# The Reality of the Application of e-learning on the Quality of information: An Applied Study in Alrissala Preparatory School for Girls in Baghdad, Iraq

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This paper aims to contribute to the knowledge about the reality of the application of e-learning for the preparatory school of Alrissala for girls in the capital of Baghdad in Iraq. The application of e-learning is the optimal solution to cope with the technological developments in the sphere of education and in order to achieve this target we have to elevate the reality of teaching by using the technology, face the obstacles and attempt to change through building a distinctive generation  that is able to face the challenges and the environmental changes, especially in the field of education. This research paper used the sample of opinions of the teachers in Alrissala preparatory school for girls in the capital Baghdad, according to questionnaires that have been distributed among 30 teachers. The researcher in this questionnaire has focused on the degree to which the application of the e-learning in the educational environment is implemented, and among the most important results that the paper arrived at is that there is significant statistical relationship for the dimensions of the quality of information (Reality, Contextual, Representation and Accessibility) on e-learning from another side.

**Key words:** *E-learning, Quality of Information.*

## Introduction

In the light of the fast developments that the world witnesses today and what the informatics and technology have resulted in, the knowledge accumulation, means of communications and the easy access to information, means that there must be a way to cope with these advancements. Relying on modern educational approaches instead of traditional approaches, e-learning contributes to facing the problems and the work on solving them, to achieve the quality of information the students must be prepared for by adapting with this development on one hand and with the society in the other hand. This is done is through training the students to face the problems and solve them through directing them on the right path, developing the skills of the students and granting them the ability to use the devices and the modern audio-visual means along with the adaption of the electronic methods of teaching through encouraging the students on creativity, enquiry and analysis, and urging them for independence in giving their opinions and ideas. However, there must be supervision from the side of the teaching faculty through helping the students to explore this e-learning system and what it includes from sciences and training in methods.

## The Research Methodology
### The Research Problem

Due to the developments of technology in the sphere of education, and the importance of the information, it became hard in the growing countries in general and Iraq in particular, to cope with the advancements and applying the standards of e-learning. From this point emerges the problem of the present study to show the role that e-learning could perform on the quality of information and this question carries within it the three following questions:

- Do the administration, teaching faculty and the students have a vision of the e-learning according to what is mentioned in the theoretical framework of the study?
- What is the extent of the realisation of the administration and the teaching faculty of the importance of the quality of information?
- What is the extent of the influence of the e-learning on the quality of information in Alrissala Preparatory schools for girls?
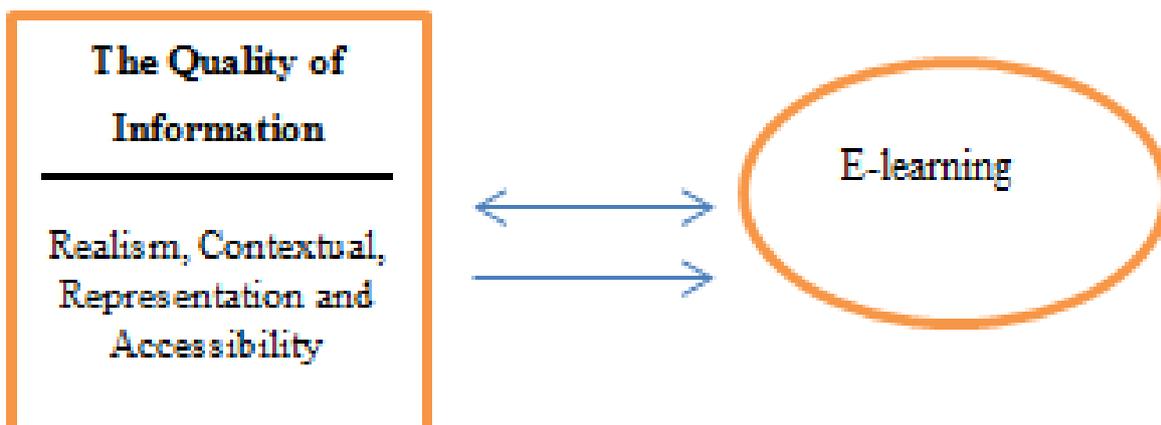
### The Significance of the Study
- Developing the e-curricula in the preparatory school of Alrissala according to the rapid technological advancements.
- Assuring the usage of the e-curricula in Alrissala preparatory school for girls.
- Granting the learner an opportunity to focus on important ideas, and achieving the work in a short time. This type doesn't abolish the role of the teacher but it makes it as a coordinator for the teaching process.

