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THE ROLE OF E-GOVERNANCE IN THE MANAGEMENT OF UNIVERSITY EDUCATIONAL INSTITUTIONS AND ITS RELATIONSHIP TO ACADEMIC EXCELLENCE: A FACULTY PERSPECTIVE

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Abstract : This research aimed to investigate the relationship between **e-governance** and its role in **university educational institution management** and **academic excellence** among faculty members. The study sample consisted of **210 faculty members** from various socioeconomic backgrounds.

The research tools included a general data form for faculty members and their families, a questionnaire on **e-governance in university educational institutions** (with its various dimensions), and a questionnaire on **academic excellence** (with its various dimensions). After collecting the data, it was classified, tabulated, and analyzed using appropriate statistical treatments in **SPSS** to arrive at the results. The research adopted a **descriptive analytical approach**.

Among the most important findings were: A **positive, statistically significant correlational relationship** exists between e-governance in university educational institutions its four dimensions) and academic excellence (across its three dimensions). A correlational relationship exists between **overall e-governance** and each of the following: the **faculty member's academic degree**, **years of experience**, and **monthly family income**. **Statistically significant differences** were found between male and female faculty members in the study sample regarding both overall e-governance in university educational institutions and academic excellence, **favoring males**. **Statistically significant differences** were found between faculty members who had received international awards and those who had not, regarding both overall e-governance in university educational institutions and academic excellence. These differences were **in favor of faculty members who had received local or international awards** at a significance level of 0.01.

The study put forward a set of recommendations, the most important of which were:The necessity of **generalizing e-governance** and leveraging the **latest means of communication technology** within the university's educational sector. Providing a suitable amount of **training courses** for university leadership and faculty members on using e-governance. Establishing a **charter of ethics and values** that must be observed by employees, management, and leaders. The university's need to prioritize the **requirements for faculty academic excellence** and the methods for implementing and improving them.Conducting specialized **seminars and courses for faculty members** to educate them on how to develop themselves and enhance their professional competence. Focusing on **professional development and self-assessment** for faculty members, contributing to the achievement of excellence for public universities both locally and globally.

Keywords: E-governance, Management of University Educational Institutions, Electronic Information Base, Electronic Participation, Electronic Accountability, Electronic Transparency,

Academic Excellence, Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, Faculty Members.

INTRODUCTION AND THE PROBLEM OF THE STUDY

While every organization needs capital for economic, social, and cultural development, it fundamentally requires sound management, which is considered the backbone of the organizational structure and its related management skills. Management has become the focal point for all administrative bodies striving to achieve their objectives and overcome obstacles hindering their progress, enabling them to confront challenges **(Reda & Saleh, 2018: 194).**

Higher education institutions at the university level are the cornerstone and intellectual stronghold for all change and development in any society that primarily relies on the use of computers and the internet. We find that many Arab countries have shown tangible positive evidence of developing e-governance services **(Rabie et al., 2023: 35).**

Governance, a term that has established and asserted itself, has become significant and a guiding arbiter for institutions. It represents a method and style of rule and leadership that can be expressed by a single term: "discipline." Discipline applies to all operations, whether performance, behavior, management, oversight, follow-up, or other systems that generally govern the workflow. Therefore, it is a method and style of rule and leadership, managing the affairs of any organization **(Lawati, 2015: 2).**

Hence, e-governance is considered a system for control and guidance at the institutional level. Among the most prominent indicators of e-governance in non-governmental organizations are accountability, transparency, equality, decentralization, fairness, and accountability **(Al-Mudheef, 2019: 237).**

E-governance has spread widely in recent times and has significantly entered the business and institutional sectors. It has become a crucial necessity within any organization due to its ability to harmonize work objectives through specific programs that serve the organization and its strategies **(Reda & Saleh, 2018: 195).**

While e-governance outwardly appears to be a reflection of technological development in business performance, accompanying the age of knowledge, it inherently embodies a deeper new administrative thought and philosophy. This goes beyond merely using information and communication technology to provide electronic services to citizens. It is a new concept that blends the practical application of administrative reform experiences with modern administrative approaches such as total quality management, re-engineering work systems, and government re-formation, all of which have shaped the features of contemporary administrative thought **(Bou Marwan, 2014: 67).**

Furthermore, e-governance is considered one of the essential administrative methods for overcoming rapid environmental and technological changes by enhancing transparency, removing time and distance constraints, and empowering university staff to participate in all types of responsibilities (**Kafi, 2018: 33).**

E-governance has become a reality and a natural transformation that necessitates educational organizations to deal with and implement it. Consequently, they must adapt types of oversight to keep pace with technological developments in the field of e-governance and enhance it to serve its proper implementation **(Hassou, 2022: 442).**

E-governance has three essential components: the human element, the technical aspect, and the legislation and laws that govern it. The human element is responsible for managing electronic transactions when e-government is implemented; therefore, human resources are supposed to be trained and qualified. The technical aspect includes the infrastructure and technical equipment, such as hardware and software; it must be developed and updated to keep pace with changes in modern technologies and the requirements and needs of individuals and organizations. The importance of neither the human nor the technical elements in managing e-government can be understated, as each complements the other **(Al-Bassam, 2021: 124**).

