

Strategic leadership and its role in improving the quality of E-learning Study in the education sector, Dhi Qar Governorate

By

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Abstract

The main objective of this study is to know the role of strategic leadership in improving the quality of e-learning in the education sector under study (Dhi Qar) in Iraq. To achieve the objectives of the study, the researcher used the descriptive analytical method, and survey lists as a main tool for collecting data from the study population consisting of (teachers) in the education sector in Dhi Qar Governorate. The most important findings of the study 1- :There is a statistically significant relationship between strategic leadership and improving the quality of e-learning 2- .There is a statistically significant effect between strategic leadership and improving the quality of e-learning 3- .The leaders in the educational sector under study have the necessary powers and responsibilities to develop the educational process .The most important recommendations of the study 1- :Evaluating the performance of school administrations in the education sector in Dhi Qar Governorate, determining the extent of deviation from the standards of strategic leadership, and striving to bridge the gap by creating work mechanisms by granting them complete independence at work, delegating powers and empowering them in proportion to the necessity of confronting and challenges2 - .The need for educational leaders in the education sector to adopt modern technologies in education, which are considered a guarantee of the effectiveness of the educational process, especially those related to its educational and teaching staff, in a way that contributes to addressing the gap through the provision of distance training programs, and at various times commensurate with the conditions of the trainees .3-Enriching the integrated e-learning in educational institutions by developing educational means by integrating teachers and teachers with training programs on the one hand, sharing knowledge, spreading it and distributing it within the sector on the other hand, linking material and moral incentives to periodic evaluation and holding training courses for teachers and teachers on the optimal use of platforms and technology Modern education and its use in the educational process.

Introduction

Leadership in general and strategic leadership in particular have developed to suit the needs of institutions in light of the rapid progress and development witnessed by the world in various economic, political, social, and educational fields, which left many challenges for societies that look to the future. These challenges have imposed on strategic leadership to keep pace with these changes and the necessity of developing educational institutions that benefit from change as much as possible and direct it for the benefit of the educational institution. Therefore, the world is facing a great challenge that can be benefited from in all aspects of life, including educational institutions, which have greatly developed and expanded due to the increase in the number of students and the population increase, which are based on the teacher, learner, and knowledge, which changes the determinants of success in this educational process,

as the need has increased recently. Because of its growing popularity and the role, it plays in the transfer of science, knowledge, and technology in scientific institutions, e-learning is assisting some countries, including developing ones, to develop and catch up with the civilization and knowledge that flourish around the world. The transfer of science and technology, its organization, analysis and presentation of its methodology in a way that aims to serve researchers and students and save the least effort and time during the search for advanced scientific needs that accommodate the increase in the number of students and lower costs for an educational process that adopts the use of technology in the effective educational communication process that increases the effectiveness of the role of teaching and learning. This is what prompted the researcher to take up this study and know the role played by educational leadership in improving the quality of e-learning in light of the circumstances, situations, and crises (Hussain, 2021; Jenkins, 2020; Karakaya-Stump, 2020).

Problem

In the context of studying and identifying the shortcomings related to the dimensions of strategic leadership and the extent of their application in the education sector under study and the role they play in improving the quality of e-learning, the researcher conducted an exploratory study that provided a description of the study sample and a preliminary study that contributed to formulating hypotheses and objectives, defining the problem through the dimensions of educational leadership in the targeted education sector and checking the validity or incorrectness of the hypotheses. Therefore, and based on the role that leadership plays in improving the efficiency of the educational process by encouraging change, giving opportunities for creativity, and pushing towards following a common vision and responsible participation through a single work team to raise the level of their management, as the educational sector in Iraq is in dire need of such leaders, especially under the conditions of building educational institutions and providing them with ideas. Therefore, as a result of the challenges in the education sector, which began to be presented by the era of information technology, which has become a necessity for a comprehensive and accurate review of educational foundations, as the goal of education is no longer the acquisition of knowledge as much as it is access to sources of use in solving problems and facing challenges. Accordingly, hypotheses were built depending on the different study problems, as the study hypotheses are immediate answers to the studied phenomenon and expected solutions to the problem.

Study hypotheses

First hypothesis: There is a statistically significant correlation between strategic leadership and improving the quality of e-learning at a significant level of 0.05 and for each of its dimensions. The second hypothesis: There is a statistically significant effect between strategic leadership and improving the quality of e-learning at a significant level of 0.05 and for each of their dimensions. The third hypothesis: There are statistically significant differences between the opinions of the study sample in the education sector about the role of strategic leadership and improving the quality of e-learning.

Objectives of the study

The study aims to identify the following:

- 1) 1-What is the role of strategic leadership in the education sector?

- 2) 2-Statement of the impact of the dimensions of strategic leadership in improving the quality of e-learning.
- 3) 3- Are there means, and methods used by the leader to improve the quality of
- 4) e-learning? the importance of studying the importance of the study appears from the importance of the variables it deals with through activating the role of strategic leadership, and then the importance of the study can be determined through.

Following

- 1) The importance of activating the role of strategic leadership by providing a theoretical framework that contributes to the crystallization of ideas for future research that are related to the topic, as this topic coincides with the interest of the Ministry of Education in e-learning and developing the capabilities of leaders in the schools of the sector.
- 2) Employing e-learning to keep pace with modern development through good and effective investment of modern technologies to raise the level of quality of education as well as develop its outputs in line with development requirements and needs, as such studies contribute to developing proposals for the process of developing curricula and educational aids.
- 3) The necessity of conducting field studies that deal with the subject with comprehensive and in-depth research, through which he arrives at defining a strategy to activate the strategic leadership and to play its role in improving the quality of e-learning by knowing the trends of educational bodies and how to contribute to its development in the future.

