

# **The role of E-learning in developing the skills of social work students in light of the total quality**

**Doaa Abdel Hamed Abdel Samee  
Mohammed (PhD)**

Associate Professor of Community Organization  
Faculty of Social Work, Helwan University

**Mervat Gamal El Din Ali Shamroukh (PhD)**

Associate Professor of Community Organization  
Faculty of Social Work, Helwan University



## The role of E-learning in developing the skills of social work students in light of the total quality

### **Abstract:**

The study aimed to determine the status of electronic learning (e-learning) and the development of student skills among the students of the Department of Sociology and Social Work in light of total quality from the students' perspective. Such skills include using computers, using web technologies, using educational devices, and developing technical knowledge. The study also explored the obstacles hindering students from benefiting from electronic learning. The study targeted a random sample of 110 female students in their final year at the Department of Sociology and Social Work in the Faculty of Arts, Al Iman Abdel Rahman Ben Faisal University. To achieve the study objectives, the researcher applied an analytical descriptive approach. The study found that electronic and virtual learning is playing a large role in developing student skills. Obstacles to e-learning among students were found to include lack of adequate number of computers at the Faculty, reduced human contact between students and teachers, and difficulty applying appropriate evaluation methods. Finally, the researcher developed a forward-looking vision for activating the role of e-learning in developing the skills of the students of the Department of Sociology and Social Work.

**Key Words:** E-learning – Total quality- The Role-Skill

### **Introduction:**

The current rapid progress of information and communication technologies has led to increased competition between educational institutions for the provision of electronic services. The demand for institutions to become more flexible and adapt to changing conditions are increasing by the day. Such progress propelled the growth of e-learning technology, which has become a necessity in the digital age. Several countries moved towards applying the technological revolution to the educational process, merging technology with education (Arab Organization for Education, Culture and Science, 55, 2002).

A new method of education that employs modern technologies emerged, termed e-learning or virtual education, which might take place in classrooms (Salem, 2004, 283). Facing such electronic progress, it was necessary for higher education institutions, in particular universities, to employ distance education to their curricula and programs to provide excellent educational services that lead to

distinguished outputs among students in both quantity and quality (Al-Todari, 2004, 80). Quality, with its material and human components, has become an important means for improving the educational system. Thus, the quality of education has moved from the theoretical arena and being considered a luxury sought after by educational institutions to a tangible reality that no institution can neglect. It has become a strategic choice dictated by the current status of educational movement, an evidence of organization's survival. However, quality can only be achieved in institutions through organizational development to realize total quality management and achieve a high level of performance.

### **Study Problem:**

Utilizing e-learning to support educational program has become a goal sought after by higher education institutions in Saud Arabia. Several universities in the Kingdom have launched e-learning programs. Nine universities signed agreements with the National Center for Electronic Learning and Distance Education for the integration of e-learning in their programs, recognizing its role in developing their programs and solving some of the problems they face. The use of computers has become an integral part, and an important criterion for measuring progress in contemporary societies. With the expansion of such technology in all aspects of life, especially after the emergence of the internet as a product of this advanced technology, an information revolution emerged. Acquiring the skills needed to keep pace with progress and with the transition from limited to unlimited usage of computers became a necessity, especially after emergence of of the world wide web, resulting in new learning trends (Almberek, 1423 AH, 13).

Information technology, represented in computers, internet, and related multimedia are considered some of the best means for providing a rich educational environment. Internet communication develops users' skills, connects people across large geographical spaces, and exchanges information among various sources (Al-Mousa and Al-Mubarak, 2005, 111). Universities require system change to be able to keep pace with scientific and technological development, and to achieve the goals of the educational process for which they were established. This can be achieved through developing teaching methods and finding new methods that suit the requirements of the era (Salem, 1424AH,46).

The ability of e-learning to achieve interaction within the learning environment is directly linked to the ability of modern communication technology to reduce the distance between the elements of the educational process (student, teacher, and content). Additionally, it provides a higher opportunity for supporting and developing the skills of students to become future teachers (Mahmoud, 2012, 78). The goal is the formation of professional and trained cadres for leading community organizations while achieving total quality. E-learning and distance education could thus contribute to addressing such problems. In order to achieve quality standards and systems, it is essential to prepare students to adapt to such development on the one hand and to rapidly changing community on the other hand, through provision of opportunities and training. This can only be achieved if we respect the students' thinking and give them the opportunity to reach their potentials, while directing them to problem solving mechanisms.

