
THE ROLE OF E-LEARNING IN ACHIEVING UNIVERSITY GOALS IN LIGHT OF SAUDI VISION 2030 (NAJRAN UNIVERSITY AS A MODEL)



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1. Introduction:

The increasing diversity in and explosion of knowledge and the use of information technology have expanded the social demand for education and diversified the parents' and children's goals and educational priorities. To fulfill these demands, the educational systems have responded by providing multiple options, including alternative programs that provide opportunities for educational excellence and distinction. This came as a result of relying on different resources, such as the staff member's interests, the students' interests, and the common local interests, which create an element of distinction between higher education programs, giving it a competitive advantage. These changes in the characteristics of learners, researchers, and educators have stimulated the process of blending traditional learning environments with modern learning ones, and benefiting from technologies that will inevitably benefit learners, professors, and curricula.

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The World Bank stressed that higher education is the major drive of the information/knowledge system, linking it with economic development. However, higher, education is much more than a simple instrument of economic development. Education is important for good citizenship and enriching diversifying life. Quality higher education needs excellence in science and technology, just as quality science and technology needs excellent higher education (World Bank report)⁽¹⁾. So, e-learning is one of the important models in developing human capabilities and developing high-quality outputs that meet the needs of the labor market, which will positively reflect on the national economy.

E-learning has played a major role in transferring knowledge and skills to students and improving performance in higher education, with the application of e-learning bringing about many drastic changes in higher education. Accordingly, universities offer three main functions in society:” Universities educate and train highly-skilled people to be ready for the employment needs in the public and private sectors, which is currently the dominant producer of new knowledge. Universities also lay the rules and standards for the curricula, the languages, the knowledge, the ethics, and the philosophies that underpin national knowledge” (Judith, 2010)⁽²⁾. (this is also known as investing in the human resources capital).

E-learning may contribute to achieving the slogan of “Education for All”, which was affirmed by the United Nations Educational Organization Declaration on Human Rights, stressing the right for education, and considering education itself as an goal rather than a means of reaching this goal. The UNESCO also stressed the importance of each university becoming an “Open” university that offers opportunities for distance education - and e-learning –in different places and times using technology. The committee views the university as an open-for-all area of culture and study that seeks not only life-long learning but also seeks recognizing the university's mission and responsibility towards community management and its future (UNESCO, towards 2030).

The Ministry of Higher Education and the National Center for E-Learning in the Kingdom of Saudi Arabia have issued a regulation for distance education as well as the quality of distance education in higher education institutions in order to achieve national development goals for the progress of society and provide diverse opportunities in academic and training programs in higher education⁽³⁾. This matches with a Saudi vision 2030. The future direction of (The National E-Learning Center), represented in the governance of e-learning programs, integration in e-learning platforms, and innovation in the digital transformation in education⁽⁴⁾.

The Research Problem:

The Ministry of Higher Education in the Kingdom of Saudi Arabia has determined to establish an electronic university for distance education due to the population growth in Saudi Arabia and the youth share growth (a new challenge that indicates an increasing social demand for education, especially in the university stage). Since then, new governmental and private universities have been established. Specialized universities, such as King Abdullah University of Science and Technology, have also been established to include the fields of specialization needed by the labor market; higher education has spread in most geographical regions and provinces of the Kingdom; and the Ministry of Higher Education and Universities' budget has doubled from the state's general budget.

The Higher Education Council System for Universities and its Regulations in the Kingdom has been issued to confirm, in its first article that universities are scientific and cultural institutions that work according to the Islamic law and implement educational policies by providing university education, post upper studies, advance scientific research and authorship, translation, publishing, and community service within the universities' fields of specialization fields.

By launching the e-learning site at the University of Najran under the slogan of "Towards an Educated Society" in light of the

Deanship of E-Learning, and by holding the first meeting of the Deanship of E-Learning and Distance Education on 24 Dhu al-Qi'dah 1433 AH, a new step towards a qualitative shift in university education has been reached. Such step is through the activation of e-learning programs and the establishment of training programs for the e-learning systems by the center for those who attend any given university. The center's mission revolves around managing the university's e-learning system and ensuring its smooth running in a way that is consistent with the university's policy in this field, maintaining the university's scientific and academic standing, and solving many of the education problems. The center's activities also include working to achieve the university's goals and directions in education. Most of its efforts have been focused on encouraging students to use blended courses. They got appropriate training sessions in how to use and apply all tools and activities in blackboard.

As issuing the document on Higher Education policies and its university education goals has preceded the emergence of e-learning as one of the effects of the technological revolution, in light of Saudi Vision 2030, this research aims to conceptualize the role of e-learning in achieving the university goals and keeping pace with the new societal vision. In order to reach this, the research seeks to answer the following research questions:

1. What is the philosophy and concept of e-learning?
2. How do the university goals include the e-learning philosophy and idea?
3. What are the challenges that prevent e-learning from achieving university goals?
4. How can e-learning, in light of Saudi Vision 2030, achieve the university goals?
5. How can a conceptualization be reached to activate the role of e-learning in achieving university goals according to the Kingdom's 2030 vision?

The Objectives of the Study:

1. Explaining the concept and philosophy behind e-learning.
2. Analyzing the university goals in the Kingdom of Saudi Arabia, and the extent to which they include the e-learning philosophy.
3. Assessing e-learning in reality and its role in achieving university goals through the opinions of the students of the University of Najran.
4. Understanding the obstacles that prevent e-learning from achieving university goals.
5. Suggesting a proposal to visualize the role of e-learning in achieving the university goals in the Kingdom according to Saudi Vision 2030.

1.2 Literature Review:

The educational literature for this study varies according to the studies following:

A study conducted by **Alexander Shirley (2001)**⁽⁵⁾ aimed at identifying the activity of e-learning in higher education, with the results showing that it is a system that contains a lot of curriculum development and resources. The success of e-learning takes place within a complex system that involves the student familiarity with the e-learning process, the teaching strategies, the staff development for e-learning one technological level, and the professors' concept of learning which have a major impact on planning the training courses, and developing teaching strategies and the student's process of learning. Thus, in Shirley's study, it was proposed to design, develop, and implement e-learning systems in higher education.

A study done by **John Eklund & Others (2003)**⁽⁶⁾ aimed to review the previous literature done on the topic to provide a theoretical map of the current and future trends of e-learning, and the potential effects of e-learning on educational policies and practices. The study also examined the effect of knowledge of terminology and issues in the use of techniques on teaching and learning; the major driving forces of e-learning; and the historical

context of its development. Moreover, the study also involved a vision for the future with flexible learning recommendations to be applied in Australia.

A study done by **Nahy, (2005)⁽⁷⁾**. In India technology and flexibility is the reason behind the development of e-learning in higher education. It has created new definition and dimension in learning pattern and education system. To make complete use of e-learning both the tutor and learners should change the perception and the method of coaching and learning. Institutions also need to makes few changes in the area like outcome assessment, investment in technology, faculty, etc. and in policies and governance towards e-learning. Rather than focusing on the cost, institutes should concentrate on the technology and services that suits them. While choosing the technology they should focus on security of data consist increase of use for both tutors and students. To be cost effective they can either outsource or partnered with vendors or companies that provide e-learning. The growth of e-learning shows that, soon it will be an acceptable substitute to the class room learning in higher education.

(Al-Aqla, 2006) This study aimed at visualizing scenarios for e-learning as a future study in the Kingdom of Saudi Arabia.

The study used the forward-looking and building scenarios approach through interviews, and panel discussions with educational experts and information and communication technology experts. The sample included (20) experts, and aimed to develop strong expectations for possible e-learning scenarios in the Kingdom of Saudi Arabia in the future to clarify the driving forces of e-learning and enable decision makers through the future outlook and its possibilities. The most important results of the study included reaching four future expectations to adopt E-learning the educational technical sides a state project, and the following four scenarios were produced⁽⁸⁾: (The age of knowledge society- The wealth and poverty- Individual Leadership- Go Back.), the study recommended subsequent studies to be done to discuss the aforementioned variables in a more focused manner.

