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EVALUATING THE EFFECTIVENESS OF USING E-LEARNING IN AL-QALAM UNIVERSITY COLLEGE A CASE STUDY IN THE DEPARTMENT OF BUSINESS ADMINISTRATION

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Abstract:

The research aims to measure the effectiveness of using e-learning in the University AL- Qalam College from the viewpoint of students of the Department of Business Administration, and the research provided a theoretical briefing on some of the contributions made by various researchers and institutions about e-learning, and the questionnaire technique was used to collect the necessary information. To achieve the goals of the research, by asking four axes of questions about (the features of the college experience, the educational process, the success factors of the experiment, it assesses the reality of applying the experiment for the period from 1/3/2020 to the end of June), and a set of results was reached, the most important of them, agreeing on The available e-learning services in the college were good, and the college provided the requirements and factors for the success of implementing e-learning during the stage, and that the experience of applying e-learning despite its positive during the crisis phase, but strengthening it requires the need to pay attention to some of the associated problems, including those related to providing the infrastructure and access To train the administrative and educational staff, there are frequent difficulties for students when entering the website, and continuous interruptions in the Internet line, and concluded the research with a set of proposals

Keywords: e-learning, education effectiveness, measuring the e-learning experience

INTRODUCTION:

Recently, the world is witnessing an information revolution. Communication and media technologies were the decisive factor in these transformations and changes, which affected many fields, especially the education and scientific research sectors.

In this sense, the intellectual framework revolves around the fact that recent research has found that improving the effectiveness of e-learning is linked to the theories underlying effective learning and teaching and that what is referred to as success stories, in addition to some failures in achieving learning goals, is related in one way or another to the extent of employing advanced technology in the process. Basically, the instruction, which reinforced the importance of learning and expanded access to education through the concept of e-learning, which redefined the method of distributing education around the world, and abolished the so-called physical or spatial presence, and even access to knowledge became more effective by students, teachers, and researchers. in many educational institutions.

THE FIRST TOPIC

The general framework of the research method

First: the research problem

The education sector is one of the sectors that has been drastically affected by developments in information technology. Large sums of money were spent on the systematic development of the technological infrastructure, but it was believed that e-learning is the main focus for the adoption and use of new and more advanced information technology in the education sector in the last decade, in the United States of America the use was 90% of educational institutions, and in Britain it was Learning management systems are adopted by 95% of all higher education institutions in the UK, and it is worth noting that most Australian universities deliver their courses through the use of electronic educational software.

Despite this rapid growth in the field of e-learning, there are still a number of issues and challenges facing e-learning systems. As one of these main issues is measuring the effectiveness and success of the e-learning system and the high failure rate. The absence of an effective methodology for

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evaluating the success of the e-learning system is still not available, and this problem is considered more complex because the term e-learning is used with different points of view.

At the level of the Iraqi educational environment, traditional methods of education are still prevalent in all educational institutions, in addition to that many of the devices and laboratories that have been equipped for the purposes of e-learning have not been invested in a real way, so the need to evaluate the effectiveness of use has become a prerequisite to ensure that the outputs The application meets the needs of users, as the reality of the application experience in the environment of educational institutions still indicates some dilemmas in measuring the success and effectiveness of e-learning systems. And the use of e-learning in Al-Qalam University College from the point of view of students of administrative sciences." Therefore, the research problem emerges and is represented in answering the following questions:

1- What are the features of the e-learning experience at Al-Qalam University College from the students' point of view?
2- How do students evaluate the quality of the e-learning process?
3- Did the college provide the requirements and success factors for the e-learning experience?
4- What are the results of evaluating teaching (e-learning) in terms of economics of application?
5- How effective is the use of e-learning in Al-Qalam University College?

Second: The importance of the study: The importance of the research is evident in the fact that:

1. It is an objective response to the crises facing education during the current period
2. Draw the attention of students and faculty members to the importance of the effectiveness of e-learning in the teaching process and give indicators that can help them improve their teaching performance.
3. Providing an achievement test to measure the effectiveness of using e-learning among students of the Department of Business Administration at Al-Qalam University College.

