The Impact of Soft Skills on the Quality of E-Learning
Analytical study on a sample of students from the University of Mosul

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ISSN 2709-6475 DOI: https://dx.doi.org/10.37940/BEJAR.2022.3.4.5

تأريخ استلام البحث ٢٠٢٢/٥/٢٣ تأريخ قبول النشر ٢٠٢٢/٧/٧ تأريخ النشر ٢٠٢٢/١٠/٣٠

Abstract

The Research aimed to achieve the following: Measuring the impact of soft skills on the quality of e-learning at the University of Mosul. The descriptive analytical approach was used, and a questionnaire was designed and distributed to a stratified sample of Mosul University students, in order to measure the impact of soft skills on the quality of e-learning, and data was entered into the SPSS and SMARPLS programs for analysis. The Research found a number of results, the most important of which are the following: There is a strong correlation between soft skills and the presence of e-learning at the University of Mosul, and therefore soft skills play an essential role in the quality of e-learning at the University of Mosul from the point of view of the study sample.

Keywords: soft skills, quality of education, decision-making, time management, leadership.

مجلة اقتصاديات الأعمال
المجلد (٣) العدد (٤) ٢٠٢٢
الصفحات: ٨٩-١٠٩

أثر المهارات الناعمة في جودة التعليم الالكتروني

دراسة تحليلية على عينة من طلبة جامعة الموصل

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المستخلص

هدف البحث إلى تحقيق ما يأتي: قياس أثر المهارات الناعمة على جودة التعليم الإلكتروني في جامعة الموصل. تم استخدام المنهج الوصفي التحليلي، وتم تصميم استبيان وتوزيعه على عينة طبقية من طلاب جامعة الموصل، من أجل قياس أثر المهارات الناعمة على جودة التعلم الإلكتروني، وتم إدخال البيانات في برنامجي SPSS وSMARPLS للتحليل. توصل البحث إلى عدد من النتائج أهمها ما يأتي: وجود علاقة ارتباط قوية بين المهارات الناعمة ووجود التعلم الإلكتروني في جامعة الموصل، وبالتالي تلعب المهارات الناعمة دوراً جوهرياً في جودة التعليم الالكتروني في جامعة الموصل من وجهة نظر عينة الدراسة.

الكلمات المفتاحية: المهارات الناعمة، جودة التعليم، صناعة القرار، إدارة والوقت، القيادة.

1. Introduction:

The various developments of administrative sciences, and the increasing global interest in developing the workers' skills and capabilities in different fields, especially in universities worldwide, university administrations began to focus on various scientific concepts that increase the quality of their work and provided products. The most important of which are the concepts and components of soft skills that are part of the modern concepts in developing the capabilities and skills of university employees in today's world.

The success of e-learning and improving its quality is affected by many factors. The most important one is the availability of soft skills for administrators, teachers and students. Through the increasing diversification of educational products around the world and the spread of the Corona pandemic recently, many universities have moved from traditional education models to e-learning. Also, many universities, whose students, administrators and teachers did not have dealing skills with e-learning, faced difficulties that reached the point of failure. While the universities, whose cadres possess soft skills and capabilities, were distinguished in improving the level of e-learning quality.

Research Methodology:

First: The Research problem:

In recent years, most universities around the world have adopted e-learning in the teaching process due to Corona pandemic and the mandatory quarantine operations, including the University of Mosul, which relied on e-learning in the previous years. However, this sudden shift from traditional education to absolute e-learning was not good enough. Some departments and colleges were distinctive, while others had a modest experience since the lack of students, administrators and some teaching staff of the soft skills and necessary capabilities to apply e-learning and raise its quality. Accordingly, the main problem of the study can be formulated by the following question: Is there any impact of soft skills on the quality of e-learning at the University of Mosul?

A set of sub-problems are derived from the main problem, as follows:

- Is there any impact of communication and communication skills on the quality of e-learning at the University of Mosul?

- Is there any impact of leadership on the quality of e-learning at the University of Mosul?
- Is there any impact of time management on the quality of e-learning at the University of Mosul?
- Is there any impact of decision-making on the quality of e-learning at the University of Mosul?

