Increasing the Efficiency of Palestinian University Performance through the Implementation of E-Learning Strategies

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Abstract: *The study aimed to identify increasing efficiency of Palestinian university performance through the implementation of e-learning strategies in Palestinian universities (Al-Azhar University, Islamic university, Al-Aqsa University). The analytical descriptive approach was used for this purpose, and relying on the questionnaire as a main tool for data collection. The study society is from the senior management, where the number of senior management in the universities in question is 206. The random stratified sample was selected, and the Statistical Analysis of Social Sciences (SPSS) program was used. The study found a significant relationship between e-learning strategies and the efficiency of university performance. The study also showed that senior management in Palestinian universities does not care about providing the appropriate budget for e-learning. The study also showed that senior management in Palestinian universities does not help to adhere to the performance standards set by the university. The study also found that the senior management in the Palestinian universities participates in the research that develops the university performance but does not care about following the policies of implementing the development of scientific research. The study recommended that the senior management of Palestinian universities should provide an e-learning budget and encourage employees to continue using e-learning strategies. It also recommended that senior management should focus on developing measures that would help to increase efficiency of performance. The study also recommended that senior management in Palestinian universities should adopt distinguished research and support, and the need to encourage interest in the implementation of policies for the development of scientific research.*

Keywords: university performance, performance efficiency, e-learning strategies, universities, Palestine.

1. INTRODUCTION

The importance of e-learning in improving the quality of higher education and its development through the improvement of methods and teaching techniques is in line with the general development of modern international technology, and education is required to search for methods and educational models to face many challenges. E-learning contributes to the development and development of universities; it has the ability to deliver the content of educational programs, activities, and courses online. E-learning strategies vary in order to suit learners' abilities, diversity of goals, and decisions. The strategies used are defined through e-learning, namely how education is provided to learners. E-learning includes the design of different learning strategies that help achieve the objectives. E-learning strategies include a number of procedures; to provide e-learning content that helps learners to achieve educational goals with great skill and professionalism (Abdalmenem et all., 2019).

The efficiency of university performance reflects the activity or the intended effort which aims to introduce a range of changes in the capabilities and capabilities of the educational institution, which helps it to raise its performance through setting goals. Improving the efficiency of university performance is the main motivation for universities to achieve their goals and excellence. The second function of

the universities is the scientific research of the importance of the researchers of the faculty members and their assistants. Their career prospects are related to the research, studies and consultations for the development of development, and the performance results are a basic reference for increasing the performance efficiency of each individual within the organization. Their aptitudes, their abilities, their motivation for change, their aptitude for education, development, and their success in performing their work by maintaining and improving the current performance (Abdalmenem et all., 2018).

The increasing efficiency of university performance is linked to the ability of universities to employ e-learning to improve the educational and research process, as there are scientific studies that proved that employing e-learning strategies in an effective manner can contribute effectively to the development of the educational process and enhance communication between the parties of the educational and research process. The increasing spread of telecommunications, and the information technology of the variables affecting universities, which reflected their effects on university performance.

Table 1: Ranking of the Universities under Study by Local, Arab and International Universities in 2019

No.	The University	Local Ranking	Arab ranking	International Ranking

1.	Islamic University	4	37	2874
2.	Al-Azhar University	8	138	9613
3.	Al-Aqsa University	12	195	9761

Source: http://www.shanghairanking.com/

2. PROBLEM STATEMENT

Palestinian universities face challenges in the level of efficiency of university performance. Universities use a mix of e-learning strategies. The use of these strategies in Palestinian universities shows a lack of implementation of e-learning strategies in Palestinian universities. Some academics in the universities under study the culture of change, in addition to the weakness of the infrastructure, and the content of e-learning, which limits the ability of universities to develop university performance compared to foreign universities, and identify the shortcomings On the implementation of e-learning strategies, and the problem of research lies in the following (Abdalmenem et all., 2019), (Abdalmenem et all., 2018):

1. Palestinian universities face difficulties in employing e-learning for teachers and students, where graduates have skills of (28) skills (3) skills, reflecting poor performance.
2. Lack of interest in scientific research where scientific research in Arab universities in general and Palestinian universities in particular suffer from the problem of financial resources for scientific research and research centers.
3. According to UNESCO statistics, the combined Arab countries allocated $ 1.7 billion, or 0.3 percent of the gross national product, to scientific research (Al-Muzain, 2015).

Therefore, the problem of the study is the low efficiency of university performance in Palestine, as a result of the failure to apply appropriate e-learning strategies, which may have an impact on the efficiency of performance, whether positive or negative.

