

Evaluation of the Quality of E-learning System Platforms, Characteristics, Information, and Services from the Viewpoint of Students at College of Administration and Economics

**تقييم جودة الخصائص والمعلومات
والخدمات لمنصات نظام التعليم الالكتروني
من وجهة نظر بعض طلبة أقسام كلية الإدارة والاقتصاد**

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Abstract

The changes that have occurred recently in term of applying and implementing e-learning platforms quickly during Covid-19, has forced educational institutions to enter into fields of online education platforms and create an appropriate environment for students.

One of the procedures that taken by these educational institutions, is to prepare their employees and faculty members by training them through intensive online courses to acquire technical skills required to encounter these crucial changes.

The transformation and transition of face to face teaching system to e-learning in a very short time prompted educational institutions to create virtual classes that mimic real classes.

They had to learn and use online education platforms professionally to overcome difficulties and fears that students faced.

The aim of the current research is to evaluate the quality of online educational performance from three dimensions: characteristics of online education platforms, information and services provided by these platforms during Covide-19.

The methodology of the research consisted in analyzing the opinions of a sample consisting of (548) students at College of Administration and Economics - University of Baghdad within the departments: Statistics, Accounting, Business Administration, Finance and Banking, Industrial Management, Public Administration, and Economy, to find out the aspects of strength and weakness, dissatisfaction and satisfaction, and low and high online educational priorities.

The research was based on analyzing the performance and importance of the evaluation aspects from the students' point of view in the College of Administration and Economics at the University of Baghdad.

The results show that online educational platforms at college of Economic and Administration are characterized by easiness of use and have no complication in using them.

The research recommends that College of Administration and Economics should pay more attention to the human aspect and show higher empathy and awareness when dealing with the problems that students face while using e-learning platforms.

Keywords: Quality in educational institutions (QEI); Information quality (IQ); Service quality (SQ)

الملخص

إن التغييرات التي حدثت في الآونة الأخيرة في مجال دخول منصات التعليم الإلكتروني بسرعة خلال فترة فايروس كورونا كوفيد 19 أدى ذلك إلى اضطراب المؤسسات التعليمية إلى الدخول في مجالات ومنصات تعليم وتهيئة المناخ المناسب لذلك، ومن الإجراءات التي اتخذتها هذه المؤسسات التعليمية إلى ادخال ملاكاتها من موظفين وتدريسين بدورات تدريبية مكثفة لاكتساب المهارات الفنية المطلوبة لمواجهة هذه التغيرات الطارئة.

فكان التحول والانتقال التعليم في القاعات الدراسية إلى التعليم الإلكتروني بوقت قصير جداً مما دفع المؤسسات التعليمية إلى خلق صفوف افتراضية تحاكي الصفوف الواقعية وتذليل الصعوبات والمخاوف التي واجهت الطلبة.

فالهدف من البحث الحالي هو تقييم جودة الاداء التعليمي من جانب خصائص المنصات التعليمية الإلكترونية، وجودة المعلومات والخدمات التي تقدمها هذه المنصات التي قدمت خلال تلك الفترة.

تمثلت منهجية البحث في تحليل اراء عينة مكونة من (544) من طلبة كلية الادارة والاقتصاد بجامعة بغداد بأقسامها: الاحصاء، ادارة الاعمال، الادارة العامة، الادارة الصناعية، المالية والمصرفية، والاقتصاد، للوقوف على جوانب القوة والضعف وجوانب النجاح والافخاق ان وجدت.

وقام البحث على تحليل الاداء والاهمية للجوانب التقييمية من وجهة نظر الطلبة في كلية الادارة والاقتصاد في جامعة بغ اظهرت النتائج بأن منصات التعليم الإلكتروني في كلية الادارة والاقتصاد تتسم بسهولة الاستخدام وعدم تعقيدها.

يوصي البحث بالاهتمام بالجانب الانساني واظهار تعاطف ووعي اعلى عند معالجة
المشاكل التي يعاني منها الطلبة خلال استخدامهم منصات التعليم الالكتروني.
الكلمات المفتاحية: الجودة في المؤسسات التعليمية، جودة الخدمة، جودة
المعلومات.

