

RESEARCH ARTICLE

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The extent of e-learning competency availability among faculty members: A field study in the Department of Psychology and Speech and Language Pathology at Annaba University

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Abstract:

This study aimed to identify the extent to which e-learning competencies are available among faculty members in the Department of Psychology and Speech and Language Pathology at Annaba University. The study was conducted with a sample of 54 faculty members. A descriptive approach was employed by administering a questionnaire to the professors. The SPSS 22 program was used to analyse the study results. The findings ultimately indicated a high level of e-learning competency availability among the study participants (faculty members) overall.

Keywords: Competency, Learning, E-learning, E-learning Competencies.

Introduction

In recent years, the world has witnessed rapid technological, technical and informational developments, as well as a greater openness to diverse cultures. Those responsible for educational institutions must therefore continuously adapt to global transformations in order to keep pace with the accompanying changes and challenges. Against this backdrop, various global trends and educational development policies have emerged, including e-learning, distance learning, and other contemporary instructional models.

In light of recent developments in the educational system, institutions have been forced to swiftly transition towards distance

learning to ensure the continuity of the teaching and learning process. This has been achieved by using the internet, smartphones and computers to facilitate remote communication and interaction with students. Like many other countries, Algeria adopted this approach to help sustain learning and limit disruption to students' academic pathways. This highlights the importance of establishing e-learning and strengthening the university's standing at an international level.

Despite the growing popularity of e-learning, its implementation faces many challenges. Méselhi and Mohammad (2007) indicated that adopting this educational model requires the provision of an integrated e-learning environment that meets human requirements. This can be achieved by forming interdisciplinary teams with varied expertise that collaborate to carry out specific tasks according to prior planning. Additionally, Al-Saleh (2004), citing Abdider and Sax (1984), clarified that the success of e-learning hinges on a university's readiness and acceptance of this transformation. This readiness is determined by several factors, most notably the preparedness of faculty members and their level of competency in this type of education. The greater the level of these competencies, the higher the readiness and the greater the likelihood of e-learning success¹.

The competency-based approach is one of the most important and widely adopted methods for preparing university teachers. It aims to

provide them with the pedagogical and psychological foundations they need, while focusing on the practical implementation of e-learning and modern technologies. This improves their professional performance by directing their abilities and skills towards serving students' learning and achieving educational objectives.

Furthermore, the practical application of e-learning in university education necessitates equipping faculty members with a set of e-learning competencies. These competencies vary according to category, specialisation and technology used, and continue to evolve in line with rapid developments in educational technology.

In this context, Jaad's (2007) study aimed to develop a list of e-learning competencies required by faculty members at Al-Baha University. A questionnaire was used as the study instrument. The results classified these competencies into six main dimensions: theoretical foundations of e-learning; applied foundations; designing e-courses; producing e-courses; evaluating e-learning; and e-learning management systems².

Similarly, Al-Hadidi (2007) identified four main dimensions of e-learning competencies: e-learning culture; planning programs; designing and producing programs; and evaluation and management³.

Al-Subei'i (2024) categorised e-learning competencies as a set of general skills, including basic computer skills, knowledge of learning management systems, and competencies for using these systems, as well as instructional design competencies⁴.

In their study, Al-Najjar and Al-Ajarmi (2009) examined the extent to which lecturers at Al-Aqsa University possess e-learning competencies in relation to certain variables. The results showed possession rates of 82% for computer fundamentals, 76% for network services, 66% for designing e-courses and 64%

for managing e-courses. No statistically significant differences were found relating to the variables of academic qualification or college. However, differences were found relating to experience, favouring those with more than five years' experience, except in the area of computer fundamentals⁵.

In a separate study (Al-Sayf, 2009), which aimed to investigate the availability of e-learning competencies among female faculty members in the College of Education at King Saud University, the findings indicated a moderate overall level of availability. Competencies related to using computer software were found to be the most prevalent, followed by competencies related to using the internet, then designing e-courses and finally competencies related to using learning management systems. The study also revealed statistically significant differences in competencies related to using computer software according to age, favouring the under-35 age group. Additionally, the study identified several obstacles, the most significant of which were heavy administrative and teaching workloads, conflicts between academic commitments and training programmes, and difficulties in designing e-courses⁶.