The limits of the study

- 1) Objective limits: This study is concerned with clarifying the role of strategic leadership in improving the quality of e-learning in the education sector in the province of Dhi Qar, Iraq.
- 2) Human limits: The study is conducted on a sample of teachers in the education sector under study in Iraq.
- 3) Spatial limits: The study is limited to some schools of the education sector in Iraq from (Dhi Qar) governorate.
- 4) Temporal limits: they are represented in the starting period for preparing the practical side on the sample under study.

Terminology of study

By identifying the concepts and terms, we mean the keywords included in the study and that appear in the problematic of the study, which is the mental and perceptual image formed by direct observation of more than one indicator from the reality of the field of study.

- 1) Role: The role is defined as behavioral patterns that constitute a meaningful unit and seem appropriate for a person who occupies a certain position in society or occupies a specific position in interpersonal relationships such as a leader. Although the role is an

individual act performed by the individual, the actions of a group always occur through a group of interrelated roles, so the individual's behavior is considered in a group situation, or it is a set of expectations that a group awaits from another group or from one of its members occupying a certain position, as the role in most cases is related to social status.

- 2) 2-Strategic leadership: (Houjyun & Sungin, 2013, p5) explained, "Strategic leadership is the ability to lead wisely, and develop a future vision, and strategic leadership is linked to charisma and teamwork between leadership and employees. (Sanjive, et, al, 2014, p13), indicated that strategic leadership involves developing a common collective vision and influencing others positively to implement this vision, while ensuring that the interests of the relevant parties in the organization are achieved.
- 3) 3-The concept of quality: The concept of quality in the educational field is a set of standards and procedures aimed at continuous improvement in the educational product and the specifications and characteristics expected in this product and in the processes and activities through which these specifications are achieved, with the availability of integrated tools and methods that help educational institutions achieve results. Satisfying.
- 4) 4-E-learning: It is one of the means that supports the educational process and transforms it from the phase of indoctrination to the phase of creativity, interaction and skill development, and it combines all electronic forms of teaching and learning, where the latest methods are used in the fields of education to adopt computers and their storage media.
- 5) E-learning is defined as an interactive system of education that is provided to the learner using communication and information technologies and relies on an integrated digital electronic environment that presents the courses.
- 6) This will be through a teaching structure for computer science teachers, with a methodology available in the future to create electronic educational resources.
- 7) Education sector: The education sector is one of the most important tools of community development and means of making the country's renaissance and development, as it represents the factory of thinking and creative minds that make change by upgrading the capabilities of educational staff in proportion to the rapid scientific developments in the modern era and in all areas of life and the provision of all modern technologies that It is used for teaching and education purposes in educational institutions.

Previous studies

In this item, the researcher deals with previous studies and states the goals and results that he reached.

- 1) Study (Abdul Rahim, 2019) This study aimed to know the role of strategic leadership in achieving institutional maturity in public organizations by taking advantage of the skills and capabilities that characterize the strategic leader.
- 2) The results of the study showed: that there is a weakness in the orientation of public institutions towards institutional maturity, in addition to the importance of the role that strategic leadership plays in improving performance, and its importance in achieving institutional maturity. Number of strategic leaders.
- 3) Study (Shan, 2019) The study aimed to know how leadership is prepared in new and aspiring high schools, through preparing principals, and enacting principles through models related to qualifications and standards.
- 4) The study showed: There are three main effects of preparation and preparation for leadership: the main training, its cohesion, standardization and its importance, and professionalism through knowledge. When selecting, training, and employing principals, and ensuring that they have the knowledge and skills necessary to lead the school effectively, the study also clarified that the government and the local educational authority should supervise and evaluate principals in schools using professional standards and prepare development programs through a comprehensive process where cooperation and interaction between responsible organizations are characteristic. official for this process.
- 5) Study (Saad Al-Essa and Abdullah Al-Shehri, 2020) This study aimed to know the reality of strategic leadership among academic leaders at King Saud University, ways to enhance it, the availability of strategic leadership skills, and the difficulties they may encounter while practicing strategic leadership.
- 6) The results of the study showed: the availability of strategic leadership skills (behavioral, intellectual, and technical) among academic leaders. It also showed that one of the most prominent difficulties they face is the lack of time available as a result of being preoccupied with many procedures and operational details, and one of the most prominent ways to enhance their strategic leadership practices is giving them more powers and motivation. Financial and moral based on the contribution to the implementation of the strategic plan and according to the innovative developmental visions they provide in their field of work.
- 7) Study (Al-Dirawi, 2022) This study aimed to determine the level of strategic leadership practices in the Palestinian Ministry of Economy, and their relationship to managing and influencing economic crises.
- 8) The study showed: that there is interest from the Palestinian Ministry of Economy in strategic leadership, as it obtained a high rating, with a relative weight of (72.58%), and it shows the ministry's ability to manage crises, and the results showed that (79.9%) of the changes in crisis management are due to strategic leadership. And the rest (20.1%) for other reasons.

- 9) Study (Toyin, 2020) The study aimed to evaluate the use of computers in teaching e-learning through secondary and middle schools.
- 10) The results of the study indicated: that there is an insufficient number of teachers specialized in e-learning in middle and high schools, with the lack of devices allocated in computer rooms, there are many schools that have a small number of internet connections and there is a network in the computer laboratories. The study also showed that there are no visits to inspectors from the Ministry of Education so that they move between schools to confirm the schools' using computers and record the shortage in some schools.
- 11) 6-Study (Mansoori, 2021) This study aimed to assess the quality of distance education by knowing the challenges and lessons learned in light of the health crisis and according to the capabilities of university institutions.