Third: Research objectives

The research aims to identify the effectiveness of using e-learning in Al-Qalam University College as a case study for students of business administration, and to identify whether e-learning is necessary and an effective tool for learning, as well as the sub-goals, which are as follows:

1- Building a knowledge framework for the philosophy of e-learning, while creating a conceptual framework that describes the interpretive trends, and classifies the theorists' opinions in this regard, in a way that secures their enrichment.
2- Determining the student's level of knowledge of e-learning, and the benefits and drawbacks of e-learning at Al-Qalam University College, in light of the current conditions in higher education.
3- Identifying the efficiency of using e-learning from the point of view of students of the Business Administration Department at Al-Qalam University College.
4- Showing ways to pay attention to employing advanced technology in the educational process, in light of the huge transformations facing educational institutions in the field of teaching and technological development, and identifying the most important dimensions to deal with providing an effective e-learning solution.

Fourth: Research Methodology and Limits:

The current research used the analytical descriptive approach, in order to identify the effectiveness of using e-learning among students of the Business Administration Department at Al-Qalam University College, and the limits of the research were:

1- Spatial boundaries: The study was applied to a sample of students from the Department of Business Administration at Al-Qalam University College
2- Temporal limits: The study was applied on the 1st-20th of April of the year (2020).

Fifth: the search tool

A special questionnaire was designed for the purposes of implementing the research, and the questionnaire included (21) items, distributed on four axes, which are (features of the e-learning experience in Al-Qalam University College, the educational process, factors for the success of the experiment, and the results of the application) and as shown in Table (1), knowing that it was Using the three-point Likert scale in measuring the paragraphs. This questionnaire was subjected to tests, including virtual validity and content tests, and the stability coefficient was calculated using the Cronbach-Alpha method, and it reached (0.92). The descriptive statistical method was used based on the SPSS statistical program.

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Table (1) Distribution of the questionnaire phrases on the main dimensions of the research

	Research axes	Questions
1	Features of the e-learning experience	**5-1**
2	Educational process	**9-6**
3	success factors of the experiment	**14-10**
4	Some application results	**21-15**

Sixth: Research sample:

The research sample consisted of students registered for regular study at Al-Qalam University College in the Department of Business Administration, and the selection was made by the intentional stratified sample method represented by the second, third and fourth years of study, and it consisted of (52) male and female students.

Seventh: Research Structure

• The first topic: the general framework of the research
• The second topic: the nature of e-learning and its effectiveness of use, in which we address: e-learning - definition, advantages, and differences from traditional, the effectiveness of using e-learning requirements, and mention the most important principles of success and strategies.
• The third topic: the results of the analysis and discussion
• Conclusions and recommendations.

THE SECOND TOPIC
The theoretical framework of the research

First: What is e-learning?

E-learning is an umbrella term that describes any training or educational activity that is provided to learners through an electronic device, and this is done through a website or application that the learner accesses using a computer, tablet, or phone, as studies seen because of the extensive use of the Internet, access has become To knowledge more effectively by students, teacher and researchers, it was also noted that the introduction of multimedia technologies and the Internet in learning has become a way to improve accessibility and the quality of delivery and learning among students and teachers (Nahid, et.al, 2019).

In general, the literature on the subject indicates that there are many different viewpoints on the definitions of e-learning.

• There are specialists who consider e-learning to mean any teaching process that integrates any form of technology through computer-based media and networks in order to provide electronic educational content to the learner in a way that allows the possibility of active interaction between the teacher and the learner (Zaitoun, 2005).
• There are others who claim that e-learning represents an educational solution for distance education, facilitated by the massive penetration of the Internet as a form of communication. (Abdul Hamid, 2005)
• According to Garrison and Anderson (2003), e-learning is a network or online learning that takes place in a formal context and uses a combination of multimedia technologies. that it an educational system supported by electronic hardware and software either online (synchronous) or offline (asynchronous).
• He defined e-learning as "any form of information that is transmitted, facilitated or provided by electronic technologies in order to support the learning process explicitly."
• From the point of view of systems theory (inputs - processes - outputs), e-learning was defined as an integrated educational system containing: (Salem, 2004).

1- Physical components that represent infrastructures such as computers and the Internet.
2- Educational systems and programs based on the Internet to provide learning management and learner follow-up.
3- Human resources, which represent supervision of the system and related specialists in designing educational programs.
4- The laws and regulations that govern evaluation, whether for attendance, participation, quotation, and publication, in addition to the legislation that governs the system.