The study problem can be identified by the following questions:

1. What is the level of efficiency of university performance (educational) in Palestinian universities from the point of view of senior management?
2. What is the level of efficiency of university performance (research) in Palestinian universities from the point of view of senior management?

3. RESEARCH IMPORTANCE

The importance of the study is based on the theoretical and applied level in view of the increasing interest of the universities in the efficiency of the university performance and its attempt to develop the educational performance.

A. In scientific terms:

1. The current study is an extension of the previous studies that dealt with the efficiency of university performance through the implementation of e-learning strategies, and in response to the previous studies called for the need for further studies of the application of e-learning strategies to increase the efficiency of performance in universities.
2. Discovering the shortcomings in terms of the best, then preparing the universities to avoid shortcomings, and to determine the degree of difference between some of the foreign universities under study, and Palestinian universities, and benefit from the foreign environment by increasing the efficiency of performance.

B. In practice:

1. Highlight the reality of e-learning in Palestinian universities, which are working to gain competitive advantage for higher education organizations.
2. Through the results of the field study, Palestinian universities can identify their shortcomings, address them, and avoid their weaknesses.

4. THEORETICAL FRAMEWORK

First- The concept of e-learning strategies: Mark points out that when talking about e-learning strategies we must recognize that they are originally the result of public education strategies and stressed that e-learning strategies are one of the forms of education strategies, which greatly affect the performance and efficiency of the educational institution (Resenbeg, 2015).

1. The concept of e-learning strategies is not an e-learning term, but an integrated approach through which university performance can be improved.
2. The application of the concept of e-learning strategies and programs is linked to the vision and mission of the universities, which contribute to the achievement of their objectives, and the goals of the dealers together.
3. The application of programs and methods of using e-learning strategies leads to employee satisfaction, which contributes to improved capacity and willingness to perform in universities.
4. Is the source of attracting and attracting students who believe that the educational process is for them fun and easy, and helps them to innovate, which in turn contributes to increase the efficiency of performance as indicated by the focus group.

These are in general the concept of e-learning strategies as follows:

- All definitions agree as strategies that higher education institutions must adopt in order to develop and improve the education process.
- E-learning strategies reduce costs and reduce education costs to the public and private sectors.
- It is a strategic option that contributes to the refinement and development of the educational process for learners and teachers.

– The above definitions show that e-learning strategies need to be adapted to achieve the vision and mission of education in higher education institutions and to make them relevant to global educational institutions.

As part of the above, e-learning strategies can be defined as an integrated approach that uses a range of methods, tools and programs associated with improving and developing the learning process, which contribute to the process of increasing the efficiency of the performance of the universities and achieving their goals, in addition to improving the knowledge and access by the learner, And the teacher, which helps creativity, which in turn leads to attract, and attract customers, loyalty to universities, and its reflection on the culture of society.

Second- Objectives of e-learning strategies:

E-learning is a modern method of teaching and learning that employs modern communication mechanisms to support, enrich, and improve the quality of education. In this section, researchers attempt to highlight the most important goals of e-learning (Abdalmenem et al., 2018):

1. Helps faculty members and their assistants prepare teaching material for students, compensate for lack of experience in each other, and provide them with advanced skills.
2. Addresses the lack of academic and training cadres in some educational sectors through virtual classrooms, and achieves full interaction, directly with teacher and learner.
3. It works on a variety of tools. The new educational system assumes different learners in tendencies, attitudes, preparations, and desires, and thus provides different ways to access the information and tools in a variety that suits the difference in the qualities of the learners.
4. Helps to achieve equal educational opportunities, where the learner can overcome the obstacles of time and distance if the adoption of education on the Internet, as e-learning is able to provide.
5. Helps students search for information by communicating with peers, searching databases online, and through social media.

Abo Khatwa (2013) aims to provide a rich, multi-source learning environment, redefine roles, create incentives, encourage communication between the learning process, model education, and channel learning experiences through the creation of communication channels , With the preparation of a generation of teachers and students capable of dealing with modern technology skillfully, and given the case study (Al-Dosari, 2014) there is a set of requirements to reach the goals of e-learning, as follows:

1. To amend the education policy at the university level, so that technology is an essential tool in scientific education at all stages, which contribute to communication between faculty members and students.
2. Providing physical, human and infrastructure requirements, preparing appropriate electronic programs

and courses, and training the elements of the educational system.

3. Conduct research, studies, and experiences in the field of e-learning, comprehensive evaluation, and continuous improvement.

The researchers note through the objectives of e-learning strategies in universities that there is a consensus between all the objectives, and this confirms the importance of research, especially that there is consensus that it leads to excellence in university performance, and raise the level of universities, and achieve the desired polarization of these universities, In some of its objectives and non-achievement, and this is what some e-learning centers in Palestinian universities pointed out.