The results of the study showed: that the current conditions and the existence of an organizational structure that monitors the quality of distance education practices in light of the emergence of the Covid virus and through the work of the National Committee for Quality Assurance, and the results showed the fragility of the digital infrastructure, which changes one of the mechanisms that help to implement the distance education standard, The study also clarified that the institution proposes different forms (distance education and alternating education) and allow distance education to some extent to remedy the shortage recorded at the level of educational programs. Educational programs and follow-up and evaluation of their offers to configure them in order to improve the pedagogical so that the educational materials are subject to evaluation and review on a regular and periodic basis.

7- Study (Al-Mutairi, 2021) This study aimed to identify the effectiveness of e-learning in light of the spread of the Corona pandemic from the point of view of secondary school students in the Al-Farwaniyah region in the State of Kuwait, The interaction of teachers with e-learning, and the interaction of secondary school students in the Farwaniya region in the State of Kuwait with e-learning.

The study showed: that the effectiveness of e-learning in light of the spread of the Corona pandemic from the point of view of secondary school students in the Farwaniya region came to a medium degree, and the results of the study indicated that there were no statistically significant differences due to the impact of gender in all fields and in the total degree, the study also indicated that there are Statistically significant differences attributed to the impact of specialization in all fields and in the total degree and the differences came in favor of the literary.

The study recommended the necessity of providing an appropriate educational environment for implementing the e-learning strategy in secondary schools, removing all physical, human and technical obstacles and providing infrastructure.

Commenting on previous studies

- 1) The study of (Abdul Rahim, 2019) and (Shan, 2019) agreed to identify the reality of strategic leadership in the educational sectors as well as knowledge of the skills and practices of the strategic leader. Therefore, the studies indicated that the government and the local educational authority should supervise and evaluate principals in schools using professional standards and

preparing development programs through a comprehensive process where cooperation and interaction between the responsible organizations is the formal feature of this process.

- 2) 2- The study of (Abdul Rahim, 2019), (Shan, 2019) and (Al-Essa and Al-Shehri, 2020) emphasized the importance of the vocabulary of the educational environment, which is a means of communication between educational means, which may be an obstacle standing in the way of the application of educational quality standards and low Competencies with low knowledge of school leaders and lack of material capabilities and equipment is the obstacle that prevents the implementation of which can be overcome through the processes of support for the educational process, review of educational services provided, implementation of control procedures and development of information systems to monitor and manage quality in the educational process and the division of standards into groups for each group system Depends on it in assessment and conformity to educational quality standards.
- 3) 3- All studies have confirmed the study of (Toyin, 202) and (Mansoori, 2021) and (Al-Mutairi, 2021) on e-learning on its development with different means in its development and development by upgrading the level of infrastructure and providing all necessary supplies and supplies and studying the obstacles and improving its quality With the difference in the study of both in determining the shortcomings in the services supporting e-learning with a study, and this shows the lack of keeping pace with future requirements and needs, the study of (Toyin, 2020) and the study (Mansoori, 2021) agreed on evaluating e-learning and studying its determinants and knowing the obstacles to its development as well as Paying attention to the necessary programs and supplies to support and activate e-learning and indicators to assess the quality of programs that include a set of objective indicators of importance, for example, compliance with standards and the use of relevant literature to be presented through old forms of education.

Research gap

- 1) 1-The studies varied in the presentation of strategic leadership due to the multiplicity of concepts and theories that were put forward by this leadership as well as the application and the environments in which it was applied. In the study stages of the institution, it may give a different indicator than others.
- 2) 2- Knowing the impact of the variables that are associated with e-learning and their capabilities to develop this variable before entering into this study, which was applied to the education sector, in order to know the role of strategic leadership in improving the quality of e-learning in this sector using the leadership elements or practices and skills that were addressed from previous studies.

Strategic leadership

Strategic leadership is one of the complex phenomena, it is responsible for the success or failure of the institution, and strategic leaders are responsible for achieving the strategic balance between aspirations and needs, and they are also responsible for excellence and competition, and they are the ones who undertake strategic planning, and strategic thinking, with the aim of developing the institution, strategic leadership exists When individuals think, act, and influence others in ways that encourage the organization's sustainable competitive advantage. As strategic leaders look at the right time to set the direction of the organization, specifically its future direction, and establish the meaning, purposes and goals of the

organization, their role not only stops at helping the organization adapt to an increasingly changing environment, but also helps to encourage other managers to carry out their daily routine activities. (Al-Kaoud, 2015, p. 105) Accordingly, the researcher dealt with the concept of strategic leadership according to this view.

Concept of Strategic leadership

It is defined by (Crowe, 1993, p3) actions that focus largely on defining the long-term direction and strategic vision and communicating this vision to the relevant authorities, and the ability to realize this vision and achieve it and inspire others to move towards the right direction.

It also defines (Hosmer, 1994, p237) an unambiguous psychological feeling directed at enhancing the capabilities of the organization in terms of distinguished presence among a number of competitors, and then heading towards defining relatively strategic plans to increase financial gain through competition.

Also defined (Chibcoath, 1995, p4) is the practice that is intended to influence individuals and organizations through the systematic use of strategic art.

This was defined by (Zuccaro, 1996, p14) a set of activities directed towards the development and management of the organization in a totality as it includes all its components, in order to reflect the policies and long-term goals arising in the interactions of the leader within the interpretations of the external environment of the organization.

As defined by (Magee, 1998, p3), a process that the leader resorts to to achieve a clear and understandable strategic vision by influencing organizational culture and allocating resources in order to diagnose opportunities and threats.