Second: Objectives of the Research:

The objectives of the study can be defined as follows:

- Recognizing the concepts and components of soft skills in universities.
- Studying the quality of e-learning and its components in universities.
- Measuring the impact of soft skills on the quality of e-learning at the University of Mosul.
- Reaching a set of results and recommendations that could contribute to improving the reality of soft skills in Iraqi universities and their impact on the quality of education and e-learning.

Third: Research Methodology:

The descriptive analytical method was used in the study, which is one of the appropriate approaches that give a clear image of the study problem. In addition, it helps understand the study by clarifying and explaining the relationship between its variables.

Fourth: Research Tool:

The study tool was designed in three parts. The first part included the demographic information of the study sample members. The second part included the dimensions of the soft skills variable, which are (leadership, communication, time management, decision-making). The third part included the dimensions of the e-learning quality variable (institutional support, e-learning programs, e-learning techniques, student satisfaction). The questionnaire items were designed according to the fivefold Likert model.

Fifth: Statistical Methods:

The appropriate analysis method is based mainly on the type of data to be analyzed. However, the statistical package (SPSS) and structural equations modeling basing on molecular small squares were used.

Furthermore, the ready-made software (SmartPLS) was adopted in drawing the study variables' path to reach the goals and test hypotheses.

Sixth: Research Limits:

The spatial limits of the study were represented by students at the University of Mosul in Iraq. The year of 2022 represents the temporal limits, the year of designing and distributing the questionnaire to the study sample. However, the study limits were confined in two variables which are the soft skills and the quality of e-learning. Since the community is specific and heterogeneous, the classing sample was chosen to distribute the questionnaire.

Seventh: Society and Research Sample:

The research community consisted of students at the University of Mosul, and since the community is specific and heterogeneous, the stratified sample was relied upon in compiling the data, consisting of 120 students, which were divided into 5 layers distributed among five colleges in the university (economics, engineering, medicine, sciences, and arts).), and it was taken into account that each layer should not be less than 15 items, and 24 questionnaires were distributed in each college and were fully retrieved.

Eighth: Research Hypotheses:

The research hypotheses focused on the following:

H1: There is no statistical relationship between soft skills and the quality of e-learning at the University of Mosul.

H2: There is no statistical relationship between leadership and the quality of e-learning at the University of Mosul.

H3: There is no statistical relationship between communication and interaction skills and the quality of e-learning at the University of Mosul.

H4: There is no statistical relationship between time management and the quality of e-learning at the University of Mosul.

H5: There is no statistical relationship between decision-making and the quality of e-learning at the University of Mosul.

Ninth: The search Models:

The search form can be expressed as:

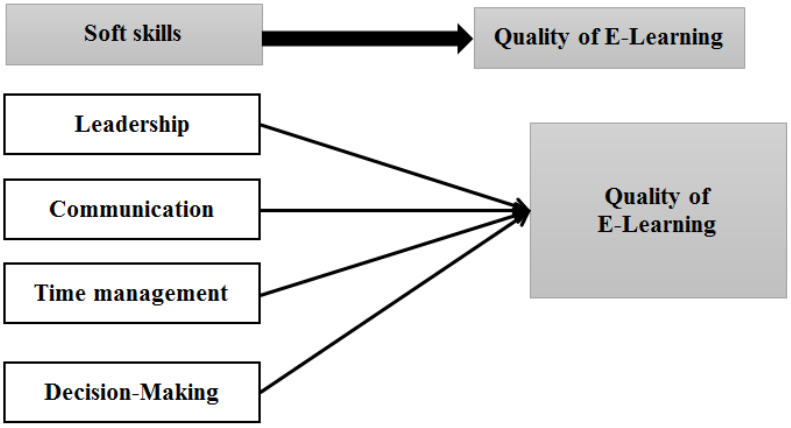

Figure (1) Study model

Source: Prepared by the researcher.

Theoretical aspect:

First: The concept and importance of soft skills:

Skill is what an individual has as knowledge and experiences that help him to be distinctive in work and specializations.

Skill is defined as: "the individual's ability to do the work correctly through a set of experiences, abilities and knowledge acquired during different times" (Matters,2008).

