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The Effect of Strategic Planning on the Success of e-learning: Al-Nisour University College as a Case Study

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Abstract

This research aims at identifying the effect of strategic planning with the dimensions (strategic orientation, strategic analysis, and strategic choice) within e-learning and the dimensions (personal dimensions, environmental dimensions, and system dimensions) at Al-Nisour University College. The importance of study stemmed from the instrumental role of strategic planning before the transition from traditional education to e-learning. The study used the descriptive analytical curriculum. In order to collect the required data, the form of questionnaire was adopted and applied to a sample of (60) teaching staff at the university, in addition to adopting the method of interviews. The study used a set of statistical methods, the most important ones are (arithmetic mean, standard deviation, coefficient of variation, Pearson correlation coefficient, and multiple linear regression coefficients). This study came up with a set of conclusions, including a correlation and effect between strategic planning variables and e-learning variables.

Keywords: Strategic Planning, e–learning.

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Introduction

Strategic planning in educational institutions is necessary, because it leads to increasing the performance of educational institutions if applied well. Most organizations have a strategic plan, including educational institutions, through which the organization vision is created and translated into an explanation of the task that can be used to measure long, short and medium range goals. The need for technology increases when the education process does not take place to face-to-face, but rather is done by default or is often referred to by online education (e-learning). Due to the outbreak of Covid-19, educational institutions have found that they are forced to switch towards e-learning. Some educational institutions have adopted e-learning without having a strategic vision of their development and without properly defining their training strategy. Therefore, they can meet the needs of their customers and the public. The importance of aligning the e-learning strategy with that of the educational institution affects improving the quality of education. It is also used as an important part of the educational process, shifting from implementation to evaluation. The use of technology in education requires supportive tools and facilities and provides expertise for students and lecturers. E-learning needs the use of the Internet and other crucial approaches to create educational materials. The Internet has become one of the essential ways to give resources for research and education for both teachers and students to share and get knowledge. Furthermore, technology-based learning requires using the Internet and basic tasks for making learning materials as well as organizing courses, including a range of applications, methods and processes of education, integrated education, combining online and traditional components face-to-face, which have emerged as an alternative way of teaching and learning.

The Methodology of the Study

1. Research Problem

The application of electronic technology has greatly affected our lives, creating new opportunities for education. It has affected the educational process and the quality of education. Education and teaching using technology are novel strategies in which E-learning is a good tool for improving the quality of teaching and learning. The Internet is an ideal learning tool that provides flexibility and expediency to learners simultaneously, having faced many challenges. When Covid-19 outbroke in several countries due to the unplanned nature and the development of alternative representation strategies adopted in crisis and emergency situations. There was a sudden shift from traditional education to distance education which forced educational institutions to adopt the e-learning strategy. It faced many obstacles and challenges. Perhaps, one of the most important reasons for this case is the lack of strategic planning and the identification of the future vision of the orientation towards e-learning which failed to place it within the plans of the college. This made this subject face many challenges, including the lack of training for teachers, facing great difficulties in the use of ICT, and the challenges of acquiring skills related to it for the purposes of teaching tasks. In addition, to the lack of IT infrastructure, resources, access to information, inadequate technical support, and poor institutional support, has led to a loss of confidence in electronic technology. The problem of study can be crystallized by a range of questions:

A. Does the college under study determine future directions for the transformation of e-learning?
B. Does the college under study work to analyze the external and internal environment to determine the extent to which e-learning can be adopted alongside traditional education?
C. Are the strategic options adopted by the college under study achieve success of e-learning?

2. Research Importance

A. Establishing future directions for the educational institution and drawing the attention of the college under study about the importance of distance education means even after a pandemic19 - COVID.
B. Raising the level of education quality through the application of an e-learning system according to conceived plans.
C. Developing a comprehensive strategy for the college under study by creating a virtual educational environment to continue the educational process without any defect.

3. Research Objectives

A. Improving the e-learning environment and promoting the culture of e-learning.
B. Identify the challenges faced by e-learning and the effectiveness of the methods and programs used to improve the level of education.
C. Making a set of recommendations that contribute to raising awareness of the importance of pre-planning distance learning to reduce the challenges and constraints faced by the college under study. This contributes

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to raising the efficiency of the skill of e-learning, providing the necessary infrastructure and developing future plans to move towards e-learning as an alternative to traditional learning.

