Obstacles to Social Work Students Benefiting from Distance Education and Mechanisms for Coping

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Abstract:
The distance education system in Egypt recently witnessed a big boom after studying in schools and universities was suspended due to the new Corona virus, as the Ministry of Higher Education and Egyptian universities worked to support the system and its continuation after the end of the crisis. Despite this, some obstacles appeared in distance education. This study seeks to study the obstacles of distance education and the role of the social work profession in overcoming these obstacles and developing constructive proposals that would develop the distance education and, hence, the entire university education system. The search tool was applied to a sample of faculty members and their number reached (75) members of the faculty social work of Helwan University. It was applied to a sample of students enrolled in the Faculty of Social Work, Helwan University, and their number reached (360) students. Most of the obstacles facing students and faculty members are due to modern technological means used in distance education and the insufficiency of adequate training courses to deal with technology and modern educational programs.
Key words: Obstacle - Distance education - Mechanism.

Introduction:
The human element is the main pillar for the success of institutions and organizations and the achievement of their goals. Therefore, it is necessary to pay attention to it and work to use it effectively. (Abdel-Baqi, 2004, p.171). Development is an issue that is achieved through the optimal investment of available human, material and organizational resources that can be made available in the future. Humans are not a means for development but an end and goal for development. Humans are the maker of development, the ones who benefits from it, and the participants in making its decisions. (Scott, Eloper, 2002, p.136).

Egypt is not far from the rapid transformations and changes in society, as it began to enter the framework of the new global educational system. Hence, it was necessary, for all professions participating in the educational process to strive, to develop and reform themselves, in a manner that responds and copes with the effects of this system, whether on a positive level, or negative one, (Al-Faramawy, 2015, p. 3515). Education has become an inevitable necessity at all levels that regulate the life of a persons, whether individuals or groups, as an individual does not progress in a civilized, socially, or economically except with education. (Trees, 2004, p.9).

Because of the presence of some shortcomings in the traditional education system, there is the need to pay attention to distance education as a new system that keeps pace with changes in society. Therefore, support for distance education in higher education occupies great importance in the current period, and colleges and universities depend on it, (Al-Sarougy, 2009, p. 384). Oledzki (2013) compared students who use e-learning and those who use traditional education to illustrate the advantages and disadvantages of both and stand on the advantages and disadvantages of both treatments.Naida (2003) concluded that there is a level of awareness teachers has, with some degrees, in aligning this system, due to lack of institutional support, lack of time and resources needed to apply this system, in addition the lack of experience, knowledge and information with the e-learning technology.

Distance education is a new mechanism of improvement anywhere and under any circumstances. Distance education has allowed us to continue the completion of the educational process from home, due to the Corona virus, and this is explained by Salah (2011). There are many requirements for e-learning, including full knowledge of computer and language mastering. One of the most important skills that e-learning needs are the use of the internet. She also explained that there are a few barriers to e-learning that must be dealt with for e-learning to achieve its quality in the university education system.

Additionally, Bobby and Capone (2000) found that there must be a continuous evaluation process for the results of distance education programs, and metrics must be developed to indicate success or failure, and to find out the pros and cons of each program. This is based on the results of a study Al-Mujlakh (2017) that concluded that e-learning is an effective training tool at all levels, especially in the management of knowledge and work on the creation of knowledge at any time. It isa simple way to treat both e-learning and the management of knowledge and the opportunity.

The social service therefore recognized the integration of recent technologies, so that new possibilities for education and learning could provide recent developments educational programs adopted by the Social Service Council, which collapsed through distance education. El-Gamal's (2014) findings identified the key factors affecting e- learning. Resolving potential obstacles in Distance education is characterized by the possibility of holding periodic meetings between the lecturers, students or between students. This

allows for the possibility of studying any subject in distance education as well as the development of scientific skills, values and trends. This means that the availability of a tripartite group adoption is useful in Egyptian higher education. Research findings identified the main factors influencing e-learning adoption, the potential obstacles faced by online graduates cultured, structured in e-learning adoption, as determined by the viewpoint of academics, employers, government agencies, and students in public, private, and e-learning universities.