He defines it (Maher, 2007, p. 20) as a method of moving to achieve competitive advantage and to confront environmental threats or opportunities, which takes into account the internal strengths and weaknesses of the project, which will strive to achieve the mission, vision and objectives of the institution.

And (Jad Al-Rub, 2016, p. 3) defined “strategic leadership” as the leadership that has the lead and the ability to imagine and imagine the future, as well as building flexibility and supporting others towards creating the necessary strategic change required in the company.

Dimensions of Strategic Leadership

Several models have been received that show the dimensions of strategic leadership, and through previous studies and references that dealt with the subject, it was noted that the following models touched on convergent and specific elements that can be mentioned as follows.

Model (Handsombe & Norman, 1989) in their book ((Strategic Leadership)) as it is based on the presence of four dimensions of strategic leadership: development and creating a sense within the organization of the strategic goal, creating a state of integration between executive management and strategic management, ensuring the availability of the highest levels of competition The management strategy of the leadership team, the establishment of strategic alliances with customers.

Model (Thompson, 1997) through his contribution to the author of (Strategic Management, Perception and Change) and is based on the idea of having seven dimensions of strategic leadership, which are: strategic vision, practical foresight of matters and problems, structure and policies, communication network, governance and management, culture, and change management.

Model (Daft & Noe, 2001), which crystallized the idea of this model on strategic leadership through three main dimensions: strategic culture, strategic personality, and strategic decision-making.

A model (Hill & Jones, 2001), in which they identified six dimensions of strategic leadership: strategic change, strategic thinking, structure and policies, strategic personality, strategic decision-making, and organizing strategic information. Model (Hitt et al, 2001) The researchers dealt with this model in their book (Strategic Competitive Management and Globalization), in which he identified the dimensions of strategic leadership, namely: strategic thinking, structure and policies, strategic change, strategic culture, strategic personality, strategic decision-making, and organizing strategic information.

A model (Robbins, 2003), in which he identified three dimensions of strategic leadership: strategic thinking, strategic change, and strategic personality. It is clear from the previous presentation that there is convergence and unanimity on some elements of strategic leadership that can be identified, and the common elements identified by these models, which have been addressed by all researchers in strategic leadership, which include: strategic personality, strategic thinking, strategic change, and strategic decisions.

- 1) **Personality Strategic** The interest in studying the strategic personality of the leaders of institutions has emerged, and this interest has been manifested in monitoring the characteristics of the strategic leader in combining the benefit of the accumulation of knowledge about the personality and the features of this personality of dreamy and optimistic personality, possessing a benevolent will, adopting strategic intelligence and representing and processing strategic information, looking for survival And success, derives the strength of the strategist from its own sources, designing strategic options in light of mixing facts with the results of strategic innovation. (Hitt & et al, 2001, p492)
- 2) **2.Consideration Strategic** Strategic thinking, according to (Lawrence, 1988), represents a case for distinguishing the forces affecting the success of the organization based on what he considered the task of strategic leadership in facing challenges (Al-Zaidi, 2000, p. 54).
- 3) And he (Al-Khafaji, 2002, p. 160) sees “a belief from the strategic minds of organizations, awareness of strategic directions and choices, and a commitment to implementation, transformation, and strategic leadership in order to achieve strategic success.”

- 4) (Al-Obaidi, 1998, p. 14) explains that strategic thinking is the outcome of the interaction process between leadership characteristics, expressed in skills and experiences, and the characteristics of the organization's internal and external environment.
- 5) **Strategic Change** The organization's occupation of a new position to meet new strategic goals requires the organization to build new organizational capabilities, and organizational capabilities are the skills that the organization has been able to develop in order to achieve its goals. These capabilities include, organizational structure, culture, and other processes, and certainly organizational transformation processes affect the performance of The organization during the period preceding the process of radical transformation, and the management of strategic change is considered one of the main tasks of strategic leaders, and the importance of this comes as it is related to environmental variables and how leaders manage the various resources of the organization in order to overcome these variables and thus achieve the greatest returns. Change refers to "the process of introducing improvement or development to the organization so that it is different from its current situation, and which enables it to achieve its desired goals" (Durra, 1981: 157).
- 6) Change is also seen as "a dynamic movement by following new methods and methods resulting from material and intellectual innovations by virtue of intellectual and material progress.
- 7) **Strategic Decisions** One of the distinguishing features of strategic leadership is its emphasis on the importance of making and taking strategic decisions, which are used to guide the organization towards achieving its desired goals.

It was defined (Hellriegel & Slocum, 2001: 65) as "the process of creating additional power, as it diagnoses the potential power of individuals, teams, and departments, and it is taken for later stages".

As (Delbecq et al, 2002: 9) defined it as "visions, as they are often developmental, so they require visions of the essence of the organization's work and its basic applications, and their application often requires radical changes in products, customers, markets, distribution channels, Funding sources, alliances, competitive advantages, mental image, and others.

The concept of e-learning

(Al-Troudi, 2006, p. 75) indicates that there is no specific definition or a common term

at the level of the academic research literature or the applied field, and there are many definitions mentioned by some studies. Those who are interested use different terms when exposed to study and research in this field, and the researcher believes that the reason in the multiplicity of terms, it is due to the fact that research in this field is still in its infancy and the stage of its formation. Moreover, many researchers are still developing their terminology, and this situation will take a period to come, until they can agree on common terms in this field.

E-Learning Definition

(Gloom, 2003, pg. 60) defined as an educational system that uses technologies, information and computer networks to support and expand the scope of the educational process through a range of media, including computers, the Internet, and electronic programs prepared either by specialists in the ministry or companies.