(Schneckenberg, 2010)⁽⁹⁾. This paper explores the role that e-Competence of faculty members play in the integration of e-Learning in higher education. Learning technologies have the potential to enhance educational innovation, but the e-Learning adoption rate of faculty in universities is so far disappointing. The motivation and capability of faculty to use information and communication technologies (ICT) in teaching and learning is influenced by

competence development measures and wider institutional incentives that universities offer. The paper presents the findings of an international survey on e Competence measures for faculty in 23 universities. Results show that traditional ICT training courses do not sufficiently motivate faculty to acquire the required competences and to engage in e-Learning. Universities have to create innovative portfolios for faculty development which extend both the scope and breadth of formal training with non-formal measures like communities of practice, peer groups and networks. Beyond these competence development measures, institutional incentives like e-Learning rewards and career opportunities for e-Learning champions increase the motivation of faculty to sustainably use learning technologies for their courses.

(Maddah, 2011) This study aimed at shedding light on the Smart Cities Initiative that supports the transformation of the Saudi society into a society that is based on knowledge and digital economy. Such initiative was one of the development initiatives adopted by the Kingdom that depends on modern information and communication technology such as e-governments and e-education, and important sectors in civil society such as education and development of public services and trade systems. Implementing the initiative began by establishing modern cities in Riyadh and Makkah; the initiative will

extend to include a wide range of services, and among the most important Smart City services provided to the e-learning sector are⁽¹⁰⁾:

- The availability of specialized educational centers that allow watching or listening to local lectures.
- Providing electronic libraries in special areas and linking them with digital central libraries for easy access to electronic books.

(Al-Obaid, Manal, 2012) This study aimed at identifying the reality of e-learning - through Black Boards and Web CT- in Saudi universities, and the extent of the interaction of faculty members with the available educational systems. The study used the descriptive approach and applied a questionnaire to a sample of (166) people. An also interview was also conducted on a sample of (30) people from the faculty members at King Faisal University in 2010/2011.⁽¹¹⁾ The most important results of the questionnaire were: 62% of the sample used e-learning programs (among which 8.8%of the sample used them effectively), while 38% of the sample did not benefit from them, and 29.9% of the sample did not know anything about the e-learning programs .Moreover, the gender variable was an important factor in familiarity with these programs. It was found that 28.6% of the teaching staff members use the e-learning programs consistently with their students; that 44.8% of the staff members use the e-learning programs often; and that 26.7% of the staff members do not use the e-

learning programs at all. As for the results of the interview, they indicated that 75% of the sample does not use the e-learning programs for the following obstacles: the difficulty of communicating with the Deanship to add courses to the system, the lack of the sample's training on e-learning, the insufficient time to use the e-learning programs, and the lack of sufficient reasons to use the programs. The majority of the sample agreed that one of the most important reasons for using the e-learning programs is the ease of communication with the female students.

(Hassen, 2016)⁽¹²⁾ This study aimed at identifying perceptions and attitudes of the students towards blended learning of English courses, the researcher used the descriptive method, Data required for this study was collected through questionnaire which includes 130 students enrolled in Department of English (Boys – Girls) at the University of Bisha in academic year 2015/2016. The most important results of the study illustrated the students' satisfaction with Blended Learning as it enhanced their English language skills and helped them to make English learning collaborative, interactive and interesting. In this study, it is worth to mention that BL is still in the developmental stage in University of Bisha. It needs more research and development that address types of BL from different aspects such as effective infrastructure and training of both instructors and learners with

efficient skills in teaching and learning. Moreover, the researcher recommends another study in BL module as a new or modern method of teaching and learning of EFL in Saudi Universities.

Over Review: After describing some information's of e-learning in Previous Studies, universities can apply it to ensure its academic programs multiple levels and quality makes them achieve their goals efficiently, especially in light of plans and programs for the long-term from vision of the Kingdom of Saudi Arabia 2030. This study is consistent with the previous studies done on e-learning, uses the descriptive approach, and relies on questionnaire to collect statistical data. It also differs of all because It focuses on university goals, the role of e-learning in achieving them, and e-learning's compatibility with Saudi Vision 2030.

1.3 Definitions:

Definitions of the Study Terminology as the following:

1.3.1 E-Learning

1.3.2 Universities goals

1.3.3 Najran University

1.3.4 Saudi Vision 2030

1.3.1 E-Learning:

There are many definitions for E-Learning for example: (Al-Mousa and Al-Mubarak,(2005)⁽¹³⁾ have defined “e-learning” as a way

of teaching using modern communication methods like computers, networks, and multimedia, including audio, video, graphics, research mechanisms, electronic libraries, as well as internet portals, whether inside outside the classroom. Thus, The e-learning technology refers to an online system that replicates and adapts the traditional didactic endeavor components: planning, specific content and methodology, interaction, support and assessment. In the academic literature, there is only one globally valid definition that can comprise all the aspects related to the blended learning concept. Blended learning (or combined/hybrid/integrative) aims at achieving the learning objectives through the application of specific technologies in order to customize the act of learning and to transfer knowledge and skills to the right person at the right time. "Blended" means **the combination of several teaching methods: asynchronous and synchronous, off-site and on-site**, offline and online, individual and collaborative, structured and non-structured.

E – Learning involves all kinds of electronic media by utilizing all the potentialities of information technology. E – Learning has a truly vast perspective. The learner is connected to professional and experts both in and outside organization. He can select activities from a personal learning menu⁽¹⁴⁾.

It becomes clear to us that there is a link between distance education, its technologies, and the development of e-learning, which is one of the most important necessary patterns for developing university systems, and improving its various aspects. The Black Board is one of e-learning's applications.

1.3.2 The University Goals:

(Abdel Dayem ,1991, 216)⁽¹⁵⁾ defines educational goals as "what the student will reach and what he/she will be able to achieve at the end of the educational process; this is the expected outcome, regardless of the means necessary to achieve it. The goals must be set from the very beginning (at the higher levels - the levels of the long-term goals) It must be achieved at the end". These goals include what is to be reached as it is not possible to imagine any productive collective effort without any goals. The educational goals are set generally for the legislative educational bodies and then branch out into specific goals for the stages of education and curriculum materials. Moreover, determining the educational aims is the core of the administrative process in the Department of Education . Therefore, the success of any educational institution is dependent on having accurate and clearly-defined goals.

The educational goal is defined as “the intended purpose of designing educational plans that are necessary for the development and progress of society”.

The university goals: They are factors that clarify the path of education in society, embody its philosophy, and indicate the values that guide educational systems. The goals are related to the characteristics of society and its aspirations towards development and keeping pace with modern times:

Universities goals were arose from Saudi Arabia's Education Policy Document of higher education, which defined the concept of this stage as "It is the stage of practical specialization in all its kinds and levels and care for the people of sufficiency genius and develop their talents and the need of the different society in its present and future, in manner leads to beneficial development that achieves the nation's goals and noble goals” Then, It identified the following Universities goals (Al-Hamid, 1425/2004, 133)⁽¹⁶⁾:

1. being faithful to God and raising the student’s awareness of the Islamic responsibility scientifically and practically.
2. the right to education to prepare intellectually and scientifically competent citizens to be able to fulfill their duties to serve their nation in light of sound belief.

3. activating the principle of excellence in postupper studies in various scientific disciplines.
4. scientific research and its contribution to the field of arts, sciences, and inventions, and finding sound solutions to the evolving requirements of life and its technical trends.
5. promoting scientific authorship and production in a manner that aids science to serve the Islamic ideology and enables the nation to lead in building human civilization.
6. translating the science-related topics and the arts of beneficial knowledge of the Holy Quran, developing the Arabic language revolution, meeting the need for Arabization, and making knowledge available to everyone.
7. raising the level of performance during service for uppers through training courses and innovative studies.

1.3.3 Najran University:

The Higher Education System for Universities and its Regulations in the Kingdom has defined its first three university items as follows⁽¹⁷⁾:

Article (1): The universities are scientific and cultural institutions that work according to the Islamic law and implement educational policies by providing university education, postupper studies, advance scientific research and

authorship, translation, publishing, and community service within the universities' areas of competence..