This was confirmed by Eisan in her study (Saliha Eisan, 2007), which aimed to determine the status of e-learning from the perspective of students in the Faculty of Education at Sultan Qaboos University, and advantages and disadvantages. The advantages of e-learning found included demonstrating the students' skills through dialogue and discussion, while disadvantages included the lack of sufficient devices for use at the university, and difficult access to the university's website. Efforts in the field of information technology training are underway. E-learning experts in Saudi Arabia indicated that focusing only on the technological aspects and neglecting the educational aspects in training represent an obstacle to implementation (Al-Uqla, 2010).

Since students are the primary beneficiaries of the application of modern methods, it was necessary to learn about their views on the role of e-learning in developing their skills in light of the total quality standards. Education officers in Saudi Arabia believe that e-learning could reduce the costs of education, create a major shift in the teaching and learning processes, achieve total quality in self-learning, and develop institutional performance. Reynolds' study (2007) aimed to identify attitudinal changes towards e-learning among students of the Faculty of Education over the previous four years. The study revealed that the students' skills in using technology in education have increased from 5.5 to 14.5 percent, and that the level of their device usage has increased.

Despite the advantages of e-learning, some of its drawbacks include:

- Requiring extensive effort and training through a training plan.
- Its association with technical factors such as the efficiency of networks, devices and programs.

This was corroborated in Nivine Hamza's study (2009), which aimed to determine the status of e-learning among female students of mathematics in educational preparation programs at Umm Al-Qura University. The study found that 26.5 percent of the students were not aware of e-learning requirements. The study also identified e-learning obstacles to be the lack of adequate training for students and lack of sufficient space for e-learning at the university.

Many recent studies pointed to the pivotal role that e-learning plays in achieving total quality of the educational process. Lama Nazem's study (2020) aimed to explore the advantages of interactive and its impact on the success of the educational process. The study concluded interactive electronic education contributes to successful interaction between the elements of the educational process. It develops motivation and understanding among students. Results revealed that 88 percent of university students demonstrated positive attitudes towards utilizing e-learning, and that there is a relation between the ability to use computers and e-learning.

Al-Gharib Zaher's study (2009) indicated that quality of e-learning does not only lie in delivering information electronically to the student, but it also means the interaction between the elements of the educational process in the professional e-learning environment. Therefore, it is the "joint production process between the e-learning environment, the learner, and the educational institution, thus ensuring that the outputs from the educational process are not affected by the institution's production processes".

Additionally, Oruro's study (2014) aimed to identify differences in the level of creativity among students that practiced e-learning and those who followed traditional learning methods. The study revealed that e-learning encouraged creativity and intellect, recommending the generalization of e-learning into all stages of education.

**The study problem is thus focused on responding to the questions:** What is the status of e-learning in universities? What is the role of e-learning in developing students' skills in light of total quality standards? What are the obstacles that students face in e-learning? E-learning is a requirement for applying total quality management in higher education. Students' recognition and practice

of e-learning on the intellectual, psychological, and cognitive levels ensures their cooperation, reduces their resistance to the educational process, and motivates them towards innovation and academic excellence.

This was corroborated by Mehar's study, which found that a large percentage of students demonstrated positive tendencies towards e-learning, recognizing its numerous benefits (Mehar, Omidian, 2011). Nada Mahmoud's study (2012) sought to identify obstacles to e-learning in the Palestinian environment as perceived by students of Al-Quds Open University. The study revealed the presence of cultural and social obstacles within the university, recommending the provision of resources and the establishment of necessary infrastructure for e-learning at the university.

