

# Challenges Associated with E- Learning among ESL Undergraduates in Malaysia: A Conceptual Framework

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## Abstract

*E- learning has the capacity to pull the students' attraction towards learning environment because of its advantages and also students have a tendency to withdraw the usage of e- learning if their performance is not reassuring in the academic. Therefore, the aim of this research is to discuss the types of challenges faced by the undergraduate students, particularly ESL students. Based on the preliminary review for the relevant literature the relationships have been demonstrated in a conceptual framework. As a result, the challenges were discovered under three (3) categories which are readiness level, ICT skills and time management. Further empirical studies are needed to validate the proposed conceptual model in the current study.*

**Keywords:** *E- learning, challenges, ICT skill, time management, readiness, personal computer (pc)*

## 1. Introduction

Teaching and learning process can be comprised in two different methods which are *conventional* and *e- learning*. Conventional as everyone knows is a teacher-centered and takes place in a classroom whereas e- learning as many out there not knowing the term called "*E-Learning* typically means teaching and learning to happens via the help of electronic gadgets and the internet. The teaching and learning process can take place in and out of classroom. E- learning is mainly practiced among students of higher education. Undergraduates are those who enroll for diploma and degree courses and those students should have certain level of readiness so that they are not left out from the academic and during this period they might also face a lot of challenges when dealing with e- learning. This is due to some of them not being fully aware of e- learning therefore they should learn by themselves or with the help of peers.

Despite the benefits of e-learning, numerous problems rise in the field of e-learning although its benefits which might hinder its effectiveness such as the student's attitude and perception towards e- learning. Students find it difficult and stressful to migrate from traditional learning which is face to face to the online learning (Datuk & Ali 2008). Besides, one of the most frequent factors of e-learning is changes in behaviour. With the adoption of new technology for learning, e-learning also alters the behaviour of a learner to a certain extent (Datuk & Ali, 2008). In this era, there is a lack of creativity because of the access of abundant technology. The interaction between technology and learning is in each other's pocket in the 21<sup>st</sup> century. It is critical to understand the impact of technology in education which leads to interest in school attendance and subsequently to learning and creativity (Shafieiosgouei, Nourdad, Hassantofighi & Shafieioskouei, 2018). Using computer for a very long time can cause harm to people's health especially to the student's eyesight. E-learning is everything about online, gadgets and therefore students need to spend more time in front the screen. All these are harmful to eyes which is vulnerable to conduce to teenagers' short-sightedness and ciliary spasm (Anshari, Alas, & Guan, 2016).

### 1.1 Background of the study

Today's technology eases the burden for human beings with a great development and innovations. E- learning also is an interactive way of learning whereby learning content is provided online (Paulsen, 2002) and has been applied widely in the education field. E-learning has become a strategic way of learning for a lifetime also dissemination of higher education (Mason & Rennie, 2016). Therefore, e-learning plays a very huge role literally in everyone's life. The policy's key strategies pertaining to ICT and education is to motivate the use of ICT in schools, colleges, universities and other related educational institution in the country so that it can improve the quality of teaching and learning (Moic, 2016).

In order, to successfully assimilate and witness the profits of technology as a learning aid and teaching tool certain level of readiness is needed. In the e-learning process, students need to make decisions and have control over their learning activities regarding the time they spend for studying, the type of accessible media and also the context to bring flexibility while organizing learning activities. Mental workload is defined as the difference between a person's cognitive abilities and the demands required to execute a job enforced on students

(Gopher & Donchin, 1986; Johnson & Widyanti, 2011; Longo, 2018). It is possible in every way that the use of technology in distributing the data will exceed the human ability to administer the information (Rubio-Valdehita, Lopez- Nunez, & Diaz-Ramiro, 2017). According to Clarke, Ayres and Sweller (2005) a research was conducted and says that the learners might turn up into higher pressure person due to lack of technical ability to use the technology. Therefore, the students need to be able to segregate the things accordingly otherwise he or she might be pushed to a corner. E-learning requires the students' ability to operate high-tech tools such as computer, tablet, hand phone and very importantly, internet. Therefore, the students need to be equipped fully otherwise, they might go through mental workload.