The study by Al-Utaibi (2011) aimed to identify the ethical and technical competencies that should be prioritised among faculty members from an educational perspective. The findings emphasised the importance of technical competencies, such as using e-learning to teach courses, guiding students towards electronic scientific sources, and being familiar with relevant educational software. The study also proposed a framework for developing these competencies⁷.

Similarly, Al-Anzi (2022) sought to determine the availability of e-learning competencies among faculty members at Northern Borders University. The study adopted a descriptive approach, using a questionnaire as its research instrument.

The results showed that e-learning competencies were highly available in the domains of using computer systems and networks, and the internet. By contrast, they were moderately available in the domains of e-learning culture and designing and managing e-learning. The findings also indicated that there were no statistically significant differences attributable to academic rank or years of experience. However, statistically significant differences were found in relation to the number of training courses, favouring those who had received three or more⁸.

Overall, these studies highlight the importance of investigating e-learning competencies among faculty members, as they are fundamental to a university's success in performing its functions, meeting students' needs, and ensuring the quality of the educational process. In light of this, the present study seeks to identify priorities in this area by examining the extent to which e-learning competencies are present among faculty members in the Department of Psychology at Baji Mokhtar University in Annaba.

1. Formulation of the problem (the research issue):

Based on the foregoing, it is clear that faculty members must possess the necessary e-learning competencies to perform their profession to the fullest extent. This cannot be achieved without first identifying and accurately determining these competencies. Therefore, studying and investigating these competencies is of significant scientific and educational importance, as it enables their current status and development to be assessed. In this context, the main research question can be formulated as follows:

What is the extent to which e-learning competencies are present among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University in Annaba?

This is followed by the following sub-questions:

1. What is the availability of computer use competencies and associated peripherals among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba?
2. What is the availability of competencies related to using networks and the internet among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba?
3. What is the availability of e-learning competencies among faculty members in the Department of Psychology at Baji Mokhtar University in Annaba?
4. What is the availability of competencies related to the design and management of e-learning among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University in Annaba?

2. Objectives of the Study:

This study seeks to achieve an overall objective, namely: determining the degree to which e-learning competencies are available among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba.

This overall objective will be achieved through the following specific objectives:

1. Determining the degree to which competencies related to using computers and their peripherals are available among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba.
2. Determining the degree to which competencies related to using networks and the internet are available among faculty members

in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba.

3. Determining the degree to which e-learning culture competencies are available among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba.

4. Determining the degree to which competencies related to designing and managing e-learning are available among faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University – Annaba.

3. Significance of the study

1. Academic/practical significance: The importance of distance learning lies in ensuring the continuity of the teaching–learning process, as well as providing an interactive virtual environment that attracts the attention of both students and faculty members. This enhances the effectiveness of learning and the quality of pedagogical interaction within digital spaces.

2. Keeping pace with scientific progress: The study emphasises the importance of keeping up with scientific developments and employing educational technology innovations, such as e-learning, in university education.

3. Developing a competencies list: The study provides a list of the competencies required for e-learning among faculty members.

4. Informing training and preparation needs: The study also helps to identify the training and qualifications that faculty members require in order to acquire the necessary e-learning competencies, thereby making them more prepared and ready to meet the requirements of teaching in digital educational environments.

4. Terminology of the study

4.1 Competencies

4.1.1 In academic/terminological terms (conceptually):

In the educational field, the concept of competency has multiple definitions, depending on the perspective of the researcher, the purpose of the research and the nature of the study. Mar'i (1983) defines it as follows: 'the ability to do something efficiently and effectively at a certain level of performance; that is, a capability that an individual uses to achieve desired results in a given field'⁹.

Al-Tu'aymah (1986) defines competency as: 'a set of attitudes, forms of understanding and skills that facilitate the learning process in achieving its intellectual, affective and psychomotor objectives'¹⁰.

In operational terms (procedurally):

This refers to the minimum level of e-learning skills required for faculty members in the Department of Psychology and Speech and Language Pathology at Baji Mokhtar University in Annaba to perform their teaching duties effectively and competently within e-learning implementation procedures.

4.2 E-learning

Al-Dhafiri (2003) defines e-learning as learners using computer and internet technology tools. These tools include modern means of communication such as computer networks, multimedia, electronic content, search engines, electronic libraries and internet-connected classrooms¹¹.

