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THE IMPACT OF E-LEARNING CONTENT ON
STRATEGIC PERFORMANCE: AN APPLIED STUDY
AT THE UNIVERSITY OF BAGHDAD

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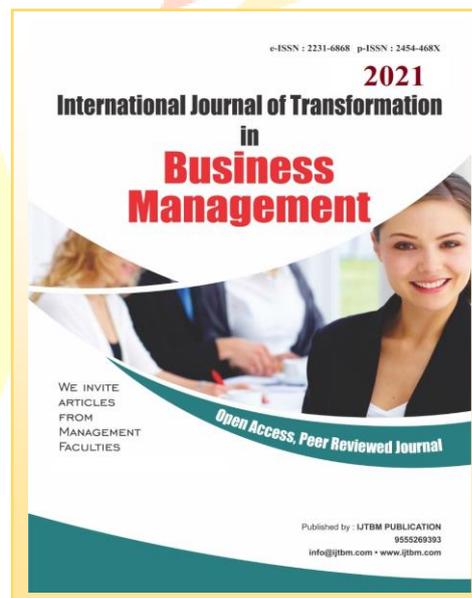
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ABSTRACT

The research aims to test the effect of e-learning content on strategic performance, in a sample of the faculties of the University of Baghdad, and the research problem was represented by the question that states “the difficulty of using computer programs for some teachers.” To explore and address the research problem, as for the research sample, it was represented by (242) teachers from the professors of the University of Baghdad in four selected colleges (administration and economics, science for girls, media, law), and the questionnaire was used as a main tool for collecting data prepared by the researcher based on ready-made standards. The researcher relied on a set of statistical methods, including (arithmetic mean, standard deviation, coefficient of variation, relative importance, correlation coefficient, regression coefficient, T-test, F-test, percentages), and the data were analyzed through the use of statistical programs (SPSS V. 25,), the research adopted the descriptive analytical method. Among the most prominent results that were reached, which is the existence of a statistically significant correlation and effect between the content of e-learning and the strategic performance in its dimensions (the perspective of internal operations, the perspective of learning and growth).

INTRODUCTION

E-learning is one of the commonly used terms at the present time, which depends on the development of technology so that you can learn anything anywhere and at any time through e-learning. The content of e-learning is very important in attracting and accepting students for this type of education, the more simplified the content contribute to attracting the largest number of students. In the education sector, different universities offer a degree through e-learning, where students are enrolled in different courses, they study through e-learning methods and submit their exam online, they do not need to attend traditional classes, it is good for those students who work and do not have time to go to class. E-learning is the collective term to designate the areas of online learning,

web-based learning, and tutoring provided by technology. The prevailing convenience of the World Wide Web and the convenience of using devices to browse resources on the Web have made e-learning very popular and become the medium of choice for distance education and professional training. E-learning refers to the way people communicate and learn electronically and others suggest that e-learning technology is unique and represents a new era of distance education. Regardless of the discourse, what has changed is the speed and strength of communications, the expanded ability to send and receive, the use of information and the ability to short time and place for educational purposes.

METHODOLOGY

Research problem

The research problem sheds light on the difficulty of using computer programs by some teachers, especially after the health conditions that swept the world as a whole and which imposed on educational institutions to go to this type of education as an inevitable option to overcome the obstacles of stopping the educational process or continuing it through the employment of information technology, and therefore We had to shed light on the most important factors critical to the success of this system at the University of Baghdad. The research problem is to answer the following questions: (1) To what extent is the strategic performance of the surveyed colleges affected by the content of e-learning. Strategic performance at the University of Baghdad.

Importance

E-learning is one of the modern methods, so it is necessary to pay attention to the content of e-learning in order to contribute to enhancing the effectiveness of the learner, and enabling him to assume greater responsibility compared to traditional education, where the learner becomes more able to discover, analyze, formulate and acquire high-level learning skills and whenever the content is simple This has contributed to the volatility of students for e-

learning. Hence, the importance of the research lies in the contribution of the results of this research by defining the reality of the content of e-learning in the sample surveyed from the colleges of the University of Baghdad and providing support and encouragement to members of the teaching staff at the University of Baghdad to use e-learning and modern technology in education by showing the positives it provides to the various elements of the educational process.