*Objectives of the Study*

- Finding an interactive environment among the teachers and the students through using the material components of the computer and the programs.
- Identifying the degree of the acceptance of the importance of the information by the administration and the teaching faculty.
- Identifying the impact of the dimensions of quality of information on e-learning in Alrissala Preparatory school.

*Sample of the Study*

In coping with what came in the hypotheses of the study, the theoretical outline of the nature of the direction of the relationship and the influences between the variables of the study can be explained.



**The Theoretical Outline of the Study**
*The Hypotheses of the Study*

According to what the researcher has presented in the objectives of the study the hypotheses can be formulated as follow:

*The Linkage Hypotheses*

There is a significant statistical relationship between e-learning and the quality of information and from this the hypotheses branches as follows:
- There is a significant statistical linkage relationship between reality and e-learning.
- There is a significant linkage between the contextualisation and e-learning.
- There is a significant linkage relationship between the representation and e-learning.

- There is a significant linkage relationship between the accessibility and e-learning.

### The Impact Hypotheses

There is a significant impact between e-learning and the quality of information and from it sub- hypotheses branches as follow:

- There is a significant statistical impact linkage relationship between reality and e-learning.
- There is a significant impact between the contextual and e-learning.
- There is a significant impact relationship between the representation and e-learning.
- There is a significant impact relationship between the accessibility and e-learning.

### Community and Sample Research

The community of the study is the preparatory school of Alrissala for girls, whereas the sample of the study is made up of the teachers of the schools and the questionnaire is distributed on the sample around 30 and the school has shown cooperation in the completion of this paper.

### Review of Literature
### The Studies that are Specialised for E-Learning

- **Study by (Alomary 2009):** the aim of this study was to recognise the abilities of e-learning and the extent of its availability among the teachers of the secondary schools in the kingdom of Saudi Arabia. Maka Almukarrama and the sample of the study was all the teachers of the secondary schools which was 306 teachers. The results of this study led to assume that there are significant statistical differences between the averages of the responses of the community attributed to the years of service for the sake of the new teachers and the training classes on computer and networks.
- **A Study by (Alghamdi 2008):** This study was conducted in Altai'f city, to identify the needs of the teachers of Mathematics in the primary schools for e-learning and this study was applied on 108 teachers who were engaged in teaching Mathematics, and the results of it are that the needs of the mathematics' teachers in the primary schools for e-learning that is associated with the knowledge background and the use of the computer and internet, represents the high needs for the sample of the study. Also there are no statistically significant differences among the average of the responses of the sample of the study according to the two variables of experience and the educational qualification.

*The Studies of the Quality of Information*

- **A Study by (Altabtabae, 2016):** Titled (The Role of the Strategic Information System for the Quality of Information in the Works Value). This study aimed at measuring the influence of planning the strategic information system on the value of works through the intermediate variable of the data quality in the Zain Iran company of communication and the Syriatel company for communications in Syria. The questionnaires were distributed to the two companies around 325 questionnaires on the upper and the middle administrations. Among the important matters that the study arrived at is the mechanics of the work to achieve the quality of the information for the different levels of administrations of the two companies, and the work on involving and updating the information technology continuously, to improve the value of the services.

- **A Study by (Alssarin,2013):** Titled (The Factors of Measuring the Quality of Information Systems Applied to Communications Companies). This study aimed at explaining the concept of the quality in the data systems based on the fact that the information represented an important and unique resource, as well as aimed to recognise the fundamental and secondary factors to measure the quality in the data systems that are applied in the Syrian company Syriatel, identify the linkages and relationships in it, exploring the potential weakness points, and offering the means and solutions for them. The study recommended the necessity of paying attention to the different factors to measure the quality in the data systems that are applied in the communications companies, relying on accurate and reliable resources for data, avoiding distortion in it, and making use of the experiences of the companies that are directed towards applications of the data systems and the information technology in planning the tasks and implementing them.