In light of the aforementioned concepts, e-learning is education using Accessing educational curriculum outside of regular classrooms via electronic technology, and a number of indicators specific to the concept of e-learning can be indicated as follows:

A- Using technological devices to gain access to instructional content outside of regular classrooms

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b- "The convergence between the Internet and learning, or learning using the Internet."
C - "Using networking technologies to create, enhance and facilitate learning anytime and anywhere."
D- The e-learning system is an online educational platform.
And there are many terms used to describe the learning that is provided via the Internet, ranging from distance education, to computerized e-learning, online learning, Internet learning and many other terms. Studies, including the study of Negash (2008), indicate that there are six different types of e-learning as follows:
1. E-learning in physical presence and without electronic contact (face-to-face)
2. E-learning without attendance and without electronic communication (self-learning)
3. E-learning without attendance and with electronic communication (asynchronous)
4. E-learning with virtual presence and electronic communication (simultaneous)
5. E-learning with casual attendance and electronic communication (hybrid/hybrid-asynchronous)
6. E-learning with attendance and electronic communication (mixed/mixed-simultaneous)

Among these mentioned types of e-learning methods, the current research focuses on the third type. Any type of asynchronous learning for e-learning. In this type, educational media are used, and the responsibility for learning is under guidance, supervision, and electronic communication with the college administration and the scientific department through an electronic platform classified according to scientific specializations.

Second: the advantages of e-learning

Although the benefits of e-learning have become clear at various phases of our modern lives, particularly in higher education, the dispute about its benefits and drawbacks among proponents and opponents has yet to be addressed (Kamal & Eid, 2004).
The benefits of e-learning cannot be contested, and many research have been conducted on the subject, as well as several articles written on its various facets. We have included various advantages and good elements described in some studies related to the issue in the table below:

Table (2) Some advantages and positive aspects of the opinions of some studies

Kamal & Eid,2004	Online classes, for example, can be more easily supervised than traditional classrooms. It is also claimed that online students can communicate with faculty members via email. It results in cost savings.
et .al, 2004.Hjeltnes	Efficiency and cost-effectiveness, lifelong education and ease of learning, time savings for teachers and students, increased flexibility, less geographical barriers, and improved management are all benefits.
atuk and Ali (2008)	Flexibility, accessibility, and convenience that allows learners to access materials from anywhere and study at their own pace and location. With the idea that e-learning content is affordable to obtain. E-learning also encourages collaborative learning, resulting in better and more enriching learning experiences.
Westberry ,2009	The advantages of e-learning include supporting higher levels of student cognition, enhancing learner thinking and information processing, and leveling the playing field among participants.
González (2010)	He claimed to have discovered four fundamentally distinct methods of viewing e-learning: (a) Providing information to students; (b) Providing casual contact amongst unit participants; (v) Engaging students in online conversations; and (w) Supporting knowledge development assignments.
Al-Maqtri ,2014	The capacity to bypass the temporal and spatial limits of

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	traditional educational environments is one of the many potential benefits of online learning. Freedom from limitations may also be regarded as a distinguishing quality of distant education.

In general, the most important advantages and disadvantages of e-learning can be stated (Nur Nazleen & Fazyudi, 2014).

• Previous research has found that e-learning is more cost-effective than traditional learning because it spends less time and money on learners' travel. This means that when students embark on e-learning, they can be frugal.

• The student's free time can be used to perform other useful activities.

• Besides, flexibility is another major advantage of e-learning.

• E-learning provides learners with the advantage of taking lessons anytime and anywhere. This means that e-learning is available in many places twenty-four hours a day

• In addition, e-learning also caters to different types of learning approaches. This means that students are less likely to get bored while they are studying as there is a lot of interactive content for them to access.

Third: A comparison between e-learning and traditional education

The differences between e-learning and traditional education can be shown by making the following comparison between them:

Table (3) Comparison between electronic and traditional education

the field	E-learning	Traditional learning
The method of education	used employs technological innovations, as it relies on multimedia electronic presentations, discussions and web pages..	He relies on the book, so he does not use any of the technological means or methods except sometimes.
interaction	It is based on interactivity, as the use of multimedia allows the learner to navigate electronic presentations and deal with them as he wants, and web discussions allow him to be interactive.	It does not depend on interaction, as it takes place only between the teacher and the learner, but it does not always take place between the learner and the book, as it is a traditional method. Do not attract attention.
The ability to update	The ability to update It can be updated easily, and it is not expensive when publishing on the web as traditional methods, as it can be done after publishing.	The update process here is not available because when you print the book, you cannot collect it and modify it again after publishing
availability	It is available at any time, so it has flexibility. It is available anywhere, as the Internet can be accessed from anywhere, so educational opportunities for it are available all over the world.	It has a specific time in the schedule, and places designed, and the opportunities for education in it are limited to those who are in the region or region of education.
Responsibility for learning can only be handled in the classroom.	Depends on self-education, where the learner learns according to his abilities and interests, and according to his speed, the time that suits him, and the place that suits him.	It is teacher dependent, so it is not available at any time, and can only be handled in the classroom.
Education design	Education design The educational process is designed	The educational process is designed by setting a predetermined

