Available online freely at www.isisn.org

Bioscience Research

Print ISSN: 1811-9506 Online ISSN: 2218-3973

Journal by Innovative Scientific Information & Services Network

RESEARCH ARTICLE BIOSCIENCE RESEARCH, 2022 19(2): 882-892. **OPEN ACCESS**

The state of e-governance and its connection with the institutional excellence at the University of Ha'il in the light of the Kingdom's Vision 2030: A study on the administration of the university

Nevin Mohamed Galal Ibrahim*[1], Tarek Attia Abdelrahman[2], Manal Kamal Kamel Soliman[3], Nevin Abdel Moneim Mohamed Ibrahim[4] and Dr. Jawza'a Mufleh Dhayhem Al-Bajidi Al-Enzi[5]

[1]program of Social work, Department of social sciences, College of Arts, University of Ha'il, Ha'il, Kingdom of Saudi Arabia and Rural Sociology Department, Tanta University, **Egypt**
[2]Department of Rural So ciology, Kafrelsheikh University, **Egypt**
[3]program of Social work, Department of social sciences, College of Arts, University of Ha'il, Ha'il, Kingdom of Saudi Arabia and Community Organization Department, Assiut University, **Egypt**
[4]Department of Community Organization, Helwan University, **Egypt**
[5]Department of Arabic language, Collage of Arts, University of Ha'il, Ha'il, **Kingdom of Saudi Arabia**

***Correspondence:** Ne.ibrahim@uoh.edu.sa **Received 08-02-2022, Revised: 12-05-2022, Accepted: 13-05-2022 e-Published: 14-05-2022**

This study aims at investigating the state of the e-governance application and its link to institutional excellence at University of Ha'il (UoH). It investigates the role of independent factors in explaining variance regarding institutional excellence across the evaluated dimensions. All the administrators of the university representing the research community were selected as a sample for the present study. Data was obtained from a randomly selected sample of 166 administrators. The questionnaire link was sent to various departments. To analyze the data, correlation coefficient, regression analysis, and arithmetic mean were used. The findings show that the administrators at UoH agree that the five aspects of e-governance are present at the university. Transparency, enhancing the level of service offering, awareness and communication, change management, and infrastructure are among these dimensions. In addition, officials at the University of Hail have agreed to focus on four areas of institutional excellence: operations, leadership, resources, and strategic planning. The independent variables that contribute to explaining the variance in institutional excellence include accountability, communication, calculation, involvement, transparency, awareness, intellectual resources, change management, facilities, and the management of financial resources. This study recommends that e-governance should be utilized as a management system for all the transactions of the university.

Keywords: institutional excellence, state of e-governance, university administrators, University of Ha'il, vision 2030.

INTRODUCTION

University education is the foundation of the growth of a society since it plays a critical part in fostering skills and supplying human resources to the community along with scientific cadres (Al-Salami, 2017). As a result, the goal of universities in all segments of society revolves around involvement in the process of growth (Al-Khoujah, 2019). The successful institutes are defined by the strategies they design to help them stand out and stay up with current and future developments (Al-Badawi, 2017). By establishing quality, distinctiveness, and performance efficiency, one of the contemporary ideas that have received substantial attention in recent times is governance (Al-Tbach, 2011; Al-Nasr, 2015). Because the management style of an organization has an impact on it, governance plays an important role in ensuring that the company has excellent, strong, and transparent management. It can devise effective ways to improve the organization's competitive position on a qualitative level (Al-Zubaidi, 2019).

According to Al-Mafeez (2018), governance can be described as behaviors that reflect how to wield authority and direct the activities of an educational institution. The prime focus was on the function and structure of

institutions connected with higher education. It also focuses on the legislative and regulatory framework to monitor them and the key role of the administration of the university regarding ensuring transparency, accountability, independence, etc., which is not restricted to the boundary of the university. On the one hand, it transforms administrative practices and processes from setting rigid structures to a comparatively more flexible, integrated, and interactive situation between the administrative levels of the university, and on the other rapprochement of the university with the relevant community institutions (Al-Maslot, 2017).

In order to implement the governance of the university, four fundamental elements need to be considered (Lee, 2010; Al-Eisa, 2013). The willingness to share is the first one. It necessitates a thorough knowledge of what is going on at the university. Transparency is based on disclosure and legality along with convenience in terms of access to accurate and objective information, use, and implementation by workers. Calculation and accountability come under the second factor. It refers to a comprehensive system that includes well-defined techniques and mechanisms for oversight, cause-and-effect analysis, accountability, and law and regulatory infractions.