4. Hypothesis Research Scheme

In order to clarify the relationships of correlation and the effect among the dimensions of strategic planning and e-education. This gives a view of the research variables illustrated by form (1) which included the dimensions of strategic planning (strategic orientation, strategic analysis, and strategic choice), and the dimensions of independent variable (personal dimensions, environmental dimensions, and dimensions of the system).

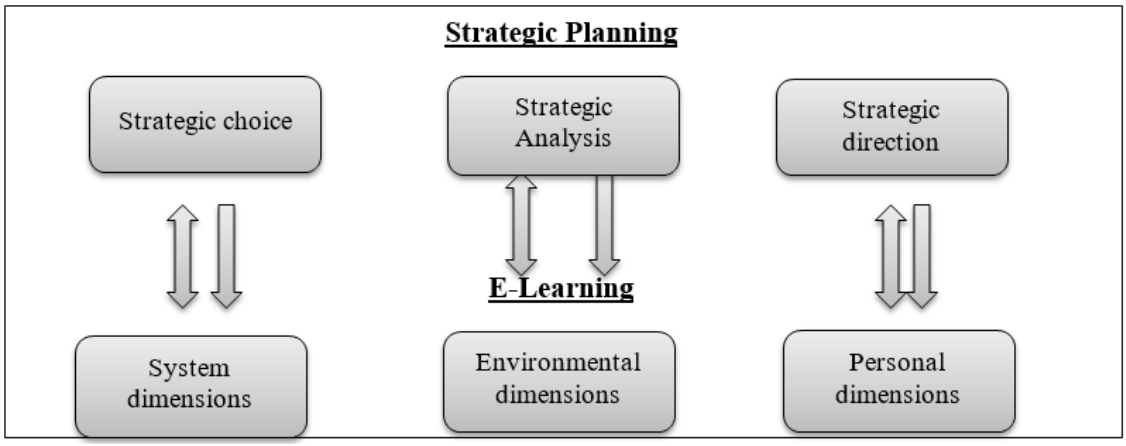


Figure 1: The Hypothetical Scheme

5. Research Hypotheses

In order to evaluate and illustrate the relationship among the research variables and provide results that were both scientific and correct, the researchers developed a set of hypotheses, as shown by the following:

a. The First Main Hypothesis: There is a significant correlation among strategic planning in the success of e-learning.

- Sub-hypothesis 1-1 There is a statistically significant correlation between the strategic orientation dimension and the success of e-learning.
- Sub-hypothesis 1-2 There is a statistically significant correlation between the strategic analysis dimension and the success of e-learning.
- Sub-hypothesis 1-3 There is a statistically significant correlation between the strategic choice dimension and the success of e-learning.

b. The Second Main Hypothesis: Strategic planning with significance affects the success of e-learning.

- Sub-hypothesis 2-1 There is a statistically significant effect of the strategic orientation on the success of e-learning.
- Sub-hypothesis 2-2 There is a statistically significant effect of the strategic analysis dimension on the success of e-learning.
- Sub-hypothesis 2-3 There is a statistically significant effect of the strategic choice dimension on the success of e-learning.

The Theoretical Framework

1. Strategic Planning

A. Concept of Strategic Planning

Strategic planning has been defined as a process by senior management aimed at identifying specific objectives for the organization and identifying possible steps to achieve this goal to achieve success over a period of time with strategic planning. Strategic planning aims at transforming from traditional thinking which focuses on current challenges towards exploring and understanding the potential future and dealing with potential environmental changes. The strategic planning in organizations has turned from the traditional interactive orientation that focuses

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on the current challenges to a more proactive focus in order to respond to the needs and adapt to the changing external environment (2020, Cheung).

Organizations face a complex, dynamic environment of uncertainty (2018, Carrerasa). So, they must be prepared to respond to changes to achieve their organizational objectives that help them achieve a competitive position. It is a process that seeks the best possible options through analysis, discovery, and choice determining what is required to achieve tasks for a long term by channeling its energies and resources towards achieving its future objectives by responding to external opportunities, internal strengths, external threats and inner weaknesses (2013, Janet). Strategic planning aims at achieving strategic objectives and allows the organization to move towards this goal. It is linked to strategic work objectives and other key elements of strategy analysis, mission and vision formulated, and it helps managers manage and motivate staff at every level of the organization (Rajnoha, 2019).