Students need to manage their sleeping zone. The reason is because sleepiness will reduce attention which at the end reduces the learning performance (Feidakis, Daradoumis, Caballa, Conesa, 2014). Moreover, self-directed learning focuses on student's ability to take charge of responsibility for the learning context to reach their learning objectives. The concept of learner's control meaning online learner's control over their learning initiatives to direct their own learning (Nyerere, 2016). Motivation for learning is related to online learners learning attitudes and the concept of computer or internet self-efficacy is about online learners' ability to demonstrate proper computer and internet skills. The concept of online communication self-efficacy centered on learner's adaptability to the online setting through questioning, responding, commenting and discussing (Hung et al., 2010).

## **1.2 Problem Statement**

E-learning in learning and education alludes to the utilization of present day innovations, for example, PCs, computerized innovation, organized computerized gadgets (for example the web) and related programming and course product (Wikipedia, 2014). E-learning as contradicted to separate learning is a term that is utilized to allude to all ICTs, organizations, web and different types of electronic media that can be utilized to improve educating and adapting to move information and aptitudes ( Kassa & Balunywa, 2013). E-learning is a comprehensive term that portrays instructive innovation that electronically or innovatively underpins learning and instructing (Wikipedia, 2014). Parks (2013) proposed that "e-" ought to allude to "everything, everybody, drawing in and simple" notwithstanding 'electronic'. Improvements in web and interactive media advances are the essential empowering influences of e-learning, with counselling, content, advances, administrations, and backing being distinguished as the five key areas of the e-inclining industry (European Commission, 2000). Despite the instructive level or stage e-learning can be embraced, utilized, or applied in the instruction for powerful educating and learning. E-learning is a student controlled, self-managed instruction climate where the student has authority over the learning climate; along these lines permitting students to work at their movement, comfort (Eke, 2011). The adjustments in training have prompted a change in outlook from teacher centered to student centered (Kassa & Balunywa, 2013). The degree to which e-learning helps or then again replaces other learning and encouraging methodologies is shifted going on a continuum from none to completely online separation learning (Bates and Poole, 2013). Daniel (2009) saw that e-learning assumes a significant function in proficient advancement for grown-ups in the workforce. As the world endeavors to meet advancement objectives, there is expanding acknowledgment of the capability of e-figuring out how to address developing instructive difficulties.

Regardless of the benefits that students get, there are few problems that are faced by the students. The common problems faced by the students are lack of readiness level where it shows that they are not mentally prepared and low self- motivation, time management is very poor especially attending the classes and lack of basic ICT skills. This study will address the problems faced among the ESL undergraduates through e-learning.

First and foremost, due to the lack of readiness level, students' attitude and perception towards e-learning changes. They find it difficult and stressful to migrate from traditional learning which is face to face to attend the online classes. This happens due to their confidence level. They are not confident enough to handle the new learning mode (Datuk & Ali 2008). The higher education institutions should be aware that students will react completely new to the changing paradigm of learning and rather than implement changes across the board one should focus on how to offer courses tailored specifically towards the different learning styles. If the institution fails to implement such action, the chances of the institution run the risk of low success rates might be higher due to this drastic change. Also the institution might face failures during e-learning implementation because e-learning requires a very high level of self-motivation which is found to be lacking among the learners now days (Datuk & Ali 2018).

Furthermore, time management skills are important donors to study success (Muller, 2008). But unfortunately due to online learning, students develop uneven sleeping habits which leads to poor time management. This is due to the pressure given by the lecturers to complete a tasks or projects within a given time frame. Moreover, large number of assignments is also another cause which leads to poor time management. Students tend to fail at the end of the day due to of heavy workload (Muller, 2008). It is believed that in virtual schools, successful students exploit their restricted time. As a result of broad activities and tasks, many students said e- learning is difficult and troublesome, and that they may fail if they are unable to discover

an answer for this issue. Numerous students likewise contended that time is not sufficient to do further studies on a particular task or assignment expected to limited time frame.

ICT skills is another barrier for the students on e- learning. E-learning requires the students ability to operate high-tech tools such as computer, tablet, mobile phones and most importantly, internet. Therefore, the students need to be equipped fully otherwise they might go through mental workload. Clarke, Ayres & Sweller (2005) says that the learners might turn up into higher pressure person due to lack of technical ability to use the technology. Hove & Corcoran (2008), found that the utilization of e-learning builds the disappointment level of its students contrasted and traditional strategies. E-learning expected students to be able to work innovative gear, for example, PCs and the Internet. In the event that the capacity of students to utilize the gear is low, quite possibly it can increment the student's psychological outstanding task at hand.