Article (2): Each university has a legal personality with a financial liability that gives it the right to own property, take legal action, and sue.

Article (3): The universities and other institutions of Higher Education have their own council, known as the Higher Education Council, and each university has a council called the University Council.

Najran University:

Najran University is a paperless university that relies on technology for its services and functions; It was accredited as a university on 10/10/1427 AH, after transforming the faculties' campuses in the region into an independent university. The university is located on the eastern extension of the city of Najran in an area of 18 million square meters, which is the largest University City geographically in the Kingdom of Saudi Arabia. The university has a campus that includes 15 faculties for students, and another campus that includes 10 faculties for female students. The total student-capacity of the university is 64 thousand students. The university also contains a building for administration and supporting deanships, a university

hospital, a medical city, research centers, a sports and recreational area, and housing for both male and female staff members.

Establishment of specialized centers for education and electronic training in each university, Mission of the Centre is Managing the e-learning of the university and ensuring the continuity of the work in such a way to be consistent with university policy in this aspect. The centre will support the academic and scientific position of the university and solve numerous problems of the university . It will contribute to the improving of teaching staff and students to the use of the modern technologies of learning goals of the distance education and e-learning Deanship⁽¹⁸⁾:

1. Managing the e-learning of the university
2. providing plan and developing courses in cooperation with the concerned departments
3. Providing the ongoing support for the university members to take advantage of e-learning services.
4. Putting necessary controls to ensure the quality in all programs offered by the center
5. Coordinating with other authorities inside and outside the university
6. Designing and implementing projects of e-learning

Also Deanship Activities includes⁽¹⁹⁾:

1. Spreading and reinforcing the culture of e-learning at the university
2. **Achieving the university aims and e-learning attitudes** (It's directly related to goals of the current study and A declaration of the added values of e-learning to achieve the goals of the university)
3. preparing the evaluated programs to review the activities of the center
4. Making the strategic plans to develop the activities so as to cope with the international standards
5. Forming executive plans and following up the process of implementation in coordination with concerned authorities of the university
6. Improving suitable tools and mechanism for data collection and also for analyses for using them in evaluating the work of the center and strengthening the scientific and academic experience.
7. Organizing and holding specialized courses and workshops for teaching staff and students in order to carry out the mission of the center.

1.3.4 Saudi Vision 2030⁽²⁰⁾:

Saudi Vision 2030 is “provide better opportunities for partnerships with the private sector through the three pillars: our position as the heart of the Arab and Islamic worlds, our leading investment capabilities, and our strategic geographical position” and It will achieve the vision through 13 programs including (the 96 strategic aims of Saudi Arabia’s national Vision 2030). The vision came to bring about a national economic transformation based on minds and skill, and we get to know the most relevant programs related to education:

Focus on The Human Capital Development Vision Realization Program, what be related to the field of education and training⁽²¹⁾ aims to improve the outputs of the education and training system at all stages from early education to continuous education and provide training to reach the international levels through education, rehabilitation and training programs that keep abreast of modern times and requirements and are in line with the needs of development and the local and global labor market in partnership with all relevant parties locally and internationally. The program also contributes to the development of all components of the education and training system, including teachers, trainers, faculty members, governance, evaluation systems, quality, curricula, educational and vocational paths, and

training environment for all stages of education and training to cope with modern and innovative trends in the fields of education and training. to promote the Kingdom's regional leadership and international competitiveness.

And on the role of universities in developing societies, UNESCO and the Ministry of Higher Education and Scientific Research Support Universities` Efforts to Achieve the Sustainable Development Goals, the UNESCO Science Report: (towards 2030) provides more country-level information than ever before. The trends and developments in science, technology and innovation policy and governance between 2009 and mid-2015 described information on the concerns and priorities of countries that could orient the implementation and drive the assessment of the 2030 Agenda for Sustainable Development in the years to come⁽²²⁾.(UNESCO Science Report: Towards 2030, 2015)

1.4 Significance of the Study

Significance of the Study comes from E-learning's Role in Achieving University Goals and also through the following:

1. To keep up with the successive changes and recent trends in the field of educational technology and the related issues that addresses the challenges of the knowledge revolution.

2. To highlight the actual and increasing role of e-learning in universities.
3. To stress the importance of e-learning, as it serves educational, training, and administrative purposes such as completing courses, or obtaining scientific certificates and degrees, or developing skills and capabilities, which are included in the academic function of universities.
4. To contribute to providing a holistic view of the roles of e-learning in the context of university education goals.
5. To add the research results to the educational policy makers' plans in the development process to further activate the role of e-learning in university education to achieve its goals.

2. Answer the First Question: What is the Philosophy and Concept of E-Learning?

To answer this question we address E-learning Philosophy, Types of e-learning, and What are elements that e-learning community is based on? As the following:

2.1 E-learning Philosophy:

By E-learning, what is meant is an integrated system of elements of mutual effect and influence that interact with one another to achieve its goals of composing the content, displaying it, and

following up with the users. This is done through the use of technology to communicate information to the learner within the shortest time frame, using up the least effort, having the greatest benefit, going beyond the limitations of time and place, and being integrated with other aspects of education)

E-learning is a form of education in which information and communications technology, such as the Internet and networking, is used to support the synchronous and asynchronous interaction between professors and learners; this is in order to make educational courses and educational-resources available and quickly-accessed to students at any time and place, and costing the least amount, and enabling students to be evaluated in an interactive manner that matches their abilities.

Aims at achieving the learning aims through the application of specific technologies in order to customize the act of learning and to transfer knowledge and skills to the right person at the right time⁽²³⁾.

In e-learning the instructional material and content may be delivered by any one of all electronic media including the internet, intranet, extranet, LAN, Satellite broad costs, audio video tapes. All lessons can be learned in just one click. Teachers who are giving online lectures are real with vast experiences, without going to school, without spending single rupee for enrollment that is the wisest thing to

do if we are not financially equipped. E- Learning can be divided in several different types. They are Web-supplemented courses, Web-dependent courses In Mixed Mode courses etc. ELearning Approaches are, Computer-Based Learning, Computer Based Trainings, Computer-Supported Collaborative Learning, Technology Enhanced learning, etc. Communication technologies are generally categorized as asynchronous or synchronous. Asynchronous activities use technologies such as blogs, wikis, and discussion boards. Synchronous activities involve the exchange of ideas and information with one or more participants during the same period of time⁽²⁴⁾.

According to the concept of e-learning, its effective role in distance learning and virtual learning in universities, e-learning addresses the issue of having equal educational opportunities, and increasing social demand in education. It also promotes the human development culture and the investment in learning. Moreover, it creates new ways to benefit from various sources of knowledge.

(De Castell, 2011)⁽²⁵⁾ explains difference between the educational theory of technology (which includes the educational goals and values) and the educational technology theory (which focuses on the process of integrating education and technology)

E-learning development is dependent on a deep understanding of the dynamics of the teaching and learning processes, and the

support for opportunities in pedagogy in order to prioritize the choice of the pedagogical theory or education philosophy over the technology itself. The success of e-learning is dependent on those responsible for selecting the technology tools and addressing them to serve the university goals. An effective relationship between technological development and contemporary educational practices and theories also results in the development of distance education technology as well as the development of scientific research.

The sociability element of the e-learning process also represents an important dimension that stresses the importance of the stated values to be followed in communicating between members of the university community. The sociability element also helps one to form the concept of self-independence within the university system which in turn enables the achievement of university goals.

2.2 Types of E-Learning:

The First type of e-learning are **Synchronous Learning**: This type requires the learners to be online at the same time through using the devices to conduct conversations and discussions between them and the professor. This type includes: (Chatting Rooms–Audio Conferencing–Videoconferencing–White Boards). The benefits of this type include how the learner receives immediate feedback, and how the student is freed from the responsibility of going to the university.

However, one of its downsides is that this type is more advanced and sophisticated, and that it requires having modern devices and a good communication network. The Second type is the **Asynchronous e-learning**:_This type doesn't require all learners to be online at the same time. This type includes: (E-mails– Forums–Interactive Videos– Joined Networks, B. board- visual classes- record lecture- e. test-exam)⁽²⁶⁾. The benefits of this type of education include how the learner chooses to study the subject whenever he/she desires, and even electronically refer to the e-course at any time. However, one of the downsides of this type of education is that the learner is not able to directly obtain immediate feedback from the lecturer, which may lead to some reclusiveness as the learning process is not face-to-face. (Bisouni 2007, 280)⁽²⁷⁾.