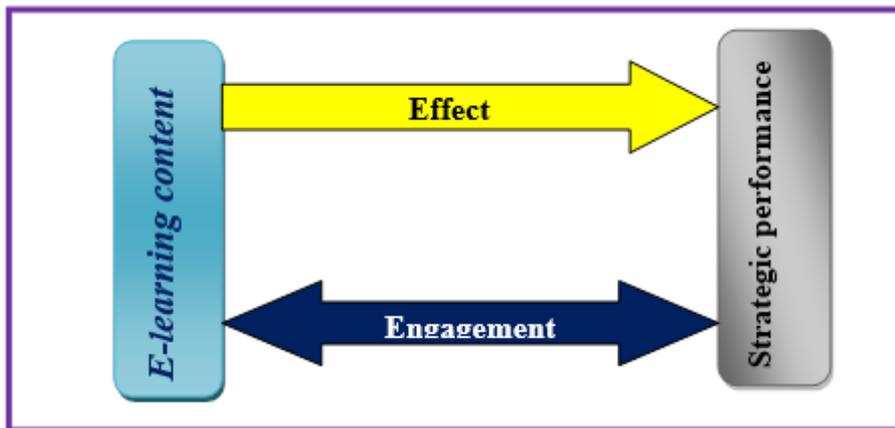
Objectives

This current research aims to identify the following:

- 1- Determining the availability of e-learning in university education at the University of Baghdad.
- 2- Knowing the levels of impact of e-learning content on the strategic performance of the University of Baghdad.
- 3- Presenting proposals that help develop the content of e-learning in Iraq in general and the University of Baghdad in particular.

Search Form

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



Hypotheses

The research relied on two main hypotheses:

(1) There is no statistically significant correlation between the content of e-learning and the strategic performance in its dimensions.

(2) There is no statistically significant effect of the e-learning content on the strategic performance in its dimensions.

THEORETICAL BACKGROUND

e-Learning

Concept of E-Learning

Nowadays, the higher education system is undergoing a continuous process of change, as universities have to keep up with the needs, wants and requirements of students. Thus, information technologies and e-learning systems are seen as essential factors in the implementation of the activity of universities, as these institutions invest more

and more in Internet systems and devices [However, in the age of technology, one of the main challenges for universities is the integration of innovative e-learning systems in order to enhance and supporting both teaching and learning.(Coman,2020:3) In today's digital age, most human needs are met through online systems. There are many applications that have been made to simplify work and human needs, as well as in the world of education. Many online applications are used in the world of education, for example school and campus websites, academic information systems and others. In addition, there are online applications that are used in learning systems, for example by creating e-learning applications. (Asnawi, 2018:17) In the education sector, various universities offer degrees through e-learning, where students are enrolled in courses Different, they study through e-learning methods and give their exam online, they don't need to attend traditional classes, it's good for those students who work and don't

have time to go to class. In UK companies such as Can Studios, CBTL, Clive Shepherd and Cobent Ltd. provide e-learning programs for training and education. In India, companies like NIIT Limited, Gurukul Online Learning Solutions, Tata Interactive System, Magic Software, 24X7 Learning and Edu comp provide training and education to businesses through e-learning. The use of electronic media and information and communication technologies in education, teaching and training is called e-learning. (2013:797), Srivastava & Agarwal) The use of ICT-based media in the education process can help in overcoming various problems in learning mathematics. E-learning is a new and fast way to gain knowledge, experience and skills, and many schools are planning to take advantage of e-learning to develop the educational content that students want and provide students with new ways of learning (Irfan, Muh, et all, 2019:24). E-learning is defined as a method of delivering education. Or information via technologies such as

Objectives of E-Learning

E-learning aims to achieve a number of goals, the most prominent of which are as follows: (Jabr & Rashid, 2009: 505).

1. Introducing information technology as a means to enhance the student's ability to learn to the limits of his potential.

television, CDs, Internet, extranet, tape recorders, satellite technologies and course tools. (Musa & Othman, 2012: 141) and (Roffe, 2002) defines e-learning as the way in which people communicate and learn electronically. (Yew & Jambulingam, 2015:18) The American Society for Training and Development (ASTD) refers to e-learning as anything that is provided, enabled, or mediated by electronic technology for the explicit purpose of education. It also refers to the technology and services that help create, deliver, and manage these activities. The American Association for Training and Development e-Learning's definition covers a wide range of applications and processes, such as web-based education, computer-based education, virtual classrooms, and digital collaboration. Includes online content delivery, intranet/extranet (LAN/WAN), audio and video tapes, satellite broadcasting, interactive television, and CDs (Homavazir, 2015:5).