1) Introduction

Educational institutions seek to develop their facilities and services that provided online to their students. They have adapted and implemented new technologies to reach high educational standards and service quality especially during Covid-19.

Besides, they want to have teachers with high and multi-skilled in order to enrich their human capital with productive and useful knowledge by providing intensive training courses online.

Dorobăț (2014) stated that investing in online education platforms ought to increase the level of human capital, share knowledge effectively, and boost the knowledge stock globally (77).

E-learning was one of the most daunting and challenging issues that have encountered educational institutions when they forced to replace actual classes to virtual classes during Covid-19.

The increasing of using online platforms has been expended dramatically within a short period of time leads to set solid standards for online learning to evaluate the overall system performance of e-learning such as online courses, services, information, and training programs.

Moreover, educational institutions can explore their aspects of success and failure to implement necessary reforms.

Young and Norgard (2006) mentioned that with the increasing of online courses, there is a need to evaluate the quality of online courses to highlights the benefits when comparing to face-to-face courses (107).

The most important and crucial part of e-learning is students because they are the ultimate and valuable outputs of educational institutions.

Thus, Elumalai et al. (2020) stressed that students ought to be the core participants to assess the quality of online education due to they are the end-users of e-learning outputs.

Measurements of e-learning quality should include both visible (materials of online classes) and invisible (services provided to them) (733). Therefore, education quality of e-learning has become a worldwide demand to meet national and global standards for high universities ranks.

The research tries to explore the satisfactory level and quality of online educational services that College of Administration and Economics - University of Baghdad provide to point out strengths and weaknesses.

The research takes into consideration three dimensions of quality in educational institutions; quality of online education platforms, information quality, and service quality, to reach its main aim of determining the level of educational performance by utilizing online education platforms instead of face-to- face teaching methods.

Assessing and evaluation the quality of online education platforms will be discussed deeply in the research.

2) Literature Review

Social media and online educational platforms utilize to create a vital environment to interact with user and exchange information details and characteristics (Kadhem, 2020: 199).

Therefore, E-learning can be succeed and implemented if there is a continuous support form administrative level and that can be considered as an essential role to insure an innovative and high quality educational environment of e-learning system in higher education (Meyer & Barefield, 2010; Strike, 2018).

The overall institution performance affects by the way that e-learning system managed and directed (Yang, 2010). The utilization of technology in educational system has become one of the highest quality requirements to insure and create a collaborative and flexible environment between universities and students.

Moreover, universities can attract more students and reach a high rank among others (Barefield & Meyer, 2013; Bolden et al., 2015).

Therefore, Assessing the quality of education platforms would help educational institutions to make right decisions regarding to reforming education sector and various fields, achieving educational and economic goals, and promoting the quality life of the people (Sahito & Vaisanen, 2017: 44).

The online education platforms provide valid and wide information to students and that can be measured through the quality of the information and the feedbacks of student's satisfaction toward the overall performance (Lee& Lee, 2008:33).

Thus, using various online supports platforms will increase the level of educational quality system Elumalai et al., 2020: 745).

2.1) Quality in Educational Institutions

Viewing quality considered as an opportunity on how to deal with working conditions, educational academic levels, universities quality issues.

Thus, quality in educational institutions can provide opportunities for scientific researchers and students to get advanced and well-known as they build a high rank through meeting requirements of various scientific and educational fields.

Hussein (2014) stressed that quality in educational institutions creates a student's motivation in order to take care of their academic level.

Quality in educational institutions is not only seen as a way to deal with daily administrative problems but it also considered as strategic long-term needs to be reviewed from time to time to determine how to achieve educational goals and aims (266).

Dilshad (2010) sees that quality in educational institutions reflects in high trained faculty members, wide scope of curriculum, concrete connection between general and professional courses, high focused on students practicing rather theory, solid cooperation between training institutions and education departments, great quality of textbooks and examination system, and professional in supervision and accountability as well as research and evaluation (30).