Third- Types of e-learning strategies:

The types of e-learning strategies are divided into several types:

1. Strategy of electronic lecture (Akeil, 2013): A method of presenting facts and information. Through this strategy, the teacher works continuously to develop the educational content to suit the needs of students, and can be delivered through multimedia e-learning such as audio files, video files, etc.
2. Working Groups (Collaborative Learning) (ODUMA and CHIKA, 2014): Students work together to achieve an educational goal, such as writing a research paper, searching for a concept on the web, and connecting learners with other teachers, educators, scientists, and researchers. For the Internet, cooperate to reach the appropriate purposes.
3. Electronic discussion (Matt, 2015): One of the most important tools of communication and interaction in the e-learning environment, through which it can achieve many of the goals, where students reach the highest levels of knowledge, especially analysis, synthesis and evaluation, and students add their personal experience to some of them Some.
4. Electronic brainstorming (Abdalmenem et all., 2019): A method designed to stimulate students' thinking through e-learning.
5. Problem solving (Zamel and Hinnawi, 2015): Helping the learner to understand the basic concepts of knowledge in solving the educational problems that face him, and help the learner to direct his behavior and abilities, and used in research.
6. Electronic simulation (Al-Fawal, 2013): a tradition of real reality, such as representation of a conciliator or a group of real situations that are difficult for the learner to study the reality, and discovery, and identify the results due to cost, and to achieve safety, and to eliminate the risk.
7. Electronic training (Alkarzon, 2016): The process in which an interactive environment is created in applications based on computer technology, networks,

and multimedia, and enables the trainee to achieve the objectives of the process

8. Self - directed education electronically (Nwangwu, 2014): It is a digital technique, which is conducted through individual dialogue between the teacher and the learner only without the participation of the other learners, through bilateral discussion on the Internet or e-mail, and displays the learner problems, and the teacher is assisted by the learner.
9. Electronic Publishing Strategy (Abdel-Al, 2011): The use of computer hardware and systems for innovation, creativity, page preparation, template production, and complete and complete output.
10. Interactive Learning Strategies (Amara, 2013): An interactive learning method that allows students to engage with each other and partners with them in building their learning of the program for electronic scheduling skills, both in simultaneous and out-of-sync sessions.

It has been classified by some specialists in e-learning strategies as follows (Redenbeg, 2010):
1. Electronic dumping
2. Multimedia strategy and high
3. Electronic scientific statement
4. Electronic scientific experimentation
5. Cooperative Education
6. Electronic training
7. Self-learning.

Fourth- Basic principles of university performance efficiency

Today's economic conditions have led to the need for the development of higher education characterized by intense competition and the consequent lack of job stability at the global level. In the EU, for example, 10% of jobs change completely annually, Skills of an international nature, and retraining of workers in line with the needs of the markets, which requires the State to develop education (Gad Al-rab, 2010)

It can be said that universities, scientific research centers, specialized scientific and academic institutes have a special nature in their activities, fields of work, and their employees. Universities are research centers first, where they seek scientific, intellectual and cognitive enrichment, as well as scientific centers to graduate competencies and human cadres Is fully qualified to meet the needs of local and foreign business institutions. In addition, universities are advisory centers that provide excellent services to businessmen, civil society, the local and regional communities that serve them (Gad El-Rab, 2009).

There are several concepts related to the concept of the performance of educational institutions, which relate to the quality of performance, where the performance of the institution is measured by three indicators: (efficiency, effectiveness, productivity), and the study will address the concept of efficiency:

Table 2: The concept of efficiency

No.	Author	Concept
1.	(Tarawneh, 2012)	Efficiency refers to the ability to perform an assignment, and refers to outputs that relate to the acquisition of minimum capacity and skills.
2.	(Dariush. K & other 2014)	Efficiency in educational institutions is the efficiency of inputs available to generate a certain level of production in tertiary education, involving a mix of multiple input inputs to produce multiple outputs that universities employ academic staff to educate students to produce graduates with a certain level of quality, teaching efficiency, Provide knowledge of undergraduate and graduate level
3.	(Al-Ja'di, 2014)	Rational use in the trade-offs between alternatives, and choosing the best ones in a way that would reduce costs or maximize profit.

Source: Authors' preparation based on literature

Some writers have shown that efficiency is the proper performance of business, and how the definition of efficiency relates to performance by comparing the definition of performance and efficiency. Some authors have defined performance as trying to obtain specific facts or data that can help analyze and evaluate an employee's performance and behavior within a specific time period, and to assess its technical, practical, and scientific relevance to the present and future (Al-Rawahneh, 2013). Some authors refer to the concept of performance as the way in which an individual or organization evaluates the tasks related to its function, activities or work related to the function of an individual or institution to achieve scientific and educational goals (Miller, 2016).