Distance education is a place where we can meet up lecturer and students, or among students, making it possible to study any subject in distance education, as well as to develop scientific skills, values, and attitudes, and that means a set of three educational dimensions: cognitive, emotional, and skills. (Taimah, 2004, p.386).

This is referred to by the results Aqeel (2014), which identified the three components of the direction for e-learning, where he first crafted and then followed by the behavioral component, then the cognitive component, and finally the attitudinal component. The results of the study show that the trend of female students towards e-learning is positive with a high degree of convergence to all three components of the trend. The last two decades have seen a great expansion in the use of information technology in the practice of social service, representing almost all aspects of the profession of social service, or at the level of individual practice. E-mail and the Internet have made online social work practice globally possible where customers and social workers can discover extensive sources of information online that increase the likelihood of effective interventions and group support for people at risk (Abd al-mugood, 2007, p. 66:62).

This is illustrated by the study of Abdelkader (2013) that found that an e-learning system is the real entrance to developing future education, due to the continued increase in students and desire to save students' efforts and time, and focus on the achievements of students. This is because the success of any education and training system depends largely on its commitment to agreed quality standards. Tt is, then, necessary to operationalize the distance education system and overcome any obstacles to its implementation.Despite the importance of a distance learning system as one of the modern systems in education, there are many factors contributing to obstruction of technology to promote distance education. Others who believe that real education can only be done in a semester with the

coach as a single way to obtain knowledge, and now, education opportunities are available for an increasing number of students through non-traditional methods in all circumstances in life. (Aragon, 2011, p.227). This is what the results of the study Al-Hashr & Mufleh (2010) claimed., The constraints resulting from distance learning were in the first-place constraints on teachers, followed by constraints on administration, and then obstacles to infrastructure, equipment's and disabled students ranked at last.

Educational institutions (schools, colleges, and universities) are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called covid-19 caused by a corona virus (SARS-CoV-2) shook the entire world. The world health organization declared it as a pandemic. This situation challenged the education system across the world and forced education to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to entirely shift to online teaching-learning. (Dhawan, 2020, p.5)

Study problem:
1. Obstacles that hinder social work from benefiting from the distance education system?
2. Obstacles facing a faculty member and preventing social work students from benefiting from the distance education system?
3. Obstacles to using technology and preventing students from benefiting from the distance education system?
4. Administrative obstacles at the university and prevent social work students from benefiting from the distance education system?
5. Finding a set of mechanisms that help social work students to benefit from the distance education system?

Study Objectives:
The main objective of the study is determined in:
- Determining obstacles to social work students benefiting from and distance education and finding a set of mechanisms to cope with them.

From this main objective arises a set of sub-objectives:
1. Determining obstacles that hinder social work from benefiting from the distance education system.
2. Determining obstacles facing a faculty member and preventing social work students from benefiting from the distance education system.
3. Determining obstacles to using technology and preventing students from benefiting from the distance education system.
4. Determining administrative obstacles at the university and prevent social work students from benefiting from the distance education system.
5. Determining a set of mechanisms that help social work students to benefit from the distance education system.

Study questions:
The main questions of the study are determined in:
- What are the obstacles to social work students benefiting from and distance education and finding a set of mechanisms to cope with them?

A group of the following sub- questions emerge from this main question:
1- What are the obstacles that hinder social work from benefiting from the distance education system?
2- What are the obstacles facing a faculty member and preventing social work students from benefiting from the distance education system?
3- What are the obstacles to using technology and preventing students from benefiting from the distance education system?
4- What are the administrative obstacles at the university and prevent social work students from benefiting from the distance education system?

Study concepts:
Obstacle:
Defines the obstacle as the state in which the individual feels imbalance and lacks previous experience that would benefit him/her in restoring the state of equilibrium. (Travers, 1977). The obstacle you know it's a problem is an exciting situation that the individual is exposed to, and he/she has not been exposed to before, and therefore he/she does not have a ready response for it. (Lee, 1992)

Obstacle is a problem or things that are functionally harmful that prevent the satisfaction of needs. (Marguc, Janina).