That would not be achieved without a clear and high support form administrators to identify and take a step toward enhance and implement improvements to ensure the quality of blended learning (Elumalai et al, 2020: 745).

2.2) Dimensions of Quality in Educational Institutions

2.3) Quality and characteristics of the online educational Systems

The system of online educational should contain some important aspects which facilitate the learning process, and has high flexibility to suit teaching methods with student's needs and learning style (Ferdousi, 2009:13).

Furthermore, the system must include various of characteristics such as uncomplicated use, friendly interface of user, personalization, attractively, speed of the system, high security, modern design , usability, ease of maintenance and integration, aesthetics, and distribution of functions in to the system menus (Dorobăț, 2014, 80).

The important thing of the quality of online educational system is to have technical support available when it's needed (Ramírez-Hurtado et.al, 2021:14).

2.4) Information quality

Information quality includes providing information and content relevant to the topic or classes materials in a timely manner.

The quality of service also contains information and content which are meaningful and useful to students. They ought to be clear and integrated guidance as well as don't contain incomplete or complicated information with its

guidance. Moreover, information and content that have been published through e-learning platforms should be accurate, up-to-date, and well-organized in information and content (Hassanzadeh, 2012:1961).

2.5) Service quality

Service quality refers to teachers and administrators interact with students through online educational platforms and how that would affect the e-learning environmental satisfaction. Thus, teachers ought to have adequate skills and capabilities (Lee& Lee, 2008:33).

The service quality contains students and teachers communication regarding to course design, administrator support, course content, quality of teaching, and classroom approach (Martínez-Argüelles & Batalla-Busquet, 2016: 266).

In addition, service quality can contain the availability of guidance and support when processing requests, speed to resolving student's requests, take into consideration student's opinions when implementing developments, and manage courses effectively, and ensure the quality of perceived services (Dorobăț, 2014, 80).

3) Methodology

The 5 scale Likert, (5- Excellent- 4 very good- 3- neutral- 2- not good 1- extremely poor), questionnaire was adopted to measure the level of satisfaction of the students of the College of Administration and Economics, represented by its departments, Statistics, Accounting, Business Administration, Finance and Banking, Industrial Management, Public Administration, and Economy, to highlight strengths and weaknesses.

This would diagnose the problems that students encountered during the e-learning period and for the purpose of benefiting from this experience in avoiding technical problems and improving and developing the skills of students and teachers in the use of blended learning.

The sample of study includes (548) students from different departments with different level of study to reach the research ultimate aim.

The research dimensions represented by the characteristics of e-learning system, quality of information, and quality of service were adopted from researchers, (Lee& Lee, 2008:33), (Hassanzadeh, 2012:1961) ,(Dorobăț, 2014, 80) , (Martínez-Argüelles & Batalla-Busquet, 2016: 266), and (Salih, 2019: 21).

The purpose of measuring the quality of e-learning system, information, and service is to find out the compatibility of the policies taken by the management in the College of Administration and Economics with the needs and requirements of students and the success of its plans with regard to electronic education.

4) Data Analysis and Results Discussion

4.1) student's characteristics

Table (1)
student's characteristics

student's characteristics	Categories	Percent	Number of the Percent	Total sample
Gender	Male	58%	318	548
	Female	42%	230	
Departments	Statistics	17%	94	548
	Finance and Banking	25%	137	
	Industrial Management	5%	28	
	Public Administration	16%	90	
	Economy	6%	33	
	Business Administration	30%	166	
Start Times & Study status	Morning classes	61%	336	548
	Afternoon classes	33%	180	
	Graduated	6%	32	
Bachelor Section Department	Literary	56%	307	548
	Scientific	44%	241	
Age	18-21	42%	229	548
	22-24	36%	197	
	25-27	7%	40	
	28-and more	15%	82	

It is clear from table (1) of demographic information and characteristics of students that the number of male students is more than (58%) than females by (42%), while the highest department in terms of the number of answers to the research questionnaire is the Department of Business Administration with a percentage of (30%), and the lowest department in terms of the number of answers is the Department of Industrial Management with a rate of (5%).