### **Importance of the Study:**

- 1- The study is implemented during the spread of COVID19 virus emphasizing the importance of e-learning for completing the educational process successfully in universities.
- 2- The study helps shed light on the latest trends in the educational process, i.e. e-learning, as one of the requirements of the modern era.
- 3- The study seeks to determine the status of e-learning and its role in developing the skills of the students in light of total quality standards, at the Department of Sociology and Social Work in the Faculty of Arts at Imam Abdul Rahman bin Faisal University. The study utilizes the students' opinions to determine that status.
- 4- Establishing a forward-looking vision to help improve the status e-learning use in light of total quality mechanisms.

### **Study Objectives:**

The study aims to determine:

- 1- The status of e-learning in light of total quality standards in the Department of Sociology and Social Work at the Faculty of Arts in El Imam Abdel Raham Ben Faisal University.
- 2- The role of e-learning in developing the skills of students in light of total quality standards in the Department of Sociology and Social Work. Skills include using computers, using web technology, using educational devices, and increased technical knowledge.
- 3- Obstacles facing students of the Department of Sociology and Social Work in e-learning.

- 4- Establishing a forward-looking vision to help improve the status e-learning use in light of total quality standards.

### **Study Questions:**

- 1- What is the status of e-learning at universities?
- 2- What is the role of e-learning in developing students' skills in light of total quality standards?
- 3- What obstacles face students from benefiting from e-learning?

### **Study Concepts:**

#### **1. E-learning:**

**It is defined as “the type of education that depends on using electronic media in achieving educational goals**

El Moussa (2002, 79) defined e-learning as: "a method of teaching using modern communication mechanisms from a computer, its networks and its multimedia, including sound, image, graphics, research mechanisms and electronic libraries, as well as Internet portals, whether it is remotely, or in the classroom."

Shami and Ismail, 2008, 238) defined it as: "A technological innovation providing an interactive learner centered learning environment, that is well designed in the light of educational design principles appropriate for the openness and flexibility, using internet resources and digital technologies available for all anywhere and anytime."

Kenneth Fee (2009) defined it as: "a means of learning, and a methodology for developing a set of learning mechanisms using digital technology that opens the way for spreading and promoting."

Dubois (1998) defined it as: "a type of education that relies on the use of electronic media for communication between teachers, learners, and the educational institution."

### **Procedural Definition:**

The student's ability to use the computer and computer software, as well internet portal with its various applications, email, and websites, remotely, or inside the traditional classroom.

#### **2. Total Quality:**

Total Quality Management means "the leadership and operation methods employed in an institution, that aim for continuous and long-term performance improvement through focusing on the demands and expectations of beneficiaries. Quality of higher education means the ability, characteristics, and features of the educational product that enable it to meet the requirements of the student, the labor market, society and any internal and external stakeholders. Achieving quality



education requires the directing human resources, policies, systems, curricula, processes and infrastructure towards creating conditions conducive to innovation and creativity, in order to ensure that the educational product meets the requirements needed for preparing the student to reach the target level.

The researcher can deduce from the Arabic and foreign studies that she has reviewed on electronic learning that:

- 1- There is a necessity for applying e-learning in educational institutions.
- 2- E-learning has an effect in enhancing and developing the teaching and learning process.

\*\* The current study differs from previous studies as it examines the role of e-learning in developing the skills of the students in the Sociology and Social Work Department, at the Faculty of Arts, in light of total quality standards.

**Based on the above, the organizational work model can be utilized in light of the current study as a theoretical guide to** identify difficulties that prevent the practice and application of e-learning. Working with an organization's community involves the analysis and evaluation of the operations performed by the organization for beneficiaries.

#### **Methodological Procedures:**

**First – Study type:** This is a descriptive study that to determine the characteristics of a specific problem and examine its surrounding conditions.

**Second – The Approach Used:** Social survey is a method for collecting social data through standardized interviews or through standardized questionnaires (Abdel-Baset: 1971). This study relies on the scientific method using:

- Sample social survey using a sample of 110 students in the final year at the Department of Sociology and social Work, Faculty of Arts, El Imam Abdel Rahman Ben Faisal University.

#### **Third – Study Data Collection Tools:**

The researcher relied on a questionnaire, divided into four axes:

1. Basic data
2. The status of e-learning at the Department of Sociology and social Work, Faculty of Arts, El Imam Abdel Rahman Ben Faisal University, in light of total quality.

