

## The Impact of Critical Success Factors for E-Learning on Strategic Performance An applied study in a sample of the faculties for the University of Baghdad

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**Article History:** Received: 5 April 2021; Accepted: 14 May 2021; Published online: 22 June 2021

**Abstract :** The research aims to test the impact of critical success factors for e-learning on the strategic performance of a sample of Baghdad University faculties. The research problem was represented by the question that states “the difficulty of using computer programs for some teachers.” The research relied on the main hypotheses represented by the hypothesis of the correlation test and another hypothesis of a simple linear regression test that emerged including sub-hypotheses to explore and address the research problem. While the research sample consisted of (242) professors from the University of Baghdad in four selected colleges (administration and economics, sciences for girls, media, law), and the questionnaire was used as a main tool for data collection, which was prepared by the researcher based on ready-made standards, and the researcher adopted a group of Statistical methods, including (arithmetic mean, standard deviation, coefficient of variation, relative importance, correlation coefficient, regression coefficient, T-test, F-test, percentages), and data were analyzed through the use of statistical programs (AMOS V.25, SPSS V.25) The research adopted the descriptive analytical method. Among the most prominent results that have been reached is that there is a correlation and a statistically significant effect between the critical success factors for e-learning with its dimensions (information technology, the teaching staff) and the strategic performance with its dimensions (the internal operations perspective, the learning and growth perspective, the financial perspective, and the customer perspective).

### 1. Introduction

E-learning is one of the commonly used terms at the present time, which depends on the development of technology so that you can learn anything anywhere and at any time through e-learning. In the education sector, various universities offer a degree through e-learning, as students are enrolled in courses Different and through which they study e-learning methods and submit their exam online, they do not need to attend traditional classes, it is good for those students who work and do not have time to go to class. E-learning is the collective term to designate the areas of online learning, web-based learning, and tutoring provided by technology. The prevailing convenience of the World Wide Web and the convenience of using devices to browse resources on the Web have made e-learning very popular and become the vehicle of choice for distance education and professional training. E-learning refers to the way in which people communicate and learn electronically, which has just emerged as a major basis for competitive advantage. Others suggest that e-learning technology is unique and represents a new era of distance education. What has changed is the speed and strength of communications, the expanded ability to send and receive, and the use of Information and the ability to shorten time and space for educational purposes. While lifelong learning has become a necessity, in all stages of study and in light of the pandemic (Corona), the use of communication technologies has taken place in different stages of study and in higher education in particular, what is surprising and worrying is that we know little about the use of technical means to facilitate learning.

### 2. Methodology

#### 2.1. Research problem

The problem of the research is crystallized in shedding light on the difficulty of using computer programs for some teachers, especially after the health conditions that swept the world as a whole and which imposed on educational institutions to go to this type of education as an indispensable option to overcome the obstacles of stopping the educational process or continuing it through the employment of information technology. Therefore, we had to shed light on the most important factors critical to the success of this system at the University of Baghdad. The problem of the research is to answer the following questions: (1) The availability of critical success factors for e-learning at the University of Baghdad from the point of view of the relevant parties? (2) To what extent is the strategic performance of the organization in question affected by the critical success factors for e-learning. (3) What are the main obstacles or obstacles faced by the critical success factors of e-learning, and what are the impact of these obstacles on the strategic performance of the University of Baghdad. (4) What is the extent of the correlation between critical success factors for e-learning and strategic performance at the University of Baghdad.