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	based on learning experiences that can be gained through education.	structure, on a One Size Fits All system.
Educational system	Educational system It takes place in an open, flexible and distributed system, where the learner is allowed to learn according to his own pace and in his place, that is, he achieves the answer to when? how? where?. Distribution also means both the teacher and the learner and the content in different places.	It occurs in a closed system, where space and time must be determined, i.e. the answer to where? And when?
E-learning forum / comparison between e-learning and traditional education / Hala Ahmed Al-Alfi on Friday November 29, 2013		

Fourth: the effectiveness of e-learning

The term effectiveness of education refers to the level at which the objectives of the educational system can be successfully achieved. Since the objectives of the educational system are multiple, the question here is whether they can be measured by one standard? Absolutely not. Each component of building the educational process has its own criteria. There is a criterion for achievement and another for student comprehension, including those related to teaching methods and other criteria related to evaluating the effectiveness of education (Rudaleva, et.al, 2016).

As a result, while the effectiveness of using electronic educational resources in higher education is still debated, understanding its essence is at least linked to two main essences of electronic educational resources, according to scientific books and university professors' practical educational activity.

First: To understand the "electronic resource": «…. An e-learning resource is any type of media information that can be reproduced by a computer" (Osetrova, 2003).

Second: The second trend (electronic educational resources): is computer-based instructional resources, which is a complex phenomenon. Researchers believe that electronic educational resources are a complete system for the organization of Textbooks serve as educational materials, graphics, audio and video files, etc. It is assumed that the information is actively absorbed by the students who form in it knowledge and practical skills in a particular field of science (Telegin, A.,2006).

The prospect of acquiring higher education in a hybrid (traditional and electronic) or totally electronic format always begs the logical issue, "Is this process of quality and effectiveness?" In this case, evaluating the quality of e-learning is required for innovation and enhancement of the educational process. Many studies have been conducted around the world to assess not only the development and performance of programs, but also the efficiency and quality of e-learning.

The quality requirements for e-learning that cover the institutional, pedagogical, technical, ethical, and organizational components. These characteristics include administration (at both the institutional and programmatic levels), products (study programs, course development and delivery), and services (student support, support for science and education employees, and staff support). Three groups are used to differentiate the quality and efficacy of schooling.

(1) The quality of educational content
(2) the quality of educational technologies
(3) the quality of education outcomes.

Fifth: Developing effectiveness and quality standards

In e-learning, We must separate the components that contribute to educational excellence. This is because the indicators of quality assessment in e-learning are not just an addition to the already existing quality assessment systems, but also the improvement of the academic process that generally guarantees a high level of education (Kuznetsov, 2011).

• In this regard, I.K. Voitovich proposes separating four kinds of indicators that evaluate the quality and efficacy of e-learning (content indicators, different types of electronic teaching indicators, infrastructure and indicators of the university's electronic environment, etc.), and education and technology indicators of e-learning). All of this applies to students. Without going into analysis of certain indicators, the application of new information technologies improves the teacher's interaction with the student, develops cooperation and interaction between the students themselves, stimulates active learning, increases motivation, supports different teaching styles and

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gives an opportunity to work with educational material at the most appropriate time (Voitovich, 2014).

• In another direction, (Lkere, et.al, 2012) presents an answer to how to make e-learning more effective, by providing the points listed below in order to effectively improve e-learning.

1. Availability of hardware (especially computers)
2. Faster Internet Connection / Improved Bandwidth • Improved Software.
3. Appropriate e-learning policies
4. Providing technical support for e-learning on a large scale
5. Low delivery rates
6. Provide reliable electricity
7. The right content in the right languages
8. Raise awareness about the value of e-learning
9. Improving teacher training on e-learning at all levels.