Effective participation is the third principle. It allows academic and administrative boards of governance, students, and society to participate in policymaking and work standard determination in university-related sectors. It ensures that faculty members, students, and selected experts from society are involved in decision-making, policy-making, and the development of present educational programs as well as the development of new ones. Functional empowerment is the fourth principle. It is a strategy aiming to provide the employees with broad decision-making and problem-solving capacity within the company by expanding their delegation authority. It teaches employees how to get more involved in the company's management. It emphasizes the need for teamwork. This provides them with the required resources as well as a pleasant working atmosphere in order to attain their objectives. Further, the academic and administrative labor is divided among staff at different levels of administration, as per the organizational structure of the university (Lee, 2010; Al-Eisa, 2013).

The governance of the university (e-governance) and its ideas have emerged as a cutting-edge strategic option. It streamlines administrative processes, improves the accuracy of data, facilitates data transmission and storage, boosts productivity, and lowers operating expenses (Saleh, 2010). Institutional excellence, according to Al-Sukkar (2013), is described as: "a distinguishing feature, or a set of distinguishing features, or an aspect of excellence for the institution that is unique to it. Due to the difficulty of replicating it, it allows it to keep it for a long period. During such time, it realizes its benefit and is able to exceed competitors in its unique outputs." Institutional excellence, according to Hegazy (2016), is a state of excellence in terms of providing services effectively and efficiently through the systems that foster continuous growth regarding various aspects at all levels. It works hard to maintain its uniqueness by staying current with changes on a regular basis.

The governance systems of the university, according to Wang (2010), help them adjust to both external and internal environmental variables in order to achieve a remarkable goal in the quality of their university products and enhance their academic image. Governance, according to El-Meligy (2011), contributes to the growth and development of educational institution efficiency. It eliminates any risks that could affect its performance quality or prohibit it from attaining a competitive position in the market of global education. It is, further, believed that governance is the most significant aspect in increasing the competitiveness of an organization to perform the tasks that have been assigned to it (Subramanian, 2015; Al-Fawzan, 2017).

This study is different from previous research studies in terms of its approach to e-governance in universities and dimensions including accountability and calculation, participation, awareness and communication, transparency, raising the level of a legal framework, service provision, infrastructure, human capabilities, standards, resource financial management, suitability, and change in management. The link between it and institutional quality in Saudi universities has never been studied before. The current research emphasizes the link between the dimensions of e-governance and the dimensions of institutional excellence on the administrative side at UoH.

University education in KSA is experiencing a makeover in order to modernize its structures, success philosophies, and approaches (Al-Ohali, 2010). The Saudi Arabian Kingdom's goal is to attain the highest levels of governance and transparency. The governance of a university has become a yardstick for assessing an institution's academic and administrative effectiveness (Al-Maslot, 2017). It is achieved by the application of information and communication technologies in e-governance (Juma'ah, 2020). Colleges have become increasingly interested in e-governance in recent years. Many conferences and research have emphasized the necessity of putting it into practice because of its favorable effects on all levels. Higher education institutions have contributed to the achievement of society's goals and growth.

The Kingdom Vision 2030 calls on universities to commit to reaching the greatest standards of governance in their administrative, financial, and academic procedures in order to make a qualitative leap in their work. This study aims to determine the role of e-governance in UoH's pursuit of institutional excellence. It outlines the realities of implementing e-governance and institutional excellence at UoH to achieve this goal. It creates a link between the

aspects of e-governance and institutional excellence. It examines the impact of governance considerations on administrative organizational efficiency. It develops solutions that can assist UoH in achieving organizational and institutional excellence, depending on the peculiarities of e-governance.

MATERIALS AND METHODS

The study adopted descriptive as well as analytical approaches. It attempted to describe the state of e-governance. It also attempts to define the link between e-governance and institutional excellence at UoH from the perspective of the administration. All administrators at UoH represent the research community. The questionnaire was sent through an electronic link from August 10, 2020 to December 1, 2020. For analysis, the total number of completed questionnaires was 166.

The conclusions of the findings of the administrator's qualities are shown in Table 1. The results reveal that 52 percent of administrators are between the ages of 30 and 40. 71.1 percent of the administrators hold a master's degree and only two-thirds of them hold a college diploma. The results also indicate that two-thirds of the administrators have accumulated 10 to less than 15 years of experience, with a ratio of 64.5 percent. Employees of the faculties agency account for one-third of the administrators, with their proportion reaching 65 percent. The percentage of university administrators has surpassed 28.3 percent. The number of college staff has risen to 16.9 percent. The proportion of departmental employees in each of them is 12 percent, while the percentage of employees in the support deanship and other occupations is 2.41 percent. The vast majority of administrators, as evidenced by their large share, use the e-mail system (53.2 percent). People who use an electronic transaction system account for 2.69%, while those who use an electronic management system account for 16.2 percent, and those who use electronic evaluation and decision systems and virtual classrooms account for 2.69 percent and 1.35 percent respectively. At the same time, no one is in control of graduate school electronic admissions, the education department, the digital library, or the human resources department.