## 2.2. Importance

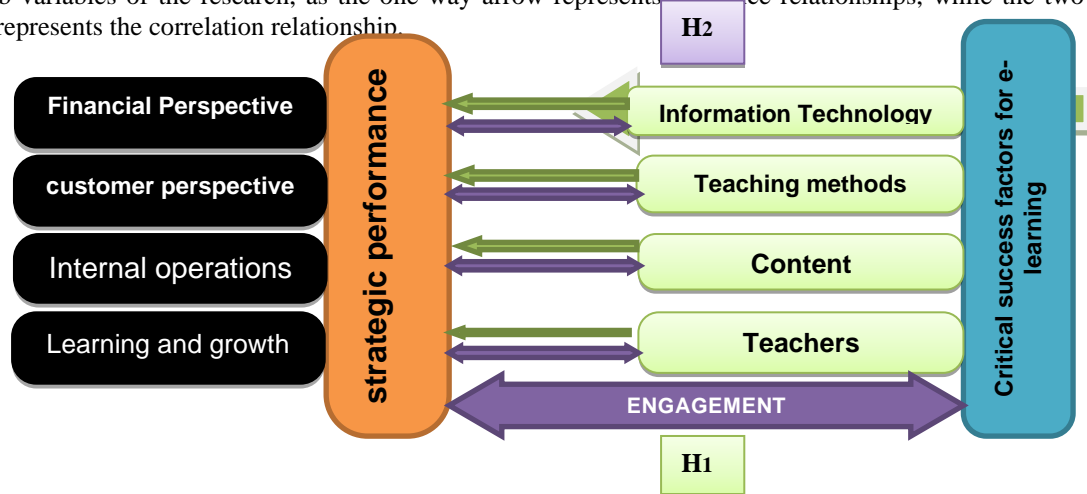
The importance of e-learning appears as a necessity imposed by the challenges of the times, due to its characteristics that make it the most suitable alternative to avoid the consequences of the lack of students' enrollment in universities and its damage to the educational process. The results of the research contribute to defining the reality of critical success factors for e-learning at the University of Baghdad and providing support and encouragement to faculty members at the University of Baghdad to use e-learning and modern technology in education by showing the positives it presents to various elements of the educational process and the great and continuous interest in critical success factors for e-learning and performance Strategically to face successive competitive challenges to save time and effort and understand the impact of the critical success factors of e-learning on strategic performance, and to express this effect quantitatively, which allows formulating this effect in the form of a mathematical model that allows prediction.

## 2.3 Objectives

The research aims to achieve a set of goals, the most important of which are: (1) Determining the availability of critical success factors for e-learning in university education in the surveyed colleges.( 2) Knowing the levels of influence of critical success factors for e-learning on the strategic performance of the colleges under study.( 3) Contributing to the development of the effective use of e-learning systems at the University of Baghdad, evaluating its strategic performance, and overcoming the difficulties facing the application of e-learning.( 4) Presenting proposals that help develop e-learning in Iraq in general and the colleges investigated in particular, especially by knowing the critical success factors for e-learning.

## 2.4. search form

Figure (1) presents the hypothetical model of the research by dealing with the relationships between the main and sub-variables of the research, as the one-way arrow represents influence relationships, while the two-way arrow represents the correlation relationship.



## 2.5. hypotheses

The research relied on two main hypotheses: (1) There is no statistically significant correlation between the critical success factors of e-learning and the strategic performance in its dimensions (2) There is no statistically significant effect of the critical success factors of e-learning on the strategic performance of its dimensions.

## 2.6. Review of previous literature

CSFs are commonly used for the smooth implementation of various strategies and programs by business organizations. He points out that “a limited number of goal areas will ensure successful competitive performance of an organization if it is satisfactory and requires constant attention from managers in the areas chosen. Critical success factors include critical factors in areas where performance is critical to establishing the success of organizations as such, it must be There is a strong focus on these factors to achieve success (Salem, 2007)

conducted a study on identifying the critical success factors for accepting e-learning as seen by university students. The data was collected through an anonymous survey tool administered to 900 university students during the fall semester of 2002. The study of 538 (334 females and 204 males) - 60% response rate - undergraduate students enrolled in the mandatory laptop-based courses spread over 37 classes per class, identified eight categories of e-learning critical success factors (CSF) that can help universities and trainers to adopt e-learning techniques scientifically and electronically and included: teacher characteristics, student characteristics, technology and support. (Cheng Lin, et al, 2011) in exploring the critical factors for implementing e-learning in higher institutions from an EU perspective by comparing e-learning in two cultural contexts: the United Kingdom and Taiwan, through group interviews. Senior management, leaders, strategic planners, hardware and software experts, instructional designers, participants from different schools and course participants (including students). 83 interviews were conducted for the research, and the study found that organizational factors (experience, leadership, and senior management support), technological factors (platform support, tool support, and technical support), and factors related to e-learning content (simplification, creativity, auxiliary model, documentation), and general factors (motivation, communication, and trust) are among the critical success factors for e-learning, while the study (Bélanger, et al, 2016) aimed to identify critical success factors that affect the successful implementation of e-learning. The study found eight groups of Factors: technological factors, institutional factors, educational factors, management factors, Ethical factors, Evaluation factors, resource factors, social interaction factors.