Distance education:

Distance education also called distance education form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate students-teacher and student-student communication. (Simonson, Michael, 2013).Distance education is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructions and other students". (Singh, V., Thurman, A. 2019, p.291).

It is the clear from the previous definition that Distance learning is characterized by the geographical dimension between the faculty member and the student, and depends on self-education, supported by all possible means of communication to transfer and exchange information between the faculty member and the students, or among students. The aim is to obtain the maximum degree possible interaction in the educational situation to overcome the barriers of time and space.

Mechanics:

Mechanism refers to a constellation of entities and activities that are organized such that they regularly bring about a particular type of outcome, and we explain an observed outcome by referring to the mechanism by which such outcomes are regularly brought. (Vasco Lub, 2018).

The operational definition of a mechanics in the context of this study is:

From benefiting from the distance education system The mechanisms are a set of plans and future visions that help to deal positively with the obstacles that hinder social service students from benefiting from the distance education system. This includes a set of mechanisms represented in the following points:

1. Providing computers in university institutions, while providing lines of communication with global networks of information and the Internet, which helps to create websites for institutions on these networks.
2. Designing and building electronic courses according to the foundations and standards of modern design and presenting them via websites around the clock.

3. Training and qualifying faculty members through a set of training courses for designing programs and electronic courses.
4. Preparing and qualifying students to deal with modern electronic systems in education and training.

Theoretical Guidelines of the Research:

Communication theory:

It refers to the way in which ideas and information are transmitted between people, within a given social mode, varying in size and content of the relationships involved. This means that this social mode may be just a typical binary relationship between two people, a small group, an institution, a local community, a national community, or even a human society (Reda, Sadiq, 2006, p. 266).

The communication situation in Cullen's theory can be summarized as follows (Menkerios, 2009, p. 304)

1. The sender who derives from his mind the message he wants to convey to another person.
2. A message formulated by his mind in a form perceptible to the addressee.
3. The future who uses his mind, abilities, and psychological readiness, such as remembering, perception and attention, to comprehend that message.
4. Feedback or echo return, which is the response to the message (stimulus) that returns to the sender, thus completing the communication cycle. Communication theory is considered one of the integrated theories because communication is a continuous cycle. It depends entirely on psychological studies.

Methodology:

The study is one of the descriptive studies that relied on the use of the sampling social survey method for each of the faculty members and students of the faculty of social work, Helwan University in the year 2020/2021.

Sample:

A regular class sample and by applying the law of the optimal sample size, the sample size of students at the faculty of social work (360) individuals, by 1:23 and the sample size of the faculty members (75) members at Helwan university and the method of proportional distribution is used.

Tools:

- A questionnaire form applied to a sample of faculty members about the obstacles facing a faculty member and preventing social work students from benefiting from the distance education system.
- A questionnaire form applied to a sample of students at the College of Social Work to know the obstacles that hinder social work from benefiting from the distance education system

The design of the tool:

1. The researchers have designed an electronic questionnaire form using Google Drive models for faculty members and students at the faculty of social work with reference to theoretical heritage, previous studies, and questionnaire forms related to the subject of the study.

2. The dimensions of the questionnaire applied to a sample of faculty member's form were identified, which were four dimensions: after obstacles due to faculty members, obstacles related to the university student, obstacles due to technological means, and obstacles due to the university.

3. The dimensions of the questionnaire applied to a sample of students at the College of Social Work were identified, which were three dimensions: after obstacles related to the student, obstacles due to technological means, and obstacles back to the university.

4. The 40 phrases for each dimension have been identified and formulated, the questionnaire form relied on the triangular gradient, so that the response to each phrase (yes, to some extent, no) was given weight (degree): yes (three degree), to some extent (two degree), not (one degree). The researchers have relied on logical honesty by looking at the theoretical literature, and then analyzing them in order to reach the different dimensions associated with the problem of study. The researchers have conducted the virtual honesty of the tool after presenting it to a number of three faculty members of the faculty of social work, Helwan University, and a minimum agreement rate of (75%) and the form was drafted in its final form.

