


THE EFFECT OF STRATEGIC PLANNING ON THE SUCCESS OF E-LEARNING: AL-NISOUR UNIVERSITY COLLEGE AS A CASE STUDY

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 20 January 2023</p> <p>Accepted 15 March 2023</p>	<p>Purpose: This study aims to identify 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.</p>
<p>Keywords:</p> <p>Strategic planning; E-learning.</p> <div data-bbox="172 898 480 1144" style="text-align: center;">  </div>	<p>Theoretical framework: The importance of the study stemmed from the instrumental role of strategic planning before the transition from traditional education to e-learning.</p> <p>Design/methodology/approach: The study used the descriptive analytical curriculum. In order to collect the required data, the form of a 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).</p> <p>Findings: Strategic planning has an instrumental role in the success of e-learning. The weakness of strategic planning for the college understudy towards e-learning 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.</p> <p>Research, Practical & Social implications: The study 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. so colleges must Make training courses and educational workshops for teachers and students on how to use e-learning programs to master the tools of e-learning.</p> <p>Originality/value: The results indicate the need to pay attention to E-learning and to use strategic planning with efficiency to meet the requirements of the college's needs.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i3.1521</p>

O EFEITO DO PLANEJAMENTO ESTRATÉGICO SOBRE O SUCESSO DO E-LEARNING: O COLÉGIO UNIVERSITÁRIO AL-NISOUR COMO UM ESTUDO DE CASO

RESUMO

Objetivo: Este estudo visa identificar o efeito do planejamento estratégico com as dimensões (orientação estratégica, análise estratégica e escolha estratégica) dentro do e-learning e as dimensões (dimensões pessoais, ambientais e de sistema) no Colégio Universitário Al-Nisour.

Estrutura teórica: A importância do estudo decorreu do papel instrumental do planejamento estratégico antes da transição da educação tradicional para o e-learning.

Design/metodologia/abordagem: O estudo utilizou o currículo analítico descritivo. A fim de coletar os dados necessários, foi adotada a forma de um questionário e aplicado a uma amostra de (60) docentes da universidade, além de adotar o método de entrevistas. O estudo utilizou um conjunto de métodos estatísticos, os mais importantes

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são (média aritmética, desvio padrão, coeficiente de variação, coeficiente de correlação de Pearson e coeficientes de regressão linear múltipla).

Conclusões: O planejamento estratégico tem um papel fundamental para o sucesso do e-learning. A fraqueza do planejamento estratégico para o substituto da faculdade em direção ao e-learning levou a um conjunto de desafios para a transformação deste tipo de trabalho. Isto é comprovado pelos resultados da relação entre o planejamento estratégico e o sucesso do e-learning.

Pesquisa, implicações práticas e sociais: O estudo Há muitos professores que não conseguem utilizar programas de educação eletrônica para que possam lidar e ensinar através deles, devido à falta de cursos de treinamento e à falta de uma abordagem clara para melhorar e desenvolver o e-learning. por isso, as faculdades devem Fazer cursos de treinamento e oficinas educacionais para professores e estudantes sobre como utilizar programas de e-learning para dominar as ferramentas do e-learning.

Originalidade/valor: Os resultados indicam a necessidade de prestar atenção ao e-learning e utilizar o planejamento estratégico com eficiência para atender às necessidades da faculdade.

Palavras-chave: Planejamento estratégico, E-learning.

EL EFECTO DE LA PLANIFICACIÓN ESTRATÉGICA EN EL ÉXITO DEL E-LEARNING: LA ESCUELA UNIVERSITARIA AL-NISOUR COMO CASO DE ESTUDIO

RESUMEN

Propósito: Este estudio pretende identificar el efecto de la planificación estratégica con las dimensiones (orientación estratégica, análisis estratégico y elección estratégica) dentro del e-learning y las dimensiones (dimensiones personales, dimensiones del entorno y dimensiones del sistema) en el Colegio Universitario Al-Nisour.

Marco teórico: La importancia del estudio radica en el papel instrumental de la planificación estratégica antes de la transición de la educación tradicional al e-learning.