Blatstein, 2014, noted that strategic planning is linked to decision-making with long-term effects in the organization and the ability to successfully respond to changes in that environment, where strategic planning works best in dynamic changing environments. The need for such planning may be less in a more stable environment. Strategic planning is a systematic process to determine the direction and objectives of the company, analyze the external and internal environment, select the appropriate strategy, develop, implement a plan, and develop the monitoring and monitoring system to evaluate results according to the business environment (Kornelius et.al, 2020).

B. Dimensions of Strategic Planning

The success of business organizations in their strategic planning relies on defining their strategy clearly and in advance. This enables them to achieve the goal of survival and achieving the competitive advantage, which includes the following:

Strategic Direction: The nature of the business environment has become more dynamic, creating an increasing level of uncertainty and challenging the performance of organizations. The strategic trend is one of the main drivers of the performance of many organizations. (Kungu 2020). Uncertainty in the competitive environment makes strategic direction valuable in a competitive environment, and the intensity and degree of competition faced by organizations depends on the prior direction determined by the organization by relying on a planned and flexible approach. It is a valuable tool for prosperity and survival of the organizations. The need for pre-direction in all areas of organizational design is increasing. This is due to the increasing pace of environmental change, while the strategic orientation is adapted to environmental disorders. The organization may use the strategic direction to proactive re-identify its strategy to increase its competition (Mbengue & Oukouak, 2011). Decisive issues or choices focus on the changes that must be made or areas that need treatment. Determining these problems is a decisive step because it allows participants to express problems, challenges or real opportunities and arrange them according to priority before thinking about ways to address them or benefit from them. The success of the orientation process depends on a full and accurate review of the internal and external environment and the development of a good vision statement. It is important to design a direction for the future that addresses the root problem, which is the strategic direction of many organizations (Kornelius et. al, 2021).

The strategic orientation, which is the approach adopted by the organization, is based on providing a future idea by looking ahead and implementing its plans to achieve superior performance compared to competitors. This is carried out through studying the external and internal environment of the organization in order to strengthen its position in the industry in which it operates and achieve its strategic objectives.

2. Strategic Analysis

The current environment is in continuous movement and it is necessary to monitor the changes continuously. Therefore, the organization must adapt to these changes in order to live in a changing environment and increase its ability to think and analyze the environment to identify the variables that affect the organization and make decisions that will enable it to deal with these changes (Gazova & Papulova, 2016). The so-called "environmental survey" or "environmental analysis" is the process of identifying environmental variables to start the planning process and processing for implementation. It is important to identify the variables that will affect the environment, rather than only search for specific features that will define the future. As a result, the primary goal of strategic analysis is to foresee environmental changes by analyzing the influence of the major driving forces behind such changes. The capacity to discern between the weight of a coefficient simplified effect and the impact of environmental factors forms the basis of strategic analysis, in addition to the ability to distinguish between the past, present, and future. (Gazova & Papulova, 2016). Environmental analysis is an important part of the strategic planning process and is the strategic tool used to identify strengths and weaknesses in the organization internal environment and opportunities and threats in the external environment (Pickton & Wright, 1998). Through environmental analysis, the organization

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can identify appropriate environmental opportunities using analysis tools, one of which is the SWOT analysis matrix. This internal evaluation examines all aspects of the internal organization, including staff, facilities used, sites, and products of goods or services, in order to identify the strengths and weaknesses of the organization, but external evaluation enables the organization to identify opportunities and threats (Dyson, 2014).

Strategic analysis is the process of determining the nature of the organization work in order to formulate the appropriate strategy by identifying strengths and weaknesses in the external environment, opportunities and threats in the internal environment.