Results of the study:

1- Presentation of responses related to faculty members, the study population:

Table (1) shows a description of the study population of faculty members:

N	Gender	K	%
1	Male	21	28
2	Female	54	72
N	Scientific section	K	%
1	Master	17	22.7
2	PhD	58	77.3
N	Job	K	%
1	Administrator	6	8.0
2	assistant teacher	17	22.7
3	Teacher	28	37.3
4	Assistant professor	11	14.7
5	Professor	13	17.3
N	Scientific Debarment	K	%
1	Individual	10	13.3
2	Group	22	29.3
3	Organization	9	12.0
4	Fields	23	30.7
5	Planning	11	14.7
N	Marital status	K	%
1	Married	54	72
2	Single	21	28

The previous table shows the description of the study population from the faculty members, and it is as follows:

- With regard to gender, the percentage of males (28%) compared to (72%) of females.
- As for the academic degree, the percentage of those who obtained a master's degree came at a rate of (22.7%) compared to (77.3%) of those who obtained a doctorate.
-With regard to the grade, the position came in the first place as a teacher at a rate of (37.3%), followed by an assistant teacher (22.7%), and at the end, a teaching assistant at a rate (8%).
- About the scientific department, it came in first order (department of fields) at a rate of (30.7%), followed by (the group section) at a rate of (29.3), and at the end of the arrangement (department of organization) at a rate of (12%).
-With regard to marital status, the percentage of married people came (72%), while the percentage of single people came (28%).

Table (2) illustrates the obstacles encountered by the faculty member:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	Extent Insufficient knowledge of the skills of dealing with information technology	15	50	10	2.06	0.577	6
2	The faculty member did not realize the importance of distance education	8	38	29	1.72	0.648	14
3	Lack of experience in dealing with modern systems	19	42	14	2.06	0.664	7
4	find it difficult to prepare presentations	11	34	30	1.74	0.699	13
5	. best traditional education for distance education	23	37	17	2.10	0.708	5
6	. Distance education needs a long time to learn	14	38	23	1.88	0.696	12
7	Distance education eliminates the interaction between the parties to the educational process	24	41	10	2.18	0.651	3
8	Resistance to change in distance education	17	36	22	1.93	0.722	10
9	My knowledge is not enough using a computer	9	26	20	1.58	0.699	15
10	the practical nature of the social service decisions	25	29	21	2.05	0.786	8
11	I find it difficult to deal with modern electronic software technicians.	14	39	22	1.89	0.689	11

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N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
12	Difficulty controlling the actual presence of the student during the electronic lecture.	32	28	15	2.22	0.763	1
13	My family ties prevent me from sitting for a long time in front of distance education programs.	21	34	20	2.01	0.744	9
14	Multiple electronic courses taught by the university professor	28	33	14	2.18	0.729	4
15	Insufficient training courses needed to implement distance education programs	27	37	11	2.21	0.683	2
The variable as a whole					1.99	0.455	mean

The previous table shows:

The obstacles attributed to the faculty member, where the weighted average reached (1.99), which is an average level, and indicators of that according to the weighted average ranking: it came in the first order (difficulty controlling the student's actual attendance during the electronic lecture), with a weight average (2.22); followed by the second order (insufficient courses the training needed to implement distance education programs.), with an average weight of (2.21); and came at the end of the arrangement (my knowledge is insufficient in using computers.), with an average of (1.58). This explains that the obstacle facing most of faculty members is the difficulty of controlling the actual attendance of students during the lecture. This is also due to the insufficient training courses required for faculty members in dealing with modern technology. This is referred to as a study Aref and Dandrawi (2012) that faculty members are in need of many training courses to improve their level of performance in the use of e-learning.