Among the objectives of university governance, as viewed by **Al-Arini (2014),** are: enhancing university effectiveness, increasing their internal and external efficiency, fostering the participation of all parties, achieving transparency, fairness, and equality for high performance, establishing laws and rules that ensure democracy, and providing the right to accountability.

Recent studies, including those **by Al-Dahshan (2020), Al-Ghazali and Al-Shujairi (2018), and Al-Harout (2018),** have also highlighted the necessity of adopting e-governance in universities to keep pace with developments and achieve quality in higher education. This ensures the quality of its outcomes and their ability to adapt to the job market with high skill and professionalism, by adopting a philosophy of a future vision that strives to achieve educational quality through the use of appropriate and effective methods that serve the educational process.

Al-Shabatat (2017) pointed to the objectives of university governance, which include providing a social and academic research environment that supports innovation and excellence, and preparing specialized human cadres to meet community needs.

To achieve this, most universities strive for excellence, especially since excellence has become one of the most fundamental requirements they seek. This is to benefit from its positive aspects, gain a competitive advantage that helps improve their standing and rank among universities in local and international **classifications (Al-Mahmoud, Ismail, 2021: 411).**

Excellence in university education requires attention to faculty members and the effective utilization of their research, experience, and skills. Therefore, there should be increased focus on developing their capabilities to keep pace with successive changes **(Dawood et al., 2020: 271).**

Reforming, developing, achieving excellence, and modernizing university education begins with the presence of a developed teacher in their preparation and training, as they are one of the important inputs in the educational process. The measure of university excellence primarily means possessing academically qualified faculty members whose abilities contribute to creating an academic atmosphere and meeting quality and excellence requirements for the educational process, fulfilling the demands of the constantly evolving era **(Rashwan et al., 2022: 1477).**

Therefore, achieving excellence in university education requires care for faculty members—their intellect, knowledge, research, experience, skills, performance, and professional practices in general. The success of universities in fulfilling their mission and achieving their goals depends on the presence of distinguished faculty members. Their awareness should be increased, and their capabilities enhanced to keep pace with developments in the educational process **(Dawood et al., 2020: 271).**

Excellence in university education has become a competitive advantage that universities strive for. Excellence in universities is evident in keeping pace with scientific and technological changes, striving to benefit from them, as well as encouraging and developing new ideas and fostering creativity and innovation **(Gadd, E, 2021: 126).**

It can be said that academic excellence translates into advanced professional practices or new creative ideas that enable a faculty member to achieve uniqueness and superiority in performing their tasks, exceeding future expectations. It balances the requirements of stakeholders, including students, teachers, and the community, optimizes available resources, adapts and modifies priorities, and utilizes them in a way that ensures continuity in creativity, continuous improvement, and distinction from others **(Al-Saeed, 2019: 94).**

Thus, it can be said that the survival and growth of institutions, especially university institutions, depend on their ability to achieve excellence. Excellence expresses the acceptable level of performance in an era of competition, to the extent that the prevailing philosophy today advocates that only distinguished institutions survive. This has created a challenge among universities, pushing them to pay attention to faculty members, provide them with a suitable scientific environment, and strive to develop their capabilities and skills, considering them important and essential pillars in the educational process. Attention to them is one of the criteria that reflects the quality of education and the quality of its outputs **(Al-Najjar, 2022: 151).**

In light of these contemporary developments, intense competition, and challenges, serious universities worldwide strive to enhance their academic, research, and community services to become distinguished universities. In this era, excellence has become a strong demand sought by all universities due to its positive effects that elevate their standing. It is considered a means to achieve a competitive advantage that strengthens their position in local and international classifications. Excellence is no longer optional but has become a necessity imposed by the rapid changes in the movement of societies and their various institutions (**Al-Mahmoud & Ismail, 2021: 411).**

It is self-evident that university faculty members bear significant responsibilities towards developments in the field of science and knowledge. Given that the educational process in all disciplines is constantly evolving, university faculty members must follow these developments and deal with them, due to their implications for their academic work in teaching, scientific research, and community service. All of this requires the university to provide the necessary academic needs for faculty members, through which their competencies are raised and their scientific productivity increased. At the same time, the absence of these provisions hinders the development of faculty members' academic performance **(Al-Shatwi, 2017: 227).**

Numerous studies, such as those **by Al-Najjar (2022: 160), Mahmoud (2021: 873), Pham (2021: P129), Al-Sarairah and Ghaithan (2021: 319), Tangkere, Langitan, Maukar, & Roring (2018: 5), and Carney, Laura, & Cooper (2016: 33),** have emphasized the necessity for faculty members to develop their capabilities, enhance their qualifications, and foster their professional growth to achieve academic excellence.

