

Improving Research Performance Efficiency in Palestinian Universities Using E-learning Strategies

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Abstract: *The study aimed to identify e-learning strategies and their relation to increasing the efficiency of research performance in foreign and Palestinian universities (University of Ottawa, Munster, Suez Canal, Al-Azhar, Islamic, Al-Aqsa). The analytical descriptive approach was used for this purpose, and relying on the questionnaire as a main tool for data collection. The study society consists of senior management in Palestinian universities, where the number of senior management personnel in the universities was 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 research performance in universities. It also reached the participation of senior management in the research that develops the university performance in the Palestinian universities. The senior management indicated that they care to follow the policies of implementing the development of scientific research. While the senior management in foreign universities indicated that they are interested in the sequence of policies to implement the development of scientific research.

The study also showed that senior management in Palestinian universities interested in providing the appropriate budget for e-learning.

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. The administration in the Palestinian universities should adopt and support outstanding research, and the need to encourage interest in the implementation of policies for the development of scientific research.

Keywords: Efficiency, Research performance, e-Learning strategies, Palestinian universities.

1. INTRODUCTION

E-learning considered as one of present day wording, and it is an after effect of consolidating science and innovation in the instructive field. E-learning takes an interest in arranging, usage, assessment, and the improvement of e-learning in instructive and non-instructive foundations. Likewise, there are specific focuses in the educational program plan and improvement, and change them into modern electronic stages to keep pace with the suitable changes in labor advertise.

E-learning seeks to achieve objectives and functions that contribute to solving educational and scientific problems, and developing them through active educational programs, using Internet, and providing feedback, access to educational efficiency in the educational and research performance. [1]

Training innovation gives scholastics the essential aptitude to build up their presentation. E-learning adds to changing the job of the instructor and the student. The student has turned into a scientist and voyager of information. Concerning the instructor, he turned into an organizer, guide, facilitator, evaluator, and development.

The learner has become a scholar and an explorer of knowledge. Scientific research is the second goal that universities seek to achieve. It is a societal necessity that contributes to the presence of universities in society through it.

E-learning is a means of education that aims to interact through the use of computer technology, which stimulates the development of skills, enhance creativity using modern electronic methods, and provides e-learning content to all students both inside and outside the university.

Also E-learning contributes to the learning process in an easy and enjoyable way for learner, achieves the principle of equal educational opportunities, and aims to increase the efficiency, quality, and flexibility of education process.

One of the objectives of e-learning is to provide a rich and multi-source learning environment, and redefine roles of learning. Others objectives such as: create incentives, encourage communication inside educational process, model education, exchange educational experiences through channels Communication with the preparation of a

generation of teachers and students whom are able to deal with modern technology skillfully. [2] [3]

It can be said that the importance of e-learning is reflected in improving the quality of higher education and its development through the improvement of methods and teaching techniques to cope with the general development of modern international technology. Education has become required to search for methods and educational models to face many challenges because of its 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, which is how education is provided to learners. E-learning includes the design of different learning strategies that help to achieve objectives. The e-learning strategies include a number of measures to provide E-learning content that helps learners to achieve educational goals with great skill and professionalism.

Increasing research performance efficiency is linked to the ability of universities to employ e-learning to improve research. There are scientific studies that prove that employing E-learning strategies in an effective manner can contribute effectively to the development of the educational process and to enhance the communication between the parties to the educational and research process. Wide spread of communications and information technology are important variables affecting universities, which reflected their effects on university performance.

Despite the increasing growth of e-learning, there are many challenges facing its application in Palestinian and foreign universities, which need special budgets, experts, content development, and information security protection. Although the experience of Palestinian universities in adopting E-learning strategies compared with foreign universities still new, the paper aimed to search about E-learning strategies that contribute to increasing research performance by reviewing the problem, objectives, and importance of e-learning strategies through desk study, field, and finally the research plan.

Expanding the proficiency of research execution is identified with the capacity of colleges to utilize e-learning out how to improve inquire about. Higher, across the board correspondence, and data advances are compelling factors in colleges, which mirrored their impacts on college execution.

2. THEORETICAL FRAMEWORK

2.1 E-learning strategies

The procedure of instruction is a section and a significant segment of any foundation's advancement. This procedure gets through the viability or effect of people and workers in the association through qualities and frameworks that are prepared to do continually achieving hierarchical change and improving the exhibition of the association dependent on the use of ability.

Spread of present day advancements in the time of mechanical improvement, techniques and instruments have developed that have raised the proficiency of college training and research. E-learning has turned into a significant piece of the instructive procedure. The various systems of training, support, and adjusted in the ideal use in the instructive procedure.