Table (3) shows the obstacles facing the university student:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	Distance education that meets the training needs of students	30	41	4	2.34	0.581	8
2	Throwing the scientific material in a way that is not appropriate for the student	21	39	15	2.08	0.692	12
3	Students do not respond to the pattern of distance education	30	37	8	2.29	0.652	9
4	Weakness in the spirit of competition and initiative among students	34	35	6	2.37	0.631	7
5	The absence of the educational effect of the lecture, which is achieved through the example and the live meeting between the student and the professor.	39	36	-	2.52	0.502	1
6	Distance education eliminates the student-professor relationship	29	30	16	2.17	0.760	11
7	Students are busy with sites that have nothing to do with distance education	37	35	3	2.45	0.576	4
8	Students 'lack of direct support and motivation from teachers	32	30	13	2.25	0.736	10
9	Students are not sufficiently trained in distance education techniques	43	28	4	2.52	0.600	2

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
10	Some students need education to be personal and the information directed specifically to them.	35	37	3	2.42	0.573	5
11	Distance education eliminates student participation in university activities.	32	39	4	2.37	0.587	6
12	Distance education is not valid for some courses	39	31	5	2.45	0.621	3
The variable as a whole					2.35	0.444	high

The previous table shows:

Obstacles attributable to the university student, where the weighted average reached (2.35), which is a high level, and its indicators, according to the weighted average arrangement: came in the first order (the absence of the educational effect of the lecture, which is achieved through the example and the live meeting between the student and the professor), with a weight average of (2.52). The second is students (not training in distance education techniques adequately), with an average weight of (2.52). At the end came throwing the scientific material in a way that does not suit the student, with an average weight of (2.08). It is evident from the above that the obstacle facing students, from the point of view Faculty members, is the absence of a direct interaction between students and a faculty member. This is consistent with what was stated in the theoretical framework, as one of the disadvantages of distance education is the absence of the educational impact through the direct meeting between a faculty member and the student.

Table (4) illustrates the obstacles related to the technological:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	No Lack of immediate response to technological means	26	45	4	2.29	0.564	9
2	Power cut off while using remote education technology	30	39	6	2.32	0.618	8
3	Computers are not equipped with the programs that a faculty member needs	21	43	11	2.13	0.643	10
4	Weak internet most of the time	43	26	6	2.49	0.644	7
5	The computers in the university are not commensurate with the number of students.	55	20	-	2.73	0.445	1
6	Lack of internet access for some students at home.	44	29	2	2.56	0.551	4
7	Difficulty transferring some devices to the lecture halls.	48	24	3	2.60	0.569	3
8	The high cost of preparing new software to suit distance education	45	26	4	2.54	0.599	5
9	The (wireless) service is not available in the university buildings and colleges	45	26	4	2.54	0.599	5م
10	Frequent malfunctions of electronic devices used in distance education	48	26	1	2.62	0.513	2
The variable as a whole					2.48	0.405	high

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The previous table shows:

The obstacles related to the technological means, where the weighted average reached (2.48), which is a high level, and its indicators, according to the weighted average ranking: First, "computers in the university do not match the number of students", with an average weight (2.73); followed by the second "frequent hardware malfunctions Electronic devices used in distance education", with an average weight of (2.62); and third ""computers are not equipped with the programs that a faculty member needs", with an average weight of (2.13). This shows a lack of hardware and educational programs that are insufficient to deal with and commensurate with the large number of students, especially in theoretical colleges. This is consistent with the actual reality of the college of social work, as with the increase in the number of students, the effectiveness of using e-learning decreases.

Table (5) illustrates the obstacles related to the university:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	The large number of administrative works required by the college administration for a faculty member	45	27	3	2.56	575.0	1
2	The university site does not work all the time	37	31	7	2.40	657.0	6
3	Weak communication and cooperation between the academic departments of the college	30	32	13	2.22	727.0	9
4	Lack of material and moral incentives to join training courses.	42	30	3	2.52	577.0	4
5	The scarcity of specialists in designing e-learning learning materials	35	30	10	2.33	703.0	8
6	Not urging departments and departments to use technological means in the teaching process.	25	38	12	2.17	0.635	10

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
7	The infrastructure is insufficient to provide and succeed in distance education programs	41	32	2	2.52	0.554	2
8	Inadequate classrooms for the use of educational technology.	41	31	3	2.50	0.578	5
9	Lack of resources needed to finance distance education	41	32	2	2.52	0.554	2
10	The lack of adequate training programs to deal with information technology is	33	36	6	2.36	0.629	7
The variable as a whole					2.41	0.441	High

The previous table shows:

The Obstacles attributable to the university, where the weighted average reached (2.41), which is a high level, and its indicators, according to the weighted average ranking: it came in the first order (the large number of administrative work required by the college administration for a faculty member), with an average weight of (2.56); followed by the second order (infrastructure is not sufficient to provide and succeed in distance education programs (with an average weight of (2.52). At the end came (not urging departments and departments to use technological means in the teaching process), with an average of (2.17) weight. It is evident that the large number of work and administrative burdens required of the faculty members and the absence adequate support to deal with modern technology were presented. This is in agreement with Faiza Bint Salah (2011). There are many requirements for e-learning, including full knowledge of computer and language mastering. One of the most important skills that e-learning needs are the use of the internet. She also explained that there are a few barriers to e-learning that must be dealt with for e-learning to achieve its quality in the university education system.

Table (6) clarifies the ranking of distance learning obstacles in university education:

N	Constraints	mean weighted	standard deviation	ranking
1	Obstacles reviewed by a faculty member	1.99	0.445	4
2	Obstacles reviewed by the university student	2.35	0.444	3
3	Obstacles reviewed by technology	2.48	0.405	1
4	Obstacles due to the university	2.41	0.441	2
Overall		**2.30**	**0.218**	**Average**

The previous table shows:

Ranking of distance education barriers in university education, where the weighted average reached (2.30), which is an average level, and its indicators, according to the weighted average ranking: it came in the first order (obstacles referred to by technological means) with an average of (2.48); followed by the second order (obstacles related to the university), with an average weight of (2.41) At the end of the ranking, came (obstacles referred to by the faculty member), with an average of (1.99). These count for administrative burdens for a faculty member and providing adequate courses to deal with modern technology and new educational programs.

2- Presentation of responses related to students at the College of Social Work the study community:

Table (7) shows a description of the study population of the students of the College of Social Work:

N	Gender	K	%
1	male	67	18.6
2	Female	293	81.4
N		K	%
1	First division	142	39.4
2	Second division	78	21.7
3	Third division	110	30.6
4	Fourth Division	30	8.3
N	Department	K	%
1	Regularity	182	50.6
2	Affiliation	187	49.4

The previous table shows the description of the study population of students and came as follows:
-With regard to gender, the percentage of males (18.6%), compared to (81.4%) of females.
-With regard to the study group, the first group came in the first with a rate of (39.4%), followed by the third group at a rate of (30.6%) and in the end the fourth year at a rate of (8.3%).
-For the academic division, the attendance rate came (50.6%) compared to (49.4%) for the affiliation division.

Table No. (8) Illustrates the student's retaliatory obstacles:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	Distance education reduces student efficiency	147	159	54	2.25	0.702	11
2	The potential of distance education is not available to me	90	132	147	1.84	0.796	12
3	Traditional education is better than distance education	261	62	37	2.62	0.664	1
4	refuse to study via distance learning due to my limited capabilities	82	120	158	1.78	0.789	13
5	Absence of participation and interaction during the implementation of the electronic lecture.	191	112	57	2.37	0.742	8
6	The subject matter in distance education is not clearly understood	175	130	55	2.33	0.727	9
7	Practical exercises are not available in distance education	240	78	42	2.55	0.694	2
8	Distance education is a burden for my family.	90	92	178	1.75	0.828	14

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
9	Difficulty accessing information through educational programs	172	125	63	2.30	0.750	10
10	The absence of a direct relationship between the student and the course professor.	229	92	39	2.52	0.683	3
11	The absence of classmates	215	93	52	2.45	0.733	4
12	Lack of participation and interaction during the teaching process	204	110	46	2.43	0.709	5
13	it doesn't help me develop my own skills	210	92	58	2.42	0.753	7
14	My abilities in dealing with electronic devices are weak	68	104	188	1.66	0.775	15
15	The lack of adequate training courses to deal with distance education programs.	205	106	49	2.43	0.720	6
The variable is a whole					2.25	0.429	mean

The previous table shows:

The student's retarded obstacles, as the weighted average reached (2.25), which is an average level, and its indicators, according to the weighted average arrangement: it came in the first order (traditional education is better than distance education) with a weight average (2.62); followed by the second order (practical exercises are not available in Distance education.), with an average weight of (2.55); and came at the end of the ranking (my weak abilities in dealing with electronic devices), with an average weight of (1.66). It is evident from the above that some students prefer traditional education to distance education and that there are insufficient courses to deal with modern educational programs. This is consistent with the actual reality when dealing with social service students that they prefer direct education to e-learning.