3. Strategic Choice

The process by which decision makers within organizations decide on the strategic course of action (Harney, 2016). Strategic choice usually involves a formal process of evaluating the key components of the external productive environment and labour markets, the regulatory environment, technology and workplace regulation, current and future interests of members, and the institutional and political priorities of leaders in order to formulate a centralized strategy. Data are collected from several sources of the external and internal environment to create the organization strategy (Weil, 2005). Strategic choice partly determines organizational behavior only through environmental conditions and that the choices were made by senior managers. They are the determinants of the organizational structure and regulatory process. Therefore, they are based on strategic options and define long-term organizational objectives and objectives that determine the allocation of resources and business plans and determine the strategic options resulting from the development of the strategy. It affects the operational contexts of the organization, the performance standards, organizational structure and economic pressures of the organization. (Rohof, 2013) noted that the strategic choice as the appropriate strategy choice process through a process through which those who have the ability to make decisions for the organization interact with each other. Strategic options are the tools, options, and procedures that link the results of strategic analysis with the actions that the company must choose to modify its business model so that it achieves the strategic vision. The strategic options block the gap between the stage of preparing the strategy analysis and the decision stage. (Zanoni, 2014).

(Al-Abbadi, 2015) pointed out that it is the decision to choose a strategy among a number of options that achieve the best harmony of the organization objectives, and compare them, in order to choose the option that achieves the goals that are either general or at the level of work or jobs. It is the process of identifying strategic alternatives in the light of the results of strategic analysis and is the decision to choose the best alternative from the alternatives that represents the message and objectives of the organization.

4. E-Learning

A. The Concept of e-learning

The economic growth and competitiveness of any country depend on the quantity and quality of education in general, where governments adopt this in organizing their institutions. Education is the primary means by which countries achieve progress. E-learning is the process of accessing educational resources via the use of information and communication technology. Education is essentially adopted the Internet and computer network technology to provide educational information and processes and provide support (2014, Abaidoo Arkoorful). E-education has emerged as a result of the development of information technology and communication systems. Some universities have begun to adopt it as a way of working where e-education has become a major trend in most international and local universities besides traditional education (Monika 2013).

It was adopted to face the obstacles that prevent the student from actually attending the class, as well as affiliation with a university in another country. Dependence has increased to be the means and rescue of the educational process in times of global crises (2020, Radwan & Snoussi). With the emergence of COVID-19, e-learning was the solution to use during this pandemic. It will be a source of support and development of the social and economic system of that country, which has made radical changes in higher education and contributed to building an e-learning environment (2012, Karforma & Barik). It is also suitable for those who have work and family restrictions, and students who lack a suitable location to reach the classroom.

B. Dimensions of e-learning Success

The success of educational institutions that practice E-education is measured by a range of factors that lead to their success. These measures are the personal dimensions of the learner and the teacher, the environmental dimensions of the e-learning environment, and the dimensions of the system represented by the infrastructure of the system and the availability of resources and information for success. Most researchers agreed on a set of measures that lead to the

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success of e-learning (Bhuasiri, et al, 2012) (Munusami & Vencatachellum, 2006) (Changet.al, 2015) (Gros & Peñalvo, 2016) represented by:

1. Personal Dimensions: The personal dimension is one of the most important challenges faced by e-learning in academic institutions. When studying e-learning, personal dimensions are studied by taking into account individual differences between learners and their adaptation to courses and scenarios of education. Studying the personal dimensions of the learner is the most important step in the e-learning process to be taken into account (Essalmi et. al, 2015). Personal characteristics play an important role in recognizing the effectiveness of education management systems, that both technology and implementing technology and knowledge affect the results of education. The teacher's characteristics include the ability to deal with time, self-efficiency, technology control, attitude towards e-learning, attitude towards students, fair distribution, fair procedures, and interaction (Bhuasiri et. al, 2012). Education faces many challenges in terms of the personal aspects of lack of IT skills, frustration with education, and poor learner concentration that limit e-learning. Learners need technical skills to use e-learning devices and programs and enjoy their own learning experiences. For the success of education, educational institutions need to improve the use of technology in addition to providing the employee with appropriate, critical training programs. This would enhance the learner's self-competence and confidence, improve their ability or competence, and reduce resistance to change to new learning methods and tools. Learners' desire and motivation to learn become critical (Munusami & Vencatachellum, 2014). The lack of infrastructure to deploy an effective ICT platform (Odumuh, 2014). Some teachers and students lack the necessary information using computer software, as well as their willingness to participate in e-learning and may not be enthusiastic about it (Msomi et. al, 2016) The individual's desire to use information and communication technology for his specific activities depends on awareness and opinions on its value in his activities and has a great positive impact on the success of the electronic educational process. The higher the individual's awareness of the benefit of the e-learning system, the more optimistic about its use, because the perceived benefit affects the use of information systems directly. It is the main factor that affects the use of information systems (Budu et.al 2018).