### **3.Theoretical background**

#### **3.1 E-Learning**

##### **3.1.1 Concept of E-Learning**

E-learning is defined as the method of delivering education or information via technologies such as television, CDs, Internet, extranet, tape recorders, satellite technologies and course tools (Musa & Othman, 2012: 141). E-learning as the way in which people communicate and learn electronically (Yew & Jambulingam, 2015:18). The American Society for Training and Development (ASTD) refers to e-learning as anything that is provided, enabled, or mediated by electronic technology for the explicit purpose of education. It also refers to the technology and services that help create, deliver, and manage these activities. The American Association for Training and Development e-Learning's definition covers a wide range of applications and processes, such as web-based education, computer-based education, virtual classrooms, and digital collaboration that includes online content delivery, intranet/extranet (LAN/WAN), audio and video tapes, and satellite broadcasting, interactive television, and CD (Homavazir, 2015:5). (et al, 2015:707, Pavela) asserts that e-learning is the use of electronic media, educational technology and information and communication technology (ICT) in education and the term "e-learning" is taken from Anglo-Saxon literature. According to Oxford Dictionaries, e-learning is defined as learning conducted via electronic media, usually on the Internet.

##### **3.1.2 Objectives of E-Learning**

According to (Stoyanova & Yovkov, 2016:9), e-learning aims to:

- 1- Visual multimedia presentations may contribute to increasing the learner's interest and motivation.
- 2- E-learning is implemented with readiness to receive information and to perform tasks, because this form of education allows choosing the preferred topic, time and place for learners that assumes their positive attitudes towards e-learning.
- 3- Satisfaction with the tasks performed and the reactions contained in e-learning contribute to increasing the organization of the learner's time and efforts, and to characterizing the use of these attributes that correspond to the individual's values, and the behavior of the learners is consistent with their values.
- 4- E-Learning provides users with possibilities about self-passed educational courses, ensuring the opportunity to manage their time and pass educational courses in a convenient place and at a convenient speed. And finally (MAYER, 2003: 298) sees that e-learning aims to help people achieve the goals of education.

##### **3.1.3 Critical Success Factors for E-Learning(CSF)**

The adoption of e-learning systems is a complex process of creating, implementing and developing a full range of factors to ensure the successful integration of modern technology into educational systems (Gawad & Woollard, 2015: 32). E-learning has become an indispensable tool in educational technology which, despite its advantages, the full and successful implementation of e-learning has not yet been achieved. If e-learning is successfully implemented in the education system, many perceived benefits can be observed. Previous studies have indicated that The critical success factors for e-learning play a critical role in the successful implementation

of e-learning (all, 2020:2). (Naveed, et.. Frimpon, 2012: 118) Since 2001, studies began focusing on intention to use, accreditation, ease of use, course content and customization and later developed in 2007 to include satisfaction, and since 2013 studies have generally focused on the success of e-learning. and how students' characteristics affect it.(Sinclair,et all,2020:68) There are a number of important factors for e-learning .The higher level of individual computer self-efficacy is positively associated with a higher level of learning performance which increases the use of e-learning and intrinsic and extrinsic motivations are Additional factors examined for learners and educators who use e-learning systems (Bhuasiri, et al, 2012:844) The majority of the work on the success of e-learning initiatives takes place in the long term and from an institutional point of view, this literature assumes that successful e-learning initiatives will be widely adopted. More broadly after its early implementation (Renzi, et all, 2014:25). Several critical success factors for e-learning have been revealed through a comprehensive literature review to collect and identify critical success factors in e-learning. For e-learning that is commonly used in e-learning research, Table (1) shows the most prominent ones agreed upon by many researchers.