Table No. (9) Illustrates the obstacles related to technological means:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	Some students' lack of skills to deal with electronic programs.	217	105	38	2.49	0.679	5
2	Not using technological laboratories in the teaching process.	227	97	36	2.53	0.671	4
3	Unavailability of internet services on campus.	252	63	45	2.57	0.704	3
4	The procedures for activating the university e-mail for the educational process are complicated.	210	94	56	2.42	0.746	8
5	The relationship between the teacher and the student has become a purely mechanical relationship.	200	129	31	2.46	0.649	6
6	Difficulty obtaining computers.	178	103	79	2.27	0.800	9
7	Difficulty dealing with distance education programs.	151	133	76	2.20	0.767	10
8	Weak internet networks at times	287	61	12	2.76	0.497	1
9	Difficulty obtaining scientific material through distance education technology.	212	101	47	2.45	0.714	7
10	Lack of modern teaching methods in the classrooms	252	75	33	2.60	0.650	2
The variable is a whole					**2.48**	**0.392**	**High**

The previous table shows:

The obstacles related to technological means, as the weighted average reached, which is a high level, and its indicators, according to the weighted average ranking. It came in the first place (weak internet networks in some cases) with an average of; followed by the second rank (the lack of modern educational means within Classrooms) with an average weight of , and at the end of the ranking came (difficulty in dealing with distance education programs) with an average weight of . The obstacle that most students and faculty suffer from is the weakness of the Internet in many cases. This is consistent with what was stated in the theoretical framework of the study.

Table No. (10) Illustrates the obstacles related to the university:

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
1	Insufficient dates for electronic lectures.	154	125	81	2.20	0.783	10
2	The prevailing educational system does not provide the opportunity to use distance education.	154	142	64	2.25	0.737	9
3	Unavailability of a large number of devices and networks at the university.	244	81	35	2.58	0.662	3
4	distance education is not valid for all majors	216	106	38	2.49	0.679	6
5	Lack of resources needed to finance distance education.	235	96	29	2.57	0.637	4
6	The procedures for activating the university e-mail for students are complicated.	201	111	48	2.42	0.715	8
7	The lack of appropriate training courses in the field of educational technology for students and curricula.	239	102	19	2.61	0.586	1

N	statement	Responses			mean	standard deviation	ranking
		Yes	sometimes	No			
		K	K	K			
8	Weak ability to employ modern technology in the service of education.	203	120	37	2.46	0.674	7
9	Internet services are not available on campus.	244	82	34	2.58	0.685	2
10	Weak cooperation between other disciplines in exchanging experiences and knowledge in the field of distance education.	223	98	39	2.51	0.683	5
The variable is a whole:					2.46	0.415	High

The previous table shows:

Obstacles related to the university, where the weighted average reached (2.46), which is a high level, and indicators of that according to the weighted average ranking. It came in the first order (the lack of training courses in the field of educational technology suitable for students and curricula), with a weight average of (2.61); followed by the second order (Internet services other than the available on campus), with an average weight of (2.58); and at the end of the arrangement came (inadequate dates for electronic lectures), with an average of (2.20). The above is evident from the obstacles the university and students face: the lack of training courses to train students to deal with modern technology; the lack of the availability of wireless services on campus; and the inadequate dates of electronic lectures for students. This was supported by El-Gamal's (2014) confirmation of e-learning and adoption and implementation of Egyptian higher education. Research findings identified the key factors affecting e-learning. Resolving potential obstacles in Distance education is characterized by the possibility of holding periodic meetings between the lecturers, students or between students.