Diseño/metodología/enfoque: El estudio utilizó el currículo analítico descriptivo. Para recoger los datos requeridos, se adoptó la forma de cuestionario y se aplicó a una muestra de (60) profesores de la universidad, además de adoptar el método de entrevistas. El estudio utilizó un conjunto de métodos estadísticos, entre los que destacan (media aritmética, desviación típica, coeficiente de variación, coeficiente de correlación de Pearson y coeficientes de regresión lineal múltiple).

Conclusiones: La planificación estratégica desempeña un papel decisivo en el éxito del aprendizaje electrónico. La debilidad de la planificación estratégica de los estudiantes universitarios hacia el e-learning condujo a una serie de retos para la transformación de este tipo de trabajo. Así lo demuestran los resultados de la relación entre la planificación estratégica y el éxito del e-learning.

Investigación, implicaciones prácticas y sociales: El estudio Hay muchos profesores que no son capaces de utilizar los programas de educación electrónica para que puedan tratar y enseñar a través de, debido a la falta de cursos de formación y la falta de un enfoque claro para mejorar y desarrollar el e-learning. por lo que las universidades deben Realizar cursos de formación y talleres educativos para profesores y estudiantes sobre cómo utilizar los programas de e-learning para dominar las herramientas de e-learning.

Originalidad/valor: Los resultados indican la necesidad de prestar atención al E-learning y utilizar la planificación estratégica con eficiencia para satisfacer los requisitos de las necesidades de la universidad.

Palabras clave: Planificación estratégica, E-learning.

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's 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 face-to-face, but rather is done by default or is often referred to as 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 for 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.

BACKGROUND

Strategic planning is an essential part of any organization's success. It involves setting goals, analyzing the environment, and developing strategies to achieve those goals. E-learning is a powerful tool that can be used to support strategic planning by providing access to resources, knowledge, and skills. E-learning provides an effective way to bring learning materials to learners in a cost-effective and convenient manner. It can be used to support strategic planning by providing access to resources, knowledge, and skills that can help an organization achieve its goals. When implementing strategic planning and e-learning, it is important to consider the goals, resources, and capabilities of the organization. It is also important to consider the needs of the learners and the type of training materials that will be used. Additionally, it is important to consider the techniques and tools that will be used to deliver the training material. Organizations should also consider budgets and timelines for implementing strategic planning and e-learning. It is important to ensure that resources and tools are available to support implementation and that the organization has the capacity to support training materials and learners. Strategic planning for e-learning provides a framework for developing and implementing an effective e-learning strategy. It helps ensure that e-learning programs meet the needs of their users and ensure their success. Strategic planning also provides a means to measure the success of e-learning initiatives and make changes as needed.

Strategic planning for e-learning can also help ensure that e-learning programs are cost-effective. By identifying goals, objectives, and objectives, strategic planning helps ensure that an e-learning program is successful and meets the needs of its users.

JUSTIFICATION

Strategic planning for e-learning is an essential part of a successful online education program. It provides a framework for developing and implementing effective online learning strategies. By identifying goals, objectives, and objectives, strategic planning helps ensure that an e-learning program meets the needs of its users. Strategic planning also provides the means to measure the success of e-learning initiatives. It allows for the evaluation of the effectiveness of e-learning programs and provides a basis for decision-making. A sound strategic plan can help ensure that an e-learning program is successful and meets the needs of its users. Establishing future directions for the educational institution and drawing the attention of the college understudy about the importance of distance education means even after a pandemic19- COVID, as well as Raising the level of education quality through the application of an e-learning system according to conceived plans, in addition to Developing a comprehensive strategy for the college under study by creating a virtual educational environment to continue the educational process without any defects.

RESEARCH PROBLEM AND RESEARCH OBJECTIVE

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 who simultaneously, have faced many challenges. When Covid-19 outbreaked 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, 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:

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

As the research objectives lie in, Improving the e-learning environment and promoting the culture of e-learning. As well as Identifying the challenges faced by e-learning and the effectiveness of the methods and programs used to improve the level of education.