E-learning defines as an activity that uses technology with the Internet and facilitates learning and education, and the Internet is easily associated with content on a computer. [4] Resenbeg (2007) calls attention to that when discussing e-learning methodologies, we should understand that they are initially the consequence of general training techniques, and focused on that e-learning systems are one of the types of instruction procedures that significantly influence the presentation and effectiveness of an instructive organization. [5]

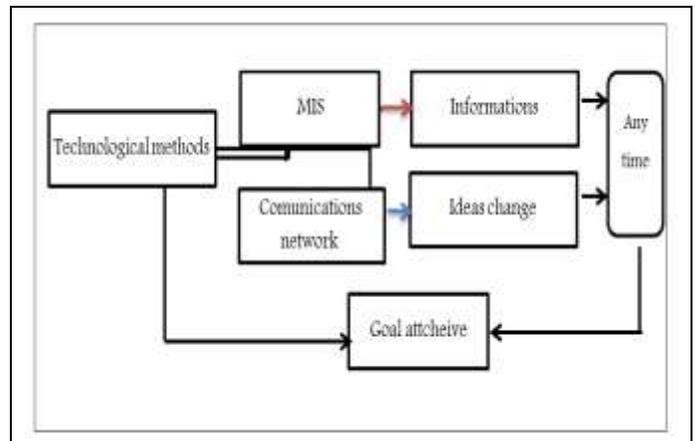


Fig.1. E-learning Concept

The e-learning system looks to advance transformational approaches in educating and instructing, and educational plans that positively affect understudies, staff, managers and different partners, associate students, make a feeling of having a place, and empower them to take an interest through the guiding principle of coordinated effort over a gathering A wide scope of social orders through exchange and electronic communication .It is an example or plan to coordinate the principle targets of Web based educating through a guide to get to advanced substance to add to sorting out learning through e-learning. [6]

According to Abu Naser et al. (2019), e-learning strategies can be summarized as follows: [7]

- 1 The concept of e-learning strategies is not an e-learning term, but an integrated approach through which educational and research 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.

Catherine (2016) study found five positive learning strategies in this area and that the use of computer skill in education improves the credibility of education, and students favor the use of computer learning skill. [8]

Different investigations with respect to the achievement of logical research in developing colleges in Saudi Arabia have uncovered the accessibility of material perspectives, for example, databases, labs, and budgetary help for society through research seats.

Data innovation, information the executives and separation preparing are one of the key vital elements for structure hierarchical learning. It additionally found the capacity of colleges to adapt to the fast changes in educating and logical research. Separation preparing in colleges decreases preparing time, and there are numerous shortcomings in the accessibility of innovation.[9] [10]

From the above, the areas of e-learning strategies and research performance can be identified as described below in the table (1).

Table 1: e-learning strategies implementation

	e-learning strategies	Implementation requirements
1	Planning, organization, skill, interaction, feedback, problem solving, goals.	Plans, strategies
2	E-learning strategies, web-based learning strategy, multimedia software scientific presentation strategy.	Technology
3	E-learning contracts, e-discussion, e-lecture, participatory e-learning, self-orientation, web exploration, project strategies, e-collaborative strategy, e-simulation, e-problem solving strategy	Human resources, financial resources, infrastructure

Source: Authors

As e-learning strategies became an important part of modern education process, there are many objectives and types of e-learning.

One of the most important objectives is helping employees and their aides get ready showing material for understudies, make up for absence of involvement in one another, and give them propelled aptitudes.

E-learning deals with an assortment of instruments. The new instructive framework expect various students in inclinations, mentalities, arrangements, and wants, and along these lines gives various approaches to get to the data and devices in an assortment that suits the distinction in the characteristics of the students.

Also it can address the absence of scholarly and preparing frameworks in some instructive areas through virtual study halls, and accomplishes full collaboration, straightforwardly with educator and student.

Accomplishes equivalent instructive chances, where the student can defeat the obstructions of time and separation if the selection of training on the Web, as e-learning can give. E-learning enables understudies to look for data by speaking with companions, looking through databases on the web, and through online networking. [11]

To achieve e-learning objectives, essential procedures must take place in learning and planning to success such as changing the approach of training at the college level, with the goal that innovation is a fundamental device in the instructive science at all stages, which adds to correspondence among personnel and understudies.

Add to that giving physical, human and framework prerequisites, getting ready suitable electronic projects and courses, and preparing the components of the instructive framework. Dr. Mr. Gad Ruler to these prerequisites recorded as a hard copy the administration of colleges and establishments of advanced education - improvement procedures and strategies for development.