- **A Study by (Abbasi, 2012):** Titled (The Impact of the Quality of the Financial information in Evaluating the Financial Performance of the Economic Establishment and Making Decision). This study aimed to explain the concept of the information system based on the fact that data represents an important resource, and also focused on recognising the main and the secondary factors to measure the quality of the data systems in the Syrian company of Syritel in Syria, and the study discovered the weak points and providing solutions to deal them, and the important results of this study are the necessity of the different factors to measure the quality, relying on the reliable and accurate resources of information, and making use of the experiences of the companies that have applied the data systems and it's technologies in planning and achieving their works.

- A Study by **(Parmitasaha et al., 2012):** This study handled the quality of the information and the quality of the system of the study of the Governmental Websites. This study was conducted in (97) institutions spread in (21) areas in Sweden and have determined a number of standards for the quality of information. The results of this study are the accuracy of the information and directing and timing them and the extent of their

sufficiency for the need of the users. Also the mechanics of these standards consider the fundamental determiners for the quality of information.

**The Theoretical Phase**
*E-Learning*
*The Concept of e-Learning*

The concept of the learning depends on a philosophical perspective and certain visions of the nature of the educational process and what is the relationship between the learner and the learning, (Saliha &Wajiha,2007:35). Aldhufeiri referred to that the e-learning doesn't merely depend on the technology, but depends on the change of administration, leadership, and the culture of the organisation. This may lead to achieve the competitive feature taking into consideration preparing the proper environment for learning, and providing the required devices, tools and the needed skills, and dealing with the challenges that face the learning and finding the suitable solutions for them. Due to the credit of the modern and developed means of communication, the convergence of the learning/educational goals become in one stream that leads to the improvement of the independence of the learner and the teacher, because the teacher is one of the main and important factors in the teaching process; yet the biggest responsibility lies in the student in regards to their learning (Hezel & Domonguez,2001:4). Meanwhile (Fayadh & Raja, 2009:3) explained that presenting the training and teaching programs through the various electronic means that include the files and internet in a synchronic or not synchronic method and by depending on self-learning. (Alharbey,2007:17) has defined the learning at the educational system that presents an educational and learning environment that is interactive and multiple-resourced, depending on the computer and the internet, in addition to the possibility of administrating this learning and its content electronically. This leads to exceeding the concept of the process of teaching and learning through the teaching courses and avail the teacher to support and help for the learner in any time, whether synchronic or not. However, the two researchers have defined e-learning as the use of the technology of information by depending on the computer and the electronic means in order to introduce the teaching material.

*The Objectives of e-Learning*

There are several objectives that the e-learning aims to achieve. Among them are (Altodri,2006:79) & (Salim,2004:293):
- Finding an interactive environment between the teacher and the learner and the variety in the sources of information.
- Exchanging the experiences, dialogues and discussions through the modern channels of communications between the teacher and the learner.
- Presenting the lessons in a typical way so that the teaching practices becomes distinctive.

- Introducing appropriate teaching according to the different age categories and taking into consideration the individual differences among them.
- Helping to spread the technology in society and making the society cultured, developed and able to use the modern means of communications.

### The Significance of E-Learning

Due to the modern technology and according to the changing environmental conditions, whether in the developed countries or the growing, e-learning presents opportunities that exceed the challenges in the traditional learning ( Abdulhay,2005:122). These are:

- Make use of the resources of learning and teaching on the networks that are not available in many countries.
- The e-learning helps to learn foreign languages
- It benefits the students and specially the handicapped and the disabled who are unable to attend on a daily basis to school.
- Supporting the methods of teaching with new ways that depends on the learner and focuses on the importance of his/her abilities and capabilities.
- It generally benefits the population in the spheres of teaching and training and that is because of the use of the information technology.