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 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

LITERATURE REVIEW

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 these goals 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. Strategic planning in organizations has turned from the traditional interactive orientation that focuses on the current challenges to a more proactive focus in order to respond to the needs and adapt to the changing external environment (Cheung, 2020)

Organizations face a complex, dynamic environment of uncertainty (Carrerasa, 2018). So, they must be prepared to respond to changes to achieve the 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 the

long term by channelling its energies and resources towards achieving its future objectives by responding to external opportunities, internal strengths, external threats, and inner weaknesses (Janet, 2013). 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).

It is important to note that managerial involvement in formulating strategic planning and its implementation success is often seen as a crucial tool for ensuring the success of strategic decisions. As a result, the involvement of managers in formulating and implementing strategic planning is considered the mediator link between strategic planning development and its implementation success (Faridi, Wani and Singh, 2022)

(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, analyse 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 competitive advantage, which includes the following:

1- Strategic direction: The nature of the business environment has become more dynamic, creating an increased 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 depend on the prior direction determined by the organization by relying on a planned and flexible approach. It is a valuable tool for the prosperity and survival of 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 by 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 analyse 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 analysing 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's internal environment and opportunities and threats in the external environment (Pickton & Wright, 1998). Through environmental analysis, the organization 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's work in order to formulate the appropriate strategy by identifying strengths and weaknesses in the external environment, and 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). The strategic choice usually involves a formal process of evaluating the key components of the external productive environment and labor 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's strategy (Weil, 2005). Strategic choice partly determines organizational behavior only through environmental conditions and the choices 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, the organizational structure, and the economic pressures of the organization. (Rohof, 2013) noted that strategic choice is the appropriate strategy choice process 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's 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 light of the results of strategic analysis and is the decision to choose the best alternative from the alternatives that represent the message and objectives of the organization.

E-Learning

The concept of e-learning

The economic growth and competitiveness of any country depend on the quantity and quality of education in general, and 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 essentially adopted the Internet and computer network technology to provide educational information and processes and provide support (Abaidoo Arkoorful, 2014). 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 and e-education has become a major trend in most international and local universities besides traditional education (Monika 2013:75,)

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 (Radwan & Snoussi, 2020). 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 (Karforma & Barik, 2012). It is also suitable for those who have work and family restrictions, and students who lack a suitable location to reach the classroom. Student participation can provide different advantages in the process of learning and teaching, including motivation, interest in studying, a dynamic classroom, enabling each other earning, and building trust among students. (Yusof, Ibatul Jalilah et al., 2022)

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 success of e-learning (Bhuasiri et. al, 2012) (Munusami & Vencatachellum, 2006) (Chang et. 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 teachers' help. The positive e-learning environment helps the success of e-learning, which works on providing opportunities for interaction, simplifying the information shared 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, and a successful e-learning system must be formulated to meet student's 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 technical support that helps users solve technical problems (Ping, 2021). Technologies provide significant benefits and advantages that sympathize with building and supporting creative and collaborative abilities in 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 multi-layered 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 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 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, the 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)

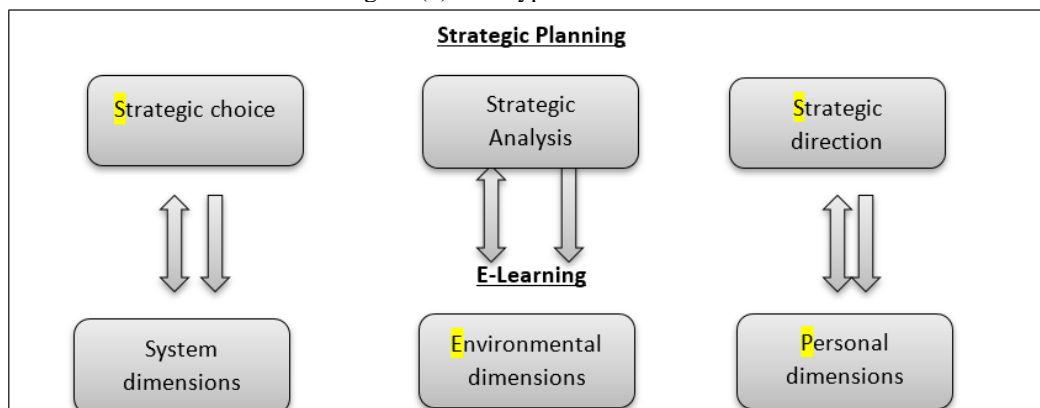
Applying ICT in education enables learners to access online education materials without restrictions as it permits students to teach at anytime, anywhere, yet educational materials enable learners to have easy access to them. The vast amount of e-learning data poses challenges for learners to look for suitable data in meeting their needs in the e-learning environment. (Karforma & Barik, 2012). After the outbreak of Covid-19, the technological coefficient became one of the most critical coefficient 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)