However, there were limited research ~~has~~ been done on the challenges faced by the undergraduates on e- learning. Therefore, this study aims to investigate the challenges faced by the undergraduates on e- learning in their higher education level. Consequently, the below research question was developed:  
What types of challenges are faced by undergraduate students in online learning?

### ***1.3 Significance of study***

All of the students, teachers, academicians and future researchers will be benefited from the results of this study. The findings of this research will help in drawing a framework for analyzing the factors associated with online learning as found in the literature. By finding out those factors, future researchers will be able to conduct a research study to find out the effectiveness level of those factors and work on to find solutions. An effective way of learning will be always first choice for the students because it makes their life easier. Therefore, this study will help those students to plan their learning accordingly from the factors given in this study so that they can avoid those barriers and learn in an effective way. As for educators, they will have a view on how to tackle those barriers and improve their teaching and learning process as well.

## ***2. Preliminary Literature Review***

### ***2.1 The Malaysian Higher Education System***

The Malaysian higher education system officially started in 1959 with the foundation of the University of Malaya in Kuala Lumpur. From that point forward, the advancement in the Malaysian higher training framework has been a lot of associated with cultural turn of events or domestic needs. In the current situation in Malaysia, universal factors, for example, globalization, internationalization and exchange in advanced education have impacted the Malaysian advanced education framework (Morshidi, 2010). The improvement of advanced education has been given huge concentration after the foundation of the Ministry of Higher Education Malaysia (MOHE) on 27 March 2004 (Dobos, 2011).

In May 2013, the Ministry of Education (MOE) and MOHE were converged to accelerate change and to orchestrate the training vital plans between both services. After two years, MOHE was restored in 2015 to satisfy the interest of human asset improvement (Sack & Jalloun, 2017) be that as it may, it was abolished after the fourteenth General Political decision in May 2018 in accordance with the new Malaysian plan. In Malaysia, there are 20 public colleges, 36 polytechnics and 94 junior colleges, 467 private advanced education foundations and 10 global branch grounds (starting at 30 April 2018) (MOHE, 2018; JPT, 2018). Malaysia is one of the nations in ASEAN facilitating a number of branch grounds from Australia and the United Kingdom. The advanced education framework in Malaysia is commonly very much organized through the presentation of the National Higher Education Vital Plan 2007-2020 out of 2007.

The arrangement featured seven key vital standards (MOHE, 2007). The desire to turn into training center point was outlined in the fifth push escalating internationalization. This push expects to accomplish the objective of 200,000 worldwide students and to situate Malaysia as a main six goal for global understudies by 2020 (Mohd Ismail & Doria, 2013). MOHE likewise presented extra strategy reports: National Advanced education Strategic Plan 2 Beyond 2020: Intensifying Malaysia's Global Reach: A New Dimension and Internationalization Policy for Higher Education 2011 to help internationalization. The point of Phase 2 of the key arrangement is to additionally improve the establishment, approach, and activity plan for the internationalization plan at provincial and global levels (Azman, Sirat & Ahmad, 2014). In the interim, the Internationalization strategy centers around six center methodologies: understudy portability, staff versatility, scholastic projects, innovative work, administration and self-sufficiency including social mix and social commitment (MOHE, 2011). The MEB (HE) 2015-2025 was propelled in 2015 as a continuation of the Malaysia Education Outline 2013-2025 which was propelled in 2013. MEB (HE) 2015-2025 covers all

viewpoints identified with advanced education the board and improvement including internationalization. The generous objective of the MEB (HE) 2015-2025 is to rank the Malaysian advanced education framework among the top advanced education frameworks on the planet and to engage the Malaysian higher training system to make due in the globalized world.

## **2.2 E-Learning**

The progression of information and communication technology (ICT), in corresponding with the expanded interest for improved access to advanced education, has given route for fast e-learning appropriation (Oh & Yoon, 2014). Advanced education foundations (HEIs) are directly using their data innovation to upgrade their educating in type of e-learning. E-learning framework is turning out to be crucial advancements as higher training foundations are contending so as to decrease cost draw in more students to meet their instructive needs (Arpaci, 2015). In this way, numerous higher learning organizations richly putting resources into their data frameworks (Mouakket & Bettayeb, 2015).