2. Providing educational services to those who missed out on educational opportunities.

3. Spreading technical culture to help create an electronic society capable of keeping pace with the developments of the times and contributing to eradicating illiteracy, adult education and developing students' skills .

4. This type of education provides students with a lot of information and knowledge compared to traditional teaching methods, as it provides students with multiple and different sources of information, as well as the possibility of exchanging educational experiences.

E-learning Content

With the advent of the Internet, the resources that educational technologists and content experts can access for inclusion in a learning environment are enormous. one way to

capture the complexity of this dimension is in terms of a hierarchy that begins with information resources at the base of a pyramid (see Fig. 2). Information that has been determined to be reliable and accurate can be considered knowledge and a candidate for inclusion among learning resources. When that knowledge is linked to a learning goal or objective, it can be considered a learning resource. When activities, feedback, and assessment are included with a learning resource, it becomes an instructional object or resource (Huang, et al., 2019:22).

A Hierarchy of Educational Technology Components and Resources



Figure (2) A hierarchy of educational technology components and resources

Source : Huang ,Ronghuai, et al,(2019),Educational Technology A Primer for the 21st Century, Springer Nature Singapore Pte Ltd, New york,p23.

Strategic Performance

The concept of strategic performance

Performance is a broad concept that includes in its contents many concepts related to success or failure, effectiveness and efficiency, planned and actual, quantitative and qualitative, and others (Surour & Omar, 2013: 104). Possessing knowledge, skills and experience, provided that this behavior is supported and reinforced by the organization's management and to ensure quality and quality through training. (Hunsakaker & Cook, 1986:296) And strategic performance is a phenomenon that can distinguish high-performance companies from low-performance companies. (Al Qatamin, 2012: 9), (Al-Azzawi, 2011) believes that strategic performance is a function of all the activities of the organization, so all parties within the organization seek to strengthen it, and it depends on a set of plans that are built on scientific foundations and with high efficiency and interact with the environment surrounding the organization to chart The path it takes with the least possible costs and the best competitive strength that this performance achieves for it and to achieve its long-term goals (Al-Azzawi, 2011: 95), while (Jawad, 2013) stresses that, strategic performance depends on a set of components Economic, organizational and other non-

economic, some from within the organization and the other from outside, and the task of successful strategic management is to identify these components according to their importance, control and direct them in order to improve the performance of the organization and maintain it (Jawad, 2013: 121).

Strategic Performance Goals

Some researchers pointed to several goals that strategic performance seeks to achieve, including:

- 1- Reducing the costs of resources through the optimal use of them, and preserving capital from loss and erosion by increasing and preserving profits (Al-Kubaisi, 1990: 9).
- 2- He (Rowe, 1997: 176) indicated that it aims to find out the locations of the defects in the organization's activity and work to correct them by developing appropriate solutions after analyzing them and knowing their causes, as well as knowing the level of the organization's achievement of the tasks assigned to perform compared to the jobs in its production plan.
- 3- Determine the extent to which the available resources are used in a way that achieves a greater return at lower costs and good quality, as well as determining the responsibility of each part of the organization, which generates competition

between departments and raises their level of performance (, Robbins & Stebhen, 2003:77).

4- While (Al-Kubaisi, 2017: 9) indicated that it aims to create an information base for the organization to be used in drawing up balanced scientific policies and plans, as well as giving a clear picture to the senior management, enabling it to conduct a comprehensive evaluation review of performance.