Table No. (11) Clarifies the ranking of distance learning obstacles in university education:

N	Constraints	mean weighted	standard deviation	ranking
1	Referral student obstacles	2.25	0.429	3
2	Technology-related obstacles	2.48	0.392	1
3	obstacles reviewed by the university	2.46	0.415	2
	As a whole	**2.39**	**0.127**	**high**

The previous table shows:

Ranking of distance education barriers in university education, where the weighted average reached (2.39), which is a high level, and its indicators, according to the weighted average ranking: it came in the first order (obstacles related to technological means), with an average weight (2.48); followed by the second order (obstacles refer to the university), with an average weight of (2.46), and came at the end of the arrangement (obstacles returning to the student), with an average of (2.25). It is clear from the above that one of obstacles facing most students and faculty members is due to the modern technological means used in distance education and the insufficient training courses to deal with modern technology and modern educational programs.

Research findings:

The current study aimed to identify the obstacles to distance education for both faculty members and students of the faculty of social work, Helwan University. These obstacles were identified in several axes for each of them, which are obstacles due to faculty members, obstacles due to the university student, obstacles due to technological means, and obstacles due to the university. This is consistent with the study of (eyed al-harsh, Muhammad muffle, 2010), where the obstacles resulting from distance education for teachers were clarified.

The study also agrees with the study of (Faiza Bint Salah, 2011), where she clarified that there are a set of obstacles that hinder e-learning, which must be dealt with in order for e-learning to achieve its quality in the university education system.

Also, the findings were confirmed by the study of (Hana, Dandarawi, 2012), concluding that the e-learning system face many obstacles, as they indicated the need to obtain training courses in e-learning as one of the mechanisms necessary to activate this system to keep pace with the rapid development in the university education system.

That is what the current study seeks to achieve, by reaching a set of mechanisms that contribute to the success of the distance education system in university education, for faculty members and students.

Methods of statistical analysis:
- The data were processed by computer using the program (SPSS. V. 24.0) statistical packages for social sciences. The following statistical methods were applied: frequencies, percentages, arithmetic mean, standard deviation, range.
 - The level of barriers to distance education in university education was judged, where the beginning and end of the three-point scale categories are: yes (three degrees), to some extent (two degrees), no (one degree). Data were coded and entered into the computer. To determine the length of cells triple scale (lower and upper limits), the range = largest value - lowest value (3 - 1 = 2) was calculated, divided by the number of scale cells to obtain the corrected cell length (2/3 = 0.67). Then this value was added to the lowest value in the scale or the beginning of the scale, which is the correct one, to determine the upper limit of this cell, and so the length of the cells became as follows:

Table (12) the level of arithmetic averages:

If the mean value of the phrase or the dimension ranges between1-1.67.	low If the mean
value of the term or the dimension ranges between more than 1.67-2.34.	average level
If the mean value of the term or the dimension ranges between more than 2.34-3.	High level

If the mean value of the phrase or the dimension ranges between low if the mean value of the term or the dimension ranges between more than average level, if the mean value of the term or the dimension ranges between more than High levels.

Recommendations:
The current study recommends:
From benefiting from the distance education system The mechanisms are a set of plans and future visions that help to deal positively with the obstacles that hinder social service students from benefiting from the distance education system. This includes a set of mechanisms represented in the following points:
1. Providing computers in university institutions, while providing lines of communication with global networks of information and the Internet, which helps to create websites for institutions on these networks.
2. The use of experts and specialists to follow up the work and maintenance of the equipment.
3. Designing and building electronic courses according to the foundations and standards of modern design and presenting them via websites around the clock.

4. Training and qualifying faculty members through a set of training courses for designing programs and electronic courses.

5. Preparing and qualifying students to deal with modern electronic systems in education and training.

6. Availability of sufficient capabilities and resources within the university to achieve its goals of implementing the distance education system.

7. Good and proper planning for teaching and distance learning.

8. Determining the strategies used in communication, follow-up, evaluation, and implementation of tasks and activities assigned to students in distance education.

9. Choosing appropriate programs or applications for distance education and employing them properly and accurately for the benefit of students.

10. Ensure that teacher and students are proficient in the programs, sites or applications used.

11. Educate students about choosing the appropriate places to follow and attend distance education lessons and adhere to the participation rules set by the teacher at the outset.

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