(Al-Marris, 2004, p. 5) defines e-learning as learning that uses information and communication technology to facilitate access to learning resources and services and to create cooperation and exchange between the learner and the teacher and between learners with each other and thus improve the quality of education.

(Khan, 2005, P3) believes that e-learning is a modern and well-designed form of education delivery that is student-centered, interactive, and provides a learning environment from anywhere and at any time through the use of diverse digital technology resources that are flexible and provide a distributed learning environment.

He also defined (Zaytoon, 2005, p. 24) e-learning as any educational content, or educational experience that is delivered through electronic technology, which includes the Internet, video and video for teleconferencing, e-mail, satellite and chat rooms.

It is defined by (P4, 2005, Perteam) as a distance learning path, which depends on the content from the information network that allows more than one person to learn through the computer and audio-visual props are used through audio, image and video, these props allow application with the use of curricula. The most effective with the possibility of adapting the educational path of the learner. As the user can set the path at a pace that suits the needs.

As defined by the American Association for Training and Development (OECD, 2005) as a wide range of applications and processes such as the use of the web, computers, virtual classrooms and digital cooperation, and content can be transmitted through the Internet, audio and video recording tapes, broadcast via satellite, interactive television and CDs.

And (Abdul Hamid, 2009, p. 15) defined e-learning as an interactive system for distance education that is provided to the learner according to demand and depends on an integrated digital electronic environment and aims to build courses and deliver them through electronic networks, guidance and direction, organization of exams, management and evaluation of resources.

(Al-Desouki, 2012, p. 165) believes that e-learning is that type of education that depends on the use of modern and contemporary communication mechanisms from computers, networks, and multimedia, such as sound, image, graphics, search mechanisms, electronic libraries, as well as Internet portals in communication, receiving information, acquiring skills and interaction between students. And the teacher and between the student and the school, and perhaps the school and the teacher, and this type of education does not require the existence of

a school facility or classrooms, but rather it eliminates all the physical components of education, and through the definition it becomes clear that intellectual capital represents an intangible moral entity, and that the suspended returns of that entity are characterized by uncertainty. In addition, there is a difficulty in measuring and evaluating those assets.

The Importance of E-learning

The importance of e-learning lies in solving the problem of the knowledge explosion and the increasing demand for education and the expansion of admission opportunities, in addition to enabling the training and education of workers without leaving their jobs and contributing to breaking the psychological barriers between the teacher and the learner (Al-Ghareeb, 2009, p. 59.)

- 1) 1-The possibility of communicating with teachers or other students with ease, due to the variety of means of communication represented in dialogue rooms, e-mails, or discussion boards, which makes learning processes more interesting.
- 2) 2-Increasing the number of students enrolled in the study divisions, while solving the problem of the lack of available capabilities and the narrowness of classrooms, and the multiplicity of teaching methods makes it easier for the student to choose the appropriate method of receiving lessons.
- 3) Providing students with rich sources of information that can be easily accessed in a short time, in which learners from different and diverse environments participate. Communication and cooperation take place and they share information, which supports social reflection and discussion among them.
- 4) 3-Not traveling or commuting for long hours to reach the classroom, where the learner can get education when he wants and, in the place, where he is, such as home, university or work, and therefore education is easy to obtain.
- 5) 4-Expanding the perceptions of the teacher and the student, and this is through the presence of electronic links related to theoretical, scientific and recreational interests.
- 6) 5-Changing programs and curricula very quickly on the Internet, in order to follow the requirements of the times or the plans that the ministries are following, and without any high costs.
- 7) 6-Contributes to the embodiment of the modern approach to education and training that is centered on the group instead of the traditional one that was centered on the teacher. This modern style is compatible with the current data, as it requires feet on the part of the learner to collect information and interact with others to build knowledge and skills.

E-learning styles

E-learning patterns are indicators to measure its efficiency in educational institutions according to the uses of the pattern that is consistent with the conditions and infrastructure of the institution, where each one differs from the other in the practice of e-learning.

1-Synchronous E-Learning

The tendency to reduce the isolation of the learner in e-learning and the transition to the stage of interaction and knowledge sharing led to the development of educational practices at the level of interactive synchronous e-learning. To enhance the learning experience through interaction, discussion and dialogue, which led to the inclusion of software such as blogs, and this confirms the idea of communication between the teacher, the learner and the resources, which leads to the service of the educational process and in building educational content and supporting e-learning. (Al-Sayed, 2016, p. 42)

Synchronous e-learning is a form of communication that takes place in environments where the teacher can communicate with the student at the same time but from a different location and ICTs can be integrated into learning management systems to support communication opportunities in real time and in places of learning (Yilmaz, 2015, p33).

2 -Asynchronous E-learning

The development and progress that takes place in the field of technology has led to the emergence of many innovations, and their employment in the learning process has become an urgent necessity to benefit from them in raising the efficiency of education. based on the current need of the learner and is not restricted, and this is known as asynchronous education, which is indirect education that does not require a face-to-face meeting between the student and the teacher, where the educational process takes place in a number of ways, including education by correspondence through an educational plan consisting of lesson dates, and it is video, or audio, Or multimedia or other means of communication that the teacher puts on the educational site. (Gewertz, and Catherine, 2012, p6).

3-Blended E-Learning :

Blended education appeared when man tried to think and search for different means to develop the educational process as a result of the development of technology and the emergence and spread of the Internet, as it provided communication options with the emergence of student-centered teaching methods. (Salamah and Al-Khamisi, 2017, p. 42)

It is one of the forms of education in which e-learning merges with traditional classroom education in one framework, where e-learning tools, whether computer-based or on the network, are employed in lessons, such as computer labs where the teacher meets the student. (Al-Dershawi, 2009, p. 173)

Blended learning is also defined as that which combines the characteristics of both traditional classroom learning and e-learning via the Internet in an integrated model that takes advantage of the maximum technologies available to each of them (Aecta, 2013, p22).