The most often used statistical procedures include T-test, correlation coefficient, and regression analysis. A questionnaire was administered to collect data. It was divided into two sections. While the first section dealt with personal details and organizational data, the second focused on the deficiencies of the study. In order to measure e-governance, a scale of 44-phrases was used. It was divided into nine categories. Institutional excellence was measured using a 24-phrases scale divided into five areas. The responses were graded on a five-point Likert scale (1, 2, 3, 4 & 5) (strongly disagree, disagree, somewhat agree, agree & strongly agree). Reliability and validity measures were used to evaluate the validity of the scale.

Before the surveys were distributed by submitting the questionnaire to 6 arbitrators. In addition, as stated in Table 2, the Alpha Cronbach coefficient was utilized to calculate the dependability. All stability coefficients are found to have extraordinarily high values. It illustrates the applicability of the questionnaire as well as the reliability of the results.

Table 1: Personal characteristics of administrators

Characteristics	No.	%	Characteristics	No.	%
a. Age			Faculty	28	16.9
30 to 39	86	52	Administration	47	28.3
40 to 49	80	48	Support Deanship	6	3.61
50 & above	0.00	0.00	Colleges Agency	61	36.7
b. Qualification			Other	4	2.41
High school or less	0	0	**e- Electronic systems which are used**		
Post-secondary diploma	21	12.7	E-mail	158	53.2
Bachelor's degree	118	71.1	Electronic management system	48	16.2
MD or PhD	27	16.9	Academic services	12	4.04
c. Experience			Electronic transactions	67	22.6
5 to 10 years	12	7.23	Student transactions	0.00	0
10 to 15 years	107	64.5	Electronic evaluation & decisions	8	2.69
15 to 20	0	0	Virtual classes	4	1.35
20 and more	47	28.3	Online admission for postgraduate studies	0	0
d. Work organization			Education management system	0	0
Department	20	12.0	Digital library	0	0

Table 2: The reliability of the research tool by the Alpha Cronbach parameter

Variables	Number of items	Alpha Cronbach parameters (ACP)
E-governance		
Raise the level of service provision	**5**	**0.763**
Infrastructure	**4**	**0.900**
Participation	**5**	**0.893**
Transparency	**6**	**0.692**
Accountability and calculation	**6**	**0.823**
Human capabilities	**4**	**0.741**
Awareness and communication	**5**	**0.952**
Management of Financial resources	**5**	**0.868**
Total governance	**0.934**	
Institutional Excellence		
Strategic planning	**4**	**0.924**
Workers	**6**	**0.950**
Leadership	**5**	**0.958**
Resources	**4**	**0.930**
Processes	**5**	**0.941**
Total Excellence	**0.944**	

RESULTS

The first step was to consider the reality of e-governance implementation and administrative excellence in UoH. Standard deviations and arithmetic means are determined to explore how UoH is practicing e-governance. Table 3 shows the results.

Table 3 shows that "the degree of service supply" is the most often used dimension of e-governance (arithmetic means: 3.67 & standard deviation: 0.552). The most often used item is "The institution gives all accounting extensions required for the employee's job" (arithmetic means: 3.88 & standard deviation: 1.055). The "infrastructure" dimension (arithmetic means: 3.79 & standard deviation: 0.599) comes in second. The most commonly obtained item is " the institution gives all accounting extensions required for the employee's job," (arithmetic means: 3.84 & standard deviation: 0.819), followed by "human capabilities," (arithmetic means: 3.63 & standard deviation: 0.689). The most commonly used term is "increased information flow through the website leads to more effective communication," (arithmetic means: 3.77 & standard deviation: 0.852), followed by "transparency," (arithmetic means: 3.48 & standard deviation: 0.438). "Administrative circulars are distributed to staff on a regular basis" (arithmetic means: 4.22 & standard deviation: 0.804) is the most attainable item, followed by "change management" (arithmetic means: 3.39 & standard deviation: 0.789).

To attain organizational excellence, organizational structures must be examined on a regular basis," (arithmetic means: 3.62 & standard deviation: 0.898), which is the most achieved item, followed by "awareness and communication," (arithmetic means: 3.27 & standard deviation: 0.625).