3. Role of e-learning in developing the skills of students at the Department of Sociology and social Work, Faculty of Arts, El Imam Abdel Rahman Ben Faisal University in light of total quality.
4. Obstacles facing students of the Department of Sociology and Social Work in e-learning.

#### **Validity of the Study Tool:**

To ensure face validity, the researcher presented the tool to eleven specialists for assessment as arbitrators, to review the tool and assess its soundness in terms of language and correlation between statements and study variables. Based on the assessment, the researcher modified the tool as recommended, without changing more than 80% of the original tool. The tool was then finalized for use.

#### **Reliability of the Study Tool:**

To ensure the reliability of the tool, the Test Retest method was employed. The researcher applied the tool to a sample of 20 beneficiaries, then reapplied the tool once more after a 15 days interval.

#### **Fourth - Study Domains:**

- 1- Location domain: the study took place at the Faculty of Arts, Department of Sociology and Social Work, Al Imam Abdel Rahman Ben Faisal University.
- 2- Human domain: It is the identification of individuals that will constitute the study target and their demographics characteristics. In this study, the human domain constitutes a random sample of 110 students in the final year at the Department of Sociology and Social Work in Al Imam Abdel Rahman Ben Faisal University.
- 3- Time domain: The second semester of the academic year 2019/2020.

#### **Discussion of the Results of the Study:**

- 1- Status of e-learning in the Department of Sociology and Social Work, Faculty of Arts, Al Imam Abdel Rahman Ben Faisal University

**Table (1) presents the status of e-learning at the Department of Sociology and Social Work, Faculty of Arts, Al Imam Abdel Rahman Ben Faisal University** N=110

Status of E-Learning		Yes	To Some Extent	No	Mean	StD	Rank
The University provides students with permanent access to the Internet	K	25	45	40	1.86	0.76	10
	%	22.7	40.9	36.4			
The University provides a technical support team to assist students	K	34	33	43	1.92	0.84	9
	%	30.9	30	39.1			
There is a website for the e-learning centre for communicating with students	K	48	27	35	2.12	0.86	5
	%	43.6	24.5	31.8			
The university provides halls equipped for e-learning	K	44	42	24	2.18	0.77	4
	%	40	38.2	21.8			
Student complaints about e-learning are dealt with effectively	K	44	29	37	2.06	0.86	6
	%	40	26.4	33.6			
The university provides training for students before starting e-learning	K	55	31	24	2.28	0.8	2
	%	50	28.2	21.8			
The university regularly holds awareness sessions on the importance of e-learning	K	56	25	29	2.25	0.85	3
	%	50.9	22.7	26.4			
The university provides online course registration service	K	55	43	12	2.39	0.68	1
	%	50	39.1	10.9			
The university provides enough computers for e-learning	K	40	35	35	2.05	0.83	7
	%	36.4	31.8	31.8			
There is a guide on methods of electronic interaction with the teacher	K	36	41	33	2.03	0.8	88
	%	32.8	37.3	30			
<b>Total Score</b>					<b>2.11</b>	<b>0.76</b>	<b>Medium</b>

The table above indicates that the arithmetic mean of the status of electronic learning reached 2.11, which is a medium level. In the first rank came “The university provides online course registration service”, with a mean of 2.39, followed by “The university provides training for students before starting e-learning” in the second rank with a mean of 2.28. In the last rank came “The university provides students with permanent access to the Internet” with a mean of 1.86.

2- The role of e-learning in developing the skills of students of the Department of Sociology and Social Work, Faculty of Arts, specifically: using computers, using web technology, using educational devices, and increased technical knowledge.