2. Environmental Dimensions: The e-learning environment stands for where students access educational materials and curricula through the Internet and get teacher's help. The positive e-learning environment helps the success of e-learning, which works on providing opportunities for interaction, simplifying the information share between learners and teachers, simultaneous and asynchronous communication, and online evaluation. The e-learning environment also includes instructions, positive university support, and perceived interactions of learners with others (Bhuasiri et.al, 2012). E-learning is a dynamic, continuous learning environment that enhances the effectiveness of information transfer. Additionally, it gives students a chance to socialize with one another and gives them access to resources and services. (Budu et. al, 2018) The weak digital classroom environment of the Internet negatively affects e-learning and the difficulties students face in adapting to the online system, like login issues, installation and download issues. Students lack a sense of participation, where a successful e-learning system must be formulated to meet students' needs and be easily adopted. The Internet is a challenge in some developing countries because of the relatively low rate of access to Internet services, devices and related technology support helps users solve technical problems (Ping, 2021). Technologies provide significant benefits and advantages that sympathize with building and supporting creative and collaborative abilities in the educational environments. They promote learners with more open and unregulated time as they are encouraged to experiment, play, and explore topics based on their motivation. This suggests that students are increasingly successful in the digital world in teaching learners a comfortable environment with virtual screen-to-screen interactions and face-to-face. These students share and work with multilayered packages of non-linear information that include photos, audio, video, text, and graphics. (Halbert & Chigeza, 2014). Student participation can be significantly improved in the online learning environment if designed correctly. Previous research has suggested that student participation can contribute to problem solving and critical thinking among students. This indicates using e-learning systems may improve students' learning through enhanced participation (Islam, 2013).

Understanding diverse students' learning styles in order to improve learning outcomes is now a difficulty for academics working in the online learning environment. The conventional method of learning might not be suitable in contemporary classrooms where e-learning technology plays a significant part in developing education. Understanding a student's requirements in a virtual classroom is crucial for educational achievement, in theory. (Essalmi, et. al, 2013).

3. System Dimensions: The quality of service of the education system greatly affects the learner's satisfaction. The quality of the e-learning system is defined as the comprehensive support provided by the e-education system to learners and access to equipment and training associated with e-learning and is positively linked to the learner's

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satisfaction, especially for learners who must manage their time and work to control educational activities. Technology plays an important role in the e-learning environment because learners interact with e-learning less than they interact with traditional education, which makes the system design in an important goal to control educational activities. The quality of the system is linked to the learner's faith and the characteristics of e-learning performance and is measured through ease of use, reliability, flexibility, data quality, transferability and integration, which directly affect the learner's beliefs. The quality of education is linked to Internet quality, reliability, ease of use, system interaction, learner response, and access to the system environment (Bhuasiri et. al, 2012). The inadequate ICT infrastructure, including computer hardware and software, the lack of skilled manpower to manage available systems, lack of training and the lack of trainers who can implement software applications, operating systems and network management are critical factors affecting the quality of e-learning and management. We expect organizations to invest in appropriate e-learning devices and programs. The availability of IT infrastructure for all makes e-learning systems easy to use (Unusami & Vencatachellum, 2012).

To ensure successful and sustainable education related to the availability of infrastructure, learning environment support systems, educational standards, presentation, educational materials and the participation of students and faculty (Deliwe, 2021).

Applying ICT in education enables learners to access online education materials without restrictions as it permits students to teach at any time, anywhere, yet educational materials enable learners to have easy access to them. The vast amount of e-learning data poses challenges for learners to look for suitable data in meeting their needs in the e-learning environment. (Karforma & Barik, 2012). After the outbreak of Covid-19, the technological coeffecient became one of the most critical coeffecient in ensuring the successful implementation of electronic education systems and is linked to the availability of physical equipment, including computers, servers, networks, software applications and operating systems where students can stream content over the Internet at a low transmission time (Qiao et. al, 2021).

The Practical Aspect

In this study, the researchers used a description of the procedures that were followed in the study. First, the results are presented in the light of the sample answers and analysis. Second, testing the study hypotheses (correlation and effect).