The item "The importance of electronic transformation must be recognized by human cadres" (arithmetic means: 3.98 & standard deviation: 0.678) is the first one. The "financial resources" (arithmetic means: 3.21 & standard deviation: 0.902) are next. The two most confirmed items are "All financial resource information is made available to all workers" (arithmetic means: 3.14 & standard deviation 0.949) and "Electronically, financial resources are examined on a regular basis" (standard deviation: 0.996). Finally, "accountability and calculation" (arithmetic means: 3.01 & standard deviation: 0.717) comes. "Employees are required to produce electronic reports on the results of their job on a regular basis," (arithmetic means: 3.58 & standard deviation: 0.862) is the most commonly used phrase. Last but not least, the arithmetic average for the category "participation" is 2.65, with a standard deviation of 0.924. "Workers participate in administrative measures" has a standard deviation of 0.763 and a mean of 2.99.

In addition, the arithmetic means and standard deviations for each item are computed to estimate UoH's institutional excellence dimensions' level of accomplishment. Table 4 shows the results.

Table 3: The reality of UoH's e-governance implementation and administrative excellence

Items	Means	Standard deviations
Transparency		
Administrative circulars are distributed to staff on a regular basis	***4.22***	***0.804***
All departments, deanships, and colleges are connected electronically	***4.14***	***1.008***
When it comes to transactions, failure to adhere to time and location	***3.62***	***0.813***
At the university, information is shared between departments	***3.42***	***0.803***
All of the university's departments have up-to-date information	***3.40***	***0.632***
Employees are complicit in the creation of administrative issues	***2***.6***3***	***0.962***
Average	***3***.48	***0***.438
Accountability & calculation		
Employees are supposed to submit electronic reports of their work results on a regular basis	***3.58***	***0.862***
Employees are aware of the necessity of the accountability principle when it comes to electronic records	***3.18***	***0.987***
Employees of the university can file complaints using an electronic system	***3.06***	***1.378***
Electronically, complaints are handled objectively	***2.87***	***1.096***
The system of accountability is kept up to date electronically	***2.80***	***1.173***
Accounting personnel have access to a publicly announced online system.	***2.68***	***1.171***
Average	***3.01***	***0***.717
Participation		
Employees are engaged in administrative tasks	2.99	***0***.763
Employees are consulted on a regular basis through the university's electronic network	***2.86***	***1.113***
Employees are involved in creating the university's vision and purpose	***2.83***	***1.128***
On the websites, there is a system for filing complaints	***2.70***	***1.227***
Employees are involved in the formulation of company policy	***2***.39	***1***.119
Average	***2***.65	***0.924***
Service provision		
The institution gives all accounting extensions required for the employee's job	***3.88***	***1.055***
The university's website contains information on all of the university's activities and services	***3.85***	***0.719***
The institution offers workshops and training courses to train staff about using electronic management systems (EMS)	2.***78***	***1.114***
The latest technical tools are employed	***3.73***	***0.725***
Any technological requirements that serve the interests of work are met immediately by the institution	***3***.59	***0***.816
Average	***3***.6***7***	***0***.552
Human capabilities		
Increased website information flow allows for more effective interaction.	***3.77***	***0.852***
Keeping the various departments' webpages up to date improves the quickness with which they can be contacted.	***3.76***	***0.847***
To make communications easier, an electronic permission mechanism must be implemented	***3.76***	***0.756***
Employees can take training classes at the university to learn how to work with computers	***3.51***	***0.926***
Employees adopting a culture of technological contact	***3.47***	***0***.891
General average	***3.63***	***0***.689
Awareness & communication		
The importance of electronic transformation must be recognized by human cadres	***3.98***	***0.678***

There is a desire to teach present human cadres in electronic business. Human cadres must be drawn to electronic training	***3.44***	***0.917***
Human cadres must be drawn to electronic training	***3.42***	***0.882***
Those who are administratively recognized must be rewarded with incentives and awards	***2.53***	***1***.226
General average	***3***.27	***0***.625
Change in management		
To attain organizational excellence, organizational structures must be examined on a regular basis	***3.62***	***0.898***
The institution is eager to extend the organizational change culture and the move to computerized administrative processes	***3.45***	***0.905***
For technological transformation to take place, all obstacles for personnel must be addressed	***3.42***	***0.896***
All staff are welcome to take part in the organizational transformation	***3.17***	***0***.892
General average	***3***.39	***0***.789
Infrastructure		
To attain organizational excellence, organizational structures must be examined on a regular basis	***3.84***	***0.819***
The institution is eager to extend the organizational change culture and the move to computerized administrative processes	***3.73***	***0.810***
For technological transformation to take place, all obstacles for personnel must be addressed	***3.67***	***0.758***
All staff are welcome to take part in the organizational transformation	***3***.59	***0.869***
General average	***3***.79	***0***.599
Financial resources		
All financial resource information is made available to all workers	3.14	***0.949***
Electronically, financial resources are reviewed on a regular basis	***3.23***	***0.996***
The institution has a strong financial management system in place	***3.22***	***0.973***
Employees' technological abilities are being strengthened in order to cope with financial management	***3.20***	***1.040***
The university makes reliable data about financial requirements available to the public via the internet	3.15	***1.099***
General average	***3.21***	0.902