Tarawneh (2012) pointed to the efficiency of the performance as the head of the academic department of the

duties entrusted to him by the regulations and the regulations in force at the university, which works efficiently and effectively, measured by work, scientific research, teaching, administrative and technical work.

5. LITERATURE REVIEW

➢ Study of (Abdalmenem et all, 2019) aimed to identify e-learning strategies and their relationship for increasing the efficiency of educational performance in foreign and Palestinian universities (University of Ottawa, University of Munster, Suez Canal University, Al-Azhar University, Islamic University, Al-Aqsa University). The analytical descriptive approach was used for this purpose, and relying on the questionnaire as a main tool for data collection. The study society is from the senior management, where the number of senior management in the universities in question is 206. The random

stratified sample was selected, and the Statistical Program of Social Sciences (SPSS) was used for the analysis. The study found that there is a significant relationship between e-learning strategies and increasing the efficiency of educational performance in universities. The study also showed that senior management in Palestinian universities does not care about providing the appropriate budget for e-learning. The study also showed that senior management in Palestinian universities does not help to adhere to the performance standards set by the university. The study recommended that the senior management of Palestinian universities should provide an e-learning budget and encourage employees to continue using e-learning strategies. It also recommended that senior management should focus on developing measures that would help to increase efficiency of performance.

➢ Study of (Al-Anzi, 2016), which aims at understanding the relationship between the use of ICT applications and increasing the ability of scientific research among faculty members, the latest applications of education technology used in the delivery of services, and their impact on improving research performance. The results showed that there was a clear reduction in the periodic updating of the ICT tools and other media of the Commission. The results also indicate a good rise in the contribution of ICT education and information technology to improving research levels.

➢ Study of (Al-Baz, 2015) which aims to characterize the current situation of applying the organizational learning portal in some Egyptian universities and some foreign universities operating in Egypt. And to analyze the most important challenges and constraints that limit the effectiveness of applying the organizational learning portal. And identify the most important indicators of measuring the culture of excellence while identifying the basic pillars to build a culture of excellence in different administrative sites. The results showed that the preparation of information technology, knowledge management, and distance training is one of the basic strategic elements needed to build organizational learning. And that there was a capacity for universities to cope with rapid changes in teaching and scientific research. Distance training at universities reduces training time, and there are many weaknesses in the availability of technology.

➢ Study of (Brown & Sun Park, 2015), which aimed to compare online asynchronous master lectures with their traditional counterparts, and to evaluate practices and research through self-efficacy. The results showed that knowledge improved and self-efficacy in research among students. And that there is little difference between online learners and face-to-face imitation education.

➢ Study of (Pilar Ficapal-Cusía & Joan Boada-Graub, 2015) Which aims to develop business strategies and

processes to deal with and solve the situation associated with a particular job, design the process of joint assessment based on individual performance, group performance, generate thinking processes, to enable students to assimilate, and then generalize the concepts and procedures developed for other situations you will encounter in the environment Work, and develop education strategies that enhance performance. The results showed that the issuance of choices and expansion of electronic methodology. (Eg, time management, task planning, problem solving, decision-making and use of ICT systems), personality traits such as: (effective communication, critical thinking, personality and relationships) and systematic nature of adaptation with new situations, and self-learning.

➢ Study of (Nicholas et al., 2014) aimed at identifying strategies used to identify a community-based approach and addressing the challenges of education in different communities throughout Nigeria. The results show that strategies focus on bringing together community stakeholders to create awareness, identify issues related to education, develop appropriate educational programs that address issues and improve the quality of education in communities. The system provides a framework for continually evaluating students' academic performance.

➢ Study of (David & Serradell, 2014) aimed at identifying innovations that affect all teaching methods, e-learning methods, and the detection of variables such as the university's strategy towards ICT adoption. (ICT) to identify the students' abilities to use digital technology in the educational process by teachers and students, or to choose a methodology that simulates digital education the results showed that motivation is the main variable that affects the performance of students over the Internet, which emphasizes the importance of this factor as a source of educational efficiency. Positive impact on student performance and positive impact on student performance from adoption of innovations in teaching and learning technology.

➢ Study of (Rita Morais et al., 2014), which aims to identify the capacities of European higher education institutions in education, examine the level of European higher education institutions in e-learning, and the possibility of generalizing its experience to benefit as many students as possible. The results showed that e-learning offers greater flexibility in education than traditional learning. And that e-learning generates many ways that stimulate and enrich discussions, and e-learning contributes to the exploitation of time. And that e-learning is classified in quality assurance processes.