Also direct research, studies, and encounters in the field of e-learning, far reaching appraisal, and consistent improvement. [12]

E-learning strategies could be arranged as follow: [13]

1. Multimedia strategy.
2. The scientific e-statement.
3. Electronic declamation.
4. Scientific e-experimentation.
5. Cooperative education.
6. Electronic training.
7. Self-education.
8. Electronic simulations.

Whatever the strategy used in e-learning, it still considered as integrated curriculum uses a set of methods, tools, and associated programs to improve and develop the educational process, which contributes to the process of increasing the efficiency of performance in universities, achieving their goals. [14]

In addition of that, to improving knowledge, accessed by the learner and the teacher, which helps him to creativity, which in turn leads to attract, attract customers, loyalty to universities, and its reflection on the culture of society. [15]

2.1 Scientific research efficiency

Information is the reason for the production of new chances, as it has turned out to be certain that the consequences of research by colleges must be utilized to make new devices and better conditions for future life.

Since the procedure of college improvement isn't restricted to quantitative development, extension of occasions and exercises, yet should take choices to raise the exhibition of logical research, and create methodologies that add to coordination among colleges and logical research focuses,

and add to budgetary help for all mainstays of logical research, magazines, libraries, Periodicals, counseling, instructional classes, and grants. [16]

The development of research performance in universities has become an urgent requirement, where modern progress has produced a square represented in the university, scientific research, technology, and society, and without linking between them is not right for one party to perform, and being properly without interaction with the other party.

Hamid (2013) explained the definition of university research performance as the sum of the activities of a faculty, department, college, or university in order to contribute to development and scientific progress, which can be measured in several ways, including: the amount of publication, quotation, or peer assessment. [17]

Research performance defined as the research product or product of research activity that contributes to scientific progress. It is also the ability to use a range of research activities with minimal time and effort, which contribute to the development of the university, and progress through the practice of the university or its customers to produce the best research results, and whose results contribute to the development, community and development.

It also includes the use of all research strategies that contribute to the development and development of the university and its departments, and its outputs are capable of scientific and practical development in universities. [18] [19]

Logical research is one of the principle targets of any college, and positions second in significance after scholastic instruction, and has turned into a conspicuous job in the hypothetical and connected fields, as the advancement of any nation is estimated by the significance of logical research, and the endeavors applied in contributing what is amassed giving subsidizing to colleges and research focuses to play out their capacities viably and superbly. [20]

There are many indicators that can be used to measure university research performance; those indicators are summarized in the following table (2). [21]

Table 2: Indicators of university research performance

	Indicator
1	1. The adequacy and efficiency of faculty members at the university.
2	Number of professors, assistants, assistant teachers and repeaters.
3	Efficiency of organizational and human structures in the field of graduate studies.
4	Percentage of expenditure on scientific research and graduate studies at the national level and at the level of each research institution.
5	Number of researchers with degrees from abroad.
6	The number of scientists, researchers and distinguished at the international level within their fields of specialization.
7	Efficiency and adequacy of resources and physical, laboratory and research resources.

8	Number of researches or researchers who have received certificates of appreciation or awards.
9	The nature of the relationship between the university and local universities and conferences - research - assignments - research participation.
10	Quality of postgraduate studies and research provided.

Source: Gad El-Rab, S. (2009). Indicators and benchmarks Measuring and Evaluating Performance Strategic: Approach for Continuous Improvement and Competitive Excellence, Cairo, New Book Library, p. 162.

Another scholars debate that **university research performance** must be built on special criteria diverse between fact, freedom, responsibility, integrity, mastery of work, and cooperate. The basic principles are specifications for good research, and that the research process is not a personal process, but a scientific, social, cultural and humane work must be based on the basis of ideals, values, knowledge, ethics, and the researcher must be a degree of responsibility in the use of information. [22]

From the theoretical framework, the following question is answered :

Q1: What is the level of scientific research efficiency in foreign and Palestinian universities from the point of view of senior management?

The following hypothesis is tested:

H1: There is a relationship between e-learning strategy and scientific research efficiency performance in educational institutions from the point of view of senior management.

3. RESEARCH DESIGN

3.1 Methodology of the study

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.

3.2 Population and sampling

The study conducted on (senior management) in the Palestinian and foreign universities, which are: (Islamic University, Al-Azhar University, Al-Aqsa University, University of Munster, University of Ottawa and Suez Canal University) as shown in table (3).