Sixth: Principles of Success for E-learning

(Anderson, et al.2005) identified ten principles for successful e-learning, which are:

Table (4) Success principles for e-learning

1	Matching with the curriculum	Pedagogy must match and align with the appropriate curriculum through clear objectives; relevance of the content; Appropriateness of student activity and the nature of assessment
2	merge	It should include practice being seen in relation to the different types/range of achievements and physical disabilities that can be specifically supported by e-learning.
3	Learner participation	Learners must be engaged and motivated.
4	innovative curricula	E-learning should fit specific purposes, clear objectives, and The reason for learning technologies as opposed to non-technological approaches tends to the same end used is obvious.
5	effective learning	Using different curricula in the learning platform to allow the student to choose what suits him best.
6	Formative assessment	Pedagogy must include formative assessment. Formative evaluation means "a systematic, organized evaluation process that takes place during teaching with the aim of helping the teacher and student to improve the learning process and know the student's progress. This evaluation is based on • Determine evaluation criteria • Learning from error
7	Summative assessment	This must be valid and reliable and address various levels of achievement; It should also be free from the negative emotional impact of the learner. The final or summative evaluation is used to assess the student's performance at the end of teaching, or at the end of the year...
8	Coherence, consistency and transparency	The student activity and assessment must fit together, and the pedagogy must be internally coherent/consistent in matching objectives and content.
9	Ease of use	E-learning should ensure ease of use and transparency
10	Cost effectiveness	Technology solutions must be justified/affordable with sustainable costs.

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Seventh: E-learning strategies (Allison, et.al.2008)

(1) E-learning should be participant-centered.
(2) The case should be presented when the value is not clear and when it indicates an assessment of data needs. The presentation of a problem/case to participants increases clarity.
(iii) The program should assure success rather than failure or uncertainty. Self-efficacy must be promoted by participants in order to activate/maintain engagement.
(iv) Make it real to ensure that programs must match the audience in both subject matter/levels.
(5) While e-learning is based on participation/generosity, disclose what participation it will lead to.
(6) Make it active and thought-provoking by having a virtual coach show you options that signal missed possibilities.
(7) Make it human: Show off people/passions/successes. Find out how people feel about what can be learned/achieved.
(8) Participant guide/track: Controlled experiments suggest that when dealing with new information, learners should be taught what and how to do.
(9) Situating e-learning within a blend: A combined experience that goes beyond a single experience scheduled for a particular time/place.
(10) Relationships, collaboration and team must be part of the effort as the idea of creating an online community is now gaining more and more importance.
(11) Make it great: When everything comes together to create something dramatic, engaging, appreciating, and unique. Something that draws and keeps participants interested.
(12) E-learning and learning management systems (LMSs) should be measured and improved to ensure that line managers are comfortable with technology-based knowledge on compliance/risk avoidance.

THE THIRD TOPIC

Diagnosis and analysis of the results of the study

In order to diagnose and determine the effectiveness of the use of e-learning in Al-Qalam University College and to indicate students' attitudes towards this subject and through analyzing their response, the analysis was conducted through the use of (frequency distribution of the research sample response, arithmetic mean, and standard deviations), and an arithmetic mean of (2) was assumed. Through which the main hypothesis was accepted or rejected, and the results of the data were as follows:

The first axis: describing and diagnosing the dimensions of the effectiveness of using e-learning among students:

Table (5) shows the frequency distributions, percentages, arithmetic mean, and standard deviations of the responses of all individuals of the research sample on the degree of their agreement with the elements that contribute to the effectiveness of e-learning as follows:

1. Features of the e-learning experience in the college: The results of the statistical analysis showed that the value of the arithmetic mean was (2.39) and the standard deviation was (0.67) and that the variable that most contribute to the positivity of this axis is the variable (x3). The totality is clear and declared, with an arithmetic mean (2.54) and a standard deviation (0.71).
2. After the educational process: The results of the statistical analysis revealed that the percentage of agreement on this dimension represented by the variables (x5 - x8) was fairly average. This result is supported by the value of the arithmetic mean of (3.95) and the standard deviation of (0.75), and that the variable most contributing to the positivity of this dimension is the variable (x5).
3. After the success factors of the experiment: The results of the statistical analysis showed that the percentage of agreement on this dimension (x9-x12) by the respondents in the research was medium, and this result is reinforced by the value of the arithmetic mean (3.41) and the standard deviation (0.917), and the results show that Most of the variables related to this dimension obtained medium agreement rates.
4. After the results of the application: It is clear from the results of the statistical analysis that this dimension (x13-x16) has obtained a percentage of agreement by the respondents amounting to (68.3%). This result is supported by the value of the arithmetic mean (3.41) and the standard deviation (0.893), which is the highest percentage of agreement obtained by this dimension among the dimensions. The variable (x14) is considered to be the easiest way to achieve the first success in increasing this percentage, as it obtained an arithmetic mean (3.53) and a standard deviation (0.849).