In fact, the soft skills term has become one of the most used terms recently. It means those basic skills that are related to an individual's ability to deal with others, his ability to communicate and demonstrate his leadership skills. Soft skills are usually related to the concept of emotional intelligence of individuals.

Soft skills are defined as: "the art of dealing with others decently. They are personal features and abilities by which the individual can tactfully improve his abilities in front of others (Moore,2004).

Second: The advantages of soft skills in universities

The features of soft skills that administrators have can be identified as follows: (Brackett,2010:11)

- Having soft skills helps support the leadership ability of university administrators, which reflects positively on the students' satisfaction and acceptance.

- Soft skills have a positive impact on the communication manner among administrators at different levels.
- Soft skills have a positive impact on the way of communication among students, administrators and teaching staff in universities.
- Soft skills contribute to activating the ability of negotiation and persuasion between students and administrative or teaching cadres.
- Soft skills contribute to creative thinking by meeting students' needs in new ways.
- Soft skills help in decision-making process. So, the lack of soft skills leads to difficulties in decision-making or the use of external expertise.

Third: Elements of Soft Skills in Universities:

- The most important components and dimensions of soft skills in universities can be identified by the following points: (Durlak, *et.al.*,2011:42)
- **Communication:** Universities are distinguished from other economic organizations in that they provide services to large numbers of students. Therefore, their employees must possess different skills and abilities that provide them with the normal and electronic way of communication and contacting students via the university site, social media or emails. Soft skills are essential in the normal education process, and become more essential in e-learning. Electronic communication means the method of transmitting the university's electronic message to students in the most appropriate and easiest way, whether it is educational or administrative. The most important elements of communication that must be present in e-learning are the skills of speaking, listening and thinking (Brackett *et.al.*,2009:22).
- **Time management:** Time is one of the most important factors for success in developed countries, and it has a great importance in the e-learning process, since the e-learning process takes place between the sender, who is the teacher, and the respondent, who is the student. Therefore, any delay by the sender will lead to negative results in the educational process. However, time management is seen as the art of rational use of time. They contribute greatly to respecting time and ensuring that everything is done on time. The soft time management skills include: intelligence skill, control skill, delegation skill, organization skill, induction skill...etc (Curtis,2004:61).

- **Leadership:** Leadership has a mutual effect between the boss and the subordinate at work, and the student and the teacher at university. The more leadership qualities the teacher has the more effective and positive learning process is. The most important qualities of electronic leadership is: the ability of dealing with others, the availability of technical competence in dealing with e-learning software, technologies and equipment, the availability of teamwork skills, and the availability of planning skill (Durlak,*et.al.*,2011:19).
- **Decision making:** It is a process of offering alternatives or potential solutions to solve a problem. Any work usually faces many problems, where e-learning applied in the last years faced many problems in third world countries, including those of technologies and equipment, and the ability of university cadres…etc. Here comes the importance of soft skills in solving these problems and helping to make necessary decisions on time (Durlak,*et.al.*,2011:42).

Fourth: The concept and importance of e-learning:

One of the systems produced by recent trends of educational technologies is e-learning, which depends on the use of the Internet, computers and multimedia in the education process. E-learning refers to the dependence on technology in the educational process and the delivery of educational content efficiently and effectively to students through the characteristics of e-learning such as: speed, shortening of time, effort, and low economic cost" (Green,2009:22).

E-learning is defined as: "the use of electronic means by universities to transfer educational content to students in order to raise the quality of the educational process" (Green,2009:23).

E-learning is also defined as: "the transmission of educational content electronically to students through the use of various technologies, which allows the student to actively interact with this content".

The importance and characteristics of e-learning can be defined as follows:

- **Interactivity:** E-learning provides an interactive learning environment between the teacher, the learner and his fellow students, which increases the students' motivation for learning and direct communication.

- **Immediateness:** It relates to the great ability of the Internet to transfer data quickly, and connect all learners with the teacher at the same time by using various means, including e-mail, video calls...etc.
- **Focusing on the learner:** It allows the learner to have greater freedom in his education and choices, in addition to focusing on the learner's need rather than on the teacher' ability. So, the learner can get a feedback and return to previous explanations.
- **Flexibility:** It means appropriateness, convenience and adaptability. The e-learning system is more flexible than the traditional education system.
- **Continuous updating of content:** E-learning helps in updating the curricula and content permanently and easily, as it is possible to delete or add new sections of the curriculum more easily.
- **Speed of access:** It is easy to access information, content, and direct curricula or those the teacher refers to through other sites. Within a few minutes, dozens of books and references related to the topic can be obtained at any time.