Mansour (2003) defines it as an educational system that uses information technologies and computer networks to support and expand the scope of the educational process through means including computer devices, the internet and electronic programmes prepared by ministry specialists¹².

Al-'Arifah (2003) defines e-learning as the presentation of educational content, including explanations, exercises, interaction and follow-up, either partially or comprehensively, in the

classroom or remotely, through advanced programmes stored on a computer or accessed via the Internet¹³.

4.2 E-learning

4.2.1 Operationally (procedurally):

E-learning is operationally defined as using electronic media based on the internet, synchronously or asynchronously, to deliver lectures and lessons, discussions, exercises, and assessments through the university's electronic portal.

4.3 E-learning competencies

4.3.1 Conceptually:

Salem (2004) defines them as: "a set of knowledge, skills, and attitudes related to the field of educational technology, necessary for the teacher in the instructional situation in order to attain a level of mastery in performing the tasks of their profession"¹⁴.

4.3.2 Operationally:

They refer to the knowledge and skills that faculty members possess in the field of e-learning. This enables them to use computers, peripherals and the internet to design, implement, understand and evaluate the teaching-learning process.

5. Research Methodology and Field Procedures

5.1 Research method used:

Research approaches vary according to the topic and nature of the study. Since this study aims to investigate the degree to which e-learning competencies are available among faculty members in the Department of Psychology at Baji Mokhtar University in Annaba, the descriptive method is used. This method is considered a form of systematic scientific analysis and interpretation used to describe a specific phenomenon or problem quantitatively by collecting, classifying and analysing information and subjecting it to careful study¹⁵.

5.2 Research population:

The research population is defined as the comprehensive group from which samples are selected¹⁶. In this study, the focus was on faculty members at Baji Mokhtar University in Annaba, specifically the professors in the Department of Psychology.

5.3 Research sample:

A sample is part of the population from which information about the phenomenon is obtained, so that the results can be generalised to the population¹⁷.

The sample for this study consisted of 54 professors.

5.4 Scope of the study:

Spatial scope: This refers to the geographical framework within which the study was conducted. The field study was carried out at the Department of Psychology at Badji Mokhtar University in Annaba.

- Temporal scope: This refers to the timeframe during which the study was conducted. The research was completed in October 2021.

- Human scope: The study sample consisted of 54 faculty members.

5.5 Research instruments used:

- Questionnaire: We used the questionnaire as a tool for collecting information because it suits the descriptive approach. It consists of a set of questions or situations that cover psychological, social and educational topics, as well as personal data (Awf, 2009, p. 48).

We also used the faculty members' competencies scale, which was developed by Saad Zaidan. The questionnaire comprised 64 items distributed across four axes, as follows:

- Axis One: Competencies in using computers and their peripherals (16 items).
- Axis Two: Competencies in using networks and the internet (16 items).
- Axis Three: Competencies in the culture of e-learning (16 items).

- Axis Four: Competencies in the management of e-learning (16 items).

The response categories and their corresponding scores are as follows:

Very high = 5, High = 4, Moderate = 3, Low = 2, Very low = 1.

To validate the questionnaire, it was presented to a panel of referees/specialists in the field of psychology to evaluate its suitability for measuring faculty members' competencies. After reviewing the items, the experts and specialists expressed their agreement with the questionnaire.

After calculating the questionnaire's validity using the referees' validity method, we found the result to be 0.90%.

- Reliability of the questionnaire:

Reliability refers to the degree of accuracy, consistency, or stability of the test results when applied to a sample of individuals on two different occasions¹⁸.

The questionnaire's reliability was calculated using Cronbach's alpha, yielding a result of 0.87.

5.6 Statistical methods

The following equations were extracted using the Statistical Package for the Social Sciences (SPSS 21) program:

Arithmetic mean, standard deviation, Pearson correlation and Cronbach's alpha.

6. Presentation, analysis and discussion of results

The following presents the results of the main research question by answering the sub-questions.

6.1 Presentation of the First Question's Results

What is the extent to which faculty members in the Department of Psychology and Speech Therapy at Badji Mokhtar University—Annaba have the necessary computer and peripheral skills?

The researcher calculated the mean total score from the faculty members' competency questionnaire, and Table 1 shows this.

Table No. 1 indicates the availability of competencies in using computers and their peripherals among faculty members.