➢ Study of (Al-Gamal, 2014), which aims to identify the availability of the requirements of the success of electronic management in universities, to identify the size of the role played by electronic management in increasing the efficiency of university performance. The results showed that there were differences in the views

of the study groups on the variables of the study. And that there is a significant impact between the quality of electronic service, and the efficiency of university performance.

➢ Study of (Al-Saadi, 2013) Which aims to determine the requirements of using e-learning in the faculties of the University of Maysan from the point of view of the faculty members to determine the requirements for design, implementation and evaluation of the use of e-learning in the faculties of the University of Maysan from the point of view of the faculty members, and identify the requirements for the training of faculty members to use e-learning in University of Maysan University. The results showed that the requirements of the e-course and the requirements of the training of faculty members were of great importance. And that the requirements of the physical education environment were of medium importance.

➢ Study of (Al-Matari, 2013), which aims to develop a questionnaire to diagnose the reality of e-learning in Arab universities in the light of quality standards, to obtain high reliability and stability of the questionnaire. The most important findings were that the questionnaire has a high degree of honesty and consistency. And that the other two criteria (leadership and administrative organization, material and technical resources, human and financial) all indicate that the one-dimensional questionnaire.

6. FIELD STUDY AND METHODOLOGY

The methodology of the study and its procedures is a major focus through which the practical aspect of the study is accomplished. The data required to conduct the statistical analysis are obtained in order to reach the results that are interpreted in the light of the study literature on the subject of the study.

First, there was a statistically significant relationship between e-learning strategies and the efficiency of university performance.

This hypothesis is divided into the following sub-assumptions:

1. There is a statistically significant relationship between the strategy of e-learning and increasing the efficiency of university performance (educational).
2. There is a statistically significant relationship between the strategy of e-learning and increasing the efficiency of university performance (research).

The analytical descriptive approach, which is based on the study of the phenomenon as it exists in reality, is treated as a precise description, expressed in qualitative and quantitative terms, and to draw conclusions on which the proposed approach is based to increase the knowledge of the subject.

Two main sources of information were used:

1. Secondary sources: where the researchers went to books, references and related Arab and foreign, periodicals, articles and reports, research, previous studies, research and reading in various Internet sites.
2. Primary Sources: To address the analytical aspects of the study, the researchers sought to collect primary data through the questionnaire as a main tool for the study, designed specifically for this purpose, and the researchers prepared a senior management questionnaire.

* Study community:
The research community included senior management in the Palestinian universities, namely: Islamic University, Al-Azhar University, and Al-Aqsa University.

Table 3: Distribution of the Study Society

No.	The University	Senior Management
1.	Islamic University	106
2.	Al-Azhar University	65
3.	Al-Aqsa University	64
	Total	443

Source: Based on university statistics for 2019.

*The study sample:
The random stratified sample was used by the university and the sample size was as shown in Table (4)

Table 4: Distribution of the study sample according to the university name

No.	The University	Senior Management
1.	Islamic University	49
2.	Al-Azhar University	30
3.	Al-Aqsa University	30
	Total	206

*Study tool:
The study tool was designed to "increase the efficiency of Palestinian university performance through the implementation of e-learning strategies, through the following steps to build the questionnaire:

To view the administrative literature and previous studies related to the subject of the study and was prepared for the senior management, in order to identify the efficiency of university performance from their point of view. The researchers consulted a number of university professors and administrative supervisors in determining the dimensions of the questionnaires and their paragraphs. In light of the opinions of the arbitrators, some of the clauses of the questionnaire were modified in terms of deletion, addition, and modification, so that the questionnaire will be finalized.

The questionnaires consisted of a number of paragraphs, distributed according to Table (5) as follows:

Table 5: The axes and paragraphs included in the questionnaire of the study

E - Learning Strategies	19
Efficiency of university performance (educational)	5
Efficiency of university performance (research)	7

Source: Preparation of researchers

Validation of the questionnaire:

The truth of the questionnaire is to measure the questions of the questionnaire and to determine the veracity of the questionnaire in two ways:

A. The truth of the arbitrators: "The truth is apparent": The study tool was presented in its initial form to a group of arbitrators consisting of (24) of specialists in the academic, administrative, professional, statistical and educational technology. The researchers responded to the opinions of the arbitrators and the necessary deletion and modification In the light of the proposals submitted, and thus the questionnaire was finalized.

B. Authenticity of internal consistency: Honestly, internal consistency means the consistency of each paragraph of the resolution with the area to which this paragraph belongs.