### The Benefits of e-Learning

The paradigm shift in learning and the application of the modern theories in developing and improving the learning and the performance of the teacher made for e-learning, is given a special status to achieve the following objectives (Alkhudheir,2013:2):

- Expand the realisations of the teachers and the students through finding linkages of relationship of their teaching and theoretical interests.
- Passing all the obstacles that stand against the perception of the students to the teaching materials in the far places and pass beyond the borders of the country.
- Rapid change and development of curricula and programs on the internet to suit the plans of the ministry and the requirements of time without additional costs.

### The Characteristics of E-Learning

E-learning has characteristics and features that differ from the traditional teaching in the following points (Alshehri,2012:1):

- Universality: that is to be accessed at any time and place and it is connected to the worldwide internet.

- Interactivity: it is between the beneficiaries of the educators and students and the material of the study, dealing with its particles and moving from one particle to another.
- Popularity: that means it is not limited to one category of people but it includes all.
- Integrative: that is the integration of the factors with one another in order to achieve the objectives.
- Individuality: it gratifies the needs and the demands of the learner in accordance to his educational level, which permits the progress in the program or learning according to the speed of learning in each individual.

### *The Researchers Add Another Feature of the E-Learning Hat*

- Empowerment: that is, through enabling the teacher to use the different interactive and teaching means, like sharing the applications that suit the students such as the audio-visual method or  the practical method.

## The Quality of Information
### *The Concept of the Quality of Information*

The quality is a standard of success in different systems and among them is the information system, for it can have all the features in its framework, as it can be described as a stimulator to generate information that is of high quality, whereas the writers' and researchers' attention was directed towards the focus on the concepts of the quality and its demands since the early 1990's. That is attributed to its connection with the speeding development in the field of technology and the system of information that is based on the computer and the urgent need for it to encounter the changes that are happening in the environment. (Qindeelchi,2002:29) defined it as transferring the facts and concepts to individuals in order to increase their knowledge.

Meanwhile (O'Brien & Marakas,2011:644) referred to the quality of information as the degree to which the information of the content and the shape become available, and the time features that give certain value for the final users. (Wang,1998:61) showed that the concept of the quality of information is the information that is valid for use by the data users. (Alhusseini,2013:163) has emphasised to look at the quality of the information that it is described as the degree that through which the information can present a value to those who use it and to the organisation in general.

### *The Significance of the Quality of Information*

The information in the administration in general and e-learning in particular does not need to be confirmed, as some of it is semi-information and it's systems are related to the neurotic

system, and the information plays an essential and significant role in e-learning. The importance of the information is represented by being the means of upgrading the level of the learning individual, that appreciates it's value, and employs it for improving learning, and cultural and living level (Batosh,2003:60). The contribution of the information in all the works and the activities of the organisation depends on its quality and if the quality of the information is less than the required level, the user of this information is in a dangerous situation, as they depend on it in making certain decisions. The use of such information may lead to other special problems, when the presented information is the service or part of it, based on that the evaluation of the beneficiary of the organisation stops, and a decision is made of the future use of their service or his loyalty to it. Hence the quality of information must be on the highest level (Menhel,2009:121).

*The Dimensions of the Information Quality*

It is the degree at which the information provides a value to those who use it and to the organisation in general, and it has a dimension that through it can be measured the quality of the information that is attained from external and internal resources. Among these dimensions that are suitable for the study are (Bessuni,2010:54):

- **Realism**: Any information must be representative of the reality taken from the reality of the problem.
- **Contextual**: That the quality of information is within the context of the task and that the information should be appropriate and comprehensive in terms of quantity and updating of information to be used when presented and circulated in the organisation.
- **Representation**: Aspects of coordination and presentation of information requires information systems to obtain complete information and the possibility of interpretation and ease of understanding by the beneficiaries (Altabtabae,2016:54)
- **Accessibility**: Requires the ability to access the information; the system of information must be affordable and secured (Saliha &Wajiha,2007:16)

The existence of information in all the work and activities of the organisation depends on the quality of this information; if the quality of information is below the required level, the user of this information is in a critical situation if he depends on it to make decisions. Hence most of the studies have shown that it is not possible to depend on one dimension because in this case it will lack confidence, clarity and comprehensiveness. Therefore, information plays an important role in planning, decision-making and conducting activities within the organisation, all of which depends on the quality of information.