Fifth: The quality and dimensions of e-learning:

Quality in e-learning includes the quality of the used methods, the quality of the content, and finally the students' satisfaction with the provided e-learning services. The most important dimensions of e-learning quality can be identified as follows: (Laker,2011) (Moore,2004)

- **Institutional support:** It means the degree of adoption of e-learning ways and concepts by the university administration. Without the administration's conviction and support of e-learning, it is not possible to use this method of education, which needs to provide large financial credits on the one hand, in addition to various facilities, equipment, and training for employees and teaching staff. The more real support is, the more impact on the quality of e-learning service provided to students is.
- **E-Learning Programs:** It means study programs and their content, books, educational techniques...etc. It is the most important element for the learner. However, continuous update is one of the e-learning features. Therefore, the process of updating will make the student aware of global changes and modernity in this field, which will contribute to raising the quality of the content, hence, the quality of e-learning as a whole.
- **E-Learning Techniques:** It means the technical equipment and supplies needed to implement e-learning, such as software, laboratory equipment,

a fast internet network and e-learning specialists, etc. These technologies are from the elements of the quality of education. So, their availability in the required form will facilitate the process of education and communication between the teacher and the learner, and thus will lead to raising the quality of e-learning.

- **Student satisfaction:** e-learning services are provided to students. Therefore, the student satisfaction scale is one of the scales that are used to indicate to the level of e-learning quality at universities. Satisfaction refers to the difference between the student's expectations of e-learning and his real perceptions through his experience in e-learning. Thus, if the perceptions are greater than expectations, this means there is a high satisfaction, and therefore a high quality of e-learning at the university.

Analytical framework of the Research:

Table (1) Features and demographic characteristics of the Research sample

Gender							
Female				**Male**			
%		Number		%		Number	
33.33		40		66.66		80	
Age							
51-75			**26-50**			**18-25**	
%	Number		%	Number		%	Number
33.33	40		58.33	70		8.33	10
Study level							
Postgraduate		**University**		**High school**		**Middle school**	
%	Number	%	Number	%	Number	%	Number
25	30	66.66	80	8.33	10	-	-

Source: Prepared by the researcher depending on SPSS.

Table (1) includes the demographic analysis of the study sample as follows:

- Regarding gender, the number of males was greater than the number of females, due to the response of males in filling in the questionnaire about females. While many females refused to do that.
- With regard to age, the questionnaire was distributed according to the distribution of age groups. The largest percentage is the group between 26-50, with a rate of 58.33%. While it was 33.33 in the age group 51-75, and 8.33% was distributed to the younger age groups.
- Regarding the academic level, all educational categories were used in distribution, and the university graduates' opinions were more focused on,

with 66.66% of the study sample. While 8.33% were distributed to holders of high school certificates, and a rate of 25 for of postgraduates.

Hypothesis Testing:

Research tool:

In order to reveal the impact of soft skills on the quality of e-learning at the University of Mosul, a specific questionnaire with a set of questions have been prepared for the study sample.

Questionnaire content:

The stability of the Research instrument:

The stability of the study instrument was assured by doing the Alpha crokbac test to measure the internal uniformity of the questionnaire.

Table (2) Alpha Cronbachs

Reliability Statistics	
Cronbach's Alpha	N of Items
.896	33

Source: Prepared by the researcher depending on SPSS.

The previous table shows that the reliability coefficients are high for the questionnaire axes as a whole, reaching 0.896, with a rate of 89.6%. It is higher than 60%, which is the acceptable minimum; it means that all the questionnaire questions enjoy a high degree of stability and internal consistency.

Research data analysis:

Statistical analysis of the Research data:

1. The normal distribution test:

The Colgrove-Smirnov test will be used to determine whether these data follow the normal distribution or not, which is a basic test for hypothesis.