Table (1) Critical Success Factors for E-Learning

	SOURCE	Critical Success Factors for E-Learning
-	)Volery & Lord, 2000:222(	Information technology, faculty, previous use of technology from the student's perspective
-	Masrom ,et all, 2008:132)(	Technology support, institutional support
-	(Sun ,et all,2008:1193-1195)	The learner dimension, the teacher dimension, the course dimension, the technological dimension, the design dimension, the environmental dimension
-	(PURI,2012:153-156)	Content design, evaluation, support for learning resources, faculty, teaching methods, institutional-administrative support, technology
-	2002:289), Govindasamy(	Institutional support, course development, teaching and learning, course structure, student support, faculty support, assessment and evaluation
-	(Sridharan, et al,2010:236)	Teaching methods, information technology, learning resource management to achieve sustainable e-learning success
	)ALHOMOD&SHAFI,2013:248(	Institutional support, course development, teaching methods, course structure, student support, faculty support, assessment and evaluation
	(Frimpon, MichaelF,2012:125)	Institution, technology, faculty, students
	(Naveed ,et all,2020:5)	Institutional management service, faculty, content design, students, system and technology
0	(Gawad & Woollard,2015:33)	The nature of the curriculum, the characteristics of the faculty, the characteristics of the student, information technology
1	Ramdhani ,et all,2020:104)(	Aspects of the organization (culture and politics/role), technology, human resource capacity
2	(EMAMI, et all,2008:81)	Technology, curriculum content, human resources, teaching methods, standards, literacy, communication systems, teachers, learners, environment and culture.
3	)Yew & Jambulingam,2015:18-21(	E-Learning Environment and Infrastructure, Teacher Features, Presentation and Presentation of Course Content, Role of Change Agent
4	)Sela& Sivan,2009:337(	Utility and ease of use, marketing, organizational culture, administrative support, real need (identifying the real need of the organization)
5	)Khan ,Badrul H,2005(	Institutional, management, technological, pedagogical (the method and process of teaching must be analyzed), ethical, interface, support, evaluation
6	(Peslak, Alan R,2003:8)	Diversity, Communication, Technology, Empathy, Clarity, Content

Source / prepared by the researcher based on previous literature

After reviewing the critical success factors for e-learning, which were reached by a group of researchers, the most common factors were selected, which were mentioned in most of the previous studies that were presented in the previous table, and also because they are considered among the basics of the success of e-learning systems, which are as follows:

## **1- information technology**

There is a view that the increasing use of technology in teaching and learning is a natural evolution, three main ideas being explored. The section "Customization and Differentiation" explores the ways in which technology, including virtual learning environments, can reach learners with different abilities, motivation, learning styles or speed, and support different additional learning needs. (McSweeney & Donnelly, 2009:109)

## **2- Content / Resources**

It is the resources that education technologists and content experts can access for inclusion in the massive learning environment. One way to recognize the complexity of this dimension is a hierarchy that begins with information sources at the base of the hierarchy. Information that has been determined to be reliable and accurate can be considered knowledge and a candidate for inclusion in resources. learning. (Huang, et al., 2019:22)

## **3- Teaching methods**

It is any educational maneuver that can be used to facilitate student learning and satisfaction. Different teaching methods may lead to different types of changes in learning outcomes (Dorgu, 2016:80).

## **4- Faculty members**

He is the reference and expert in his subject matter, and he is the one who can evaluate the performance of others and is not subject to any kind of evaluation, despite the positives this approach carries, but it is not without its negatives (Al-Manaseer & Al-Daini, 2008: 177) It includes attitudes towards students, the professor's technical competence and interaction within the classroom (Volery, 2000, 222 & Lord).

## **3.2 Strategic performance**

### **3.2 The concept of strategic performance**

The organizations' orientation towards the performance management system refers to the beginnings of strategic performance, through the integrative view that the goals of performance management and the goals of the organization, as organizations began to realize more and more that linking planning to the capabilities and skills of individuals, their empowerment and their support has a significant impact on performance, whether at its educated level, individually or in groups. Thus, clarity of objectives, performance standards, appropriate resources, guidance and support for individuals have all become matters that are required to be prepared and formulated mainly by senior leaders, or with the participation of those leaders and lower levels to ensure their harmony with the strategic dimension required for them. (Bjai, 2020: 527) Strategic performance is a phenomenon that can distinguish high-performing companies from low-performing companies. (Al Qatamin, 2012:9), (Al-Azzawi, 2011: 95) believes that strategic performance is a function of all the activities of the organization, so all parties within the organization seek to strengthen it, and it depends on a set of plans that are built on scientific foundations and with high efficiency and interact with the environment surrounding the organization to chart the path it takes with the least possible costs and the best competitive strength that this performance achieves for it and to achieve its long-term goals, while (Jawad, 2013: 121) emphasizes that, strategic performance depends on a group of economic, organizational and other components, some of which are from Inside the organization and the other from outside, and that the task of successful strategic management is to identify these components according to their importance, control and direct them in order to improve the performance of the organization and keep it. He defines it (1822014: Rylkova & Chobtova) as the path to achieving a sustainable competitive advantage and with the competitive advantage exceptional financial returns come to the organization through superior performance, and the long-term strategic vision of any organization does not only lie in achieving competitive advantage, but also in the ability to sustain it.