Table 3: Distribution of the society of the study

No.	The University		Total
1.	Palestinian Universities	Islamic University	106
2.		Al-Azhar University	65
3.		AL-Aqsa University	64
4.	Foreign Universities	Moneyster University	75
5.		Ottawa University	95
6.		Suez Canal	38

	University	
Total		443

The random stratified sample was used by the university to reach (206) individual. A sample of 30 unit was chosen to test the internal consistency, structural honesty, and stability of the questionnaire.

3.3 Research tool

The research instrument was prepared by studying the Since the nature of hypothesis and the variables involved are the ones that control the selection of the appropriate tool, accordingly, the researchers have prepared a measure for that study commensurate with its objectives and requirements, the elements of e-learning strategy and university research efficiency performance.

The process of designing and preparing the study scale has gone through several stages and steps:

1. Review the literature of e-learning strategy, and previous studies on the subject of the current study.
2. Collect and define scale paragraphs.
3. Formulation of the standard expressions according to the study sample.
4. Set the meter instructions.
5. Correct the meter.
6. Conduct a study of stability and honesty of the scale.

The first dimension referring to e-learning strategy prepared by the authors from (14) paragraphs. The second dimension of the instrument which measures university research efficiency performance, was developed by the authors also from (7) paragraphs as shown in table (4).

Table 4: Dimensions and paragraphs

Fields	Paragraphs
E-learning strategies	14
Electronic Planning Strategy	7
University research efficiency performance	7

Source: Authors

Also Trustees validity has been conducted by a group of expert in e-learning and academic research. Those statements were further revised and modified by the experts in a subsequent stage before drafting the final version of the questionnaire.

A five-point Likert scale of agreement was used for measurement, running from “Strongly Agree” to “Strongly Disagree”, with a Neutral category for scale midpoint.

Several statistical tools were used for data analysis and hypothesis testing, including reliability Correlation using Cronbach’s alpha, “ANOVA”, Simple Linear Regression.

3.4 Validity and reliability assessment

The truth of the questionnaire was confirmed 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. Internal consistency:** The consistency of the internal consistency means the consistency of each paragraph of the questionnaire with the area to which this paragraph belongs.

Table 5: Content Validity

No.	e- Learning Strategies	Pearson Co.	Sig.
1.	Strategic Planning	0.918**	0.000
2.	University research efficiency performance	0.927**	0.000

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

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

The stability of the research questionnaire was verified by the Cronbach's Alpha Coefficient and the midterm fragmentation and the results were as shown in Table (6).

Table 6: Alpha Cronbach and the midterm split

No.	Areas	Paragraphs	Cronbach's coefficient alpha	Half-split Test
3.	Strategic Planning	7	0.933	0.938
4.	University research efficiency performance	7	0.953	0.950
	E-Learning Strategies	14	0.963	0.962

The results shown in Table (6) show that the value of the Cronbach alpha coefficient is high for all dimensions, with values ranging between (0.933 and 0.963). The results for split-half was similar to the Alpha-Cronbach method, ranging between (0.938-0.962). This means that the questionnaire is accurate in measuring what is being measured and that the stability coefficient is high and fulfills the research objectives.

3.5 Data analysis

The relative weights of e-learning strategies in foreign and Palestinian universities were determined from the point of view of senior management, as shown in table (7)

Table 7: The arithmetic mean, the relative weight, and the value of (T) of e-learning strategies

Field	Universities	SMA	S.D.	R.W.	T- test	P.V.
E-Learning Strategies	Foreign Universities	3.56	0.86	68.78	4.692	0.000
	Palestinian Universities	2.91	1.3	58	0.34	0.318

Table (7) shows that the mean of e-learning strategies from the point of view of senior management in foreign universities (3.56) is higher than the default average (3). The

value of test t is equal to (4.692), which is statistically significant at (0.01). This is due to the availability of material and human resources, continuous follow-up to the development of the technological education process, and the development of e-learning strategies.

The average of E-learning strategies (2.91), the value of test t is equal to (0.33) with statistical significance (0.318), which is greater than 0.05, thus increasing the average of e-learning strategies from the point of view of senior management in Palestinian universities is not statistically significant, researchers attribute this to financial situations, crises, and inability to implement strategic plans.

University research efficiency 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 (8).