1. Descriptive Analysis of the Research Variables

The study is based on the description of the responses of the sample, which included a sample of the private colleges represented by Al-Nisour University College in Baghdad province by randomly selecting a sample consisting of (60) teachers in the college. The data were obtained through the questionnaire prepared for this purpose, using statistical methods (arithmetic means, standard deviations, and coefficients of variation and standard deviation). Based on analyzing those data collected out of the study community, the descriptive results were obtained, as follows.

A. Describing and Evaluating the Level of Answers to the Strategic Planning Variable

Data shown by the questionnaire illustrated in table 1 indicate the members' responses to the dimensions of strategic planning (strategic direction, strategic analysis, and strategic selection), preparation of arithmetic mean tables, standard deviations and coefficient of variation and adopting them for the process of presenting and analyzing the results. All the arithmetic means of strategic planning items range from (2.93898-3.69492) which are at a good level, showing that the strategic planning variable illustrated in the table (1) achieved a total of arithmetic mean of (3.4006) which was greater than the hypothetical mean and at a worthy level of evaluation. This indicates the lack of agreement of the sample under study to the answers. They emphasized that the college adopts strategic planning with a worthy level of evaluation and a standard deviation of (0.85021). The coefficient of variation of (25.81), which is used to arrange the importance of sample answers. To rank the importance of strategic planning dimensions, the coefficient of variation was used based on the arithmetic mean and standard deviation, as illustrated in table 1. It becomes obvious that the strategic analysis was in the first rank in terms of strategic planning dimensions in an arithmetic mean of (3.69492), with a good rating level and a standard deviation estimated at (0.69248). The coefficient of variation was (74.18) where the majority of answers were consistent with this dimension in comparison to other dimensions. The strategic choice was in second place in terms of strategic planning dimensions with an arithmetic mean of (5681.3) at a worthy level of evaluation and a standard deviation (0.75028) with a coefficient of variation of (21.02). The strategic trend was in the 3rd place in respect to strategic planning dimensions with an arithmetic mean of 2.93898, at a good rating and a standard deviation by (1.10789) with coefficient of variation at (69.37). This indicates that the college under study adopts strategic planning. This is reinforced by field

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visits and personal interviews conducted by the researchers, which confirmed that the college under study adopts strategic planning at a good level. This indicates that the college under study must adopt strategic planning through field visits and personal interviews conducted by the researchers, which confirmed that the college under study adopts strategic planning at a good level.

Table 1: Dimensions of the Strategic Planning Variable

T	Dimensions of the strategic planning variable	Arithmetic mean	standard deviation	the direction of the answer	Level of answers	CV Coefficient of variation	Variable order
1	Strategic direction	2.93898	1.10789	Agree	good	69.37	the third
2	Strategic Analysis	3.69492	0.69248	Agree	good	74. 18	the first
3	Strategic choice	3.5681	0.75028	Agree	good	21.02	The second
Strategic Planning		3.4006	0.85021			25.81	

Table: The table was prepared by researchers depending on the outcomes of SPSS V.16.

B. Describing and Evaluating the Level of Answers to the e-learning Variable

Data shown by the questionnaire presented by table 2 indicates the responses of the members of the study sample regarding the dimensions of e-learning: (personal dimensions, environmental dimensions, and system dimensions) and the preparation of tables of arithmetic means, standard deviations, coefficients of variation and adopting them for practical activities, presentation, and results analysis. It is to know that all arithmetic means of e-learning paragraphs range from (3.49152-3.5627) which is at a good level. It is shown that the e-learning variable achieved an arithmetic mean of (3.52202), which is greater than the hypothetical mean and at a worthy level of evaluation. This indicates that the sample under study agreed to the answers and confirmed that the college under study adopts e-learning with a good level of evaluation and standard deviation (0.74339) and coefficient of variation (21.10). To arrange the importance of e-learning dimensions, the coefficient of variation was used by relying on the arithmetic mean and standard deviation as shown in Table (1). It is clear that the organizational dimensions were first in terms of e-learning dimensions, with an arithmetic mean at (3.56272) with a good evaluation level and a standard deviation at (0.71071) and the coefficient of variation at (19.94). Most of the sample answers agreed on this dimension compared to other dimensions. As for personal dimensions, it was in the second rank in terms of e-learning dimensions with an arithmetic mean at (3.51184) and a good level of evaluation and a standard deviation at (0.70541). The coefficint of variation was (20.08), while environmental dimensions were in the 3rd rank in terms of e-learning dimensions with an arithmetic mean (349152.3) at a good level of evaluation and a standard deviation of (81405.0). The coefficient of variation reached (23.31). This indicates that the college under study must adopt methods and tools for e-learning in a way that achieves success in the educational process.