This indicates that the students of the Department of Business Administration are interested in evaluating e-learning platforms among the rest of the departments in order to stand up and diagnose the answer to the defect and solve problems.

The students' responses of the morning study were higher than the evening study was at (61%), while the literary branch was higher than the scientific branch by (56%).

The age of the students who were between 18-21 was the highest among the ages of the other students, and this indicates that the students are from the age groups that have a passion for exploring and linking modern technology on the educational side.

4.2 Online educational system characteristics

Table (2)
online educational system characteristics

Question	Scale of responses										Me an	S.D	CV
	Excellent (5)		very good (4)		Neutral (3) (average)		Not good (2)		Extremely Poor (1)				
	Frequ encies	%	Frequ encies	%	Frequ encies	%	Frequ encies	%	Frequ encies	%			
easy to use	195	35.5	236	43	77	14.2	21	3.8	19	3.5	4.03	0.98	24.3
User friendly	215	39.2	252	46	51	9.3	17	3.1	13	2.4	4.17	0.89	21.3
complicated	213	38.9	193	35.2	77	14.1	44	8	21	3.8	3.97	1.09	27.5
Understand materials	154	29	164	29.4	107	19.5	72	13.1	49	8.9	3.56	1.28	36.0
Quality of educated	159	29.6	161	35.8	107	19.5	48	8.8	35	6.4	3.73	1.16	31.1
Educational performance	152	27.7	213	38.9	94	17.2	60	10.9	29	5.3	3.73	1.14	30.6
Effective learning	164	26.6	205	37.4	107	19.5	59	10.8	31	5.7	3.69	1.14	30.9
Support educational process	157	28.6	190	34.7	92	16.8	77	14.1	32	5.8	3.66	1.20	32.8
Technical support	180	32.8	205	37.4	94	17.2	46	8.4	23	4.2	3.86	1.09	28.2

The characteristics of the e-learning system in Table (2) indicate that the highest mean and frequencies were in favor of ease to use.

This indicates that e-learning platforms used by the College of Administration and Economics are simple, easy to use, and close to the level of students. In addition to that, the ease of getting used to it and using it continuously without the presence of complications in its use, this matter indicates the good decision taken by the administration and the conformity of e-learning platforms with the levels of students' understanding of them.

On the other hand, the question of understanding and improving the educational process by students got the lowest mean (3.66), which requires the administration in the College of Administration and Economics to make e-learning platforms smoother in terms of facilitating the use of e-learning platforms with a clear vision and goals that enable students clearly understand the educational process.

4.3 Information quality

Table (3)
information quality

Question	Scale of responses										Mean	S.D	CV
	Excellent (5)		very good (4)		Neutral (3) (average)		Not good (2)		Extremely Poor (1)				
	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%			
Variety of Content	150	27.4	230	42	101	18.4	48	8.8	19	3.5	3.81	1.04	27.3
Related content	140	25.5	186	33.9	134	24.5	64	11.7	24	4.4	3.65	1.11	30.4
Useful	154	28.1	204	37.2	124	22.6	42	7.7	24	4.4	3.77	1.08	28.6
Content covered	156	28.5	184	33.6	106	19.3	67	12.2	35	6.4	3.66	1.19	32.5
Well presented	179	32.7	227	41.4	92	16.8	34	6.2	16	2.9	3.95	1.00	25.3
Effective ways of learning	212	38.6	206	37.6	74	13.5	32	5.8	24	4.4	4.00	1.07	26.8
Clearly written	120	21.9	237	43.2	125	22.8	43	7.8	23	4.2	3.71	1.03	27.8
Of the right length	157	28.6	223	40.7	95	17.3	54	9.9	19	3.5	3.81	1.06	27.8
Organized effectively	197	35.9	221	40.3	94	17.2	19	3.5	17	3.1	4.03	0.97	24.1
Clearly & professionally explanation	174	31.8	174	31.8	107	19.5	60	10.9	33	6	3.72	1.19	32.0

Table (3) shows the characteristics of the quality of the information that is published on the e-learning platforms.