**The Applied Phase**
*Description of the Community of the sample of the study*
*The Community of the Study*

Alrissala preparatory school for girls has been selected. It lies in the capital Baghdad, as the field for testing the hypotheses of the study, as it clearly shows the variables that are specialised in the subject, particularly the dimensions of the quality of information and its impact on the application of e-learning among the teaching faculty in Alrissala preparatory school for girls, in addition to the cultural and the learning level for the staff in this school and the impact of comprehending the items of the questionnaire and the accuracy of the answers.

*Sample of the Study*

The research sample, which included the faculty in the preparatory of the Alrissala for girls, and questionnaire of 30 has been distributed to the teaching staff in that school, based on direct delivering and receiving, and it was all returned. Based on that the total questionnaire that undergone the analysis are 30.

After data analysis it was obvious that the percent of (100%) are those who are bachelor qualified (Post-Bachelor) and it also showed that (10%) are those who have less than five years of service, as well as the results have shown that (20%) are those who have between 5 - 10 years, the percent of (70%) of those who have more than 10 years' service, and the analysis results have also shown that (30%) of those who had one training class, and that (30%) are those who have two training classes and (40%) were those who had three training classes. Through the results it is clear that most of the research samples are acquainted and have knowledge about e-learning.

*Testing the Questionnaire*

To examine the questionnaire the statistical tests are used as follows:

*Instrument Validity*

The final shape of the questionnaire was made through the comprehensive review for the most important studies, research and resources that are related to the subject matter and that through them the first draft of the questionnaire was prepared. The first draft of the questionnaire was sent to a number of the examiners who kindly stated their opinions and suggestions and the notes were taken into consideration.

*Instrument Reliability*

In order to check the Reliability of the instrument reliability (the Alpha Cronbach) is attained to arrive at the Reliability instrument of the questionnaire, by the use of the statistical program (SPSS), whereas the reliability instrument for the realism and contextual variables has reached (0.983). Meanwhile the reliability instrument for the accessibility variable has reached (0.985) and for the Representation variable has reached (0.984). Through the results it is noted that all the variables has the reliability instrument of more than 60% and this indicates the reliability instrument of the school.

*Describing the Results of the Research Sample*

The descriptive statistical means have been used as follows (Arithmetic mean, and Standard Deviation), as they are the appropriate means to analyse the variable of the study. Whereas the low staging has been used (Less than 2.33) Average,(2.33 up to 3.66) high (3.67 and more) to identify the important ratio in the imaginations of the sample about the questions of the study that are based on the Likert Pentagram, and Table 1 explains the averages and the standard deviations of the variables of the study.

**Table 1:** The Arithmetic Means and the Standard Deviations of the Variables of the Study

| No. Item | Item | Arithmetic mean | Standard Deviation |
|---|---|---|---|
| 1 | Realism | 3.13 | 0.693 |
| 2 | Contextual | 3.26 | 0.731 |
| 3 | Representation | 3.22 | 0.919 |
| 4 | Accessibility | 3.28 | 0.742 |
| 5 | E-learning | 3.17 | 0.742 |

The results of Table 1 refer to that level after the realism comes in the middle, and that what is confirmed by the general Arithmetic mean for this dimension, that is about (13.3) with a standard deviation of about (0.693). Meanwhile, the contextual have achieved a general Arithmetic mean around (3.26) which interpret that the level beyond the contextual comes in the middle and with standard deviation of (0.731), And the general Arithmetic mean for the dimension of the representation is (22.3) that shows the level after representation has come in the middle with a standard deviation of about (0.919). Meanwhile the level of the dimension of the accessibility with Arithmetic mean was about (3.28) with a standard deviation of (0.742) and finally the e-learning variable achieved an Arithmetic mean of (3.17) and this indicates that the level was medium and reached a standard deviation of (0.714).

**Results of Testing the Hypotheses**
*The Linkage Hypothesis*

- There is a significant linkage relationship between e-learning and the quality of the information in Alrissala preparatory school for girls, and from the following hypotheses branch:

❖ There is a linkage relationship with statistical significance between the realism and e-learning in Alrissala preparatory school for girls in Iraq.