Table 4 shows that “operations” (arithmetic mean: 3.75 & standard deviation: .718) is the most widely used dimension regarding institutional excellence. Furthermore, "the institution is attempting to develop a strategic plan that is consistent with the Kingdom's goal" (arithmetic mean: 3.92 & standard deviation: .816) is the most executed item in this dimension. The next one is "Financial resources" (arithmetic mean: 3.7 & standard deviation: .757). The most proven item is "the university is aiming to achieve accreditation," (arithmetic mean: 3.74 & standard deviation: .793), followed by "strategic planning," (arithmetic mean: 3.64 & standard deviation: 1.554). The most achievable item is "The university has a strategic plan that has been made public," (arithmetic mean: 3.68 & standard deviation: .771), followed by "leadership," (arithmetic mean: 3.59 & standard deviation: .779). Similarly, the item "Higher leadership develops the university's vision and mission" (arithmetic means: 3.81 & standard deviation: 0.687) is also important.

Finally, the arithmetic means of the item "the employees" is 3.27 with a standard deviation of 0.912. The most obtainable item is "the university performs through identifying and developing the skills and abilities of workers," (arithmetic mean: 3.55 & standard deviation: .884).

Second, “the connections between e-governance and overall institutional quality, as well as the aspects of this relationship for administrations” Table 5 shows that at the probability level of 0.01, there is a positive direct correlation between e-governance and its researched components including the strategic planning, the operations, leadership, and the resources side.

Table 4: The reality of institutional excellence dimensions at UoH

Items	Means	Standard deviations
a. Leadership		
The university's vision and purpose are developed by higher leadership	3.81	0.687
Business systems are developed, implemented, and updated by leadership	3.67	0.890
In human resource management, the leadership adopts a discriminatory culture	2.53	1.872
The leadership implements a change policy	3.49	0.792
Leadership creates a conducive work climate that fosters innovation	3.19	1.799
Average	**3.59**	**0.799**
b. Workers		
Employees' talents and capacities are identified and developed by the university	3.55	0.884
At the university, there is an important department for human resources management	3.39	0.899
Personnel matters are planned and managed by the institution	3.37	0.910
Employees can participate in training and qualifying programs	3.29	1.196
The institution is committed to ensuring job stability for employees by paying competitive salaries and offering competitive benefits	2.95	1.247
Employees' contributions are recognized and rewarded by the institution	2.89	**1.148**
Average	**3.27**	**0.912**
c. Strategic planning		
The university has a strategic plan that has been made public	3.68	**0.779**
The institution is looking for professionals to assist them develop a strategic strategy	3.**64**	**0.623**
The financial resources necessary for implementation are decided by the strategic strategy	**3.63**	**0.826**
Actual programs are developed from the strategic strategy	3.49	0.792
Average	**3.64**	**1.554**
d. Financial resources		
The university is attempting to gain accreditation	3.74	0.793
The institution is looking to form partnerships with other universities throughout the world	3.74	0.762
All of the university's educational programs are pursuing program accreditation	3.72	0.850
In terms of administrative performance, the institution is eager to follow worldwide quality standards	3.59	0.979
Average	**3.69**	**1.567**
e. Processes		
The institution is attempting to develop a strategic plan that is consistent with the Kingdom's goal	**3.92**	**0.816**
The institution strives to serve students with high-quality services on a global scale	**3.78**	**0.839**
The university strives to deliver high-quality services to the community surrounding the campus	**3.73**	**0.725**
The university has a system for managing operations	**3.73**	**0.766**
The university keeps track of work processes and procedures	**3.57**	**0.708**
Average	**3.75**	**0.718**

Table 5: The connections between e-governance and overall institutional quality, as well as the aspects of this relationship for administrators

E-governance dimensions	Correlational factor					
	Processes	Resources	Strategic planning	Workers	Leadership	The whole
Awareness and communication	** 0.733	**0.572	** 0.699	** 0.752	** 0.857	** 0.800
Accountability & calculation	** 0.507	** 0.323	** 0.563	** 0.639	** 0.632	** 0.587
Participation	** 0.601	**0.464	**0.676	** 0.816	** 0.710	** 0.748
Service provision level	** 0.819	** 0.678	** 0.765	** 0.796	** 0.819	** 0.851
Transparency	** 0.434	** 0.168	** 0.420	** 0.585	** 0.580	** 0.518
Human capabilities	** 0.777	** 0.672	** 0.829	** 0.881	** 0.919	** 0.903
Infrastructure	** 0.724	** 0.535	** 0.737	** 0.869	** 0.866	** 0.837
Management of Financial resources	** 0.700	** 0.503	** 0.762	** 0.764	** 0.809	** 0.783
Change in management	** 0.771	** 0.700	** 0.838	** 0.649	** 0.773	** 0.801

Partial regression coefficients (PRC) for e-governance and its dimensions, institutional excellence, and its researched dimensions, and the total are calculated. Table 6 shows the results.