2.3 The E-Learning Community is Based on Three E-lements:

The e-learning community is based on three elements: social communication, teaching effectiveness, and cognitive influence; all three operate within a supportive learning environment centered around the learner, enabling him/her to succeed, develop skills and understanding, access sources rich in knowledge, and develop cooperation relationships with other participants. This is as long as that the actual social reality and virtual reality do indeed complement each

other. The components of the e-learning system are determined according to the following:

1. The Pedagogical Component and Philosophy of the E-learning System: this involves the policies, the theories and research, the educational problems, the practices, the planning process, the educational goals and standards, the design and development process, and the financial support and resources.
2. The E-learning Management System: This involves displaying the educational content and elements, registering the students, following up on the students' performances, and implementing all the procedures used to manage the educational website.
3. The Student: E-learning's goals revolve around the student as e-learning provides the student with self-learning and direct-learning services, according to the announced schedule on the university's website.
4. The Professor: He/she is one of the central elements on which e-learning is based, and his/her role involves facilitating the learning, and defining and directing its goals and content.
5. The Educational Content: The curriculum of the university program has contents that allow self-learning (such as education almaterials, enrichment materials, and

educational/entertainment games) that the student can access and interact with any time or place.

6. The Evaluation Process of student development.
7. The Means of Communication: These include direct communication between the student and the teacher at the same time and place; and indirect communication between the student and the teacher through mediums such as books, lectures, computer networks and internet.

3. Answer the Second Question: How do the University Goals Include the E-Learning Philosophy and Idea?

Include the functional relationship of e-learning and the university's goals as follows:

- The first goal on Islamic culture and the formation of scientific and practical wishes that is useful.
- Citizenship and the advancement of the nation in the light of Islamic belief Postupper studies in a different scientific discipline.
- Scientific research, science and inventions as it contributes to the field of high progress (science and the father) while finding the right solutions for the requirements of development and technology trends.

- Authorship, scientific production and adaptation of science to serve Islam to lead the Saudi countries and build a rational human civilization far from deviation, - corresponds to the content of the Kingdom's 2030 vision
- translation, the development of the Arabic language and the Arabization movement, and that knowledge is accessible to the largest number (the principle of availability).
- Training services during the preparation phase for the university student, and post-upper renewal studies in the field of work, This goal consolidates the university's graduation with the labor market and the work of new research in the field of industry, medicine, etc., and everything that the Saudi society's economy relies on and is linked to development projects This is confirmed by Vision 2030.

Inductive For the aforementioned goals, he will see an educational policy interest in keeping pace with educational developments and enabling the use of technologies in their programs.

E-learning has an effective role in achieving these goals for the smooth use of the student and the promotion of valuable, educational and future gains that society seeks to create in the Saudi personality and in harmony with the requirements of development and positive transformations that policies draw in Vision 2030, All this confirms

the concepts of innovation, entrepreneurship, strategic sustainability options, the importance of digital transformation and information technology, and the dissemination of e-government culture.

4. Answer the Third Question: What are the Challenges that Prevent E-Learning From Achieving University Goals?

E-Learning Benefits:

E-learning makes use of technology to provide content to the learner in a good and effective way. There are many benefits and advantages to this type of education, with the most important of which being: saving time, effort, and costs. In addition, improving the general level of academic achievement of students through computers is a major benefit not to mention that e-learning also assists the staff members and students in having a comfortable and convenient learning environment. E-learning also provides multiple methods and tools for assessing the student's development, depends on non-attendance, and allows the electronic courses to be continually available to the student, and uses various methods of education and its sources. This enables applying the resources in different ways that allow learner adjustment according to the preferred method for him/her (whether visual, audio, written, or practical methods), and also of them:

- E-learning simulates reality; and provides privacy for the learner, which makes the learner integrated into the learning process.
- E-learning leads to the development of higher thinking skills through creative scientific thinking in solving problems, and arranging and organizing ideas.
- E-learning helps achieve the educational goals, develop new trends, and modify one's behavior.
- E-learning allows multiple teaching methods that suit the individual differences.
- E-learning's teaching material is characterized by self-education.
- E-learning allows the learner to take advantage of information and research as technology, having immediate access to information.
- E-learning allows the student to easily use electronic information, rather than written information.
- E-learning gains the student's approval and adds to his/her feeling of modernity, development, and keeping pace with modern times.
- E-learning promotes an ease of preparation and use of e-learning by the faculty members.

E-learning Challenges:

Some of Challenges which faces e-learning activating at university:

- The necessity to periodically update courses in universities due to the constant various developments
- The need for having specialists to manage the e-learning systems
- The plethora of responsibilities on the teaching staff
- The unavailability of the academic courses ‘software
- The possibility of slow internet
- The limited number of training courses in e-learning
- The lack of educational web pages being created
- The necessity for e-learning environments to adapt themselves to the needs of learners

There are some obstacles that face the university education in Saudi Arabia, which include the following:

Despite the importance of e-learning and the initial results that proved to be a success, e-learning still faces some obstacles, whether technical obstacles related to the unified standards for content formulation, or technical obstacles related to the privacy issues and the inability to be penetrated, or educational obstacles related to the

level of educational participation in the decision-making process of e-learning. Below are the most important obstacles:

1. The increased demand for higher education and its modern programs: supplying the future labor market as an economic return.
2. Global economic and social changes and new phenomena have created new challenges as well as new global concepts, including: globalization, the information revolution, the knowledge explosion, the communications revolution not to mention the diversity of the labor market that is aimed at university education, which affects the ability to foresee and meet the future demands.
3. The efficiency of internal and external education: The former challenge lies in the university's ability to raise the level of internal efficiency by undertaking measures to minimize the level of educational waste and find alternatives and policies for processing and enabling investment and collecting economic returns. The latter challenge lies in raising the efficiency of external institutions and understanding the development and labor market needs through creating a comprehensive plan for all society sectors to formulate the policies of university education, and the government and private labor market.

4. Achieving the three university functions (academic - scientific research - community service): The challenge lies in the extent to which higher education institutions activate these jobs on a growing basis in the future. The first function: modern society requires the university professor to possess high competencies and skills, including the mastery of modern methods in university education, and knowledge of different learning styles and how to deal with them, as well as preparing and developing upon them and the continuous career development. As for the second function: in the field of scientific research, the upcoming challenge is to direct scientific research in order to benefit society and increase the efficiency of its sectors and contribute to solving its various problems. As for the last function: the challenge lies in the extent of the ability to serve community issues and needs, and have future visions for the development of society in all its sectors and classes. This proves that the university's responsibility to serve the community stems from its committed faith that links knowledge with service.
- Developing the necessary e-learning standards for the updates/modifications required by the educational curricula and university courses and by the technical updates

- Constantly supporting the human resources at all levels through supporting learners, the teaching staff, and the administrators to conduct training sessions in accordance with technical innovation
- Focusing more on the professors, notifying them of their personalities and how they comply with the educational institution to ensure that they do not feel out of place or outdated
- Publishing the contents of the educational courses and activities at a high level of quality as the competition is on an international scale
- Establishing awareness throughout society and having a positive view towards with this type of education
- Providing incentives for the education environment (one of the obstacles that hinders the effectiveness of e-learning) to develop content systems for students, the staff members, and the administrative body
- Giving the advantage to technicians (over educational specialists) in participating in the decision-making process regarding the development of e-learning (curricula and educational technology) despite their direct impact on the student and the entire educational process.

- Privacy and security issues impacting-learning in the future as content and exams-breach is one of the most important obstacles to e-learning

5. Answer the Forth Question: How Can E-Learning Achieve the University Goals in Light of Saudi Vision 2030,?

5.1. Applied Study Procedures:

The study aims include the research hypotheses, the methodology, the community sample selection, and the statistical analysis of the collected data, and finally, the research findings with its discussion.