E-learning has transformed into an elective technique to conventional regarding instruction and educating is no longer limited to classroom. The cutting-edge innovation particularly the internet has changed instruction that was once restricted inside four dividers. This move from conventional strategy to utilization of innovation intervened instruments is alluded to as electronic learning (e-learning) (Yakubu & Dasuki, 2018).

E-learning advances have given instruction field a change in outlook from instructor focused to student focused (Oye et al., 2014). Past investigations shown that anyplace and whenever learning and access to data and correspondence are encouraged through e-learning (Peña-Ayala., 2014; Nurakun., 2018; Yakubu and Dasuki, 2018). Besides, e-learning has risen as the new worldview in the field of training particularly in this new thousand years. The general educating or learning forms in the learning condition were re-imagined through e-learning. As indicated by e-learning markets patterns and conjecture 2014-2016 report, the assessed incomes ought to reach \$51.4 billion by 2016 (Pappas, 2015).

## **2.3 E-learning in developing countries**

For many developing countries, e-learning is viewed as an answer for the expanding interest for advanced education. In Pakistan, online instruction is advanced as "training for all" as it intends to contact understudies living excessively far from the urban communities and unfit to bear the cost of the expense of ordinary advanced education (Iqbal & Ahmad, 2010). In Botswana, e-learning takes care of the issues of huge study halls, expanding enlistment, and constrained staff (Ikpe, 2011). The creator expressed that the choice to coordinate e-learning "was not carried out of a craving to join a world class club of innovatively wise colleges however was out of the need to take care of down to earth issues identified with get to and the nature of learning encounters" (p. 84). E-learning is additionally expected to help improving students' PC education the ability required in the current workforce (Addah, Akhu-Zaheya, Khater, Nasar, and Khraisat, 2011; Bediang, et al., 2013).

Various difficulties were examined concerning advancing on the web training in creating nations. A study to staff and students from three Nigerian colleges uncovered that the low acknowledgment of e-learning was because of the low mindfulness level, low PC proficiency level, inconsistent stage and Internet administrations, and the significant expense of execution (Folorunso, Ogunseye, and Sharma, 2006). Likewise, snags looked by Pakistani colleges included foundation, students' constrained access to PC, undeveloped educators, and social convictions. It was further tested when schools need to decipher English, as the transcendent language in the online condition, into the neighborhood language of Urdu so as to arrive at more extensive students (Iqbal & Ahmad, 2010). Another examination by Addah (2011) uncovered that protection from e-taking in Ghana originated from the students' dread of seclusion and PC absence of education.

Various examinations concentrated on PC access, proprietorship, and PC aptitudes, in light of the supposition that these elements add to PC proficiency that impacts the reception of e-learning. Bediang et al. (2013) led a study to students in Cameroon and found that two-third of the students were inexperienced with the idea of e-learning and that 17 % of students did not possess a PC. Most students who utilized the internet had just essential email and Web search PC aptitudes. In another investigation from Jordan, Akhu-Zaheya et al. (2011) found that most students did not claim PCs at home and generally, they utilized word preparing, email, and web looking. The students with restricted utilization of PC created PC tension, which prompted PC absence of education.

Bhuasiri et al. (2012) investigated basic achievement factors with e-learning specialists (staff, ICT specialists, and analysts) in creating nations. The main four factors that rose up out of the information as positioned by ICT specialists were PC preparing, saw helpfulness, disposition toward e-learning, and PC self-visibility. The best four elements, positioned by staff, were seen helpfulness, mentality toward e-learning,

program adaptability, and clear course. The specialists presumed that individuals in creating nations are less acquainted with innovation and subsequently are unmistakably more reproachful of e-learning.

While the current exploration educated us around a few difficulties, not many examinations endeavored to interface these inadequacies to clients' acknowledgment of e-learning. As Moore & Benbasat (1991) contended, the possible adopters' view of advancements were so basic for the accomplishment of the mix. In the following segment, we diagram the hypothetical structures that affected the plan of the ebb and flow research.