**Table (2) presents the role of e-learning in developing computer usage skills:**

Role of E-Learning in Developing Computer Usage Skills		Yes	To Some Extent	No	Mean	StD	Rank
E-learning helps me to implement presentations	K	42	35	33	2.08	0.83	6
	%	38.2	31.8	30			
E-learning made me more skilled in mind mapping	K	38	35	37	2.01	0.83	7
	%	34.5	31.8	33.6			
E-learning helped me to use drawing and design programs	k	28	26	56	1.75	0.84	8
	%	25.5	23.6	50.9			
I benefited from e-learning in using the MsExcel	K	46	27	37	2.08	0.87	6
	%	41.8	24.5	23.6			
E-learning helped me establish and edit websites	K	45	35	30	2.14	0.82	2
	%	40.9	31.8	27.3			
E-learning helped me use the PowerPoint	K	43	35	32	2.1	0.82	4
	%	39.1	31.8	29.1			
E-learning helped me manage electronic files	K	44	34	32	2.11	0.83	3
	%	40	30.9	29.1			
It develops the skills of rapid typing, saving and retrieving, and formatting using MsWord.	K	46	39	25	2.19	0.78	1
	%	41.8	35.5	22.7			
	%	32.8	37.3	30			
<b>Total Score</b>					<b>2.06</b>	<b>0.8</b>	<b>Medium</b>

The table above indicates that the arithmetic mean of the role of e-learning in developing computer skills reach 206, which is a medium score. In the first rank came “It develops the skills of rapid typing, saving and retrieving, and formatting using MsWord” with an arithmetic mean of 2.19, followed by “E-learning helped me establish and edit websites” in the second rank with an arithmetic mean of 2.14. In the last rank came “E-learning helped me to use drawing and design programs” with an arithmetic mean of 1.75.

**Table (3) presents the role of e-learning in developing skills for using web technologies:** N=110

<b>Role of E-Learning in Developing Skills of Using Web Technologies</b>		<b>Yes</b>	<b>To Some Extent</b>	<b>No</b>	<b>Mean</b>	<b>StD</b>	<b>Rank</b>
E-learning helped me use email	K	36	36	38	1.98	0.82	7
	%	32.7	32.7	34.5			
Helped me learn how to access and benefit from digital libraries	K	37	34	39	1.98	0.83	8
	%	33.6	30.9	35.5			
E-learning helped me how to use different directories and search engines	k	56	27	27	2.26	0.83	1
	%	50.9	24.5	24.5			
Helped me learn how to subscribe to electronic assessment questionnaires	K	44	27	39	2.05	0.87	5
	%	40	24.5	35.5			
Helped me gain the ability to use educational mailing lists	K	37	44	29	2.07	0.77	4
	%	33.6	40	26.4			
Helped me learn of the correct sources for obtaining knowledge	K	42	37	31	2.1	0.81	3
	%	38.2	33.6	28.2			
It enhances participation in virtual panel discussions	K	55	26	29	2.21	0.86	2
	%	50	23.6	26.4			
Helped me join social media	K	36	26	48	1.87	0.87	9
	%	32.7	23.6	43.6			
Helped me develop computer skills	K	38	33	39	1.97	0.85	6
	%	34.5	30	35.5			
<b>Total Score</b>					<b>2.06</b>	<b>0.8</b>	<b>Medium</b>

The table above indicates that the arithmetic mean of the role of e-learning in developing the skills of using web technologies reached 2.06, which is a medium score. In the first rank came “E-learning helped me how to use different directories and search engines” with an arithmetic mean of 2.26, followed by “It enhances participation in virtual panel discussions” in the second rank with an arithmetic mean of 2.21. This is corroborated by Salha Eisan’s study (2007), which indicated that e-learning enhance the students’ ability for dialogue and discussion in forums and group discussions. In the last rank came “Helped me join social media” with an arithmetic mean of 1.87.

Table (4) presents the role of e-learning in developing the skills of using educational devices

Role of E-Learning in Developing Skills of Using Educational Devices		Yes	To Some Extent	No	Mean	StD	Rank
Computer skills are constantly improved	K	61	43	6	2.5	0.6	2
	%	55.5	39.1	5.5			
Helps use video and audio recordings in lecturing	K	66	34	10	2.51	0.66	3
	%	60	30.9	9.1			
Helps use the data show and projector devices	k	63	30	17	2.42	0.75	5
	%	57.3	27.3	15.5			
Helps use smart electronic whiteboard	K	64	24	22	2.38	0.8	6
	%	58.2	21.8	20			
Helps use mobile devices	K	70	29	11	2.54	0.67	4
	%	63.6	26.4	10			
Helps learning among online groups	K	78	26	6	2.65	0.58	1
	%	70.9	23.6	5.5			
<b>Total Score</b>					<b>2.53</b>	<b>0.57</b>	<b>Medium</b>

The table above indicates that the arithmetic mean of the role of electronic learning in developing the skills of using educational devices reached 2.53, which is considered a medium score. In the first rank came “Helps learning among online groups” with a mean of 2.65, followed by “Computer skills are constantly improved” in the second rank with a mean of 2.5. In the last rank came “Helps use smart electronic whiteboard” with an arithmetic mean of 2.38.