### **3.2.2 The importance of strategic performance**

The issue of strategic performance in organizational thought has been of critical importance due to considerations related to being a central axis for assessing the success and failure of organizations in their strategic decisions and plans, and due to the inconsistency of standards that enable them to interpret aspects of the organization's performance as a whole. Measurement according to the different goals and nature of organizations and the different goals of the parties related to them, which requires determining the appropriate

measures that can be used in measuring performance, the source of information adopted in the measurement, and how to integrate different measures to provide a realistic picture of the organization (Al-Sheikhly & Al-Joufi, 2015: 336).

### 3.2.3 Dimensions of strategic performance

There are a number of dimensions that can be used in measuring strategic performance, including what depends on the balanced scorecard, which was developed in the United States of America at the beginning of the nineties by (Kaplan and Norton: 1992), as each of them criticized the method that existed in evaluating the performance of Businesses that had a narrow view and looked back instead of looking forward, and from this point both presented a method for evaluating business performance called the “Balanced Score Card” and aims to make the business strategy more measurable and more accurate (Rasila et al., 2010: 280). The strategic performance consists of the following dimensions based on what he presented (Kaplan and Norton: 1992).

1- **Financial Perspective:** This aspect is concerned with the long-term goals of the organization and indicates the extent to which the implementation of the organization’s strategy contributes to the continuous improvement of its goals and operations. Financial objectives are determined by the level of profits and growth. These objectives are based on revenue growth, cost reduction, and productivity improvement, usually measured by return on capital employed, growth in sales or income, increase in market share, and economic value added. (Kaplan & Norton, 1992: 74)

2- **Customer perspective:** It reflects the extent to which the organization is able to achieve customer satisfaction through achieving the appropriate quality and price. The organization is performing well and the company should develop its measure in the light of the point of view of its customers. (Kaplan & Norton, 1992:74-75)

3- **The internal operations perspective:** It aims to focus on the work of the organization and how the organization can achieve excellence, which is reflected in the aim of its ability to achieve success through efficiency and effectiveness. It highlights the most important processes in the success of the organization’s strategy. This approach integrates both The long-term creativity cycle and the short-term operations cycle (Hashem & Al-Abedy, 2010: 48).

4- **Perspective of learning and growth:** This indicator is concerned with determining how human capital can be managed in order to ensure the future of the organization (Jawad, 2013: 117) and it reflects the extent to which the organization is capable of innovation and creativity. Growth, learning and creativity activities depend on three main sources: (People, Systems, and Regulatory Procedures) and that progress in achieving and improving objectives requires investment in retraining workers, strengthening systems and information technology, and organizing organizational procedures and tracks. (Kaplan & Norton, 1996: 64–65)

## 4. Application aspect

The main objective of this section is to identify the most prominent results produced by the statistical tools used in analysis, interpretation and discussion to know the trends of the study variables within the concerned organization as in the following paragraphs:

### 4.1. data collection tools

The researchers adopted the descriptive analytical method in carrying out this research. They adopted the questionnaire in collecting the data that was prepared using the ideas of a number of researchers in the field as shown in Table (2):

Table (2): The main and sub-dimensions of the research variables with the responsive scale				
The standard	approved	number of paragraphs	sub-variables	main variables
(Abdul Rahman, 2019)		5-1	Information Technology	Critical success factors for e-learning
		10-6	Teaching methods	
		15-11	Content	
(Salman & Brahimi, 2015)		20-16	faculty	strategic performance
(Moussa & Karji, 2016)		25 -21	Financial Perspective	
		30 -26	customer	

		perspective	
	35-31	internal operations	
	40-36	learning and growth	

**Note:** The questionnaire was prepared according to a 5-dimensional Likert scale (1) completely disagree (2) disagree (3) neutral (4) agree (5) completely agree.