MATERIAL AND METHODOLOGY

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 the independent variable (personal dimensions, environmental dimensions, and dimensions of the system).

Figure (1) The hypothetical scheme



Source: Prepared by the authors (2023).

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:

The first main hypothesis: There is a significant correlation between strategic planning in the success of e-learning.

- sub-hypothesis1-1 There is a statistically significant correlation between the strategic orientation dimension and the success of e-learning.
- sub-hypothesis1-2 There is a statistically significant correlation between the strategic analysis dimension and the success of e-learning
- sub-hypothesis1-3 There is a statistically significant correlation between the strategic choice dimension and the success of e-learning.

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.

RESULTS AND DISCUSSION

In this study, the researchers used a description of the procedures that were followed in the study. First, the results are presented in 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 analysing 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 5 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 analysing 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 (5) 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), 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 5. 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 with respect to strategic planning dimensions with an arithmetic mean of 2.93898, at a good rating and a standard deviation of (1.10789) with a coefficient of variation at (69.37). This indicates that the

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

Table (5) 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 in table 6 indicate 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 understudy agreed with the answers and confirmed that the college understudy 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 (5). 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 a 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 coefficient 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 understudy must adopt methods and tools for e-learning in a way that achieves success in the educational process.

Table (6) 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	2 nd
2	Environmental dimensions	49152.3	0.81405	Agree	Good	23.31	3 rd
	System dimensions	3.56272	0.71071	Agree	Good	19.94	1 st
	E-Learning	3.52202	0.74339			21.10	

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

1- 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 (6). 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).

2- 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 (6). 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 (6).

-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 (7). 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 strategic choice and e-learning as shown in Table (7)

Table (7) 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 program SPSS V.16.

Table 8 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(8) 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 SPSS V16 programs.

3- 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 9, 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 R² 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 (9) Strategic planning in e-learning

Strategic Planning	Dependent variable	Constant value (α)	Marginal propensity value (β)	Coefficient of Determination (R ²)	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 program SPSS 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 understudy adopts strategic planning, which contributes to achieving the success of e-learning, and contributes to achieving the goals of the college.

CONCLUSION

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. Strategic planning has a fundamental role in the success of e-learning. The weak strategic planning of the college student toward e-learning may cause a set of challenges to transform this type of work. This has been proven through the results of the relationship between strategic planning and the success of e-learning. As the college faces a set of challenges and obstacles that may limit the success of e-learning.

As the college did not have any prior orientation towards e-learning before the COVID-19 pandemic, which was reflected in the weakness of: vision, e-learning infrastructure, e-learning training programs

There were many teachers who were unable to use e-learning programs to enable them to deal with teaching, 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. In addition to the weak ability to build an ideal environment for e-learning, which was reflected in the weak motivation of learners towards education.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

Identifying the objectives of e-learning by pre-planning and measuring the results of e-learning and providing feedback. It is necessary to use appropriate electronic means for students to help attract scientific materials and to use graphic designs, plans, and maps to facilitate the process of information reduction and retrieval. It is necessary to plan in advance for e-learning, benefit from the experiences of others, and apply it step by step as it is necessary to determine appropriate educational strategies for the educational environment, students, and content, and to provide the appropriate infrastructure, tools and means for applying e-learning, and to provide the necessary infrastructure, hardware, software, and equipment for the educational institution, and to provide designers, trainers, and teachers. Specialists train the joint groups in addition to conducting training courses and educational workshops for teachers and students on how to use e-learning programs to master e-learning tools. Finally, adopting a clear vision to develop an e-learning strategy after Covid-19 by providing training and aligning the college's strategy with the e-learning strategy to meet students' requirements.

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