Item num	Statements	Arithmetic mean	Standard deviation	Rank	Rating
1	I can use external storage units, such as CDs and flash drives.	4.78	1.21	2	Very high
2	I can operate a computer.	4.88	1.25	1	Very high
3	I am able to work with the Windows operating system.	4.33	1.18	3	Very high
4	I can create and organise folders.	4.24	0.66	4	Very high
5	I can operate computer peripherals such as cameras, printers, scanners and microphones.	3.91	1.10	9	High
6	I am proficient in using a word processing programme (Microsoft Word) for typing, editing, formatting, creating tables and reviews.	4.10	0.89	6	High

7	I can install various software applications on the Windows operating system.	4.19	1.33	5	High
8	I can uninstall computer programs from the Windows operating system.	3.74	0.94	10	High
9	I can convert text documents into publishable PDF documents.	3.20	1.14	15	High
10	I can distinguish between file types based on their extensions (e.g. ppt, jpg, avi, html, pdf, doc).	3.99	1.33	8	High
11	I am proficient in using PowerPoint to design academic materials.	3.69	1.10	11	High
12	I can connect a data projector (data show/visual presenter) to a computer.	3.31	1	13	High
13	I can compress files using compression/decompression programs such as WinZip and WinRAR.	3.56	1.03	12	High
14	I am competent in using protection and security programmes to guard against viruses.	3.22	1	14	High
15	I can convert audio and video files from one format to another, as well as protect against viruses.	4.09	0.84	7	High
16	I can troubleshoot issues when programs or computer peripherals malfunction.	3.22	0.99	16	Medium
Total		4.28	1.06	High	

Source: Prepared by the researcher.

From the results in Table 1, we can see that the mean scores for the items ranged from 2.96 (with a standard deviation of 0.99) to 4.28 (with a standard deviation of 1.25). It is also evident that most of the items were rated highly.

6.2 Presentation of the Second Question's Results

What is the degree to which competencies in using networks and the Internet are available among faculty members in the Department of Psychology and Speech Therapy at Badji Mokhtar University in Annaba?

The researcher calculated the mean total score for the faculty members' competency questionnaire, and Table 2 shows this.

Table No. 02 indicates the availability of competencies in using networks and the internet among faculty members.

Item num	Statements	Arithmetic mean	Standard deviation	Rank	Rating
1	I can use search engines such as Yahoo and Google.	4.78	0.71	2	Very high
2	I am skilled in using email (sending and receiving).	4.89	0.85	1	Very high
3	I can use internet browsing software such as Firefox, Internet Explorer and Google Chrome efficiently.	4.37	0.73	3	High
4	I am familiar with the requirements for connecting to the internet.	4.17	1.01	5	High
5	I can connect a computer to an internet network.	4.12	0.89	6	High
6	I can handle email attachments of various types, such as text, audio and images.	4.19	0.71	4	High
7	I can download files from the internet and upload files.	4.01	1.33	7	High
8	I can play video clips online, such as on YouTube.	3.75	1	10	High
9	I can participate in websites and forums related to my area of expertise.	3.20	1.03	14	High
10	I can use social networking platforms such as Facebook and Twitter.	3.74	1.13	9	High
11	I can easily use instant messaging programmes such as MSN Messenger, Skype and Yahoo.	3.55	1.10	11	High
12	I can search specialised electronic databases and information sources such as ERIC and ScienceDirect.	3.40	0.94	12	High
13	I can use mailing lists.	3.80	1.12	8	High

14	I can use video conferencing and audio conferencing over the internet.	3.22	0.99	13	High
15	I can diagnose network problems and resolve simple issues.	3.14	0.87	15	Medium
16	I can create my own website.	3.05	0.92	16	Medium
Total		4.04	0.96	High	

Source: Prepared by the researcher.

From Table 2, we can see that the mean scores for the items ranged from 3.05 (with a standard deviation of 0.92) to 4.89 (with a standard deviation of 0.85). It is also evident that most of the items were rated highly.

6.3 Presentation of the Third Question's Results

What is the degree to which competencies are available in the e-learning culture among faculty members in the Department of Psychology at Badji Mokhtar University in Annaba?

The researcher calculated the mean total score for the faculty members' competency questionnaire, and Table 3 shows this.