5.1.1 The Applied Study Aims:

- Understanding the opinions of female students at the University of Najran regarding the role of e-learning via "Black Board" in reaching the university goals.
- Reaching some suggestions that contribute to developing the role of e-learning in achieving the university goals.
- Determining the differences in questionnaire answers of the female students at the University of Najran regarding the role of e-learning at the university, including the differences in: (Field of Specialization - University level – Teaching/Not Teaching Online courses)

- Presentation, interpretation, and discussion of the results.

5.2 Study Hypothesis:

1. What are the statistically significant differences in the e-learning role in achieving university goals for female students due to specialization?
2. What are the statistically significant differences in the e-learning role in achieving university goals for female students due to student's level?
3. What are the statistically significant differences in the e-learning role in achieving university goals for female students due to teaching courses online?

5.3 . Methodology:

This study uses the descriptive method to study an objective and analytical reading of educational literature that deals with e-learning and university goals. One of its tools is building a survey that addresses the goals of university education and explains e-learning's attempt to transform these goals into realistic practices. The system of university education in the Kingdom of Saudi Arabia; this includes the university goals and the use of the results of educational literature, the identification of e-learning roles achieved, and its link to Saudi Vision 2030.

5.4 The Population:

The Population of study includes the sample community of students (Girls) from the University of Najran.(160) according to the following classifications:

- a) The specialization (science and arts) in the following Departments :
- b) (English- Arabic- physics- chemistry- Mathematics).
- c) The teaching strategy (between the students who relied one-learning and the students who didn't rely on e-learning).
- d) The Academy level between: Lower levels (1:4) and upper levels (5:8).

5.5 Participants:

The Participants consists of a random sample of 160 female students through Departments :(English- Arabic- physics- chemistry- Mathematics) & all levels enrolled in faculty of Sciences and arts.

5.6 Data Collection Process:

Data required for this study was collected through questionnaire which included 160 students. The questionnaire was distributed in the second term in academic year of 2014 (1435).

- Study limits (The study was put on hold due to the 2014 war conditions, and then was resumed)

5.7 Instruments: (Questionnaire)

The survey forms included close-ended Likert scale statements (quantitative data), In the light of the theoretical framework of the current study, and with the analysis of the social and educational literature, the previous studies on this study issue, and universities goals, It has designed the questionnaire. In its initial form, the questionnaire had (84) Items that revolve around (7) university goals. In front of each Item, there is a gradual scale consisting of five responses: (I strongly disagree–I disagree–I’m neutral - I agree –I strongly agree). The questionnaire was presented to a group of members, gathering their opinions, modifying the questionnaire, and reducing the number of questionnaire Items from 84 to 69 in the final version.10 Items have been put for each of the 6topics, except for Topic 5 which has 9 Items.

Questions:

1. E-learning helps establish an awareness of Islamic responsibility in the learner.
2. E-learning leads to the development of new trends and behavior adjustment.
3. E-learning helps learners volunteer to do activities in the Islamic direction.

4. E-learning supports the exchange of opinions between individuals with common interests.
5. E-learning includes the Islamic values and principles.
6. E-learning activities instill a belief in God and a sense of Islamic identity.
7. E-learning provides electronic lectures that promote the Islamic culture for female students.
8. E-learning provides access to the university's digital library.
9. E-learning provides many religious references, books, and scientific journals that are made available on the e-learning's online library.
10. The E-learning site works to expand the students' awareness of religion issues.
11. The E-learning activities raise national identity awareness in female students.
12. E-learning establishes the concept of citizenship through cooperative education and team work.
13. The E-learning pages constantly publish social and historical articles that include the relationship to shaping the student's national identity.
14. E-learning provides a democratic environment in the distribution of tasks and evaluation types among students according to their individual differences.

15. E-learning has activities and tasks that revolve around the concept of a national identity and its characteristics, providing intellectual security.
16. The e-learning system facilitates evaluation and feedback.
17. E-learning provides female students with learning outside the classroom and sets them out for a rich multi-sourced environment.
18. E-learning provides access to new learning resources.
19. The Deanship of e-learning announces studies that address identity issues and problems, and the views of female students towards them.
20. E-learning provides educational content with explanations, exercises, interaction, and follow-up, both partially and totally.
21. The university provides electronic resources to use to complete the tasks of educational courses.
22. E-learning is available for university upper programs.
23. E-learning contributes to raising the learner's educational interest as it provides an educational environment full of diverse knowledge and experience suitable for each learner.
24. E-learning helps the faculty achieve its goals for postupper programs.

25. The learner follows up with his learning material depending on his own energy, ability, and speed of learning according to his experiences and skills.
26. E-learning provides e-mail and computer conferences which allow female students to exchange information and inquiries among themselves.
27. E-learning provides the use of electronic copies of the books that are taught through e-learning.
28. E-learning helps to enrich curriculum topics for upper programs.
29. E-learning helps with self-learning, which is highly appropriate to the nature of studying upper programs.
30. E-learning helps to raise the level of female researchers and students in postupper programs.
31. E-learning provides an opportunity for students to discuss, converse, and express opinions through communication tools.
32. E-learning provides a sense of privacy to students with different abilities, and the chance to try and make mistakes without any embarrassment.
33. E-learning provides new ways and methods for teaching and learning, such as video-conferencing and computer-mediated conferences.

34. E-learning leads to the development of higher thinking capabilities through creative scientific thinking in problem-solving and in arranging and organizing ideas.
35. E-learning is flexible in its nature as it provides continuous learning opportunities by providing curricula throughout the whole academic year.
36. E-learning increases the ability of female students to solve problems.
37. E-learning can make the most out of information and research, and go beyond the limits of time and space.
38. E-learning requires students to have continuous training sessions according to technical renewal.
39. The e-learning system helps the faculty to provide knowledge and various sciences in a better way.
40. E-learning contributes to expanding scientific production profusely and quickly.
41. E-learning contributes to developing new educational curricula and materials.
42. Thee-learning system provides material that is related to the students' fields of specialization.
43. The e-learning system provides information that is sufficient to meet the student's practical needs.

44. E-learning increases the quality of teaching and learning because it includes all forms of educational media: print, audio, video, and animation.
45. Thee-courses are of assured quality.
46. E-learning is essential to providing high-quality educational tools.
47. Interactivity outside the classroom increases the students' creativity.
48. E-learning enables the student to share the completed designs and tasks with her families to make use of them.
49. E-learning provides all the new information and knowledge that female students need.
50. E-learning is a necessity in the knowledge society in university education.
51. E-learning develops the English communication skills in the students.
52. There is a need to train female students to use and benefit from the e-learning.
53. Designing educational websites has had a positive impact on female students' attitudes towards the demand for e-learning.
54. The default language of the application is the Arabic language since it's the students' mother tongue: in speaking, writing, and studying.



55. Theses and scientific materials can be stored online until the receiving end is ready to look at them, which is the case in asynchronous communications.
56. Not being proficient in the English language reduces the benefits of using e-learning.
57. There are available language development courses online.
58. E-learning provides the latest translated and Arabized books in various fields of knowledge.
59. The e-learning system provides educational content in several languages.
60. With the e-learning system, the expected success percentage of female uppers is high.
61. The information provided by the system is sufficient to meet the practical needs of female uppers.
62. E-learning increases everyone's access to education and training.
63. E-learning has a role in improving the learning outcomes.
64. The interactive inventory is appropriate for the uppers and helps towards their professional growths.
65. E-learning provides e-books which are easy to use while studying.
66. E-learning allows participation in forums.

67. E-learning verifies the principle of providing adequate training opportunities for professional development.
68. E-learning helps the faculty to promote competition among its students, achieve a strategic advantage for learning outcomes, and pursue it in various work sectors.
69. The team specialized in the e-learning system provides continuous in-service help for university uppers.
70. The Psychometric Properties of the Questionnaire of “The Role of E-learning via Black Boards in Achieving University Goals.