Table (2) shows the existence of the high positive linkage relationship with a statistical significance between e-learning and the realism, with the correlation coefficient (0.958). This means the more the realism is available the more the level of application of e-learning increases among the cadre of Alrissala preparatory school for girls. Thus, the theory is accepted.

**Table 2:** Correlation Coeffeicent Person between the e-learning and Realism

|  | Realism | E-learning |
|---|---|---|
| Realism | 1 | **958.0 |
| E-learning | 0. 958** | 1 |

*Statistical Significance on the level significance 0.05
**Statistical Significance on the level significance 0.01

❖ There is a significant statistical relationship between the contextual and e-learning in Alrissala preparatory school for girls in Iraq.

There is a high positive linkage relationship (**0.942) with a statistical significance between e-learning and the contextual. Which indicates that the more the contextual increases the more application of e-learning is increased among the teaching faculty, therefore, the hypothesis of the study is accepted, as explained in Table 3.

**Table 3:** Correlation Coefficient Person between e-learning and Contextual

|  | Contextual | E-learning |
|---|---|---|
| Contextual | 1 | **942.0 |
| E-learning | **942.0 | 1 |

❖ There is a significant statistical relationship between the representation and e-learning in Alrissala preparatory school for girls in Iraq.

There is a high positive linkage relationship (**0.951) with a statistical significance between e-learning and the representation, which indicates that the more the contextual increases the more application of e-learning is increased among the teaching faculty. Therefore, the hypothesis of the study is accepted, as explained in the Table 4.

**Table 4:** Person correlation Coefficient between the e-learning and Representation

|  | Representation | E-learning |
|---|---|---|
| Representation | 1 | **951 |
| E-learning | **0.951 | 1 |

❖ There is a significant statistical relationship between the accessibility and e-learning in Alrissala preparatory school for girls in Iraq.

There is a high positive linkage relationship (**0.961) with a statistical significance between e-learning and the representation, which indicates that the more the contextual increases the more application of e-learning is increased among the teaching faculty. Therefore, the hypothesis of the study is accepted, as explained in the Table 5.

**Table 5:** Person correlation Coefficient between the e-learning and accessibility

|  | Accessibility | E-learning |
|---|---|---|
| Accessibility | 1 | **0.961 |
| E-learning | **0.961 | 1 |

*Impact Hypotheses*

- There is a significant statistical impact between e-learning and the quality of the information in Alrrisala preparatory school for girls. And from which the following hypotheses branches:

❖ There is an important statistical impact between the realism and e-learning in Alrissala preparatory schools for girls in Iraq.

Whereas the results as shown in Table 6 that the coefficient to identify ($R^2$) refers to that the dimension of realism has an impact on the application of e-learning that is not below (98%) and this means the ratio indicates that (98%) of the total differences in the application of e-learning are identified through the care of the teaching faculty in Alrissala preparatory school for girls in the realism that is has and that the remaining ratio of (2%) represents the ratio of contribution of the variables that are not involved in this study that are uncontrollable. Meanwhile the value of (F) reached (244.98) and it is a value that is statically significant of a level of significance of (sig= 0.460) that refers to the fact that the curve of the regression is

not good in interpreting the relationship between realism and e-learning. The value of the estimated impact of the realism on the application of  e-learning is ($\beta$ =0.095), and this impact is of statistical significance value of (t = 0.751) in a significance level (sig = 0.460) and based on that it can be said that the first hypothesis is rejected.

❖ There is an important statistical impact between the contextual and the e-learning in Alrissala preparatory schools for girls in Iraq.