The highest mean and frequencies were in favor of the scientific material demand for e-learning platforms in a regular and consistent manner according to the curriculum.

This indicates that e-learning platforms used by College of Administration and Economics take into account and pay attention to the scientific material that is given to students and are keen to present the scientific material according to the weekly lecture schedule.

Thus, those are given in relevant times and are organized according to the chapters of the book as well as the curriculum.

On the other hand, the question related to the relationship of the scientific material that is raised with the students' interest, tendencies, and preferences in learning got the lowest mean (3.65), which requires the management in the College of Administration and Economics to assure teachers that it reflects the content of the scientific material published in the e-learning platforms students' interests and their concerns.

4.4 Service quality

Table (4)
service quality

Question	Scale of responses										Mean	S.D	CV
	Excellent (5)		very good (4)		Neutral (3) (average)		Not good (2)		Extremely Poor (1)				
	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%			
High commitment	181	33	224	40.9	89	16.2	33	6	21	3.8	3.93	1.04	26.5
Responsive	192	35	221	40.3	65	11.9	35	6.4	35	6.4	3.91	1.14	29.2
Prompt	163	29.7	189	34.5	108	19.7	49	8.9	39	7.1	3.71	1.19	32.1
Knowledgeable & technical skills	202	36.9	196	35.6	85	15.5	43	7.8	22	4	3.94	1.09	27.7
Deal with fairness & kindness	181	33	203	37	107	19.5	40	7.3	17	3.1	3.90	1.04	26.7
Awareness of student's issues	157	28.6	240	43.8	100	18.2	35	6.4	16	2.9	3.89	0.99	25.4
High interaction	184	33.6	221	40.3	97	17.7	31	5.7	15	2.7	3.96	0.99	25.0

Table (3) illustrates that high interaction between officials on e-learning platforms, including teachers and employees, and between students, reached the highest mean with (3.96).

This shows that the e-learning platforms whereas the opinions exchanged between those responsible for e-learning platforms (employees, teachers, etc.) and students are carried out in a highly academic and professional manner through good communication.

On the other hand, the question related to the speed of answering inquiries and questions posed by students via e-learning platforms in the College of Administration and Economics got the lowest mean with (3.71), which requires the management in the College of Administration and Economics to emphasize the importance of time and the speed of answering students' inquiries and questions.

In fact, some inquiries may relate to matters that cannot be waited for, especially students' grades, study status, as well as problems they encounter.

5. Conclusion and Limitations

The research attempted to shed light on the quality of services provided by educational institutions to students.

The aim of the study was to diagnose the answer that prevents the achievement of the goals.

One of the obvious issues is the poor training of some college professors on technical and technical skills.

In addition, the inadequacy of electronic educational platforms in the college could negatively affect students' satisfaction with the college's performance.

One of the dimensions that were measured is characteristics e-learning system to evaluate the quality of it.

It must contain a number of characteristics, including the absence of complexity in use and having the technical and practical skills necessary to solve problems that students may encounter during the performance of homework or in final exams.

With regard to the aspect of the quality of information, it can be seen from this dimension that adherence to the prescribed curriculum attributing the content and what is published to the specialization of students reflects the extent of commitment of teachers and management to educational instructions and controls.

In addition, it reflects high flexibility and adaptability to developments in educational aspects in terms of international standards and the quality of educational content.

Evaluation of the Quality

In terms of the quality of services provided to students, this dimension focuses on the administration's ability to contain the technical and practical problems that students face. This reflects the quality of the training courses and workshops provided by the management to teachers and employees in order to make the e-learning platforms successful.

One of the important points on which it is necessary to focus is the simplicity of e-learning platforms in terms of ease of use and learning following educational classes in a short time.

Future studies can make a reference comparison between private and government colleges in terms of quality of services in order to reach complementary results for the current study.

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