Study Methodology

The selection of the study methodology stems from the nature of the problem that we want to study, and through it, the data required by the research are obtained; To conduct the statistical analysis in order to reach the results of the study, which are interpreted according to the literature related to the subject of the study, and thus achieve the objectives of the study.

The researcher used the descriptive approach (analytical and correlational); This is due to its suitability in achieving the objectives of the research, as it is considered one of the methods of scientific research, and it depends on the study of reality or phenomenon as it exists in reality and is concerned with being an accurate description through a qualitative expression that describes the phenomenon and explains its characteristics, or a quantitative expression that gives a numerical description that shows the amount of And the size of the phenomenon (Abbas

et al., 2007, p. 72).

1-Information Sources

A- Secondary sources

The secondary sources were related Arab and foreign books and references, periodicals, articles, reports, research, and previous studies related to the subject or aspects of the study, as well as access to various web sites (the Internet), in order to address the conceptual framework of the study.

B- Primary Sources

The researcher resorted to collecting primary data by means of a questionnaire as a main tool for the study. In order to address the analytical aspects of the subject of the study, the researcher designed the tool, and distributed it to the study sample consisting of (teachers) in the Directorate of Education of Dhi Qar.

2-Study community

The research community is defined as: the total group with the elements that the researcher seeks to generalize the results related to the problem (Odeh and Malkawi, 1992, p. 159.)

The study population consisted of all teachers in Dhi Qar Governorate, who numbered (8100), who were regular in the schools affiliated to the Directorate of Education in Dhi Qar in the four states (Al-Nasiri, Shatrah, Al-Rifai, Suq Al-Shuyoukh), and the reason for choosing this city is due to the fact that the researcher From the residents of this governorate, in addition to its relatively stable security among the governorates of Iraq, as well as the data of the study for the sample mentioned in the study was obtained from the Owners Division / Department of General Education in the Directorate of Education of Dhi Qar, whose data is updated periodically, the researcher counted these data It serves as a framework for defining the study population, as shown in the following table (1):

Table (1) study community

Categories	Nasiriyah sample36%	Rifai%20	Shatrah%27	Al- Suk Shuyoukh17%	Total
Teachers	2,916	2,187	1,620	1,377	8100

3-Research sample :

The researcher's selection of the sample is one of the important steps of the research, and there is no doubt that the researcher thinks about the research sample since he begins to define the research problem and its objectives, but the nature of the research, its hypotheses and plan control the steps of its implementation and the selection of its tools such as the sample, questionnaires and the necessary tests (Obeidat et al., 2001, p. 99)

The study population consisted of (8100) teachers, and the number of teachers from Nasiriyah state was (2916) teachers (36%) of the community, (2187) teachers from Shatra state (27%), and (1620) teachers from Al-Rifai state with a percentage of (20%), and (1377) teachers from the state of Souk Al-Shuyoukh with a percentage of (17%).

Using the Steve Thomson equation, the researcher reached the appropriate sample size for descriptive research in the event that the community is large, and based on what he

mentioned (Melhem, 2000, p.224) He considers that the sample size in descriptive studies whose total number of individuals is a few thousand should not be less than (5%).

Thus, the sample size for the four states was (384) teachers, and the researcher distributed (384) forms, and 364 were retrieved, which means that the recovery rate was (95%) of the distributed forms, and this percentage is considered excellent.

Study tool:

The field study tool was the form submitted for the opinion survey, addressed to teachers in Dhi Qar Governorate, Dhi Qar Education Directorate, in the districts (Nasiriyah, Shatrah, Al Rifai, Souq Al Shuyukh); In order to get acquainted with their views on the role of strategic leadership in improving the quality of e-learning for the sectors under study.

The questionnaire lists were designed for this study as the main means of collecting field data. In order to achieve the objectives of the study, and to test the validity of the study hypotheses.

4-The validity of the internal consistency

This type of honesty means by analyzing the degrees of the resolution based on the psychological construction of the characteristic to be measured, that is, it shows the extent to which the resolution contains a specific theoretical construct or a specific feature, or it is the extent to which we can determine that the tool measures a specific theoretical construct or a specific characteristic, which is It means the scale's ability to verify the validity of a hypothesis derived from the theoretical framework of the questionnaire (Abu Hatab, 2008, p. 196) and Table No. (2) illustrates this.

Table No. (2) The validity of the internal consistency of the two variables

M Axles	Correlation coefficient	indication	Tabular Value
1 Strategic leadership	0.610**	0.01	0.104
2 E-learning Qualit	0.952**	0.01	

Source: Prepared by the researcher based on statistical analysis.

Field Study

This item includes four axes, which are the results of the descriptive analysis of the independent variable, strategic leadership, the results of the descriptive analysis of the dependent variable, the quality of e-learning

Before starting the axes related to the descriptive analysis of the variables of the study, the researcher adopted the equations of the weighted mean, standard deviation and percentage weight as statistical means, in order to judge the paragraphs of the questionnaire in each axis in terms of the degree of applicability and relative importance of the impact of that paragraph, and extracting the appropriate arrangement for it among the paragraphs of the axis to which it belongs, as follows:

If the researcher transforms the Likert scale into intervals of equal length according to the following law:

The highest degree - the lowest degree ÷ the number of degrees on the scale, which is as shown in Table No. (3) as follows:

Table No. (3) Scale Likert into intervals of equal length

<i>Likert</i>	<i>Period</i>	<i>Length</i>	<i>Evaluation</i>	<i>Percentage</i>	<i>Degree applicability</i>
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1	1.79 _ 1.00	0.79	Strongly disagree	35.8%_20%	Very weak
2	2.59 _ 1.80	0.79	I do not agree	51.8%_36%	Weak
3	3.39 _ 2.60	0.79	neutral	67.8%_52%	Medium
4	4.19_ 3.40	0.79	I agree	83.8%_68%	High
5	5.00_ 4.20	0.79	Strongly agree	100%_84%	Very high

Source: Prepared by the researcher based on statistical analysis.