## 4.2. View and analyze results

Through this topic, the results of the research will be presented and analyzed (the impact of critical success factors for e-learning on strategic performance), by displaying the arithmetic circles to diagnose the answers to the sample, the standard deviations to estimate the extent of dispersion in the answers, and the coefficient of variation to determine the degree of homogeneity in the answers and the order of the search paragraphs. The relative importance of knowing the degree of interest of the research sample, the order of the paragraphs according to importance, the use of percentages and frequencies to find out the severity of the answer, at the general level of the research variables.

### 4.2.1. Display and analyze the results of the search variables

Table (3) shows the results of the arithmetic mean, standard deviation, coefficient of variation, and general relative importance related to the main research variables. We note that the answers of the sample according to paragraphs of the research variables from paragraph (1-2), and the variables were arranged in descending order according to the degree of approval of the study sample members Based on the arithmetic mean, the higher the arithmetic mean, the more the diagnosis of the answers is oriented towards agreement, and the items were arranged by withdrawing importance in the table based on the coefficient of variation, the lower the coefficient of variation, the higher the importance, as follows:

Table (3) Total mean, standard deviation, coefficient of variation and relative importance of the main research variables

Sort by importance	Relativ e importance	Variat ion coefficient	stand ard deviation	Arithm etic mean	vertebrae	
1	66.62	17.03	0.57	3.33	Critical success factors for e-learning	
2	61.51	20.39	0.63	3.08	strategic performance	

A- Paragraph No. (1), which is (critical success factors for e-learning), ranked first in the arithmetic mean, and ranked first for the coefficient of variation in terms of the degree of approval of the study sample members on it, as it obtained the highest arithmetic mean, which amounted to (3.33), Which refers to the option (neutral), and with average consistency in the answers, and is confirmed by the value of the standard deviation and the coefficient of variation in it, respectively, as its value reached (0.57), (17.03), and this result indicates that this paragraph has a medium level of importance to the sample studied, in When the relative importance was (66.62), which confirms the degree of interest by the research sample about the critical success factors for e-learning.

B - Paragraph No. (2), which is (strategic performance), came in second place in the arithmetic mean, and in the second place for the coefficient of variation in terms of the degree of approval of the study sample members on it, as it obtained an arithmetic mean of (3.08), which indicates the option (Neutral), and with medium consistency in the answers, and it is confirmed by the value of the standard deviation and the coefficient of variation in it, respectively, with a value of (0.63) and (20.39), and this result indicates that this paragraph has a medium level of importance to the sample studied, while the relative importance was , (61.51), which confirms the degree of interest by the research sample about the strategic performance axis.

## 4.3. Research hypothesis testing

In this part, the correlation and effect relationships of the research variables in a sample of the faculties of the University of Baghdad will be clarified through the (Pearson Correlation Coefficient) statistical test for analyzing correlation relations, as well as the hypotheses of the effect using simple linear regression in order to know the strength of attraction and convergence between the research variables as well as the dimensions The independent variable is the critical success factors for e-learning with the dependent variable strategic performance, so this topic includes two axes:



#### 4.3.1. Correlation hypotheses

This paragraph includes testing correlation hypotheses, in order to test the first main research hypothesis (there is no statistically significant correlation between critical success factors for e-learning and strategic performance in its dimensions)

Table (4) results of the correlation coefficient values between critical success factors and strategic performance

strategic performance	pointer	variable
0.713**	correlation coefficient	Critical success factors for e-learning
0.000	morale level	

Source: Prepared by the researcher based on SPSS program outputs

(\*\*) means a significant correlation between the two variables at the level (0.01). / (\*) means the correlation relationship is significant between the two variables at the level (0.05)

We note from the results shown in Table (4) that there is a positive, statistically significant correlation between the critical success factors for e-learning and the strategic performance at the university, the study sample at the total level, with a correlation coefficient of (0.713\*\*) at the level of significant significance (0.000), indicating The positive value in the correlation coefficients indicates the direction of the strong positive relationship between the variables, and this result confirms the incorrectness of the first main hypothesis and thus it is rejected and the alternative hypothesis accepted, which states (there is a significant correlation relationship with statistical significance between the critical success factors of e-learning and strategic performance).