Table (3) Kolmogorov-Smirnov test

	Kolmogorov-Smirnov[a]		
	Statistic	**df**	**Sig.**
Communication skill	.246	120	.080
Leadership	.460	120	.750
time management	.334	120	.090
Decision making	.189	120	.990
Institutional Support	.245	120	.111
E-learning programs	.346	120	.043
E-learning technologies:	.370	120	.074
Student satisfaction	.437	120	.055
The quality of e-learning	.185	120	.095

Source: Prepared by the researcher depending on SPSS.

The previous table shows the results of the normal distribution test. The value of connotation level for each section is greater than 0.05, and this indicates that the data follows a normal distribution and parametric tests can be used.

This section deals with the statistical analysis of the questionnaire axes' data and its interpretation.

Table (4) Descriptive Analysis of variables

	N	**Mean**	**Std. Deviation**	**t**	**df**	**Sig. (2-tailed)**
soft skills	120	3.7003	.51979	77.983	119	.000
Communication skill	120	3.5729	.63873	61.277	119	.000
Leadership	120	3.7333	.82231	49.734	119	.000
time management	120	3.8217	.76775	54.528	119	.000
Decision making	120	3.6733	.65436	61.494	119	.000
The quality of e-learning	120	3.7788	.44851	58.000	119	.000
Institutional Support	120	3.5646	.67324	63.010	119	.000
E-learning programs	120	3.8792	.67440	60.512	119	.000
E-learning technologies:	120	3.8188	.69130	62.809	119	.000
Student satisfaction	120	3.8528	.67196	92.294	119	.000
Valid N (listwise)	120	3.8554	.85440	88.394	119	0.01

Source: Prepared by the researcher depending on SPSS.

The mean value of the study variables ranged within close values, while the total sum of the variables was the arithmetic mean of 3.8554 and the standard error of 0.85440, which is proportional to the t value of 88.394 and its significant value 0.01 which is less than 0.05. Therefore, the study variables are statistically compatible.

Table (5) Descriptive Analysis of questions

	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
University employees listen carefully and attentively to the students' point of view.	120	3.70	.846	47.901	119	.000
University employees communicate electronically to solve students' problems	120	3.79	.709	58.597	119	.000
There are different electronic communication methods for students and university employees communication	120	3.02	.889	37.188	119	.000
Members of the faculty and technical staff are proficient in electronic communication methods in student education	120	3.78	.747	55.496	119	.000
The university officials are keen to deal well with students.	120	3.74	.615	66.660	119	.000
The university is keen to work in a team in order to provide the necessary services to students	120	3.78	.864	47.838	119	.000
The administrative processes at the university are characterized by flexibility, speed and ease.	120	3.79	1.052	39.468	119	.000
The university seeks to achieve student satisfaction with its services.	120	3.62	.861	46.145	119	.000
Student complaints and requests are electronically responded to very quickly	120	3.54	.934	41.542	119	.000
There is no delay in teachers responding to students' inquiries electronically.	120	3.94	.919	46.964	119	.000
Teachers provide students with electronic lectures quickly and easily.	120	3.99	.948	46.115	119	.000
The university administration focuses on the speed of electronic interaction between students, teachers and administrators	120	3.71	.749	54.223	119	.000
Teachers and workers have quick response skills and good use of electronic technologies.	120	3.93	.909	47.301	119	.000
The university administration seeks to indicate to its future plans and decisions	120	3.78	.793	52.116	119	.000
University employees bear their responsibilities towards issuing decisions that facilitate students' study.	120	3.78	.822	50.431	119	.000
Decisions related to students are usually made quickly and without errors.	120	3.87	.888	47.692	119	.000
University employees possess the necessary skills to make decisions that achieve the students' interests.	120	3.78	.822	50.431	119	.000
The university administration seeks to find new ways and solutions for problems	120	3.16	1.152	30.027	119	.000
The university administration adopts e-learning as part of its educational policies at the university	120	2.90	1.080	29.415	119	.000
The university administration provides the requirements of e-learning in various faculties	120	3.88	.856	49.609	119	.000
The university administration issues the necessary decisions to adopt e-learning	120	3.74	.739	55.463	119	.000
The university administration provides the necessary funding and training for e-learning	120	3.74	.739	55.463	119	.000
The university administration provides special educational programs related to e-learning.	120	4.03	.819	53.932	119	.000
The university administration seeks to integrate the electronic education with the traditional one for all its courses	120	3.87	.879	48.208	119	.000
Teachers have the ability to provide e-learning curricula	120	3.75	.781	52.629	119	.000
The university seeks to train students to deal with electronic curricula and teaching methods.	120	3.87	.879	48.208	119	.000