Table 6: The coefficients of conventional partial regression between e-governance and its dimensions, institutional excellence and its researched dimensions, and the entire

Independent variables	Leadership	The Workers	The strategic planning	Resources	Processes	Whole institutional excellence
	Values of the standard partial regression coefficients					
Transparency	** 0.311	** 0.265		** 0.179		** 0.148
Accountability & calculation	** 0.524	** 0.981	** 0.561			** 0.687
Participation	** 0.184	** 0.878	** 0.464		* 0.179	** 0.445
Service provision level		** 0.142		** 0.576	** 0.642	
Awareness & communication	** 0.354	** 0.198				** 0.209
Human capabilities	** 0.373	** 0.380	** 0.461	** 0.745	** 0.280	** 0.355
Infrastructure	** 0.549	** 0.760			** 0.286	** 0.489
Change management	** 0.279		** 0.511	** 0.378	** 0.334	** 0.342
Financial resources management	** 0.408	** 0.241		** 0.789	** 0.470	** 0.380
R	0.967	0.993	0.940	0.831	0.822	0.957
R2	0.974	0.945	0.887	0.756	0.788	0.945
F	**408,184	566,423 **	192,988 **	** 77,014	** 93,046	** 282,334

*significance at .05 level

** significance at .01 level

As demonstrated in Table 6, the leadership component is linked to accountability, transparency, and assessment, communication, participation, and awareness, change management, infrastructure, human capabilities, and financial resource management, with a multiple correlation coefficient of .977. "F" has an estimated value of 408,124, which is significant at the 5% level of significance 0.01. It might be claimed that when the eight separate elements are considered together, they form a complex interaction with the leadership component. When the eight independent variables are added together, the determination coefficient indicates that they account for 95.4 percent of the variation in the driving dimension. These variables are linked to the dimension of workers with a multiple correlation factor of .983, as shown by the estimated value of "F" (566, 423). It is significant at the 0.01% level of probability, meaning that the eight independent components and the workers' institutional excellence dimension have many relationships.

When the eight independent variables are combined, they account for 96.5 percent of the dimension variance among the employees, according to the determination coefficient. The variables of calculation and accountability, human capacities, participation, and infrastructure are connected to the strategic planning dimension with a multiple correlation factor of .910, as shown by the estimated F-value (192,988). At a probability level of 0.01, it is statistically significant, showing a link between the strategic planning dimension and four independent variables. The determination coefficient shows how well the four variables (82.7%) explain one another. With a multiple correlations factor of 0.841, the variables of transparency, infrastructure, raising the degree of service supply, human skills, and financial resource management are clearly related to the resources side of the studied administrators. It is significant at the 0.01% level of probability, implying that the five independent variables and the resource dimension have a variety of associations. The five independent variables account for 70.014 percent of the variance in the resource dimension, according to the determination coefficient.

Table 6 also shows that the variables of participation, infrastructure, raising the level of service provision, project management, human capabilities, and financial resource management are related to the dimension of operations (correlation factor: 0.882), as calculated by the F-value (93.046). At a probability threshold of 0.01, it is statistically significant, meaning that there are numerous correlations between the six independent variables and some operations.

The determination coefficient indicates that the six independent variables collectively account for 77.8 percent of the process dimension variance. As evidenced by a multiple correlation factor of 0.967, accountability and calculation, transparency, infrastructure, awareness, and communication, participation, human capabilities, change management, and financial resource management are all related to overall institutional excellence in the administrative field. The F-value is calculated to be 282 , 334, which is significant at the 0.01% level of significance, implying that there are numerous connections between the eight independent variables and overall institutional excellence According to the determination coefficient, the eight independent variables account for 93.5 percent of the variance in the institution's administrative excellence.

The "accountability and calculation" variable has a value of .657 and is the most significant when analyzing the relative importance of these variables based on the value of the standard PRC for each. The variable "change management" follows, with the normal PRC reaching its maximum value (i.e., 0.459). The conventional PRC has a value of (0.425). As a result, "Participation" ranks third. The variable "financial resources management" ranks fourth (PRC: .380).