5.8 Scientific Procedures of the Study:

- The questionnaire was Prepared through extrapolating external sources: Literature Review and Saudi Higher Education Council System for Universities and its Regulations.
- Some students who were registered in second term 2015/2016 were collected.
- A sample of the study was chosen randomly from the population of the study.
- The questionnaire was distributed to the students during their classes and collected it.
- The data of questionnaire were collected and tested for integrity and clarity.

- The results of questionnaire were analyzed by (SPSS program) for final result and conclusions.

5.9 Validity and Consistency of the Instruments

5.9.1 External Validity:

The questionnaire was presented in its initial form to Najran university members who are specialized in education to express their written feedback on the suitability of each questionnaire Items to the dimension to which it belongs, the linguistic wording of the Items, and the necessity to modify, remove, or add any questionnaire Items, some items were changed and modified to clarify the meaning, to be more appropriate to the aim of the study.

5.9.2 Internal Validity:

In the questionnaire, the correlation coefficient values between each Items' score and the total questionnaire score were calculated by applying the questionnaire on a pilot sample of (50) female students. The following table shows the correlation coefficient values between each Item score and the total questionnaire score.

Table No. (1) Illustrates the correlation coefficients values between each Items' score and the total questionnaire score

Items	Correlation Coefficient	Sig.	Items	Correlation Coefficient	Sig.	Items	Correlation Coefficient	Sig.
1	0.365	0.01	25	0.619	0.01	49	0.605	0.01
2	0.573	0.01	26	0.591	0.01	50	0.780	0.01
3	0.358	0.05	27	0.366	0.01	51	0.574	0.01
4	0.636	0.01	28	0.776	0.01	52	0.833	0.01
5	0.500	0.01	29	0.05	0.01	53	0.612	0.01
6	0.542	0.01	30	0.749	0.01	54	0.694	0.01
7	0.678	0.01	31	0.570	0.01	55	0.488	0.01
8	0.418	0.01	32	0.828	0.01	56	0.367	0.01
9	0.708	0.01	33	0.705	0.01	57	0.433	0.01
10	0.777	0.01	34	0.768	0.01	58	0.404	0.01
11	0.680	0.01	35	0.579	0.01	59	0.550	0.01
12	0.639	0.01	36	0.498	0.01	60	0.434	0.01
13	0.767	0.01	37	0.771	0.01	61	0.559	0.01
14	0.524	0.01	38	0.800	0.01	62	0.667	0.01
15	0.576	0.01	39	0.630	0.01	63	0.733	0.01

Items	Correlation Coefficient	Sig.	Items	Correlation Coefficient	Sig.	Items	Correlation Coefficient	Sig.
16	0.716	0.01	40	0.706	0.01	64	0.647	0.01
17	0.771	0.01	41	0.671	0.01	65	0.638	0.01
18	0.732	0.01	42	0.780	0.01	66	0.533	0.01
19	0.616	0.01	43	0.547	0.01	67	0.441	0.01
20	0.734	0.01	44	0.744	0.01	68	0.498	0.01
21	0.630	0.01	45	0.800	0.01	69	0.451	0.01
22	0.708	0.01	46	0.671	0.01	70	0.451	0.01
23	0.520	0.01	47	0.673	0.01			
24	0.675	0.01	48	0.708	0.01			

From the previous table, it is shown that the correlation coefficient values are statistically significant at 0.01 and 0.05. Correlation coefficient values were also found between each topic and the total questionnaire score.

The following table illustrates the correlation coefficient values between each topic and the total score of the questionnaire of “The Role of E-learning in Achieving University Goals”.

Table No. (2) Illustrates the correlation coefficients values between each Topic and total questionnaire score

Topic	Correlation Coefficient Value	Sig.
1	0.765	0.01
2	0.856	0.01
3	0.863	0.01
4	0.936	0.01
5	0.867	0.01
6	0.828	0.01
7	0.814	0.01

From the previous table, it is shown that the correlation coefficients values are statistically significant at 0.01 which indicates that there is a positive assurance that the results can be reached when applying the questionnaire.

2.9.3 Deviation Validity:

The researcher has arranged the scores for the rationing sample in an ascending order in the questionnaire Items as well as the total questionnaire score. The scores were divided into an upper level and a lower level. The average mean and the standard deviation for the two levels were then calculated. The value of "T" was then calculated between both levels. The following table (3) illustrates this:

**Table No. (3) Illustrates the coefficient values of deviation for total
Questionnaire score**

Values	Mean (M)	Std. Deviation (P)	Critical Ratio (T)	Sig.
Total questionnaire score				
Upper than 27%	279.42	12.132	12.63	Statistically Sig. at (0.01)
Lower than 27%	164.07	31.936		

The previous table shows that the Critical Ratio values are statistically significant at 0.01 which indicates that there is a positive assurance.

**Table No. (4) Illustrates the Deviation Coefficient Values for all
Questionnaire Items**

From the previous table, it is shown that the critical ratios range from (1.96) at (0.05) and (2.58) at (0.01). This confirms that the questionnaire has the ability to distinguish between the strong and weak levels, indicating that the questionnaire has a high degree of validity.

2.9.4 Reliability:

The Reliability of the questionnaire was calculated by the Cronbach’s alpha coefficient method and also by the Midpoint Segmentation method. Table (5) illustrates the coefficient value of the total questionnaire and the statistical significant levels.

Table No. (5) Illustrates the coefficient Reliability values using the Cronbach’s alpha method and the Midpoint segmentation method (Spearman-Brown, and Guttman) for the total questionnaire (with the sample n = 50)

Questionnaire Consistency Coefficients	Total Questionnaire (Number of Items = 60)	Significance
Cronbach’s Alpha Coefficient (consistency)	0.976	0.01
Spearman-Brown Coefficient (consistency)	0.842	0.01
Guttman Coefficient (consistency)	0.841	0.01

From the previous table, it is shown that the questionnaire has Reliability coefficients values (ranging from 0.841 to 0.976) and that these values are high and statistically significant, which further confirms a positive assurance that the results can be reached when applying the questionnaire.

6. Results and Discussion:

To answer the question of “Are there statistically significant differences in opinion between the students of Najran University towards the role of e-learning in achieving the university goals based on the student’s field of specialization and the teacher’s strategy?”, the researcher has used the statistical method (the two-way analysis of variance) to reveal the significance of the differences between the average means of fields of specialization and the teaching strategy, as illustrated in the following table:

Table No. (6) Illustrates the average means and the standard deviation for the fields of specialization (sciences. arts fields), and the teaching strategy (students who relied on e-learning vs. students who did not rely on e-learning)

Group	N.	Field	Mean	Std. Deviation
Specialization	50	Science	248.91	40.58

Group	N.	Field	Mean	Std. Deviation
	23	Arts	222.65	49.24
	73	Total	240.25	44.73
Teaching Strategy	25	Those who relied on e-learning	233.31	44.13
	62	Those who did not rely on e-learning	227.50	48.94
	87	Total	228.98	47.57
Total	73	Field of Specialization	243.71	41.94
	87	Teaching Strategy	226.21	48.78
	160	Total	234.20	46.47

From the previous table, it is shown that there is an apparent variation in the average mean according to the teaching strategy (between the students who relied one-learning and the students who didn't rely on e-learning), and the field of specialization (science and arts fields).The two-way analysis of variance (ANCOVA) method was used to reveal the statistical differences between the average means in fields of specialization, the teaching strategy, and the interaction between both groups.

Table No. (7) Illustrates the results of the two-way analysis of variance associated with ANCOVA in the fields of specialization (science and arts fields) and the teaching strategies (female students relying on e-learning and female students not relying on e-learning) and the interaction between both

From the previous table, it is shown that:

1. There are no statistically significant differences between female students in the science fields and female students in the arts fields towards the role of e-learning in achieving the university goals in the Kingdom of Saudi Arabia.
2. There are statistically significant differences at (0.05) between female students who relied on e-learning and those who did not rely on e-learning in the science and arts fields.
3. There is a statistically significant interaction for the field of specialization and teaching strategy variables.

To determine the direction of the differences, the average mean scores for the two groups (female students who relied on e-learning and those who did not rely on e-learning in science and arts fields), were calculated at(233.3) and (227.5).Thus, it is shown that there are differences between female students who relied on e-learning and those who did not in the science and arts fields; the results were in favor of the students who relied on e-learning in their studies.