Strategic performance management (SPM) 3.2.3

By the late 1980s, studies showed that historical financial measures are not sufficient to understand performance management in the new economy due to the increasing complexity of the organizations and markets in which companies compete to assess and manage the activities of the company are insufficient, thus we can recently see the increasing emphasis on the use of leading non-financial standards to measure business performance .(Striteska, 2012:1103) and performance management refers to a set of activities in which organizations engage in enhancing the performance of individuals and units, with the ultimate goal of improving organizational effectiveness, and activities that fit this definition are, for example, setting the goals of the company, departments, and team, and

individual goals, the use of evaluation systems, reward strategies, training plans, and individual career plans. Thus, the overall objective of performance management is to ensure that the organization and all its sub-systems (processes, units, and employees) work together in an optimal manner to achieve the results desired by the organization. (Biron, et all, 2011:1294) In a study by Bevan (1992, Bevan & Thompsan) found that 20% of the organizations surveyed had introduced a performance management system. And such systems are characterized by their close connection with the goals of the organization, and therefore the performance that results from it will be more able to meet the needs of the organization and ensure that the employee's effort is directed towards absorbing the organization in addition to not neglecting its achievement. Successful performance should be rewarded and reinforced i.e. development includes reward. (Al Khanaq, 2005: 36) defines performance management as a continuous process of identifying, measuring and developing performance in organizations by linking each individual's performance and goals to the organization's overall mission and goals.(Den Hartog, et all, 2004: 557) that performance management is an integrated process in which managers work with their employees to set expectations, measure and review results, and reward performance, in order to improve employee

performance, with the ultimate goal of having a positive impact on organizational success. It is suggested (Gruman & Saks, 2011:123) that increases can be achieved in performance better by directing the performance management system to enhance employee participation. While (Antony, et al, 2009: 480) indicated that the main features of a successful performance management system are as follows:

- Alignment of the performance management system, current systems and strategies of the organization and leadership commitment
- A culture seen as a way to improve and identify good performance rather than a burden used to punish poor performers and engage stakeholders; Continuous monitoring, feedback, dissemination and learning from results.
- According to (Waiganjo, et al, 2015:55), performance management aligns the goals of individual members with the goals of the organization with which they are associated.

And from the above, we can define strategic performance management as the process of measuring and managing the performance of an organization that describes the processes, methodologies, metrics, and systems needed to measure and manage the performance of an organization. (Akhtar,2018:3) Strategic performance management aims to influence organizational performance in areas such as quality, development, competitiveness,

efficiency, and outstanding customer service. SPM requires assessment of individuals and groups to improve business performance. Understanding the role of systems in determining productivity may be critical to identifying On Barriers to Productivity, he investigated the effect of entry/exit of a firm on labor productivity in its country and concluded that the latter can be explained mainly through domestic productivity. It investigates the impact of reallocation of resources to large organizations on labor productivity in a country, providing insights into the process by which increased employment in large organizations increases productivity in the country (Shrouf et al ,2020:3190).

APPLICATION ASPECT

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

Data Collection Tools

The researchers adopted the descriptive analytical method in carrying out this research. They adopted the questionnaire in collecting the data that was prepared using the ideas of a number of researchers in the field, as shown in Table (1):

Table (1): The main research variables with the responsive scale.	
main variables	The approved standard
e-learning content	(Abdul Rahman, 2019)
strategic performance	(Moussa & Karji, 2016)

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

Research Hypotheses Testing

In this part, the correlation and effect relationships of the variable (e-learning content) with the dependent variable (strategic performance) will be clarified in a sample of Baghdad University faculties through the Pearson Correlation Coefficient, as well as the hypotheses of the effect using simple linear regression from In order to know the force of attraction and convergence

between the two variables of the research, so this topic includes two axes:

Correlation Hypotheses

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

Table (2) values of the correlation coefficient (Pearson) between content and strategic performance in its dimensions

strategic performance Y	A learning and growth perspective Y4	Internal Operations Perspective Y3	customer perspective Y2	Financial Perspective Y1	Link and signification	independent variable
0.565**	0.234**	0.500**	0.559**	0.611**	correlation coefficient	e-learning content
0.000	0.000	0.000	0.000	0.000	morale level	