The results as shown in Table 6 that the coefficient to identify ($R^2$) refers to  the dimension of the contextual has an impact on the application of e-learning that is not below (98%) and this means the ratio indicates that (98%) of the total differences in the application of  e-learning are identified through the care of the teaching faculty in Alrissala preparatory school for girls in the realism that it is has, and that the remaining ratio of (2%) represents the ratio of contribution of the variables that are not involved in this study that are uncontrollable. Meanwhile, the value of (F) reached (244.98) and it is a value that is statically significant of a level of significance of about (sig = 0.002) that refers to the fact that the curve of the regression is not good in interpreting the relationship between contextual and e-learning. The value of the estimated impact of the contextual on the application of e-learning is ( $\beta$ = 0.451) and this impact is of statistical significance value of (t =3.531) in a significance level (Sig = 0.002) and based on that it can be said that the second hypothesis is accepted.

❖ There is an important statistical impact between the representation and the e-learning in Alrissala preparatory schools for girls in Iraq.

The results as shown in Table 6, that the coefficient to identify ($R^2$) refer to that the dimension of representation has an impact on the application of  e-learning that is not below (98%) and this means the ratio indicates that (98%) of the total differences in the application of e-learning are identified through the care of the teaching faculty in Alrissala preparatory school for girls in the realism. The remaining ratio of (2%) represents the ratio of contribution of the variables that are not involved in this study that are uncontrollable. Meanwhile, the value of (F) reached (244.98) and it is a value that is statically significant of a level of significance of (Sig = 0.001) that refers to the fact that the curve of the regression is not good in interpreting the relationship between representation and e-learning. The value of the estimated impact of the representation on the application of  e-learning is ($\beta$ = 0.584)  and this impact is of statistical significance value of (t =3.672) in a significance level (Sig= 0.001) and based on that it can be said that the third hypothesis is accepted.

❖ There is an important statistical impact between the accessibility and e-learning in Alrissala preparatory schools for girls in Iraq.

The results as shown in Table 6, that the coefficient to identify $(R^2)$ refer to that the dimension of accessibility has an impact on the application of e-learning that is not below (98%) and this means the ratio indicates that (98%) of the total differences in the application of e-learning are identified through the care of the teaching faculty in Alrissala preparatory school for girls in the accessibility that it is has and that the remaining ratio of (2%) represents the ratio of contribution of the variables that are not involved in this study that are uncontrollable. Meanwhile the value of (F) reached (244.98) and it is a value that is statically significant of a level of significance of (sig=0.306) that refers to the fact that the curve of the regression is not good in interpreting the relationship between accessibility and e-learning. The value of the estimated impact of the accessibility on the application of e-learning is (β = 0.158) and this impact is of statistical significance value of (t=1.045) in a significance level (sig=0.306) and based on that it can be said that the fourth hypothesis is rejected.

**Table 6:** The Results of the impact dimensions of the quality of information on e- learning

| The Independent Variable | R The Linkage Coefficient | $R^2$ Identifying Coefficient | F Calculated | DF Freedom Degree | The Regression Coefficient | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | The Dimension of the Dependant Variable | B | The Standard Error | T Calculated | **Sig Level of Indicator |
| E-learning | 0.990 | 0.980 | 244.98 | 14.770 | Realism | 0.095 | 0.124 | 0.751 | 0.460 |
| | | | | | Contextual | 0.451 | 0.115 | 3.531 | 0.002 |
| | | | | | Representation | 0.584 | 0.164 | 3.672 | 0.001 |
| | | | | | Accessibility | 0.158 | 0.118 | 1.045 | 0.306 |

From the results that are achieved in the practical side that the linkage and the impact relationship between the dimensions of the variable of the quality of information (realism, contextual, representation, and accessibility) and e-learning from the viewpoint of the study sample was very significant and the reality that reflects the reality of the environment of Alrissala preparatory school for girls in Baghdad, Iraq. While some results are achieved and other are not.

**Conclusion and Recommendations**

*Conclusion*
- E-learning is a tool to educate the society in general and the teaching staff and students in particular.
- E-learning provides the possibility of transferring information with high quality in the field of providing educational opportunities.

- The teaching staff emphasises the importance of e-learning compared to traditional education.

*Recommendations*

- Expanding the use of e-learning technology in junior high schools and universities.
- Working on spreading the culture of e-learning through the establishment of training courses for educational bodies and students.
- Providing government support for e-learning from computers, communication networks, virtual libraries and halls.
- Developing e-learning curricula using information technology.

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