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Table (5) Frequency distributions, percentages, arithmetic means, and standard deviations to exclude the effectiveness of using E-learning

		Strongly agree	Moderately agree	disagree		
First: the features of the e-learning experience at Al-Qalam University College						
1	Al-Qalam University College has a clear e-learning system for students	23	25	4	2,37	**0,63**
2	The advertisement for the e-learning program was good	24	15	13	2,21	**0.64**
3	The goals of e-learning in the college are clear and declared	29	22	1	2,54	**0,71**
4	The e-learning program has good management	26	24	2	2,46	**0,73**
5	The e-learning program has a declared plan	24	25	3	2,40	**0,64**
					2,39	**0,67**
6	The course material offered in the education program is clear and understandable	25	21	6	2,37	0,77
7	The teaching methods for the offered subjects are varied	21	23	8	2,25	**0,82**
8	It is possible to communicate with the professor of the subject easily in the program	30	17	5	2,48	0,78
9	The program is flexible in time	25	24	3	2,42	**0,81**
	Overall index of dimension	21	6		2,38	0,79
		Third: the success factors of the experiment				
10	Adopting various educational methods and means that support the student's education needs	17	19	16	2,02	**0,81**
11	Provide a positive environment for education	18	15	19	1,98	0,88
12	The experiment provides an electronic library in front of the student	14	14	24	1,81	0,82
13	Enhancing interaction between students and faculty members	15	13	24	1,83	0,78
14	E-learning was the only way to communicate with students at a time of crisis.	25	27	-	2,48	0,77
	Overall index of dimension	18	17	17	02,2	0,81
		Fourth: the results of the application				
15	Students did not accept online education because of	25	19	8	2,33	**0,96**

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	the difficulty in understanding the lectures					
16	This type of education robs academic subjects of their scientific value 28	28	18	6	2,42	**0,94**
17	E-learning gives way to cheating 19	19	30	3	2,31	0,88
18	Did not develop students' abilities to search and investigate information	23	24	5	2,35	**0,92**
19	Students cannot commit to a specific time to hear the lecture.	25	19	8	2,33	**0,90**
20	The application of e-learning negatively affects the assimilation of scientific material.	21	23	8	2,25	**0,89**
	E-learning focused mainly on the lecture method	27	21	27		
	Overall index of dimension			2,34	0,91	
	overall index					

Second: Presentation and interpretation of the results of answering the research questions:

1. Presentation of the results of the first axis: This axis contained five basic paragraphs about the features of the reality of the experience, and as we can see from Table No. (6), the general average of the respondents' answers was (2.39), at a good level, with a standard deviation of (0.67), meaning that the college has a clear perception Of developing plans, but rather depends on immediate plans and according to the event and its developments, it rises to the required level, as the related results showed that the highest value was at paragraph (3), which reads (the goals of e-learning in the college are clear and declared) with an arithmetic mean (2.54) and a standard deviation (0.71). This indicates that there is clarity in the Department of Business Administration towards the goals of e-learning for the college, and the average relative weight for it was (85), as paragraph (2), which reads (was The announcement of the e-learning program is good) with an arithmetic mean (2.21) and an average level with a standard deviation of (0.64).

Table (6) The arithmetic mean and standard deviation of the sample's answers about the dimension of the features of the e-learning experience

Paragraphs	THE MIDDLE ARITHMETIC	DEVIATION NORMATE	middle the weight relative	ranking Importance
Al-Qalam University College has a clear e-learning system for students	2,37	0,63	0,79	4
The advertisement for the e-learning program was good	2,21	0,64	0,74	5
The goals of e-learning in the college are clear and declared	2,54	0,71	0,85	1
The e-learning program has good management	2,46	0,73	0,82	2
The e-learning program has a declared plan	2,40	0,64	0,80	3
general middle	2,39	0,67	0,80	

2- **Presentation of the results of the second axis**

With the aim of identifying how students evaluate the quality of the e-learning process? And through an extrapolation of the answers provided about the educational process, whether the university student has the ability and conviction to employ e-learning? Which is reflected in four areas as shown in Table (7), the dimension of the educational process and its

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quality achieved a good average, as the general average of the answers of individuals The research sample on this axis as a whole is (2.39) and with a standard deviation of (0.79). This indicates that the educational process of the Business Administration Department program using e-learning was good from the students' point of view, as it helped the student to continue the educational path without interruption during the crisis in higher education. This gives an indication of the importance of the tendency to present the scientific material electronically on the information network, which helps students in understanding the scientific material in a smooth and clear manner and increases students' skills in interacting with modern technological means in education.