Source: Prepared by the researcher based on SPSS program outputs

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

We note through the results shown in Table (2) that a significant positive correlation coefficient was recorded between the content and strategic performance in its dimensions, where the correlation coefficient was (**0.565), which is a medium positive relationship with a significant correlation at the level of significance (0.01) if the value of (P- value level of significance) is less than the level of morale, and this indicates the existence of a positive relationship between the content and strategic performance, as for the type of relationship, it is a direct relationship, that is, the greater the interest in the content by the university, the higher the level of strategic performance among its cadres, and this is justified in order to reject the main hypothesis First, and in the same

context, we note that the highest correlation was between the financial perspective, which amounted to (**0.611), which is a high positive relationship, and the lowest correlation was between the content and the learning growth perspective, which amounted to (**0.234), which is a weak positive relationship, and accordingly this The results confirm the incorrectness of the third sub-hypothesis. The alternative hypothesis is rejected and accepted, which states (there is a significant statistically significant correlation between the content and the strategic performance in its dimensions). Figure No. (3) shows the direction of the correlation between the two variables with its dimensions.

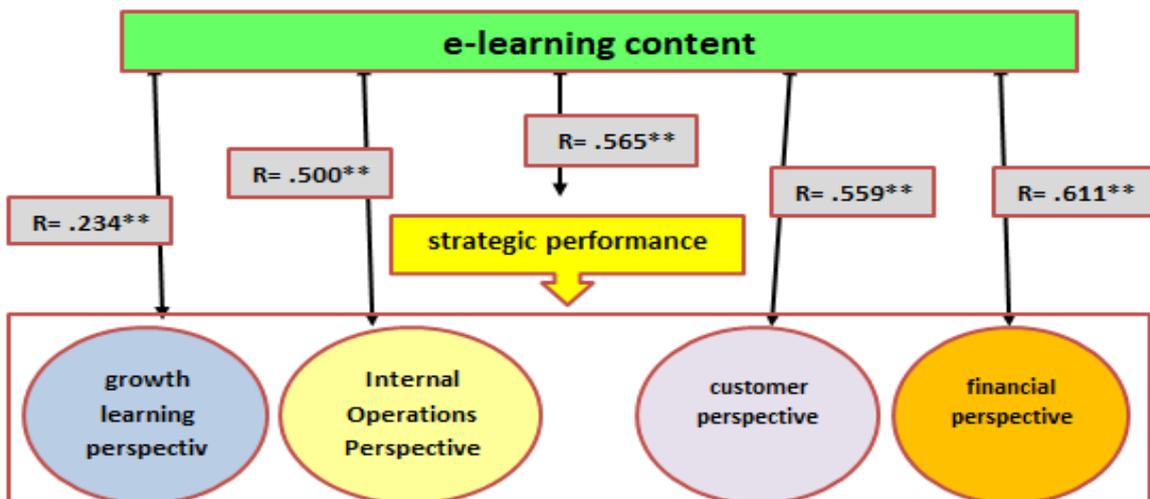


Figure (3) A test of the relationship between content and strategic performance in its dimensions

Impact Hypotheses

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

Table (3) Simple linear regression test for the effect of content on strategic performance

INDICATIO N LEVEL	Values <i>Calculated F</i>	COEFFICIEN T VALUE R2	Beta <i>coefficient value B</i>	value of the constant A	DEPENDENT VARIABLE	INDEPENDEN T VARIABLE
<i>moral</i>	108.811	0.319	0.552	1.292	STRATEGIC PERFORMAN CE	E-LEARNING CONTENT
* TABULAR (F) VALUE AT A SIGNIFICANT LEVEL OF 0.05 AND TWO DEGREES OF FREEDOM (1,232) = (3.88)						
** TABULAR VALUE (F) AT A LEVEL OF SIGNIFICANCE OF 0.01 AND TWO DEGREES OF FREEDOM (1,232) = (6.75)						

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

The results of Table (3) show that there is a significant effect of the content on the strategic performance, and the value of the coefficient of determination (R2) (0.319), which is the explanatory power that explains the rate of (31.9%) of the variation in strategic performance at the University of Baghdad resulting from the change that occurred In the content practiced by the administration of that university, and the remaining percentage (68.1%) is due to other factors that were not included in the study model, and the value of (β) amounted to (0.552) and indicates that the change that occurs in the content by one unit leads to an increase in (Strategic performance) by

(0.552), and since the value of (β) is positive, this means that the effect of the content is positive on strategic performance, and what confirms these results is the calculated value (F) (108.811), which is greater than the tabular value at the level of significance (0.01 - 0.05). And below the degree of freedom (1,232), which is (6.75 - 3.88), and therefore this result rejects the second main hypothesis in its null form (the null) and accepts the alternative hypothesis that states (there is a significant statistically significant effect relationship for the content in the strategic performance). Figure No. (4) shows the impact trend of teaching methods on strategic performance.