4.3.2. Impact hypotheses This paragraph includes testing the impact hypotheses, in order to test the first main research hypothesis (there is no statistically significant impact relationship for the critical success factors of e-learning on the strategic performance in its dimensions)

Table (4) Simple linear regression test for the effect of critical success factors for e-learning on strategic performance

INDIC ATION LEVEL	VALUE S CALCU LATED F	R2 COEFFICIE NT VALUE	BETA COEFFICI ENT VALUE B	VAL UE OF THE CONST ANT A	DEPEND ENT VARIABLE	INDEPE NDENT VARIABLE
MORA L	240.178	0.509	0.789	0.449	STRATEG IC PERFORMA NCE	CRITICA L SUCCESS FACTORS FOR E- LEARNING

\* TABULAR (F) VALUE AT A SIGNIFICANT LEVEL OF 0.05 AND TWO DEGREES OF FREEDOM (1,232) = (3.88)

\*\* TABULAR VALUE (F) AT A LEVEL OF SIGNIFICANCE OF 0.01 AND TWO DEGREES OF FREEDOM (1,232) = (6.75)

Source: Prepared by the researcher based on SPSS program outputs.

The results of Table (4) show that there is a significant effect of the critical success factors of e-learning on strategic performance, and the value of the coefficient of determination (R2) (0.509), which is the explanatory power that explains the rate (50.9%) of the variance in strategic performance at the University of Baghdad As a result of the change in the critical success factors for e-learning practiced by the administration of that university, and the remaining percentage (49.1%) is due to other factors that were not included in the study model, and the value of ( $\beta$ ) amounted to (0.789) and indicates that the change that occurs in the factors of The critical success of e-learning by one unit leads to an increase in (strategic performance) by (0.789), and since the value of ( $\beta$ ) is positive, this means that the impact of critical success factors for e-learning is positive on strategic performance, and what confirms these results is the calculated (F) value ( 240.178), which is greater than the tabular value at the level of significance (0.01 - 0.05) and below the degree of freedom (1,232), which is (6.75 - 3.88), and therefore this result rejects the second main hypothesis in the form of null (the null) and accepts the alternative hypothesis that states (there is a relationship statistically significant effect Significance of critical success factors for e-learning in strategic performance).



## **5. Conclusions recommendations**

### **5.1. Conclusions**

1. There is a significant correlation relationship between critical success factors for e-learning and strategic performance in a sample of the faculties of the University of Baghdad. We conclude from this that the university administration's pursuit of strategic performance over its competitors in the same sector must be accompanied by a clear focus on the success factors of e-learning and how to achieve strategic goals.

2. There is a significant effect of the critical success factors of e-learning on the strategic performance at the University of Baghdad. We conclude from this that the university administration, which works to adopt and encourage its cadres to practice the success factors of e-learning, contributes clearly to enhancing the strategic performance of those working on e-learning.

3. The results of the descriptive analysis showed that the awareness of the study sample about the critical success factors for e-learning practiced by the administration of the University of Baghdad came at a level of medium importance for the variable as a whole, and this result explains that the university administration has a somewhat sufficient perception of the critical success factors that are practiced according to the strategies applicable and that lies in the success of e-learning.

4. The results of the descriptive analysis of the study showed that the awareness of the study sample regarding the strategic performance of the university came at a level of medium importance for the variable as a whole, which explains that the university is characterized by a neutral degree of the level of strategic performance.

### **5.2. Recommendations**

1- The need for college administrations to pay attention to the critical success factors of e-learning in their strategic framework, especially with regard to identifying the main activities that must be taken into account and focusing on them, such as the resources necessary to implement educational activities related to distance education, as well as setting priorities in implementation. and that is through Addressing the shortcomings that occur as a result of the lack of supplies and tools (computers, a fast internet network and well-equipped websites) and this is done through an advanced technical system to meet the challenges of the times.

2- Focusing on the strategic performance of the teaching staff, and using the available resources in an efficient and effective manner that aims to improve the services provided, through Urging the college administrations at the university to provide the necessary financial support for the application of information technology in the educational process and to invest those resources in a way that leads to the development of that technology, taking into account the application of financial standards and indicators to achieve strategic goals.

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