## ***2.4 Types of E-learning***

There are different methods of arranging the sorts of e-learning. As per Algahtani (2011), there have been a few orders dependent on the degree of their commitment in instruction. A few orders are additionally founded on the circumstance of collaboration. Algahtani (2011) partitioned e-learning into two essential sorts, comprising of PC based and the internet-based e-learning. As per Algahtani (2011), the PC based learning involves the utilization of a full scope of equipment and programming commonly that are accessible for the utilization of Information and Correspondence Technology and furthermore every part can be utilized in both of two different ways: computer managed guidance and PC helped learning. In PC helped learning, to him, PCs are utilized rather than the conventional techniques by giving intelligent programming as a help instrument inside the class or as an apparatus for self-learning outside the class. In the PC managed instruction, in any case, PCs are utilized to store and recovering data to help in the administration of instruction.

The web based getting the hang of as per Almosa (2001) is a further improvement of the PC based learning, and it makes the substance accessible on the web, with the preparation of connections to related information sources, for models email administrations and references which could be utilized by students whenever and place just as the accessibility or nonappearance of instructors or educators (Almosa, 2001). Zeitoun (2008) ordered this by the degree of such highlights use in instruction, blended or mixed mode, and totally online mode. The associate mode supplements the conventional strategy varying. Blended or mixed mode offers a transient degree for an incompletely customary technique. The totally online mode, which is the most complete improvement, includes the select utilization of the organization for learning (Zeitoun, 2008).

Algahtani (2011) depicted the totally online mode as "coordinated" or "offbeat" by the utilization of applying discretionary planning of cooperation. The simultaneous timing includes substitute on-line access between educators or teachers and students, or between learners, and the offbeat, to him permits all members to present interchanges on some other member over the web (Algahtani, 2011; Almosa & Almubarak, 2005). The coordinated type permits students to examine with the educators and furthermore among themselves through the web at the same time with the utilization of devices, for example, the video conference and visit rooms. This sort as per Almosa & Almubarak (2005) offers the upside of quick input. The offbeat mode likewise permits students to examine with the educators or instructors just as among themselves over the web at various occasions. It is thus not association at a similar second but rather later, with the utilization of instruments, for example, string conversation and messages (Almosa & Almubarak, 2005; Algahtani, 2011), with a bit of leeway that students can learn during a period that suits them while a weakness is that the students won't have the option to get moment criticism from educators also as their partner students (Almosa & Almubarak, 2005).

## ***2.5 The Use of E-Learning in Higher Education***

The advancement of multimedia and information technology, just as the utilization web as another strategy of educating, has rolled out revolutionary improvements in the conventional cycle of instructing (Wang et al. 2007). Improvement in data innovation, According to Yang & Arjomand (1999), has produced more decisions for the present instruction. Plans of schools and instructive establishments have perceived e-learning as having the possibility to change individuals, information, aptitudes, and execution (Henry, 2001). Likewise, as per Love & Fry (2006), schools, colleges, and different organizations of higher learning competition to progress online course capacity in an expediently creating digital training market. E-learning has come to be increasingly more significant in foundations of advanced education. The presentation and development of a scope of e-Learning apparatuses has been starting a few changes in advanced education establishments, especially with regards to their instructive conveyance and backing measures (Dublin, 2003). Similarly, as there are various sorts of e-Learning, there are additionally various methods of utilizing the method in instruction. Algahtani, (2011), in his assessment of E-learning adequacy and involvement with Saudi Arabia, found three models of utilizing e-learning in instruction counting the "assistant, blended e-learning and on the internet". The three different ways of utilizing e-Learning innovations as found by Algahtani (2011) are portrayed underneath.

The "secondary e-learning is the fact which e-learning is utilized as a collaborator in the conventional homeroom giving relative freedom to the students or students (Algahtani, 2011). In the mixed e-Learning, Algahtani (2011) & Zeitoun (2008) clarified that, in this method of utilizing e-learning, the delivery obviously materials and clarifications is shared between customary learning technique and e-learning strategy in the

homeroom setting. The third one which is the online is void of the customary learning investment or study hall cooperation. In this type of utilization, the e- Learning is all out so that there is greatest autonomy of the students or understudies (Algahtani, 2011; Zeitoun, 2008). Zeitoun (2008) has gone further to clarify that the online model is separated Worldwide Journal of Education and into the individual and shared realizing, where the collective adapting additionally comprise of the simultaneous and nonconcurrent learning (Zeitoun, 2008).