Table 2: E-learning Dimensions

T	Dimensions of the e-learning variable	Arithmetic mean	standard deviation	the direction of the answer	answer level	CV Variation coefficient	Variable order
1	Personal dimensions	3.51184	0.70541	Agree	Good	20.08	2nd
2	Environmental dimensions	49152.3	0.81405	Agree	Good	23.31	3rd
	System dimensions	3.56272	0.71071	Agree	Good	19.94	1st
E-Learning		3.52202	0.74339			21.10	

Table: The table was prepared by researchers based on the outputs of the programSPSS V. 16.

2. Testing the Research Hypotheses (Correlation)

The correlation hypotheses aim at making a test between the variables and dimensions of the research represented by strategic planning as an independent variable. The dimensions of strategic planning are (strategic orientation, strategic analysis, and strategic choice) and testing the e-learning as an approved or responsive variable and its dimensions are (personal dimensions, environmental dimensions, and system dimensions) through Correlation Pearson to diagnose correlations among dimensions and study variables.

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A. Testing the Hypothesis of the First Sub-study

The correlation coefficient between the strategic orientation dimension was (0.765**) at the significance level (0.000), which is less than the significance level (0.05), as shown in Table (2). This result provides sufficient support to accept the first sub-hypothesis of the first main hypothesis, which states (there is a statistically significant correlation between the strategic orientation dimension of strategic planning and e-learning).

B. Testing the Hypothesis of the Second Sub-study

The coefficient of correlation between the dimension of strategic analysis and e-learning was (0.276**) at the significance level (0.000), which was less than the significance level (0.05), as shown in Table (2). This result provides sufficient support for accepting the second sub-hypothesis of the first main hypothesis, which states that there is a significant statistically significant correlation between the strategic analysis dimension of strategic planning and e-learning). This indicates that there is a significant correlation between the strategic analysis dimension of strategic planning and e-learning, as shown in Table (2).

Testing the hypothesis of the third sub-study: It states that there is a statistically significant correlation between the strategic choice of strategic planning and e-learning.

The correlation coefficient between the strategic choice dimension of e-learning was (0.680**) at a level of significance (0.000), which is less than the significance level (0.05), as shown in Table (3). This result provides sufficient support for accepting the third sub-hypothesis of the first main hypothesis, which states that there is a significant statistically significant correlation between the strategic choice and e-learning dimension. This indicates that there is a significant correlation between the strategic choice and e-learning as shown in Table (3).

Table 3: The Values of the Correlation between the Dimensions of Strategic Planning and e-learning

Dimensions of the strategic planning variable	**Correlation value and significance level**		**Dependent variable**
Dimensions of the strategic direction	Correlation value	0.156**	E-Learning
	Sig	0.000	
Dimensions of the strategic analysis	Correlation value	0.276**	
	Sig	0.000	
Dimensions of the strategic choice	Correlation value	0.680**	
	Sig	0.000	
3	The number of accepted hypotheses	Correlation is significant at the 0.01 level (2-tailed).**	The number of accepted hypotheses percentage
100%			

Table: The table was prepared by researchers based on the outputs of the 16. program SPSS V.16.

Table 4 shows the correlation between the independent variable and strategic planning through the dimensions of (strategic direction, strategic analysis, and strategic selection) and the e-learning variable. The purpose of the correlation analysis is to discover whether there is a significant correlation among the study variables. The correlation analysis helps us to identify the following:

The first major hypothesis, which states that (there is a significant correlation between strategic planning and e-education) was accepted. The correlation between strategic planning and e-education was (0.709**) at a significance level (0.000) which is less than the level of significance (05.0). This indicates that there is a significant positive correlation between strategic planning and e-learning. It is to know that these variables are interrelated and work simultaneously as the level of strategic planning in the field of e-learning increases, the greater the ability of the college to enhance the success of the e-learning process.