To determine the degree of the teaching strategy (the dependent variable) on female students who relied on e-learning and those who did not rely on e-learning in scienceand arts fields to determine e-learning's role in achieving the university goals (the dependent variable), the value of the ETA box was calculated for the

test of variance analysis at (0.3). The degree size is an average one, meaning that (0.3) of the variance of the dependent variable is related to the variance of the independent variable.

The results of the ANCOVA statistical analysis show that there are no statistically significant differences in the fields of specialization (science and arts fields), which means that the specialization does not have a major impact in determining the role of e-learning in achieving the university goals.

This result can be interpreted as The specializations in their various disciplines are not an influential variable in ruling on the effectiveness of e-learning in achieving the goals of the university.

The results of the ANCOVA statistical analysis also show that there significant differences in the teaching strategy (students who relied on e-learning and students who did not rely on e-learning), in favor of the students who relied on e-learning in their studies. Therefore, this means that the teaching strategy has a major impact in determining the role of e-learning in achieving the university goals.

This result can be interpreted as the effectiveness of e-learning in achieving the goals of the university, and its teaching methods are very influential. One of the result's reasons may be The effectiveness

of e-learning in achieving the goals of the university, and its teaching methods are very influential.

Moreover, the results of the ANCOVA statistical analysis show that there are statistically significant differences in interaction between the teaching strategy (students who relied on e-learning and students who did not rely on e-learning), and the field of specialization.

Thus, this means that The researcher believes that the indications are logical because specialization as a variable does not affect the study with e-learning services in achieving the goals of the university while the method of teaching using the blackboard and the relationship between it and the variable of specialization indicates the morale of the relationship and confirm the hypothesis This result can be interpreted as may be due to the fact that the study sample students learn in a homogeneous organizational and social environment

Table No. (8):The Statistical Significance of the Differences in Teaching Strategy and Specialization in Achieving the University Goals Through E-learning (Scheffe' test)



It is shown from the table (8) that there are statistical differences between scientific specialization =25.544 and arts specialization=5.818 studied e-learning = 14.878 and not studied e-learning = 4.848, while there are no differences between 25.544, 20.696, 14.878, 10.666 also between 5.818, 4.848. More differences were apparent were between scientific specialization studied/ not e-learning = 25.544 and scientific/ arts specialization not studied e-learning = 4.848.

Table No. (9): The Averages Means and Standard Deviation for the Student Level (Higher Levels and Lower Levels) and the Teaching Strategy (Students who relied on E-learning and Students who did not rely on E-learning)

Group	Number	Type	SMA	Standard deviation
The level	55	Low levels	244.23	40.58
	36	High levels	225.91	49.24
	91	Total	236.98	44.73
Teaching strategy	18	They studied e-learning	242.11	44.13
	51	They did not study e-learning	226.43	48.94

Group	Number	Type	SMA	Standard deviation
	69	Total	230.52	47.57
Total	73	the level	243.71	41.94
	87	Teaching strategy	226.21	48.78
	160	Total	234.20	46.47

The results have shown that there is a clear variation in the average mean in the teaching strategy (between the students who relied on e-learning and the students who didn't rely on e-learning), and the student level (higher levels and lower levels).

Table No. (10): Results of the ANOVA Two-Way Analysis of Variation indicating the Statistically Significant Differences Between the Average Means of the Student Level (Higher levels and Lower levels) and the Teaching Strategy Variables (Students who relied on E-learning and Students who did not rely on E-learning), and the Interaction Between the Variables:

From the following table, it is shown that:

1. There are no statistically significant differences between female students of lower and higher levels in their views towards the role of e-learning in achieving the university goals in the Kingdom of Saudi Arabia..
2. There are statistically significant differences at the level (0.05) between students of lower and higher levels who relied on e-learning and those who did not relied on e-learning.
3. There is no statistically significant interaction for the level and teaching strategy variables.

To determine the direction of the differences, the average mean scores for the two groups (for higher and lower-level students who relied on e-learning and higher and lower-level who did not rely on e-learning) were calculated at (242.11) and (226.43). Thus, it is shown that there are differences between female students who relied on e-learning and those did not rely on e-learning according to their level. The results were in favor of the students who relied on e-learning in their studies.

To determine the degree of the teaching strategy (the independent variable) on female students of lower and higher levels who relied on e-learning and students of lower and higher levels who did not rely on e-learning to determine e-learning's role in achieving

the university goals (the dependent variable), the value of the ETA box was calculated for the test of variance analysis at (0.28). The degree size is an average one, meaning that (0.28) of the variance of the dependent variable is related to the variance of the independent variable.

Discussion of the Results of Table No. (10): The results of the ANCOVA statistical analysis show that there are no statistically significant differences in the student level (lower and higher levels), which means that the student level does not have a major impact in determining the role of e-learning in achieving the university goals. This result can be interpreted as Student awareness level. or The university's interest in developing teaching methods to keep pace with development and its impact on the quality of education .

The results of the ANCOVA statistical analysis also show that there are statistically significant differences in the teaching strategy (between students who relied on e-learning and students who did not rely on e-learning), in favor of the students who relied on e-learning in their studies. Therefore, this means that the teaching strategy has a major impact in determining the role of e-learning in achieving the university goals. This result can be interpreted as (e-learning adding a value to the university education, and following up with student test result indicators will also prove this).

Table No. (11): The Statistical Significance of the Differences in Teaching Strategy and Student Level in Achieving the University Goals Through E-learning (Scheffe' test)

The Group	Average	Differences	Significance Level
Lower level students have studied e-learning	244.236	18.319	0.01
Lower level students have not studied e-learning	225.917		
Upper level students have studied e-learning	242.111	15.68	0.01
Upper level students have not studied e-learning	226.431		
Lower level students have studied e-learning	244.236	2.125	Not significant
Upper level students have studied e-learning	242.111		
Lower level students have studied e-learning	244.236	17.805	0.01
Upper level students have not studied e-learning	226.431		

The Group	Average	Differences	Significance Level
Upper level students have studied e-learning	242.111	16.194	0.01
Lower level students have not studied e-learning	225.917		
Upper level students have not studied e-learning	226.431	0.514	Not significant
Lower level students have not studied e-learning	225.917		

It is shown that there are statistically significant differences between students of lower levels who relied on e-learning and students of lower levels who did not rely on e-learning. These differences were calculated at (Lower/ upper level students have studied e-learning 2.125) and (Upper/ lower level students have not studied e-learning 0.514), while there were no differences between (Lower level students have studied/not e-learning 18.319) and (Upper level students have studied/ not e-learning/ 15.68), and most differences were apparent between (Lower level students have studied/ not e-learning 18.319) (Upper/ lower level students have not studied e-learning 0.514)

The researcher relates these differences in results to the sample members' awareness and conviction regarding the importance of e-learning, its educational benefit, and the advantages of using the Black Boards in the educational process. This may be due to the nature of the Black Board as it considers the students' individual differences, the way of delivering information, and raising the students' motivation. In addition, e-learning also takes into account the desire of teachers to stay updated with scientific and technological developments.

The Most Important Results of the Study:

Through the results of the current study and previous studies, it was found that:

E-learning supports the university goals. Training programs for students, staff members, and the administrative body have been developed to make the most out of technology (using Black Board especially). These results were in agreement with the study results (in Al-Aqla study, 2006) & (Eklund study, 2003) which showed that (emphasized the educational technical aspect - adopting e-learning as a state project and thus achieving the 2030 vision in supporting development plans by paying attention to the development of higher education).

The results of the study also show that (despite the importance of learning and the initial results that were successful, having

successive developments in technology and educational theories remain constant challenges) The critical entrance makes all ideas, concepts and skills exposed to the utmost level of criticism, in order to get rid of errors and shortcomings as much as possible (Perkinson, 2001) which allows the paths of change and development in education to respond and respond to the optimal application of technology in education.

Educational experts not participating in this type of learning, so (Schneckenberg, paper 2010) the eLearning adoption rate of faculty in universities is so far disappointing. The motivation and capability of faculty to use information and communication technologies (ICT) in teaching and learning is influenced by competence development measures and wider institutional incentives that universities offer.