The minimum acceptable for the responses of the examinees is the critical average (3.40) with a weight percentage of 68% to judge the responses of the examinees. The researcher extracted the critical averages, standard deviations, and percentage weights of the subjects' responses by domains, and they were as follows:

Descriptive analysis of the dimension: strategic leadership:

Table No. (4) shows the arithmetic averages, standard deviations, critical mean, percentile weight, and the degree of application for each of the paragraphs of this dimension:

Table No. (4) Arithmetic means, standard deviations, and weighted percentiles The degree of approval and ranking strategic leadership

MParagraph	The Middle Arithmetic	Deviation normative	Labs Variance	Mean percentage likely	Degee approval approval	Ranking
1 First	2.26	0.952	0.856	%45.2	Weak	4
2 The second	2.82	0.920	0.846	%56.4	Medium	1
3 The fourth	2.24	0.934	0.872	%44.8	Weak	5
4 Thfourth	2.82	0.893	0.797	%56.4	Medium	2
5 Fifth	2.27	0.945	0.893	%45.4	Weak	3
All paragraphs	2.48	0.923	0.852	%49.6	Weak	

Source: Prepared by the researcher based on statistical analysis *

Table 4 shows the arithmetic averages, standard deviations, variance, weighted percentile, approval percentage according to Likert scale, and the order of the paragraph according to importance, depending on what the results showed according to the sample responses.

It was found that the highest paragraphs in the strategic leadership axis are paragraphs (2) and (4), with a mean of (2.82), a weighted average of (56.4%) and a standard deviation of (0.920), and thus these two paragraphs deserved to be ranked first and second on the respectively in this dimension in terms of the degree of importance among the paragraphs of the strategic leadership dimension, while paragraph (13) got the lowest arithmetic averages, which amounted to (2.24), with a weighted average of (44.8%), and a standard deviation of (0.934)

According to the above data in Table No. (4), it was found that the degree of approval is medium for paragraphs (2, 4), and weak for paragraphs (1, 3, 5), through what appeared among the opinions of the study sample about strategic leadership.

Descriptive analysis of a variable: the quality of e-learning:

Table No. (5) shows the arithmetic averages, standard deviations, the weighted percentile mean, the percentile weight, and the degree of application for each of the paragraphs of this dimension:

Table No. (5) Arithmetic means, standard deviations, and weighted percentiles And the degree of approval and ranking of the e-learning quality variable

M	Paragraph	The Arithmetic	Middle Deviation normative	Labs Variance	Mean percentage likely	Degee approvalree approval	Ranking
6	First	3.39	0.736	0.542	67.8%	Medium	3
7	The second	3.77	0.843	0.711	75.4%	High	2
8	The third	3.38	0.722	0.521	67.6%	Medium	4
9	The fourth	3.38	0.737	0.543	%67.6	Medium	5
10	Fifth	4.55	0.749	0.561	91%	High	1
	All paragraphs	3.69	0.757	0.573	73.8%	High	

*Source: Prepared by the researcher based on statistical analysis

Table (5) shows the arithmetic averages, standard deviations, variance, weighted average and approval percentage according to Likert scale, and the order of the paragraph according to importance depending on what the results showed according to the sample responses.

As it was found that the highest quality of e-learning paragraphs is paragraph (10) with a mean of (4.55), a weighted percentage average of (91%) and a standard deviation of (0.749), and thus this paragraph deserved to be ranked first in this dimension in terms of the degree of importance Among the paragraphs of the e-learning quality variable, while paragraph (9) obtained the lowest arithmetic averages, which amounted to (3.38), and with a weighted percentage average of (67.6%), and a standard deviation of (0.737)

According to the above data from Table No. (5), it was found that the degree of approval is medium for paragraphs (9,8,6), and high for paragraphs (10,7), through what appeared among the opinions of the study sample about the e-learning dimension.

Study hypothesis test results :

This section deals with the results of testing the hypotheses of correlation and influence of the variables under study; In order to identify the effect of the independent variables on the dependent variable through the use of some appropriate statistical methods.

Testing the correlation between the study variables:

This paragraph dealt with the measurement of the correlation relationship, which is as follows:

The first hypothesis: (there is a statistically significant correlation between educational leadership and improving the quality of e-learning at a significant level (0.05)), and Table No. (6) shows the test results:

Table No. (6) Correlation coefficient between strategic leadership and improving the e-learning

E-Learning	Synchronous Learning	E-Asynchronous learning	E-Blended Learning	E-Total Quality Electronic	Education
Strategic leadership	0.407**	0.343 **	0.268**	0.395 **	

*Source: Prepared by the researcher based on statistical analysis

The results showed, according to Table (6), that there is a significant correlation between strategic leadership and e-learning quality dimensions at a level of significance (0.05) according to the perceptions of the sample under study, through four positive correlations, ie, at a rate of (100%), and the correlation coefficients were very strong, amounting to (0.395), which is higher than the tabulated value of (0.104)

Impact analysis among the study variables:

The purposes of this item are determined in testing the validity of the hypothesis related to the effect between strategic leadership and improving the quality of e-learning. The researcher used the simple linear correlation method; In order to identify the effect of variables.