	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
The university provides equipment and halls for e-learning.	120	3.88	.891	47.770	119	.000
The university administration provides the necessary applications and software for e-learning.	120	3.68	.767	52.621	119	.000
The university administration provides the faculties with fast and suitable internet for e-learning	120	3.93	.941	45.769	119	.000
Mobile technologies are used in e-learning	120	3.78	.825	50.146	119	.000
The provided e-learning at the university is of high quality	120	3.79	.578	71.829	119	.000
Students are satisfied with the quality of e-learning provided at the university.	120	3.83	.886	47.315	119	.000
The best e-learning over traditional education	120	3.94	.964	44.790	119	.000
Valid N (listwise)	120	3.96	0.95	75.12	119	0.00

Source: Prepared by the researcher depending on SPSS.

The mean value of the study questionnaire axes ranged within close values. The total sum of the variables was the arithmetic mean 3.96 and the standard error 0.95, which is proportional to the t value of 7512 and its significant value, was 0.00 that is less than 0.05. Therefore, the study questionnaire axes are statistically compatible.

Research model:

Depending on the Smart PLS program, the path of the variables can be drawn as in the following figure:

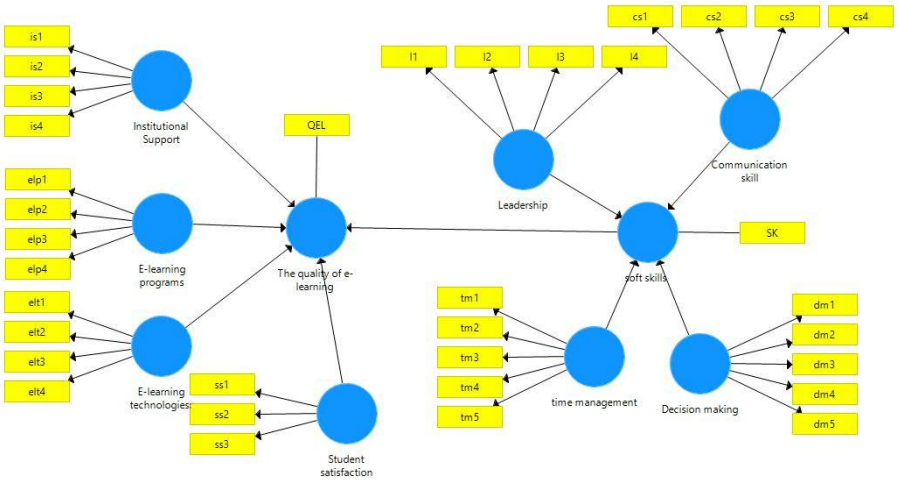

Figure (2) Research Model

Source: Prepared by the researcher.

Which indicates to the balanced correlation and coherence of the study axes.

Research Hypotheses Test:

Basing on the study model, the following hypotheses can be set:

H1: There is no statistical relationship between soft skills and the quality of e-learning at the University of Mosul.

Table (6) Pearson Correlation

		The quality of e-learning
Soft skills	Pearson Correlation	.742**
	Sig. (2-tailed)	.000
	N	120
**. Correlation is significant at the 0.05 level (2-tailed).		

It is clear from the previous table that the value of the Pearson correlation coefficient is 0.742, which is a very good value and indicates to the existence of a correlation between soft skills and the quality of e-learning, which is a statistical function because the value of Sig = 0.00, which is less than 0.05. Therefore, we can reject the zero hypothesis. That is, there is a statistical relationship between soft skills and the quality of e-learning at the University of Mosul.

H2: There is no statistical relationship between leadership and the quality of e-learning at the University of Mosul.