## **2.6 Challenges of E-Learning**

Several studies have said that e-learning is an interactive way of learning whereby learning content is provided online and has been applied widely in education field. As a result, e-learning has become a strategic way of learning for a lifetime also dissemination of higher education (Mason & Rennie, 2016). The policy's key strategies pertaining to ICT and education is to motivate the use of ICT in schools, colleges, universities and other related educational institution in the country so that it can improve the quality of teaching and learning (Moic, 2016). However, there many challenges that the learners face in the teaching and learning process via e-learning.

One of the challenges of e-learning applications is the students readiness such as mental capability forced on the student. Mental capability task at hand is characterized as the contrast between an individual's intellectual capacities and the requests required to play out a vocation (Gopher & Donchin, 1986; Johnson & Widyanti, 2011; Longo, 2018). In an investigation directed by Hove & Corcoran (2008), they found that the utilization of e-learning builds the disappointment level of its students contrasted and traditional strategies. E-learning expected students to be able to work innovative gear, for example, PCs and the Internet. In the event that the capacity of students to utilize the gear is low, quite possibly it can increment the student's psychological outstanding task at hand. Therefore, as a learner their level of readiness is pretty much lower in e- learning.

Besides that, lack of sleep is another challenge of e-learning due to the absence of up close and personal correspondence. Sleepiness will diminish consideration which at long last diminishes learning execution (Feidakis, Daradoumis, Caballã, & Conesa, 2014). Students need to polish their readiness before and after the class. Their readiness is the main thing in e- learning because if the learner is not mentally ready, he or she will lose their concentration or motivation.

Moreover, another challenge that is often faced by the learners in e- learning is under information and communication technology (ICT). Besides that, the challenge is interaction or communication issue. Online learning communication can either be synchronous or asynchronous (Singla & Kaushal, 2015). Synchronous correspondence is a learning domain where students are interfacing simultaneously, for example, audio and video conferencing, visit rooms and so forth while asynchronous correspondence is utilized when the students can get to the learning condition at various occasions from different students, for example, blogs, online class settings, e-mail, wikis and so on. The association issue happens in the electronic E-learning is non concurrent online discussion.

Nielson (1993), offered a clear statement about ease of use in his book Usability Engineering where he states 5 issues that can be raised (Nielson, 1993). Those issues are learn capacity where the system must be easy to learn, effectiveness where the utilization of the system must be with high productivity, memorability where the system must be easy to memorize, mistake where the system must have lower blunder rates and can prevent severe errors lastly fulfilment where the system must be utilized with comfort. For example, E-learning in USM has a few highlights that are not efficient, in contrast to a portion of the proposed highlights underlined by Nielson. Some of the time, it is hard for the student to discover a button or link gave by the lecturer and this is distinguished as substance issue (Singla & Kaushal, 2015).

Time management is another factor as a challenge face by the learners via e- learning. It is also called mobility challenges. Chuang (2015), characterized that in any case these advances despite everything have a few downsides, for example, minimal mobility. The difficulty that happened in actualizing E-learning is the trouble to be access anytime and anyplace. To recover online learning content, the students must have a work area PC with Internet association connected to it as E-learning was planned in work area interface, so it is not convenient to use. Accordingly, the users are more agreeable in getting to the online E-learning through their workstations. Numerous colleges built up their E-learning site pages to gracefully learning materials yet essentially for survey on personal computer that is the reason these electronic e-learning substance are not available through cell phones (Tolle, 2014).

Last but not least, another challenge in time management is that most of the students are not able to attend the online classes because sometimes lecturers tend to have night classes. The reason why students having difficulties attending the classes at night is due to most of them working part- time while studying therefore,they cannot manage their time accordingly (Tolle, 2014).

Based on the preliminary review of the literature the below hypothesis were generated:

H1: Readiness level of the students positively associates with E- learning among ESL undergraduates.