The second hypothesis: There is a statistically significant effect between the strategic leadership style in improving the quality of e-learning.

Table No. (7) Regression coefficients test and correlation outcomes Strategic leadership in improving the quality of e-learning

Variable Independent	Regression coefficient	Value T	Level Indication	Decision at $\alpha=0.05$	Labs Engagement Pearson R	Values Durban Watson
Strategic leadership	7.188	20.90	0.001	Moral	0.743	0.804

Source: Prepared by the researcher based on statistical

Table No (8) ANOVA for the Strategic leadership in improving the quality of e-learning

Sources difference	the Grades Freedom	Value F	Level Indication	Decision at $\alpha=0.05$	The coefficient of determination r^2	of Ther ratio Explainer%
Regression the rest	1 363	67.11	0.001	Moral	%44.7	%55.3

Tabular values extracted from Durban Watsons tables $Dl= 1.68$ $Du= 1.82$ DW

From the above two tables, it is clear to the researcher :

- 1) The value of the significance level to test the significance of the correlation coefficients as well as the regression coefficient in the previous model amounting to (7.188) is greater than the value of the level of significance (0.05), which means the possibility of relying on the estimated results as well as the possibility of generalizing the results of the sample to the study population.
- 2) The calculated (T) value was greater than the tabular value of (1.96) at the level of significance (0.05), which means that there is a statistically significant effect of strategic leadership in improving the quality of education.
- 3) The Durbin Watson DW value of (0.804), was less than the tabular Dl value of (1.68), which indicates that there is significant significance for the DW value, and this means that the correlation is positive.
- 4) The value of the coefficient of determination $r^2 = 44.7\%$, which means that changes in strategic leadership are responsible for explaining 44.7% of the changes in improving the quality of education, and there is a rate of (55.3%) due to random error.
- 5) Which makes us accept the hypothesis which states that there is a statistically significant effect between the dimension of strategic leadership and improving the quality of education.

The third hypothesis: There are statistically significant differences between the opinions of the study sample in the education sector about the role of strategic leadership and improving the quality of e-learning.

To test this hypothesis, the T-test was used. To find the impact of each dimension in e-learning.

Table (9) The T-Test table shows the differences between the answers of the study sample

Level Indication 0.05	T Value Calculaed	Average the differences	Deviation normative	average	Variable
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Function	20.90	97.42	4.244	44.24	Strategic leadership
Function	20.50	12.57	2.437	13.50	Synchronous E-Learning
Function	39.93	17.50	2.794	12.76	Asynchronous E-learning
Function	21.45	2.548	2.417	18.47	Blended E-Learning

Source: Prepared by the researcher based on the results of statistical analysis of the study data

The previous table shows in detail the size of the impact of the strategic leadership variable on the e-learning quality variable, by comparing the calculated (T) value with its tabular value of (1.96), we find that the calculated (T) value is greater than the tabular value, which indicates that there are significant differences at the significance level of (0.05).

Findings and Recommendations :

- 1) 1-The study concluded that the strategic leadership practices represented in strategic direction and strategic change have a good and important moral relationship in improving the quality of e-learning, and achieving excellence in the educational institution, and it is consistent with the study (Abdul Rahim, 2019) and (Al-Essa and Al-Shehri, 2020) leadership practices give excellence. Improving performance and achieving institutional maturity.
- 2) 2-The study also showed, through the practical reality, that the strategic leadership interacts in varying proportions with the quality of e-learning, and these proportions are greatly affected by the changing conditions of educational institutions, meaning that it may progress in one place over another in the education sector, and this is originally governed by the nature of each sector and its surroundings. from conditions.
- 3) 3-The study also showed that e-learning has an important role as a comprehensive system in the educational process, and an active contributor to raising the professional competence of the teacher, and this confirms that the success of the educational process in the institution requires taking into account the characteristics and advantages of modern educational means and their suitability for the educated age groups with diversification in their use. The result with a study (Al-Mutairi, 2021).
- 4) 4-The results showed that the education sector under study possesses distinct human elements that contribute to raising the level of education in this sector, with its expertise, capabilities and skills working in this educational sector, provided that the education sector possesses a leadership with a clear vision that provides support and assistance, and this result gives Reactivity and motivation to perform tasks.
- 5) 5-The results of the analysis of e-learning paragraphs showed that some opinions generally tended not to agree that the education sector deals with e-learning effectively, as the education sector suffers from the lack of infrastructure for this type of education, and the shortcomings in information and communication systems in the education sector. This is consistent with the study (Mansour, 2021) on the fragility of the digital infrastructure.

Recommendations

- 1) 1-Evaluating the performance of school administrations in the education sector in Dhi

Qar Governorate, determining the extent of deviation from the standards of strategic leadership, and striving to bridge the gap by creating work mechanisms by granting them complete independence at work, delegating powers and empowering them in proportion to the necessity of confronting and challenges.

- 2) 2-The need for educational leaders in the education sector to adopt modern technologies in education, which are considered a guarantee of the effectiveness of the educational process, especially those related to its educational and teaching staff, in a way that contributes to addressing the gap through the provision of distance training programs, and at various times commensurate with the conditions of the trainees.
- 3) 3-Enriching e-learning in educational institutions by developing educational means by integrating teachers and teachers into training programs on the one hand, sharing knowledge, publishing and distributing it within the sector on the other hand, linking material and moral incentives to periodic evaluation and holding training courses for teachers and teachers on the optimal use of electronic platforms and technology Modern education and its use in the educational process in the education sector to keep pace with development.

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