Developing training programs for students, staff members, and the administrative staff to make the most out of technology, These results were in agreement with the study results in (Hassen study, 2016) &(Shirley study, 2001) about training - infrastructure - development - a proposal to activate mixed learning in university programs.

Promoting community awareness to interact with the e-learning culture Despite the importance of learning and the initial results that were successful, having successive developments in technology and educational theories remain constant challenges,

These results were in agreement with the study results (in (Maddah, 2011) e-government development initiatives - e-learning - expansion in the establishment of smart cities - modern - electronic libraries to achieve community development and the results of the study are consistent with Vision 2030

7. Answer the fifth question: How can a conceptualization be reached to activate the role of e-learning in achieving university goals according to the Kingdom's 2030 vision?

The leadership key is e-universities, which requires more application of technology to achieve excellence, competitiveness and community development, and the researcher is trying to prepare a concept to activate e-learning to achieve the university's goals and vision 2030 as follows:

7.1. A Proposed vision for Activating the Role of E-learning in Achieving the University Goals according to Saudi Vision 2030:

In light of the study's results and the educational literature, a proposed vision is presented to activate the role of e-learning in achieving the university goals in accordance with the Saudi Vision 2030, and its implementation mechanisms.

1.1.1. The Aims of the Proposed Vision:

- To emphasize the difference between the expected outcomes and actual outcomes of e-learning in achieving the university goals in light of Saudi Vision 2030.
- To establish mechanisms for those in charge of the University of Najran to activate the role of e-learning in achieving the university goals.
- To reconsider the e-learning legislation laws (especially the Black Board system and its activities) by relying on the topics and results of the questionnaire, facilitating suggestions to further develop the role of e-learning.
- To refer to the results of the questionnaire sample which express positive statistical indications regarding the role of e-learning in achieving the university's educational goals, so that they can be elevated to the leadership levels to be in competition with other major universities.

1.1.2. Proposed Vision Premise:

- That e-learning through issues in social and educational studies helps the society achieve development
- That e-learning and its innovations contribute to promoting competition between universities
- That the optimal use of technology works in attaining leadership roles in the field of e-learning

- That the social and educational literature presented for e-learning, and the university goals and development programs in Vision 2030 focus on the Kingdom's economic leadership in the development and successive investment of the human resources
- Results of previous Arab and foreign studies covered in the current study

7.1.3. Requirements to Success:

Successful e-learning requires many factors that help the educational process to succeed, with the most important ones being:

1. Technical and Financial Requirements: through providing the financial requirements to run an infrastructure that includes powerful servers, equipment and devices with high bandwidth capacities, special software such as (LMS, LCMS, CMS), and the availability of high speed internet.
2. Human Requirements: there is a necessity for having qualified human cadres who are capable of controlling system administration, designing courses, producing materials, and providing special training for lecturers and students included in the system. If all the previous requirements are met and fulfilled, then there must be clearly-defined rules, plans, and a general environment that supports the e-learning application.

This environment –including the higher management to the students themselves- must have full awareness of the necessity and importance of implementing e-learning. In addition, there must be full social awareness among members of society to be able to interact with this type of education.

7.1.4. The Proposed Vision and its Mechanisms:

Expanding the university's e-learning system reflects its positive outcomes on the university and has made them in agreement with the labor market's new demands in light of Saudi Vision 2030. In order to achieve the universities goals in light of this vision, it is necessary to establish mechanisms for implementing the proposed vision. These mechanisms include multiple aspects: legislative, administrative, technical, among others, according to the following topics:

Firstly The University:

The process of updating Saudi Vision 2030 (according to the global changes in contemporary societies, especially changes in university systems, development goals, and implementation measures) includes:

- Modernizing Vision 2030 in light of the current and ongoing changes.

- Partnership with leading/ twin universities to benefit from their expertise in e-learning.
- Modernizing and reformulating university goals through including the added value of e-learning to achieve university goals at all levels. E-universities have become the key to leadership in higher education.
- Developing legislative laws to ensure the application of e-learning in universities.
- Having the necessity to have approved standards for the Arabization of electronic programs and for e-learning in universities.
- Adopting the use of modern technical methods in education (Black Boards especially).
- Increasing society awareness towards the Kingdom's transformations, development, and expected plans to be achieved in Saudi Vision 2030.
- Shifting society's view of e-learning towards the positive; to be ranked higher than formal learning.
- Spreading awareness in society members towards the importance of investing in e-learning.
- Providing and facilitating e-learning for continuing education in all sectors of society by enabling individuals to obtain e-learning

at reasonable costs, and by adopting flexible approaches that reflect the different cultural and social conditions.

Secondly Department of E-learning and Distance Learning for the University:

The process of focusing on analyzing the university's e-learning environment and implementation procedures includes:

- Forming teams to prepare for the e-learning process and having extra experts to manage the process.
- Forming the infrastructure as a basis for electronic information and communication networks, including the labs, computers, electronic programs, and internet.
- Strengthening the humane aspects and values in the e-learning environment when dealing with the physical technology, as a basis for the social dimension of education, through a culture of communication between members of the university community and their interactions with others.
- Expanding the infrastructure as a basis for electronic information and communication networks, including the labs, computers, electronic programs, and internet.
- Passing specialized and accredited courses in the use of the latest technologies in the educational process.

- Transforming university facilities and learning resources such as libraries and classrooms into electronic ones.
- Appropriately choosing technology tools for the methodology or philosophy of education: this is based on an understanding of the dynamics of the teaching and learning processes, employing the dynamics, and providing opportunities for innovative pedagogy.
- Creating more computer labs that are equipped to train students in the latest techniques of information technology.
- Evaluating the elements of e-learning to ensure its effectiveness, and having specialists (who are aware of the goals and features of e-learning with full conviction of its application) to constantly check the implementation steps.
- Evaluating the applied levels to check upon the positives of e-learning and invest in them, and address the negatives of e-learning.
- Discussing the results of the applied e-learning and expanding upon them.

Thirdly Academic Programs and Courses:

The process of focusing on the courses, the diversity of the university's education systems, and its implementation procedures, includes:

- Designing the e-courses according to the basis of student learning methods, the technology limitations, and the appropriate approach to the educational design: this provides opportunities for contemplative thinking, simulated interaction, and a variety of learning resources while being in agreement with the social context of the learning environment in all its dimensions.
- Following up the ways of integrating classrooms with direct education and ensuring that the curricula go according to their plans.
- Having the need to publish high quality e-content as the competition is on an international level.

Fourthly the Staff Members:

University's e-learning depends majorly on the university professor. The following implementation measures could be focused on:

- Establishing arts and financial incentives that encourage competition in the use of e-learning among the staff members.
- Having a job in university education that embodies the quality of learning depends on qualified faculty members to ensure efficient use of the technological innovations to integrate and blend between both e-learning and traditional learning inside the classes.

- Searching for new practices that support creative and influential thinkers in the field of e-learning.

Fifthly The Student:

The student is the focus of education in educational institutions. The university directs its efforts towards preparing its students, training them, and providing them with independent learning skills. This is one of the most important pedagogical patterns on which effective e-learning depends. The implementation measures include:

- Motivating students to have more interest in e-learning and interact with it.
- Providing social support capabilities; providing a framework for practicing collective thinking and sharing experiences; providing emotional, social, and intellectual communication to help learners overcome psychological stress and/or loneliness that may result from not having traditional curriculum features and dealing with physical technology.
- Holding extensive training courses for students and explaining the concept, philosophy, and benefits of e-learning to them.
- Constantly needing to train and support students as well as all university staff in accordance with the constant renewal of technology.

- Providing good incentive systems to overcome the resistance to the new process.

1.2. Recommendations:

The researcher suggests conducting future research and studies in:

- The use of e-learning in the major Higher Education institutions and benefiting from e-learning in educational planning and policies by the decision makers.
- The philosophy of e-learning and the theory of e-learning management.
- The technological, societal, and institutional e-learning factors on the type of e-learning that affect its application in Higher Education institutions in Saudi Arabia.

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