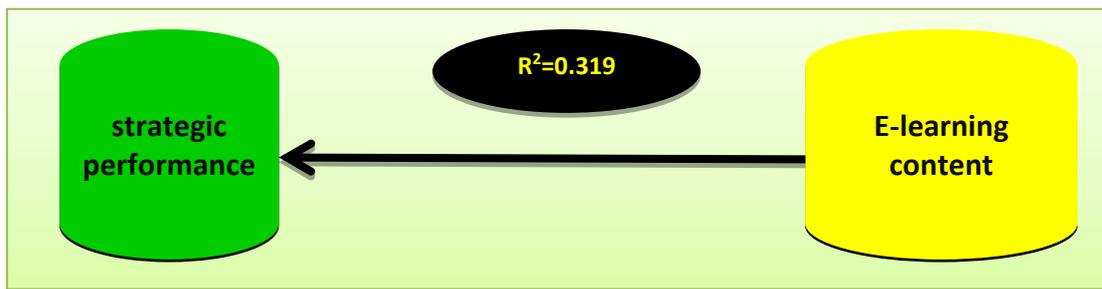


Figure No. (4) the impact trend of teaching methods on strategic performance

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

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. There is a significant correlation between the content of e-learning and the strategic performance at the University of Baghdad. Where the link was strong and moral, and therefore the study adopts the conclusion that the university administration seeks to achieve strategic performance over its competitors from other universities in the same sector, so it must focus clearly on the content of e-learning and how to achieve strategic goals.

2. The results of the study showed a significant effect of the e-learning content on the strategic performance at the University of Baghdad. Accordingly, the study adopts the conclusion that the university administration, which works to adopt and encourage its cadres in the practice of e-learning, contributes clearly to enhancing the strategic performance of e-learning workers.

3. The success of the educational system is achieved by simplifying the content and by supporting and encouraging faculty members in universities to use e-learning and modern technology in education through which the advantages it provides for the various elements of the educational process are demonstrated.

4. The university administration is keen to practice content at a level of medium importance. However, the study believes that increasing the level of participation in e-learning leads to an increase in the joint interaction between the teacher and the learner, which provides a great deal of commitment and self-motivation, but the content does not meet the needs of the university's faculty members and students. In order to achieve the goal of reducing costs within the colleges.

5. The results of the descriptive analysis of the study showed that the awareness of the study sample regarding the strategic performance of the university came at a level of medium

importance for the variable as a whole, which explains that the university is characterized by a neutral degree of the level of strategic performance.

Recommendations

1-The need for college administrations to pay attention to the content of e-learning in their strategic framework, especially with regard to determining the main activities that must be taken into account and focusing on them, such as the resources necessary to implement educational activities related to distance education, as well as setting priorities in implementation and that is through:

- Addressing the shortcomings that occur as a result of the lack of supplies and tools (computers, a fast internet network and equipped websites) and this is done through an advanced technical system to meet the challenges of the times.
- Addressing the shortcomings resulting from the weakness of the content, which causes a state of confusion for the learner and the teacher, which in turn leads to an increase in the joint interaction between them, and thus requires more commitment and self-motivation by the faculties in designing content that meets the needs of the learner and the teacher.
- Develop an appropriate strategy to encourage faculty members in the colleges

under study to participate in training courses on how to use technology and e-learning in a manner that suits all disciplines and its importance to keep pace with the challenges of the current era.

2- Focusing on the strategic performance of the teaching staff, and using the available resources in an efficient and effective manner that aims to improve the services provided, through:

- Urging the college administrations at the university to provide the necessary financial support for the application of information technology, the development of content in the educational process, and the investment of those resources in a way that leads to the development of this technology, taking into account the application of financial standards and indicators to achieve strategic goals.
- It is necessary for college administrations to strive to support the available technical system with the latest versions through which students in various disciplines can access ideal services, and this is done by surveying their opinions to determine their satisfaction with those services. -The college administrations are keen to support innovations and creative activities to enhance the internal processes that depend on information and communication technology among their scientific departments.

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