Table (6) shows the correlation coefficient between each of the "e-learning strategies" and the total score of the field, which shows that the correlation coefficients shown are significant at ($\alpha \leq 0.05$).

The second area: electronic knowledge.

Table 6: The internal honesty of the interviewers

No.	E - Learning Strategies	Pearson Coefficient Of Correlation	Probability Value (Sig.)
1.	Strategic Planning	0.918**	0.000
2.	Efficiency of university performance (educational)	0.856**	0.000
3.	Efficiency of university performance (research)	0.927**	0.000

*The correlation is statistically significant at $\alpha \leq 0.05$.

* *The correlation is statistically significant at $\alpha \leq 0.01$.

B. Structural honesty of the questioners:

Structural honesty is one measure of the validity of a tool that measures the extent to which the objectives of the tool are achieved, and shows the extent to which each area of study relates to the overall score of the question paragraphs. Table (7) shows that all correlation coefficients in all areas of the questionnaire are statistically significant ($\alpha \leq 0.01$).

Table 7: correlation coefficient between the degree of each field of the research Areas and the total degree of the Areas

	Areas	Pearson Coefficient Of Correlation	Probability Value (Sig.)
E - Learning Strategies	Strategic Planning	0.918**	0.000
	Efficiency of university performance (educational)	0.856**	0.000
	Efficiency of university performance (research)	0.927**	0.000

*The correlation is statistically significant at the mean level ($\alpha \leq 0.01$)

Fixed resolution paragraphs:

The stability of the research questionnaire was verified by Cronbach's Alpha Coefficient and the midterm fragmentation and the results were as shown in Table (8).

Table 8: Cronbach's Alpha Coefficient and the midterm split to measure the stability of the upper management questionnaire

No.	Areas	Number Of Paragraphs	Cronbach's Alpha Coefficient	Split-Half Test
1.	Strategic Planning	7	0.933	0.938
2.	Efficiency of university performance (educational)	5	0.947	0.918
3.	Efficiency of university performance (research)	7	0.953	0.950
	E - Learning Strategies	19	0.968	0.981

The results shown in Table (10) demonstrate that the value of Cronbach's Alpha Coefficient is high for axes, with values ranging from (0.908 to 0.953). The results were similar to Cronbach's Alpha Coefficient method, ranging between (0.918-0.981). This means that the resolution tool is accurate in measuring what is being measured and that the stability coefficient is high and satisfies the research purposes.

7. ANALYSIS OF STUDY DATA

The questionnaires were analyzed using the cognitive tests (one sample T test) to determine whether the response averages were. Class (3) is considered neutral, and it represents (60%) on the scale of the study. E-learning strategies have been identified from the perspective of senior management, as shown in the table:

Table 9: The arithmetic mean, the relative weight, and the value of T e-learning strategies from the point of view of senior management

No.	E - Learning Strategies	SMA	Standard Deviation	Relative Weight%	T Test Value	Morality P- Value	Paragraph Order
	Strategic Planning						

No.		SMA	SD	RW%	TV	P	Order
1.	E-learning strategies are a strategic requirement.	3.76	1.34	75.25	9.57	0.00	1
2.	Senior management encourages academics to use e-learning.	3.23	1.32	64.54	2.89	0.00	2
3.	Senior management provides the appropriate budget for e-learning.	2.80	1.15	56.10	-2.85	0.00	7
4.	Senior management works to attract e-learning specialists	3.20	1.22	63.97	2.73	0.01	3
5.	Senior management adopts e-learning culture.	3.04	1.08	60.85	0.66	0.51	5
6.	The university sets a clear plan that includes e-learning.	3.10	1.28	62.00	1.30	0.19	4
7.	Senior management provides e-training at universities.	3.02	1.37	60.50	0.31	0.76	6
	E - Learning Strategies	3.16	1.56	63.25	8.89	0.000	

The value of (T) of the table at the level of significance of 0.05 about 1.98

The following table shows the following:

1. The top management view showed that the relative weight of the e-learning strategy areas was the first paragraph (e-learning strategies are strategic requirements), ranked first with a relative weight of 75.25% and an average of 3.76 with a test value of 9.57. This is a statistical function at a mean level of ($\alpha \leq 0.05$), indicating that the average response rate for this paragraph has significantly increased neutrality. This means that there is considerable agreement by the sample members on this paragraph, Ministry of Education to make e - learning Applied nationally. As for foreign universities, we note the support of the universities for the strategic planning approach to cope with global development.