Table (7) Pearson Correlation Matrix leadership and the quality of e-learning

		The quality of e-learning
The university officials are keen on dealing well with students.	Pearson Correlation	.640**
	Sig. (2-tailed)	.000
	N	120
The university is keen on working in a team in order to provide the necessary services to students	Pearson Correlation	.975**
	Sig. (2-tailed)	.000
	N	120
The administrative processes at the university are characterized by flexibility, speed and ease.	Pearson Correlation	.772**
	Sig. (2-tailed)	.000
	N	120
The university seeks to achieve student satisfaction with its services.	Pearson Correlation	.66**
	Sig. (2-tailed)	.000
	N	120
**. Correlation is significant at the 0.05 level (2-tailed).		

The previous table shows that there is a correlation between leadership axes and the quality of education, the highest was in the university's keenness to work in a team in order to provide the necessary services to students, reaching 0.975 with a statistical significance less than 0.05 and the lowest was the university endeavor to achieve students' satisfaction with its

provided services in a correlative and significant relationship reached to 0,66. This refers to a weak coordination and leadership process of students, which reflects a strong relationship on the quality of education

H3: There is no statistical relationship between communication and interaction skills and the quality of e-learning at the University of Mosul.

Table (8) Pearson Correlation Matrix communication and interaction skills and the quality of e-learning

		The quality of e-learning
University employees listen carefully and attentively to the students' point of view.	Pearson Correlation	.534**
	Sig. (2-tailed)	.000
	N	120
University employees communicate electronically to solve students' problems	Pearson Correlation	.509**
	Sig. (2-tailed)	.000
	N	120
There are different electronic communication methods for communication and interaction between students and employees at university	Pearson Correlation	.678**
	Sig. (2-tailed)	.000
	N	120
Members of the faculty and technical staff are proficient in electronic communication methods in student education	Pearson Correlation	.911**
	Sig. (2-tailed)	.000
	N	120

**. Correlation is significant at the 0.05 level (2-tailed).

The previous table shows that there is a statistical relationship between communication skills and the quality of e-learning at the University of Mosul. With a significance less than 0.05 for all axes of communication skills. Their highest relationship with e-learning, with regard to quality, was the mastery of teaching and technical members the electronic communication methods in student education, which reached to 0.911 with a statistical significance. The lowest correlation was when university employees communicated electronically to solve students' problems. The value of the Pearson coefficient reached to 0.509 with a statistical significance, which indicates to a gap in dealing with students and their complaints about the quality of education.

H4: There is no statistical relationship between time management and the quality of e-learning at the University of Mosul

Table (9) Pearson Correlation Matrix time management and the quality of e-learning

		The quality of e-learning
Student complaints and requests are responded to very quickly electronically	Pearson Correlation	.398**
	Sig. (2-tailed)	.000
	N	120
There is no delay in teachers electronic responding to students' inquiries.	Pearson Correlation	-.040-
	Sig. (2-tailed)	.668
	N	120
Teachers provide students quickly and easily with electronic lectures.	Pearson Correlation	-.076-**
	Sig. (2-tailed)	.006
	N	120
The university administration focuses on the speed of electronic interaction between students, teachers and administrators	Pearson Correlation	-.032-
	Sig. (2-tailed)	.725
	N	120
Teachers and workers have quick response skills and good use of electronic technologies.	Pearson Correlation	-.013-
	Sig. (2-tailed)	.892
	N	120

**. Correlation is significant at the 0.05 level (2-tailed).

From the previous table, we can see the following:

- There is a weak statistically significant correlation with regard to quick responding to students' complaints and requests electronically, reached to 0.398, with a significance of 0.00 that is less than 0.05.
- There is a good, statistically significant reverse correlation about the quick and easy providing of students with electronic lectures by teachers, and it reached (-0.76) with a significance 0.006, less than 0.05.
- There is no statistical relationship concerning (there is no delay in teachers electronic response to students' inquiries. The university administration focuses on the speed of electronic interaction between students, teachers and administrators. Teachers and workers have quick response skills and good use of electronic technologies) and its relationship with the quality of e-learning in Mosul.

H5: There is no statistical relationship between decision-making and the quality of e-learning at the University of Mosul.