The results also showed that the highest value was at paragraph (8), which reads: "It is possible to communicate with the subject teacher easily in the program (with an arithmetic mean (2.48) and a high level with a standard deviation of (0.78). This indicates a positive interaction between teachers and students, which facilitated the student's acceptance of dealing With the use of e-learning in light of the conditions that higher education is going through, the average relative weight for it was (0.83), as it came in rank (1) in terms of importance, while the lowest value came at paragraph (7), which reads (teaching methods for the academic subjects offered various) with an arithmetic mean (2.25) and a good level with a standard deviation (0.75). 4) in order of importance ratio.

Table (7) The arithmetic mean and standard deviation of the sample's answers about the educational process dimension

ranking Importance	Paragraphs	middle the weight relative	DEVIATI NORMAT E	THE MIDD ARITHMET	ranking Importance	
6	The study material presented in the education program is clear and understandable	2,37	0,77	0,79	3	
7	Teaching methods for the offered subjects are varied	2,25	**0,82**	0,75	4	
8	You can easily communicate with the course instructor in the program	2,48	0,78	0,83	1	
9	The program is flexible in time	2,42	**0,81**	0,80	2	
	general middle	2,38	0,79	0,79		

2- **Displaying the results of the third axis**

With the aim of extrapolating the answers provided on the axis of the third question, did the college provide the requirements and factors for the success of the e-learning experience? And by analyzing the answers of the research sample students about the points included in the sub-axes

As shown in Table (8), the axis of success factors of the experiment achieved an arithmetic mean (2.02) and a generally acceptable level with a standard deviation (0.81). The Ministry of Higher Education, despite the difficult circumstances and the limited time, has adopted the method of e-learning, which needs to bring in a lot of logistical and technical capabilities in the college rooms in advance.

The highest value was at the paragraph, which reads (e-learning was the only means of communicating with students at the time of the crisis.) Special, as the average relative weight for it was (83), where it came in rank (1) in terms of importance and percentage.As for the lowest value, it came at the paragraph, which reads (experience provides an electronic library for the student), with an arithmetic mean (1.81), and at a weak level, as it came in the rank (5) In terms of significance, the percentage with a standard deviation (0.82).

Table (8): The arithmetic mean and standard deviation of the sample's answers about the success factors

Paragraphs	THE MIDDLE ARITHM ETIC	DEVIATI NORMAT E	middle the weight relative	ranking Importance
Adopting various educational methods and means that	2,02	**0,81**	0,67	2

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support the student's education needs				
Provide a positive environment for education	1,98	0,88	0,66	3
The experiment provides an electronic library in front of the student	1,81	0,82	0,60	5
Enhancing interaction between students and faculty members	1,83	0,78	0,61	4
E-learning was the only way to communicate with students at a time of crisis.	2,48	0,77	0,83	1
general middle	2,02	0,81	0,67	

2- Presentation of the results of the fourth axis

With the aim of extrapolating the answers provided on the axis of the fourth question, what are the results of evaluating teaching (e-learning) in terms of the economics of application? Which contained seven basic paragraphs about the application, and by analyzing the answers of the students of the research sample, and as we note from Table No. (9), the general average of the responses of the sample in total was (2.34), with a high level and a standard deviation of (0.91). This indicates that the use of e-learning in light of the crisis is somewhat weak due to the presence of some problems.

The results related to the axis of the results of the application showed that the highest value was at the paragraph which reads (the focus of e-learning on the lecture method mainly) with an arithmetic mean (2.48) and a high level with a standard deviation (0.88). This indicates that there is a weakness in the use of teaching methods and relying only on the lecture Which made the electronic teaching method part of the traditional education, although this is attributed to the beginning of the experience by teachers and students, and perhaps to a weakness in the culture of using this educational method, as the average relative weight of it was (81.33), where it ranked (1) in terms of importance and percentage. The lowest value came at the paragraph which reads (that the application of e-learning negatively affects the comprehension of the scientific material;) with an arithmetic mean (2.25) and a good level with a standard deviation (0.75). In light of the current crisis, the average relative weight of it was (75.0), as it ranked (6) in terms of relative importance.