Table 8: Descriptive analysis for university research efficiency performance

No.	University research efficiency performance	SMA	S.D.	R.W.	T-test	P.V	Rank
1.	Senior management is involved in research that develops university performance	3.55	1.29	71.03	5.59	0.00	1
2.	Top management motivates employees to study abroad	3.46	1.40	69.29	-0.87	0.39	2
3.	The senior management follows the policies of implementing the development of scientific research	2.93	1.44	58.51	0.97	0.33	7
4.	Senior management is working on a future plan for scientific research	3.07	1.23	61.42	0.67	0.50	4
5.	Top management puts in its plan the continuous development of scientific research centers	3.05	1.16	60.92	1.69	0.09	5
6.	Senior management facilitates participation in scientific conferences	3.13	1.34	62.70	0.45	0.65	3
7.	Top management helps disseminate scientific research electronically	3.04	1.33	60.71	0.93	0.35	6
University research efficiency performance		3.11	1.5	62.14	7.56	0.000	

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

From data analysis in table (8), senior administration concurred that **university research efficiency performance** was passages (1,2,6) positioned first with an overall load of 71.03%, 69.29%, and 62.70% separately, mean (3.11) and test esteem (7.56), and the likelihood of (sig.) = (0.000), which is less than level (0.05).

Along these lines they measurably noteworthy at the degree of essentialness ($\alpha \leq 0.05$), showing that the normal reaction to this passage has expanded over the level of lack of bias to a moderate degree, which implies that there is extensive endorsement by the respondents on this section.

In general, the views of the senior management agreed on the dimension of **university research efficiency performance** and obtained an approval ratio with an average of 3.11 indicating that the average response level of this axis has increased to a neutral level (3) where it exceeded the middle class. The researchers attributed this to the fact that

universities seek to increase the efficiency of **university research**, and put them on top of their priorities, to reach the research excellence in the light of global technological development.

The relative weights of dimensions of **university research efficiency performance** from the point of view of senior management in foreign and Palestinian universities:

Table 9: Descriptive analysis for university research efficiency performance between universities

No .	Field	University	SM A	S-D	R.W	T-test	P.V
1.	university research efficiency performance	Foreign Universities	3.50	1.23	62.10	0.21	1.25
2.		Palestinian Universities	3.10	1.09	61.29	0.93	0.35

Table (9) shows that the relative weight (62.10%) and the arithmetic average of **university research efficiency performance** from the point of view of senior management in foreign universities (3.11) is higher than the default average (3), where the value of the test (T) is equal to (0.21) and is statistically significant value at (0.00). The researchers attributed this to the fact that the senior management sets out a strategic plan that set out the objectives of the universities and the methods of upgrading the universities research quality, as it strives to reach high quality outputs in e-learning.

For the Palestinian universities, the relative weight was 61.29%, the mean **university research efficiency performance** was 3.10 and the value of T was (0.93) and the statistical value was 0.000.

This is due to the physical conditions experienced by the universities of the Gaza Strip because of the poor economic situation in the Gaza Strip and the number of unapproved universities, which affected all aspects of life in the universities, which in turn affected **university research efficiency performance**.

3.6 Hypothesis Test

H1: There is a significant relationship between the strategies of e-learning and **university research efficiency 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 10: Correlation coefficient between e-learning strategies and **university research efficiency performance**

Hypothesis	Pearson	Sig.
There is a significant relationship between the total areas of e-learning strategies and university research efficiency performance	*0.902	0.000

Table (10) shows that the correlation coefficient is (0.902) and that the probability value (Sig) is equal to (0.00) and is less than the significance level ($\alpha \leq 0.05$). This indicates a statistically significant relationship between e-learning strategies and **university research efficiency performance** due to the interest of the senior management in presenting strategic plans that focus on e-learning through the vision and mission of universities and quadratic analysis, which in turn reflects on **university research efficiency performance**. According to that, we accept hypothesis H1 and refuse H0.

4. CONCLUSION

The study found that there is a significant relationship between e-learning strategies and increasing **university research efficiency performance**. The study also showed senior management does not follow the policies of implementing the development of scientific research.

The study found that there is more support for **university research efficiency** in both foreign and Palestinian universities. This indicates that research performance plays an important role in universal classification for any university. It also reached the participation of senior management in research that develops university performance in universities.

The investigation suggested that the top administration in the Palestinian colleges should focus on giving e-learning spending plan and urge workers to keep utilizing e-learning techniques The Palestinian colleges ought to embrace and bolster recognized looks into, and the significance of empowering the execution of approaches for the advancement of logical research.

The study additionally prescribed the significance of showing instructive substance in a straightforward and simple way. Also, the foundation of a complex adaptable mechanical framework.

The study additionally prescribed the need to improve the environment of e-learning by attempting to give the prerequisites of e-learning, spreading the way of life of scientific research through e-learning procedures, and crafted by twinning between Palestinian and foreign colleges to profit by the encounters of remote colleges here, and the reception of clear approaches that empower laborers utilize their opportunity to build up their research performance.

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