Table (5) presents the role of e-learning in developing technical knowledge:

Role of E-Learning in Developing Technical Knowledge		Yes	To Some Extent	No	Mean	StD	Rank
It enhances students' skills for using technology to learn	K	25	43	42	1.85	0.77	4
	%	22.7	39.1	38.2			
It helps the student obtain scientific material easily	K	33	37	33	2	0.8	3
	%	32	35.9	32			
It increases student skills on the computer	k	22	40	41	1.81	0.73	5
	%	21.4	38.8	39.8			
It helps students employ technology in producing presentations	K	51	40	12	2.37	0.69	1
	%	49.5	38.8	11.7			
Training students on using the computer and the Internet	K	40	27	36	2.03	0.86	2
	%	38.8	26.2	35			
It provides the students with multiple learning resources	K	19	25	59	1.61	0.69	6
	%	18.4	24.2	57.2			
<b>Total Score</b>					<b>2.07</b>	<b>0.55</b>	<b>Medium</b>

The table above indicates that the arithmetic mean of the role of e-learning in developing technical knowledge reached 2.07 which is a medium score. In the first rank came "It helps students employ technology in producing presentations" with a mean of 2.37, followed by "Training students on using the computer and the Internet" with a mean of 2.03. In the last rank came "It provides the students with multiple learning resources" with a mean of 1.61.

3- Obstacles hindering the students of the Department of Sociology and Social Work at the Faculty of Arts from benefiting from e-learning

Table (6) presents the obstacles hindering students from benefiting from e-learning:

Obstacles Hindering Students from Benefiting from E-Learning		Yes	To Some Extent	No	Mean	StD	Rank
Occurrence of technical problems during the electronic test	K	68	22	20	2.44	0.78	8
	%	61.8	20	18.2			
Weak support services for e-learning from the university	K	56	19	35	2.19	0.89	11
	%	50.9	17.3	31.8			
Weak internet in the university	K	77	25	8	2.63	0.62	4
	%	70	22.7	7.3			
Lack of adequate number of computers at the Faculty	K	83	23	4	2.72	0.53	1
	%	75.5	20.9	3.6			
Increasing student workload	K	72	31	7	2.59	0.61	5
	%	65.5	28.2	6.4			
It takes a lot of time and effort	K	79	24	7	2.65	0.6	3
	%	71.8	21.8	6.4			
Reduces human contact between the student and the teacher	K	80	23	7	2.66	0.59	2
	%	72.7	20.9	6.4			
Difficulty applying appropriate evaluation methods	K	56	26	28	2.25	0.84	10
	%	50.9	23.6	25.5			
It increases the student's isolation, sitting in front of a computer for long periods	K	53	35	22	2.28	0.78	9
	%	48.2	31.8	20			
Weak e-learning skills among some faculty members	K	63	35	12	2.46	0.69	7
	%	57.3	31.8	10.9			
Weak skills for employing e-learning techniques among students	K	71	27	12	2.54	0.69	6
	%	34.5	30	35.5			
<b>Total Score</b>					<b>2.49</b>	<b>0.55</b>	<b>High</b>

The table above indicates that the arithmetic mean for obstacles hindering students from benefiting from e-learning was 2.49, which is a high score. In the first rank came "Lack of adequate number of computers at the Faculty" with a mean of 2.72, followed by "Reduces human contact between the student and the teacher" with a mean of 2.66. In the last rank came "Weak support services for e-learning from the university" with an arithmetic mean of 2.19. This conforms with the studies of Mahmoud, 2012, Eisan, 2007, and Hamza 2009).



**Responding to the Study Questions:**

1- What is the status of e-learning at universities?

