educational paths weak
  - I'm having trouble adjusting my behavior and my directing toward self-learning
  - my ability to take educational decisions weak
  - The most influential and impeding the difficulties in the axis of teachers and teaching methods, the results showed for the following paragraph:
  - Teachers encourage students to use the self-learning method weak
  - teachers focus on traditional teaching methods
  - instill teachers to self-learning skills in students weak
  - To answer the fifth question the results of the study have shown for the following paragraph at the highest averages in the curriculum and learning resources axis:
  - educational software (audios, visuals, educational CDs, ..) in a few Learning Resource Center, which does not encourage self-learning
  - electronic search base in the university library facilitates the search process for students does not exist
  - the content of the curriculum does not stimulate the use of self-learning method

Whether there were statistically significant differences between the study sample responses about the difficulties that hinder the exercise of their method of self-learning related to gender, year of study and specialization, the results of the study showed no statistically significant differences for the variables of sex and year of study in a sample survey, while showed results and no statistically significant due to the variable specialization in the pivotal difference: difficulties related to students and learning skills for the benefit of specialization English language and Literature students, and the second axis of teachers and teaching methods in favor of Business administration.

**Proposals and recommendations of the study:**

After the results revealed by the study, the researcher recommends a set of proposals and recommendations to reduce the difficulties faced by the Arab Open University students in the Sultanate of Oman, namely:

**1-hold workshops, meetings and educational guidance for:**

- \* Educating students what the self-learning and its importance in the personal development of the learners.
- \* Educating students about their roles in the light of open educational systems based on self-learning method.
- \* Development of self-learning skills of students such as skills for communication and self-evaluation, guidance and decision-making, Time management, stress management and others.
- \* The development of electronic search skills to enhance students' abilities in research through information networks and multimedia Diverse educational.
- \* Motivate students and increase motivation toward self-learning and apply it as a method of study establishes new habits to learn.

**2. Teachers should take their role in the education system under the open roles direction:**

- \* Spreading the culture of self-learning method for students
- \* Train students to exercise self-learning method through various educational activities such as foreign reading and research and investigation on the knowledge and employ technology to serve their learning.
- \* Instill diverse self-learning skills of students by encouraging them to exercise and employ them properly Help them in guiding their behavior towards effective learning.
- \* Liberated from the use of traditional teaching methods based on indoctrination and recruitment of teaching methods Modern and motivating to practice self-learning by the students.

**3-need to include school curricula:**

- \* Clear targets are built according to the requirements of self-learning
- \* Applications and exercises stimulate the use of self-learning skills and style
- \* Links to addresses stimulate reading and reading among students and actors are linked to related applications Curriculum
- \* Guidelines for how to use the curriculum in a way help students self-learning
- \* Assessment tools to help students to assess their learning and direct educational careers guidance right

**4- Must Employ learning resources in ways that allow students to practice self-learning through:**

- \* Provide learning resources in various educational software and multimedia that motivate students to exercise self-learning

- \* Create the appropriate places adequate and devices that enable students to employ what they gain from the experience and skills Promote self-learning
- \* Research base facilitates electronic search process of the students put
- \* Connecting Learning Resource Center and other sources to learn the students had to search outside and see and provide them with the latest information.

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