Table No. 3 indicates the availability of competencies in e-learning culture among faculty members.

Item num	Statements	Arithmetic mean	Standard deviation	Rank	Rating
1	I can distinguish between e-learning and traditional learning.	3.70	1.21	3	High
2	I am familiar with the benefits of e-learning.	3.93	1.33	1	High
3	I understand the concept of e-learning.	3.45	0.98	5	High
4	I am familiar with the objectives of e-learning.	3.55	0.87	4	High
5	He is aware of the difficulties that can arise when implementing e-learning.	3.75	1.15	2	High
6	I am aware of the disadvantages of e-learning.	3.63	1.21	6	High
7	I am familiar with the different types of e-learning.	3.38	1.07	7	Medium
8	I am familiar with models for using e-learning in teaching.	3.00	1.35	11	Medium
9	I am familiar with the role of teachers in e-learning.	3.20	1.26	8	Medium

10	I am familiar with the learner's role in an e-learning environment.	2.62	1.17	13	Medium
11	I am familiar with international e-learning standards such as SCORM.	3.14	0.62	8	Medium
12	I am familiar with international e-learning standards such as Blackboard and Moodle.	2.99	1.22	12	Medium
13	I am familiar with the steps involved in transitioning to e-learning.	3.04	0.73	10	Medium
14	I am familiar with the concept of learning objects.	2.50	1.09	14	weak
15	I am familiar with some e-content authoring tools, such as Authorware and CourseLab.	2.43	1.21	15	weak
16	I am familiar with the concept of the second generation of e-learning.	2.26	1.33	16	weak
Total		3.16	1.09	Medium	

Source: (prepared by the researcher)

From Table 3, we can see that the mean scores for the items ranged from 2.26 (with a standard deviation of 1.33) to 3.93 (with a standard deviation of 1.33). It is also evident that most of the items were rated as 'moderate'.

6.4 Presentation of the Fourth Question's Results

What is the degree to which competencies are available in the design and management of e-learning among faculty members in the Department of Psychology at Badji Mokhtar University in Annaba?

The researcher calculated the mean total score for the faculty members' competency questionnaire, and Table 04 shows this.

Table 4 indicates the availability of competencies in the design and management of e-learning among faculty members.

Item num	Statements	Arithmetic mean	Standard deviation	Rank	Rating
1	I can differentiate between e-learning and traditional learning.	4.18	1.02	1	High
2	I have knowledge of the benefits of e-learning.	3.20	1	3	Medium
3	I have knowledge of the concept of e-learning.	2.98	1.02	13	Medium

4	I have knowledge of the objectives of e-learning.	3.02	0.85	11	Medium
5	He/She has knowledge of the difficulties that hinder the implementation of e-learning.	3.12	0.89	9	Medium
6	I know the disadvantages of e-learning.	3.19	0.95	4	Medium
7	I possess good knowledge of the types of e-learning.	3.01	0.87	12	Medium
8	I have knowledge of models for integrating e-learning into teaching.	2.75	1.03	15	Medium
9	I have knowledge of the teacher's roles in e-learning.	3.10	0.88	8	Medium
10	I have knowledge of the learner's roles in the e-learning environment.	3.15	1.15	6	Medium
11	I have knowledge of international e-learning standards, such as SCORM	3.22	0.91	2	Medium
12	I have knowledge of international e-learning standards, such as Blackboard and Moodle.	2.71	1	16	Medium
13	I have knowledge of the steps for transition to e-learning.	2.80	1.15	14	Medium
14	I am familiar with the concept of learning objects	3.14	0.80	7	Medium
15	I have knowledge of some e-content authoring tools, such as Authorware and CourseLab.	3.17	0.99	5	Medium
16	I have knowledge of the concept of the second generation of e-learning.	3.05	1	10	Medium
Total		3.11	0.91	Medium	

Source: Prepared by the researcher.

From Table 4, we can see that the mean scores for the items ranged from 2.71 (with a standard deviation of 1.00) to 4.18 (with a standard deviation of 1.02). It is also evident that most of the items were rated as ‘moderate’.

Examining the results of the study across its various axes allows us to summarise the answers to the study questions. Accordingly, the availability of e-learning competencies among faculty members in the Department of Psychology can be ranked according to the statistical analysis of the responses of the sample members. Specifically, the arithmetic means and standard deviations of these axes were calculated and arranged in descending order by their arithmetic means, as shown in Table 5:

Table 05: Responses of the study participants to all items of all study axes, arranged in descending order.