2. The third paragraph (senior management provides the appropriate budget for e-learning) ranked last with a relative weight (56.10%), an average of 2.80 and a test value of -2.85. Therefore, it is statistically significant function at the mean level ($\alpha \leq 0.05$) indicating that the average response to this paragraph was less than the degree of neutrality, and the degree of approval was weak, and researchers are due to the financial crisis experienced by Palestinian universities because of wars and the destruction of part of their buildings, which led to difficult financial conditions.

3. In general, senior management agreed on the importance of e-learning strategies and obtained an approval ratio with an average of (3.16) indicating that the average response to this Areas has exceeded the level of neutrality, which is (3) Low approval by the sample on this Areas, researchers attribute the tendency of universities to develop infrastructure after the destruction of the occupation of a large part of the universities, in addition to the high costs of protection programs, security and software.

4. This finding is in line with the findings of the Oyeleye & Uche (2015) study, where results show that improving the e-learning system contributes to the promotion of distance education in Nigeria.

The efficiency of university performance was determined from the senior management point of view using the arithmetic mean, standard deviation, relative weight, test value T and Sig as shown in the following table:

The efficiency of university performance was determined from the senior management point of view using the arithmetic mean, standard deviation, relative weight, test value T and Sig as shown in the following table:

Table 10: The arithmetic mean, the standard deviation, the relative weight, and the value of T test for the efficiency of university performance (educational)

No.	Efficiency of university performance (educational)	SMA	Standard Deviation	Relative Weight%	Test Value	Morality P- Value	Paragraph Order
1.	The incentives contribute to increased efficiency of performance.	3.48	1.33	69.65	6.11	0.00	1
2.	Helps to meet university performance standards.	3.34	1.22	66.74	4.63	0.00	3
3.	Stimulates faculty members to make good decisions.	3.48	1.24	69.50	6.45	0.00	5
4.	E-learning allows for flexible monitoring of university performance.	3.44	1.31	68.87	5.69	0.00	2
5.	E-learning programs contribute to raising the performance of faculty members.	3.48	1.33	69.65	7.05	0.00	4
	Efficiency of university performance (educational)	3.43	1.22	68.65	2.30	0.000	

The value of (T) of the table at the level of significance of 0.05 about 1.98

1. The senior management agreed that the relative weight of the points of the efficiency of the university performance was (1,3,5) and ranked first with a relative weight of 69.65%, 69.50% and 68.65% respectively, and an average (3.48), the value of the test (7.05, 6.11, 6.45) and the probability value (Sig) = (0.000), which is below the significance level (0.05). Therefore, this paragraph is statistically significant at the level of significance ($\alpha \leq$ 0.05), indicating that the average response rate for this paragraph has increased the degree of neutrality to a medium degree, which means that there is great approval by the respondents to this paragraph. The researchers attributed this to the interest of universities in the educational system, which reaches the highest quality in all fields and all disciplines.

2. While the second paragraph (Helps to comply with university performance standards) (4.34), was ranked last with a relative weight (66.74%), an average (3.34), the test value (4.63), and the probability value (Sig) = (0.00), which is less than the significance level (0.05). Therefore, this paragraph is a statistical significant at the

level of ($\alpha \leq 0.05$), indicating that the average response to this paragraph has been moderately increased. The researchers attributed this to the involvement of staff in setting the goals that universities seek to achieve.

3. In general, the views of the senior management agreed on the Areas of university performance efficiency (educational), and obtained an approval ratio with an average of (3.43) indicating that the average response to this Areas has increased from the neutral level (3) to a moderate degree, indicating the degree of response For these paragraphs, which exceeded the middle class. The researchers attributed this to the fact that universities seek to raise the efficiency of the achievement of educational tasks, and put them on top of their priorities, to reach the institutional excellence in the light of global technological development.

The efficiency of university performance was determined from the top management point of view using the arithmetic mean, standard deviation, relative weight, test value T and Sig as shown in Table 14:

Table 11: The arithmetic average, the standard deviation, the value of (T) and the relative weight of the efficiency of the university performance (research) from the point of view of senior management

No.	Efficiency of university performance (research)	SMA	Standard Deviation	Relative Weight%	T Test Value	Morality P- Value	Paragraph Order
1.	Senior management participates in research that develops university performance	3.55	1.29	71.03	5.59	0.00	2
2.	Motivate employees to spend abroad	3.46	1.40	69.29	-0.87	0.39	6
3.	The senior management follows the policies of implementing the development of scientific research	2.93	1.44	58.51	0.97	0.33	18
4.	Is working on a future plan for scientific research	3.07	1.23	61.42	0.67	0.50	13
5.	The senior management in its plan is constantly developing research centers	3.05	1.16	60.92	1.69	0.09	14
6.	Facilitates participation in scientific conferences	3.13	1.34	62.70	0.45	0.65	11
7.	Helps to disseminate electronically researched scientific research	3.04	1.33	60.71	0.93	0.35	16
	Efficiency of university performance (research)	3.11	150	62.14	7.65	0.000	