ranking Importance	Paragraphs	THE MIDDLE ARITHMETIC	DEVIATION NORMATIVE	middle the weight relative	ranking Importance
15	Students did not accept online education because of the difficulty in understanding the lectures	2,33	**0,96**	77.67	4
16	This type of education robs the academic subjects of their scientific value	2,42	**0,94**	80.66	2
17	E-learning gave way to cheating	2,31	0,88	77.0	5
18	It did not develop students' abilities to search and investigate for information	2,35	**0,92**	78.33	3
19	Students cannot commit to a specific time to hear the lecture.	2,33	**0,90**	77.67	4
20	The application of e-learning negatively affects the assimilation of scientific material.	2,25	**0,89**	75.0	6
21	E-learning focused mainly on the lecture method	2,44	0,88	81.33	1
	General middle	2,34	**0,910**	78.0	

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6- Presenting the results of the fifth question (research hypothesis) What is the effectiveness of using e-learning at Al-Qalam University College?

In light of the results of the description and diagnosis related to the axes for measuring the effectiveness of using e-learning in Al-Qalam University College, and to ensure the validity of the answer to the main question of the research (What is the extent of the effectiveness of applying and using e-learning in Al-Qalam University College from the point of view of students of administrative sciences?), the values of the medians were adopted arithmetic in the light of the results of the analysis of description and diagnosis on the axes of effectiveness, and in light of the values of the arithmetic mean and the proportions of the response to the scale and the dimensions of its measurement each separately compared to the hypothetical mean (2), and through the contents of the results it is clear that most of the answers of the students of the research sample about the points included in the axes were highly accepted of students, and the values of the arithmetic mean were greater than the hypothetical mean, and this indicates the effectiveness of the application and use of e-learning by Al-Qalam University College

My agencies:

1- It was agreed that the e-learning services available at the college were good, and that the college employs e-learning tools through the management of the website, despite the presence of some students who were unable to view this platform and the most important services it offers, for reasons that may be due to the lack of a culture of e-work. Considering that the pattern of education available in the college is mostly of a traditional nature in the first place, in addition to the weakness of communication networks that prevent the student from continuing.

2- The students were satisfied with the presentation of the scientific material electronically, with a positive flexibility in the educational process, and this method helped to understand the material smoothly and clearly.

3- The college strives to provide requirements and success factors for the application of basic e-learning through the adoption of various educational methods, providing a positive environment for education, and enhancing interaction between students and faculty members.

4- Although the college's use of the e-learning platform has achieved additional advantages for students compared to the traditional method, the experience of the e-learning application highlights the need to pay attention to some of the problems associated with it, including those related to providing the infrastructure and access to training the administrative and educational staff, and the existence of a recurring difficulty for students. Students when entering the website, and continuous outages in the Internet line.

RESULTS AND RECOMMENDATIONS:

First: the results

(1) E-learning is the integration of technologies into teaching and learning. It enables students to learn effectively

(2) The use of e-learning in education is one of the aspects of benefiting from the information revolution and investing it in the development of educational capabilities

(3) Most of the answers of the research sample students about the points included in the axes were widely accepted by the students.

(4) The students were satisfied with the presentation of the scientific material electronically, with a positive flexibility in the educational process, and this method helped to understand the material smoothly and clearly.

(5) The college's endeavor to provide requirements and success factors for using the basic e-learning platform

(6) The experience of applying e-learning in the college highlights the need to pay

attention to some of the problems associated with it, including those related to providing some infrastructure and training the administrative and educational staff, with the repeated difficulty of students when entering the website, and the continuous interruptions in the Internet line.

Second: Proposals

(1) Continuing to develop e-learning in line with the needs of students and the community.

(2) Taking into account the phased application of the e-learning program in the college on scientific disciplines that use computer and communication technologies to contribute to the success of the experiment and its dissemination to other departments.

(3) Media awareness of the importance of e-learning in bringing about a quantum leap in the teaching process, and thus developing the educational process.

(4) Spreading awareness among teachers and professors of the importance of teaching strategies in achieving the student's active role in the learning process

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(5) Work to provide material support for all requirements and means of educational technology and modern devices needed by the classrooms in the scientific departments of the college with appropriate furnishings for this type of education.
(6) Holding training courses for teachers and students on the use of information and communication technology and educational software.

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