Item num	Adequacy	Arithmetic mean	Standard deviation	Rank	Rating
1	Competencies in using computers and their peripherals.	4.28	1.06	1	High
2	Competencies in using networks and the Internet.	4.04	0.96	2	High
3	Competencies in the culture of e-learning.	3.16	1.09	3	Medium
4	Competencies in designing and managing e-learning.	3.11	0.91	4	Medium
Total		3.64	1	/	High

Source: Prepared by the researcher.

As shown in Table 5, the overall arithmetic mean for the degree of availability of e-learning competencies among faculty members in the Department of Psychology is 3.64, with a standard deviation of 1. Therefore, it can be concluded that the degree of availability of e-learning competencies among the study sample (faculty members) is overall “high”.

7. Discussion of the study results

Analysis of the study results shows that there is variation in the mean scores for the availability of competencies across the four axes. The first and second axes obtained a “high” degree of availability, whereas the third and fourth axes recorded a “moderate” degree.

The first axis, relating to competencies in using computers and peripherals, ranked first with an overall mean of 4.28 and a standard deviation of 1.06. This indicates that members of the study sample have a high level of competency in using computers and their peripherals.

This can be explained by the characteristics of faculty members in the Department of

Psychology, most of whom hold a PhD obtained in recent years. They have used computers throughout their academic and professional careers, which has strengthened and enhanced their skills in this area.

Comparing the results of this axis with those of previous studies shows that they are consistent with the findings of the Al-Saif (2009) study.

The second axis, which relates to competencies in using networks and the internet, came second. The general arithmetic mean for this axis was 4.04, with a standard deviation of 0.96. This indicates that, although it is slightly lower than the overall mean of the first axis, the study sample also has a high level of

competencies in using networks and the Internet.

This can be explained by the widespread use and availability of computers and the internet in recent years, particularly among faculty members. Their relatively high educational and cultural level also contributes to their ability to access the internet and interact with various sources and parties through it. Furthermore, the availability of internet services at home and at work for most faculty members has helped to reinforce and develop these competencies further.

The third axis, which concerns competencies related to the culture of e-learning, was ranked third, with an arithmetic mean of 4.16 and a standard deviation of 1.09. This mean falls within the moderate level on the five-point scale, indicating that members of the study sample have moderate competencies in the culture of e-learning.

This may be due to insufficient attention being given to e-learning at a general level, whether by the state or the university institution. There are no effective mechanisms or official bodies that actively promote and consolidate the culture of e-learning in an organised manner. This may also be attributed to weaknesses in creating an appropriate educational environment and the lack of resources required to implement this mode of education effectively, at least in the current context.

The fourth axis, relating to competencies in the design and management of e-learning, ranked fourth, with an arithmetic mean of 3.11 and a standard deviation of 0.91. This places it at the moderate level on the five-point scale, indicating that faculty members have moderate competencies in designing and managing e-learning.

This can be explained by the fact that designing and managing e-learning is considered an advanced competency requiring specialised training and targeted training programmes, as well as practical experience in digital educational environments. These conditions

may not be widely available to faculty members in the Department of Psychology, which may limit their level of competency in this area compared to the other axes.

Conclusion and recommendations

The results of the study show that faculty members have different levels of e-learning competency. Some aspects emerged at a high level, while others appeared at a moderate level. This indicates the existence of a knowledge and technical foundation on which to build electronic educational practice. These findings also emphasise the importance of providing continuous training, creating an appropriate educational environment and supporting the adoption of modern technologies in education. This, in turn, will improve the quality of the educational process and achieve greater effectiveness in university educational outcomes.

Finally, the researcher proposes the following recommendations:

- 1) Make use of the e-learning competencies currently available when designing and preparing targeted training programmes for faculty members in faculties and institutes of social work.
- Organise specialised training courses in e-learning for faculty members in faculties and institutes of social work, focusing particularly on enhancing the culture of e-learning and using the internet in the educational process.
- Enabling faculty members in faculties and institutes of social work to use and apply e-learning in teaching by providing the necessary infrastructure, especially ensuring good internet connectivity within faculties and university departments.

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