The value of (T) of the table at the level of significance of 0.05 about 1.98

1. The senior management agreed that the relative weight of the pillars of the efficiency of university performance (research) was the paragraph (the participation of senior management in the research that develops the university performance), ranked first with a relative weight of 71.03, an average of 3.55 and a test value of 5.59), and the probability value of (Sig) = (0.000), which is below the level of significance (0.05). Therefore, this paragraph is a statistical significant at the level of significance ($\alpha \leq 0.05$), indicating that the average response to this paragraph has greatly increased the degree of neutrality, which means that there is considerable approval by the respondents on this paragraph. The researchers attribute this to the nature of the work of the senior management, which is specialized

in planning, development and development of strategies and policies to suit the requirements of the university.

2. While paragraph XV was occupied (senior management follow-up policies to implement the development of scientific research) the last place with a relative weight (58.51%), and an average arithmetic (2.93), the test value (0.97), and the probability value (Sig) = (00.00), which is less than the significance level (0.05). Therefore, this is a statistically significant at the level of significance at ($\alpha \leq 0.05$), indicating that the average response to this paragraph has been lower than the low degree of neutrality, indicating that there is little agreement from the sample on this paragraph. The researchers attributed the difficult economic situation of Palestinian universities, which delayed the

implementation of the development of scientific research, and directed Palestinian universities to the attention of academic education. As for foreign universities, they follow the policies of implementing scientific research, but seek to be better for technological development.

3. In general, the views of the senior management agreed on the importance of the efficiency of the university performance, and obtained an approval ratio with an average of 3.11 indicating that the average response level of this Areas has exceeded the level of neutrality, which is (3) Responding to these paragraphs is more than the middle class. Researchers attribute this to the universities' efforts to develop scientific research

centers, libraries and conferences that contribute to spreading the culture of scientific research and help solve the problems of society.

8. TEST HYPOTHESIS:

"There is a significant relationship between the strategies of e-learning and increase the efficiency of university performance".

To answer this hypothesis, correlation coefficients and the probability value (Sig) were used to find the relationship, and the level of significance, from the point of view of senior management.

Table 12: The correlation coefficient between e-learning strategies and the efficiency of university performance from the point of view of senior management

No.	Hypothesis	Pearson Coefficient Of Correlation	Probability Value (Sig.)
1.	There is a significant correlation between the total areas of e-learning strategies and e-learning planning strategy.	0.885*	0.000
2.	There is a significant relationship between the total areas of e-learning strategies and the efficiency of university performance (educational).	0.910*	0.000
3.	There is a significant relationship between the total areas of e-learning strategies and the efficiency of university performance (research)	0.902*	0.000

The correlation was statistically significant ($\alpha \leq 0.05$).

Table (15) shows that the correlation coefficient is (0.885) and that the probability value (Sig) is equal to (0.00) which is less than the significance level at ($\alpha \leq 0.05$). This indicates a statistically significant relationship between e-learning strategies, Efficiency of university performance. The researchers attribute this to the interest of the senior management in presenting strategic plans for e-education through the vision and mission of the universities and quadratic analysis, which in turn reflects on the efficiency of university performance.

9. RESULTS

The results of the study were presented by presenting the results of the hypothesis test. In light of this, the researchers reached the following results:

- There is a significant relationship between e-learning strategies and the efficiency of university performance.
- The study showed that the senior management in the Palestinian universities does not care to provide the appropriate budget for e - learning, while the study sample members of e - learning strategies are a strategic requirement for the development of education.
- The study showed that the senior management in the Palestinian universities does not help to adhere to the standards of performance set by the university.
- Senior management in the Palestinian universities participate in the research that develops the university performance to the first place. The results indicated that the senior management does not care about the follow-

up policies to implement the development of scientific research.

10. RECOMMENDATIONS

- The need for senior management in Palestinian universities to provide an e-learning budget and encourage employees to continue using e-learning strategies.
- The importance of senior management to develop standards that will help to increase efficiency of performance.
- The administration in Palestinian universities must adopt and support outstanding research, and the need to encourage interest in the implementation of policies for the development of scientific research.
- The Palestinian universities must adopt e-learning innovations, develop plans commensurate with the vision and mission of universities, and be guided by the experiences of foreign universities in this field.
- Palestinian and Arab universities should continue to develop e-learning strategies.

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