The variable of human capacity is ranked sixth (PRC: .365). The structural variable in infrastructure is ranked sixth (PRC: .342. The awareness and communication variable came in seventh with a standard PRC of 0.209. Finally, with a standard PRC of .188, the transparency variable is ranked eighth and last. These findings are in line with those of a previous study, which concluded that the concepts of transparency, engagement, and equity must be implemented in order to improve the performance of the university (Al-Shabatat, 2018). According to another study, introducing e-governance enhances the efficiency of the administrative system (Abdul-Jabbar, 2010). Administrators had no trouble using the university's electronic system, according to research by Abdul-Jabbar. The findings support Al-Adwan's (2012) research, which found statistically significant differences in worker performance and technology use. Other studies have discovered that electronic management helps in the successful improvement of employee performance (Bakri, 2012; Al-Bakri, 2013).

CONCLUSION

The findings show that as far as the administration of the university is concerned, "offering services" is the most frequently applied component. On the other side, "participation" has been found the least applied. The findings also revealed that "operations" is the most commonly employed element regarding the administration of institutional excellence. Conversely, the least used variable has been found to be "workers". The results reveal a positive correlation between various dimensions of e-governance, institutional quality, and overall excellence at the level of 0.01. According to the findings, the combined aspects of e-governance explained 93.5 percent of the variance in administrative excellence. Other characteristics that are not included in the research account for the remaining 6.5 percent variation in administrative institutional quality. More research is needed to understand the disparity. The most important feature in the management of institutional excellence at

UoH is accountability, whereas transparency is the least important. According to the findings, public institutions should work diligently and responsibly to implement e-governance concepts in order to improve their competence and effectiveness. It underlines the need of using e-governance as a management system in all interactions of the university and mandating the participation of administrators in administrative processes pertaining to decision-making. Transparency and objectivity in the accountability system are critical. To improve the efficiency of the administrative process, the research recommends offering incentives and awards.

CONFLICT OF INTEREST

The authors declared that present study was performed in absence of any conflict of interest.

ACKNOWLEDGEMENT

This research has been funded by Scientific Research Deanship at University of Ha'il, Saudi Arabia through Project No. (RG-20 055).

AUTHOR CONTRIBUTIONS

TAA and NVMI designed the study methodology and performed the data statistical analysis. MKKS and NAMMI wrote the theoretical framework and previous studies. JMD, MKKS, and NVMI collected the data. All authors co-wrote a discussion of the results. All authors read and approved the final version.

REFERENCES

Abdul-Jabbar, Shaima Saeed. Electronic administration and its Impact on the Performance Level of the King Abdulaziz University Hospital Staff, Jeddah, 2010. https://www.kau.edu.sa/Show_Res.aspx?Site_ID=306&LNG=AR&RN=57267

Al- Sukkar, Ahmad Saleh. (2013). The Effect of Social Responsibility in Achieving Competitive Advantage, International Journal of Business and Social Science. 4(5). http://bib.univ-oeb.dz:8080/jspui/bitstream/

Al-Adwan, M.; Almashaqba, Z. (2012), Evaluation the Role of Information Technology in Business Value Performance (BVP), Interdisciplinary Journal of Contemporary Research in Business, Vol. 4 Issue 6, p404-420. 17p. 5- Deloitte Research. https://jsfc.journals.ekb.eg/article_26155_5140abc14472d326a434c2897239e4e3.pdf

Al-Badawi, Amal Mohamed, A Suggested Vision for the Academic Leaders Role to Achieve Competitive Advantage at King Khalid University, The International Journal of Specialized Education, Volume (6), Issue (11), 2017, pp. 126. http://search.shamaa.org/FullRecord?ID=128047

Al-Bakri, Sherif Mohamed Ahmed, The Impact of Knowledge Governance on Increasing the Effectiveness of Organizational Performance, Master Thesis, Faculty of Commerce, Suez Canal University, 2013. https://search.mandumah.com/Record/506412

Al-Eisa, Enas Bint Suleiman; Majida bint Ibrahim Al-Jaroudi; Sinai bint Abdul-Mohsen Al-Aqil; Hanaa Ibrahim Al-Sabeel. University Colleges, and Universities Link Models in some countries, Saudi Journal of Higher Education, Ministry of Education, Issue (10), 2013, pp. 151-154.

Al-Fawzan, Al-Jawhara. A framework for activating governance in universities to achieve Vision 2030, a working paper submitted to the Conference on the Role of Saudi Universities in Activating Vision 2030, 2017. http://dr-alameri.com/wp-content/uploads/

Al-Khooja, We'am Mohamed Al-Hadi, The Virtual Research University and Empowerment Governance and Entrepreneurship, Journal of the Education and Human Sciences College for Girls, Issue (5), Year (13), 2019, pp. 438.