Table 4: The Correlation Values between the Dimensions of Strategic Planning with e-learning

Dependent variable / Independent variable		E-Learning
Strategic Planning	**Degree of correlation**	**0.709****
	Level of significance (sig)	**0.000**
	Sample	**60**
* The correlation is significant at the 0.05 level ** The correlation is significant at the 0.01 level.		

The table was prepared by the researchers based on the outputs of the 16 SPSS V program.

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C. Testing the Effect Hypotheses of the Research Variables

To test the effect hypothesis that states the following (there is a significant effect among strategic planning in e-learning). The analysis will be carried out according to the simple linear regression model as follows:

$$y = 0.8579x + 9.1208$$

It is shown in table 5, that the calculated F value between strategic planning and e-education (5.57) was greater than the tabular f value (3.18) at the significance level (05.0). As a result, we accept the hypothesis (there is a significant effect between strategic planning and e-learning) at a significance level (5%), i.e., with a 95 % confidence level. This shows a significant effect between strategic planning in e-learning with the R^2 value of 0.502, where strategic planning signifies 50% of the variables in e-learning. It is indicated through the value of the marginal propensity coefficient (β) which is 710.0 % that increasing strategic planning by one unit will lead to a 71% increase in e-learning. The constant value (α) in the equation was 0.857, which means that when strategic planning is equal to zero, e-learning will not be less than this value.

Table 5: Strategic Planning in e-learning

Strategic Planning	**Dependent variable**	**Constant value (α)**	**Marginal propensity value (β)**	**Coefficient of Determination** (R2)	**Calculated Values(F)**	**Tabular Values(F)**	**Sig**	**Significance**
	E-Learning	0.857	0.710	0.502	57.5	3.18	**0.000**	**Sig.**

Source: The table was prepared by the researchers based on the outcomes of the programSPSS V.16.

The researchers conclude the study by testing the hypotheses of the effect. The results of the test prove that there is a significant effect of strategic planning and its sub-dimensions (strategic orientation, strategic analysis, and strategic choice) in achieving e-learning in its sub-dimensions.

Increasing strategic planning by one unit will lead to an increase in e-learning by (71%). This percentage is high and is important in achieving e-learning. This is due to the fact that the college under study adopts strategic planning, which contributes to achieving the success of e-learning, and contributes to achieving the goals of the college.

Conclusions and Recommendations

The researchers dealt with the most important conclusions and recommendations that were reached and according to the results reached through the practical side after conducting the analysis and statistical treatments on the questionnaire's paragraphs for the study, as follows:

Conclusions

1. Strategic planning has an instrumental role in the success of e-learning. Because of the weakness of strategic planning for the college under study towards e-learning, it led to a set of challenges for the transformation of this type of work. This is proved by the results of the relationship between strategic planning and the success of e-learning.
2. The college faces a set of challenges and obstacles that may limit the success of e-learning.
3. The college did not have any prior orientation towards e-learning before the COVID-19 pandemic, which was reflected in the weakness of:
   A. Vision
   B. Infrastructure for e-learning
   C. Training programs for e-learning
4. There are many teachers who are unable to use electronic education programs to enable them to deal and teach through, due to the lack of training courses and the lack of a clear approach to improving and developing e-learning. This affects the efficiency and effectiveness of education in the college under study.
5. The weak ability to build an ideal environment for e-learning, which was reflected in the weak motivation of learners towards education.

Recommendations

1. Identifying the objectives of e-learning by pre-planning and measuring the results of e-learning and providing feedback.

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2. Using the appropriate electronic means for students to help attract to scientific material and use graphic designs, plans and maps to facilitate the process of reducing and retrieving information.
3. Pre-planning of e-learning and benefiting from the experiences of others and applying it in a step-by-step way.
4. Identifying appropriate educational strategies for the environment of education, students, and content and providing the infrastructure, tools and means appropriate to apply e-education and provide infrastructure, hardware, software and equipment necessary for the educational institution and providing designers, trainers and specialists to train common groups.
5. Making training courses and educational workshops for teachers and students on how to use e-learning programs to master the tools of e-learning.
6. Adopting a clear vision for developing an e-learning strategy after Covid-19 by providing training and aligning the college strategy with the e-learning strategy to meet the requirements of students.

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