Table (10) Pearson Correlation Matrix decision-making and the quality of e-learning

		The quality of e-learning
The university administration seeks to indicate to its future plans and decisions	Pearson Correlation	-.061-
	Sig. (2-tailed)	.507
	N	120
University employees bear their responsibilities towards issuing decisions that facilitate students' study.	Pearson Correlation	.٦١9**
	Sig. (2-tailed)	.000
	N	120
Decisions related to students are usually made quickly and without errors.	Pearson Correlation	.730**
	Sig. (2-tailed)	.000
	N	120
University employees possess the necessary skills for making decisions that achieve the students' interests.	Pearson Correlation	.419**
	Sig. (2-tailed)	.000
	N	120
The university administration endeavors to find new ways and solutions for problems	Pearson Correlation	.235**
	Sig. (2-tailed)	.010
	N	120
**. Correlation is significant at the 0.05 level (2-tailed).		

From the previous table, we can see the following:

- There is a good statistically significant correlation with regard to the university employees bearing their responsibilities towards issuing decisions that facilitate students' study. With a correlation coefficient of 0.619 and a significance of 0.00 that is less than 0.05.
- There is a good statistically significant correlation concerning the quick issuance of decisions related to students without errors and its relationship with the quality of e-learning, with a statistically significant correlation coefficient of 0.730.
- There is an accepted statistically significant correlation regarding the university employees' having the necessary skills to make decisions that achieve the students' interest in relation to the quality of e-learning, with a statistically significant correlation coefficient reached 0.419.
- There is a very weak statistically significant correlation with regard to the university administration endeavoring to find new ways and solutions for problems. The Pearson correlation coefficient was 0.235 with a statistical significance of 0.00 less than 0.05.
- There is no correlation for the university administration's endeavor to show its future plans and decisions through its relationship with the

quality of e-learning. The relationship is inverse and very weak as well as its lack of statistical significance.

Results:

- The success of e-learning and raising its quality is affected by many factors. The most important of which is the availability of soft skills for administrators, teachers and students.
- Electronic leadership qualities, such as the ability of dealing with others and the availability of technical competence in dealing with e-learning software, technologies and equipment.
- There is a strong correlation between soft skills and the quality of e-learning at the University of Mosul.
- There is a correlational between leadership axes and the quality of education. The highest one can be seen in the university's eagerness to work in a team in order to provide the necessary services to students. While the lowest was the university's pursuit to achieve students' satisfaction with its provided services. This refers to the importance of paying attention to student satisfaction as a major component in achieving the quality of e-learning at the University of Mosul.
- There is a statistical relationship between communication and interaction skills and the quality of e-learning at Mosul University. The highest value was related to the technical and teaching staff's mastery electronic ways of communication in teaching students. While the lowest values was when university employees communicated electronically to solve students' problems. This refers to a gap in dealing with students and their complaints about the quality of education.
- There is a weak statistically significant correlation relating to quick responding to students' complaints and requests electronically.
- There is a statistically significant inverse correlation about quick and easy providing students with electronic lectures by teachers.
- There is no statistical relationship with regard to (there is no delay in teachers' electronic responding to students' inquiries. The university administration focuses on the speed of electronic interaction between students, teachers and administrators. Teachers and workers have quick response skills and good use of electronic technologies) and its relationship with the quality of e-learning in Mosul.

- There is a good statistically significant correlation with regard to university employees bearing their responsibilities towards issuing decisions that facilitate students' study.
- There is a good statistically significant correlation with regard to the quick issuance of decisions related to students without errors and its relationship with the quality of e-learning.
- There is an accepted statistically significant correlation regarding the university employees' having of the necessary skills to make decisions that achieve the students' interest in relation to the quality of e-learning.
- There is a very weak statistically significant correlation relating to the university administration's endeavor to find out new ways and solutions for problems.
- There is no correlation about the university administration's endeavor to show its future decisions and plans through its relationship with the quality of e-learning. Therefore, the relationship is inverse and very weak as well as its lack of statistical significance.

Recommendations:

- Increasing interest in soft skills at the university and working to develop the capabilities and skills of its employees.
- Activating the role of leadership in the university and working to develop the skills of its managers to become leaders in dealing by developing their administrative capabilities.
- Activating and developing decision-making skills at the university by facilitating procedures and granting more powers to various administrative levels.
- Focusing on providing e-learning requirements, and periodically studying the impact of leadership and its skills on e-learning.

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