Al-Maslot, Mohamed. The Practice of Government Principles in Emerging Saudi Universities and the Difficulties Facing from the Colleges Deans' and Supporting Deanships Point of View, Journal of the Educational College, Assiut University, Palestine, Volume (33), Issue (10), 2017, pp. 482-520. https://mfes.journals.ekb.eg/article_106141.html

Al-Mawiz, Khawla. Implementation of Governance in Saudi Governmental Universities, a proposed conception, Journal of Educational Sciences, Imam Mohamed bin Saud University, Volume (1), Issue (15), 2018, pp. 199-286. https://www.imamjournals.org/index.php/joes/article/view/198

Al-Nasr, Abu. Medhat, Rational Government, The Art of High-Quality Enterprise Management, The Arab Group for Training and Publishing, Cairo, 2015. https://en.calameo.com/books/006584932caaa2ce78272

Al-Ohali, Mohamed; Abdel-Qader Abdullah. Higher Education and Saudi Universities, Challenges and Development Programs, Arab Organization for Development and Administration, 2010. https://jfees.journals.ekb.eg/article_84131_459905aed1794174d628b0fbdd23de7b.pdf

Al-Salami, Fatma. The role of higher education institutions in society's development from the faculty members' point of view at King Saud University as a model,

Conference on the Role of Saudi Universities in Activating the Vision 2030, Qassim University, Qassim, Saudi Arabia, 2017. http://dr-alameri.com/wp-content/uploads/2017

Al-Shabatat, Mohamed Ali. (2018). The concept of university governance and its impact on promoting standards of transparency, accountability and participation, Journal of the Arab Universities Association for Research in Higher Education, Issue 38, Volume 2. http://search.shamaa.org/FullRecord?ID=239018

Al-Tbach, P. G.; Salmi, J. (Eds.). (2011), the road to academic excellence, the making of world-class research universities, Washington, The World Bank. http://www.ieche.com.sa › jamil-salm

Al-Zubaidi; Khalil Ibrahim Ismail; Sally Ibrahim Ahmed Al-Samarrai, The Impact of Governance in Achieving Distinguished Performance, An Applied Study in a Sample of Private Iraqi Universities, The International Journal of Quality Assurance, Volume (2), Issue (2), 2019, pp. 129. http://ijqa.zu.edu.jo/index.php/2019/2-2019/312-2019-11-19-11-31-32

Bakri, with the role of Sami (2012), the role of electronic management in developing employee performance (an applied study on employees of the Economics and Administration Faculty at King Abdulaziz University in Jeddah), an unpublished master's thesis, King Abdulaziz University, Jeddah. https://www.kau.edu.sa/Show_Res.aspx?Site_ID=306&LNG=AR&RN=63151

El-Meligy, Reda. Quality, and Accreditation of Educational Institutions, Mechanisms to Achieve Governmental Institutional Quality Assurance, Taiba Foundation for Publishing and Distribution, Cairo, 2011, pp. 79:94. https://www.neelwafurat.com/itempage.aspx?id=egb169190-5180692&search=books

Hegazy, Nihal Moussa. Employment and its Relationship to Institutional Excellence, Field Study on Non-Governmental Organizations, Master Thesis, College of Economics and Administrative Sciences, Al-Azhar University, Gaza, Palestine, 2016, pp. 92. http://www.alazhar.edu.ps/arabic/He/files/20113507.pdf

Juma'ah, Mohamed Juma'ah Ali. E-governance requirements for the development of electronic care services for NGOs, Journal of Studies in Social Service and Human Sciences, Volume (2), Issue (52), 2020, pp. 444. https://jsswh.journals.ekb.eg/article_120769_7451c016b31a868ceea1b39c45903891.pdf

Lee, Lung- Sheng; Land, Ming H. (2010, July), What University Governance Can Taiwan Learn from the United States? Online Submission, Paper presented at the International Presidential Forum, China. (Harbin), pp. 1-15. https://eric.ed.gov/?id=ED510638

Saleh, Mohamed. The Extent of the Disclosure and Transparency Principle Application from the Corporate Governance Principles at Bir Al-Mudawar Joint Stock Company Ltd., Master Thesis, College of Administrative Sciences, An-Najah National University, Palestine, 2010. https://repository.najah.edu/bitstream/handle/

Subramanian, Guhan. (2015), Corporate governance. Harvard business review, 93(3), pp. 96-105. https://hbr.org/2015/03/corporate-governance-2-0

Wang, Li. (2010), higher education governance and university Autonomy in China, Globalization Societies and education, 8(4), pp. 477- 495. https://www.tandfonline.com/doi/abs/10.1080/14767724.2010.537942