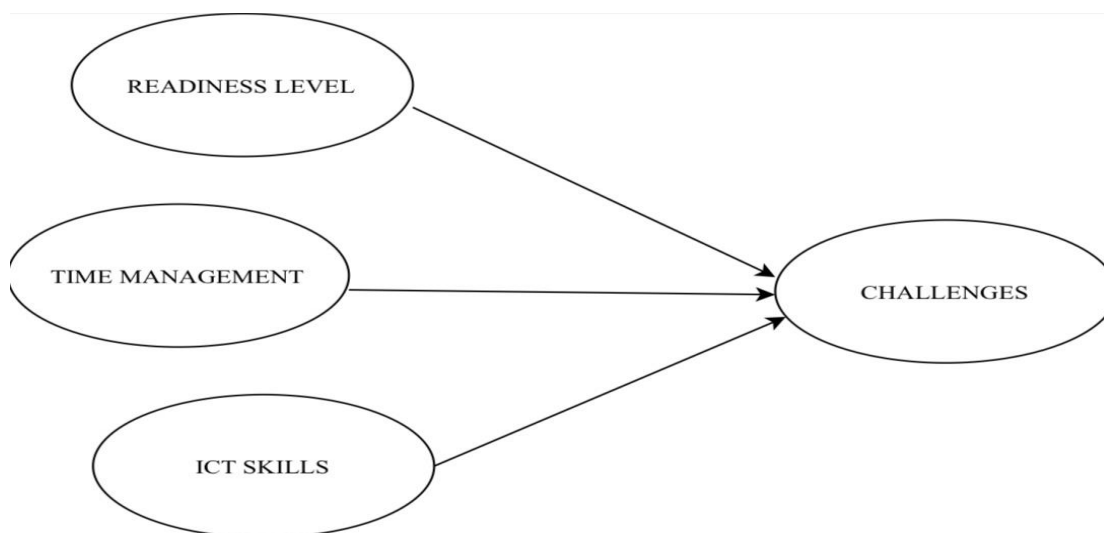
- H2: ICT skills positively associates with E- learning among ESL undergraduates.  
H3: Time management positively associates with E- learning among ESL undergraduates.

### 3. Research Methodology

The methodology undertaken in this study is literature review through content analysis approach which is part of developing conceptual model and connecting concepts in a conceptual framework. Content analysis is regardless of whether it is within a positivist or naturalistic research tradition, the purpose is to establish and extract meaning from the data collected and draw accurate conclusions (Polit & Beck, 2006). The related literature review was found based on certain key words which are readiness of e-learning, challenges of e-learning, undergraduates challenges on e-learning, Malaysian education system and many more. The language used for this study is English. Most of the articles chosen between the year 2010 - 2020. The total number of articles that was chosen to analyze is 10. Furthermore, to identify major challenges of e- learning articles was drawn up by searching popular data bases such as Web of Science, Elsevier, Emerald, ScienceDirect, Google Scholar and books.

### 4. Conceptual Model

Based on the findings and developed hypothesis in previous section, a new conceptual framework (Figure 1) has been proposed. As for this study, the conceptual framework is based on the types of challenges faced by the undergraduate students. Those challenges are identified from the level of readiness, time management and ICT skills. All the challenges are picked because it is related to one another. Those factors known as challenges in respective literature which associate with e-learning among undergraduate students. In this study, the readiness level found as barrier for the students due to the lack of concentration. Students now days depend on lecturer to spoon feed everything but unfortunately this online platform does not treat them as how they wanted. Hence, the students do not show up well in their academic performances. This study will help the students to identified how problems are created in online learning because many people think that online serve better than traditional method of learning so this study will show what are the obstacles faced by the students in online learning and this might help them to avoid it.



*Figure 1: Conceptual Model*

### 5. Conclusion and recommendations

As days pass by we are eventually moving towards the IT world even more. Therefore, e- learning is the best way to learn and also considered as the most powerful tool for undergraduate students because it is a great way to score and achieve their goals easily. The purpose of this study was to determine the types of challenges faced by the undergraduate students pertaining to e- learning. Based on the preliminary literature

review the readiness level, time management and ICT skills were found to be the core barriers faced by the students. Therefore, this research recommends that these challenges should be addressed so that it can minimize their impact on the implementation and stipulation. The review of these challenges gives the basic upon which further researcher in progress to seek for the solutions for the undergraduate students to overcome these obstacles. Further empirical studies should be carried out and relation between factors in the conceptual model needs to be validated.

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