**Table (7) Status of E-learning**

Sr.	Dimension	Mean	Standard Deviation	Level
1	Status of E-Learning	2.11	0.76	High

The table indicates that the stats of e-learning reached 2.11.

2- What is the role of e-learning in developing the skills of students of the Department of Sociology and Social Work, Faculty of Arts, specifically: using computers, using web technology, using educational devices, and increased technical knowledge?

**Table (8) Dimensions of Skills Development for Students**

Sr.	Dimension of Skills Development among Students	Mean	Standard Deviation	Level	Rank
1	Using computers	2.06	0.08	Medium	2
2	Using web technologies	2.06	0.08	Medium	2
3	Using educational devices	2.53	0.57	High	1
4	Technical knowledge	1.94	0.53	Medium	3
<b>Dimensions of Student Skills</b>		<b>2.15</b>	<b>0.59</b>	<b>Medium</b>	

The table above present the dimensions of student skills from the students' perspectives as follows:

In the first rank came using educational devices, followed by using web technologies, and using computers. In the last rank came building technical knowledge. The table indicates that the total mean of student's skills dimensions is 2.15, which is a medium score.

3- What obstacles hinder the students of the Department of Sociology and Social Work at the Faculty of Arts from benefiting from e-learning?

**Table (9) Obstacles Hindering Students from Benefiting from E-learning**

Sr.	Dimension	Mean	Standard Deviation	Level
1	Obstacles hindering students from benefiting from e-learning	2.49	0.55	High

The field study indicates that the arithmetic mean of obstacles hindering students from benefiting from e-learning is 2.49, which is considered a high level.

### **Discussion of the study results and a future vision for activating the role of e-learning in developing students' skills:**

In light of the study's treatment of the topic of e-learning, the study questions were responded to, taking in consideration the global and societal changes and obstacles forming clear and critical challenges for educational institutions in general and universities in particular, confirmed by previous studies and the current field study. The findings of the study also recognize the importance of e-learning (in concept and practice), and the necessity of promoting it further owing to its great impact on building a strong generation capable of developing their homeland. Additionally, the study findings are presented in light of the current developments taking place with the country due to the repercussions of "Covid-19" pandemic. The study found that the status of e-learning in Saudi Universities, especially Prince Faisal Ben Abdel Rahman University was calculating at an arithmetic mean of 2.11, while the mean for the role of e-learning in achieving total quality was 2.15, which is considered a high mean. Utilizing means of technology in education and harnessing it for self and collective learning among students, besides the recent transformation of the education and learning processes, had a great impact on re-planning of higher education institutions. E-learning has already achieved sustainable development goals in universities, here virtual classes and building relevant skills have become an important success mechanism for the educational process. The study presents in this section a proposed vision for activating the role of e-learning in developing student skills, in light of findings from previous studies, theoretical guidelines of the study, and the analysis of the results from the field research.

**First: Vision:** Towards a strong education, capable of keeping pace with the requirements of the digital age, in light of total quality, through strategic planning, effective leadership, and leadership development.

### **Second: Mission:**

Contributing to the activation of e-learning to fulfill its educational, academic, and instructive role to the fullest extent; and strengthening the capabilities and skills of students benefiting from it, to be more able to deal and keep pace with the developments of the modern era.

**Third: The foundations of the vision:**

- Findings of previous studies on e-learning.
- Theoretical framework and concepts of the study.
- Findings from the field study on the role of e-learning in developing students' skills.

**Fourth: Proposed vision goals:**

- Promoting the role of e-learning in developing students' skills towards total quality.
- Raising students' awareness on the importance of e-learning.

**Fifth: Activation mechanisms for the role of e-learning in developing students' skills towards total quality:**

- Developing new strategic plans to keep pace with global developments and the transformations in the educational process.
- Maintaining dialogue and discussions students to raise their awareness on the role and effectiveness of e-learning.
- Providing students with training programs to hone their skills and expertise in e-learning.
- Providing students with training on e-learning practice.
- Continuous coordination between the university and the faculty for supporting the e-learning center in providing services and programs.
- Regular assessment the students' e-learning needs and satisfying them.

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