The reform, development, excellence, and modernization of university education begin with a highly developed teacher in terms of preparation and training, as they are one of the critical inputs in the educational process. The measure of university excellence primarily signifies their possession of scientifically qualified faculty members whose abilities contribute to creating an academic atmosphere and meeting quality and excellence requirements for the educational process, fulfilling the demands of the constantly evolving era **(Rashwan et al., 2022: 1477).**

The study by **Younis et al. (2022: 199)** confirmed that the current academic performance of faculty members in the university is still far from achieving the desired objectives. Hence, there is a pressing need to develop their academic performance to achieve their academic excellence and contribute to university excellence. Therefore, the current research attempts to study e-governance to achieve academic excellence among faculty members at Al-Azhar University.

The problem of the research is summarized in answering the following main question:

What is the relationship between e-governance and its role in managing university educational institutions (across its four dimensions from the perspective of faculty members) and academic excellence (across its three dimensions)?

Research Objective

This research primarily aims to study the relationship between **e-governance in university educational institutions** and **academic excellence among faculty members**. From this, the following sub-objectives emerge:
1. Determining the level of e-governance and its role in managing university educational institutions across its four dimensions: Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in University Educational Institutions.
2. Determining the level of academic excellence across its three dimensions: Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence.
3. Studying the correlational relationship between e-governance in university educational institutions (across its four dimensions: Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in University Educational Institutions) and academic excellence (across its three dimensions: Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence).
4. Studying the relationship between some socio-economic variables of the study sample's faculty members (academic degree, years of experience, monthly family income) and both e-governance in university educational institution management (across its four dimensions) and academic excellence (across its three dimensions).
5. Revealing the differences between male and female faculty members in both e-governance in university educational institutions (across its four dimensions) and academic excellence (across its three dimensions).
6. Revealing the differences between faculty members in both e-governance in university educational institutions (across its four dimensions) and academic excellence (across its three dimensions) according to the type of college (theoretical – practical).
7. Revealing the differences between faculty members in both e-governance in university educational institutions (across its four dimensions) and academic excellence (across its three dimensions) based on whether they have received international awards (recipients – non-recipients).

Research Significance

This research derives its importance from the following:
1. This study addresses a contemporary and highly significant topic concerning e-governance, given its current inclination towards adopting development and organizational modernization strategies in the educational sector.
2. This study aligns with the general directions of Egypt's Vision 2030 regarding performance development, human capacity building, achieving professional integrity, enhancing and monitoring outcomes, and elevating them. This is achieved by providing a fair environment and effective investment in competencies, which in turn enables universities to compete and achieve excellence.
3. The urgent need to shift towards implementing e-governance as a requirement for change towards globalization and competition.
4. This study is hoped to clarify the nature of the relationship between e-governance and academic excellence among faculty members, in a way that enhances trust between universities and their members, by determining the extent of e-governance implementation, promoting it, and eliminating negative practices that hinder the educational process.
5. The significance of the study's target group, faculty members, as it encompasses diversity and job titles under the umbrella of Al-Azhar University.

Research Hypotheses

1. **Hypothesis 1:** There is no statistically significant correlational relationship between e-governance in university educational institution management (across its four dimensions: Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in University Educational Institution Management) and academic excellence (across its three dimensions: Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) among the study sample's faculty members.
2. **Hypothesis 2:** There is no statistically significant correlational relationship between some socio-economic variables of the study sample's faculty members (academic degree, years of experience, monthly family income) and both e-governance in university educational institution management (across its four dimensions: Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in University Educational Institution Management) and academic excellence (across its three dimensions: Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence).
3. **Hypothesis 3:** There are no statistically significant differences between male and female faculty members in both e-governance in university educational institution management (across its four dimensions) and academic excellence (across its three dimensions).
4. **Hypothesis 4:** There are no statistically significant differences between faculty members in both e-governance in university educational institution management (across its four dimensions) and academic excellence (across its three dimensions) according to the type of college (theoretical – practical).

5. **Hypothesis 5:** There are no statistically significant differences between faculty members in both e-governance in university educational institution management (across its four dimensions) and academic excellence (across its three dimensions) based on whether they have received international awards (recipients – non-recipients).

Research Design

First: Scientific Terminology and Operational Definitions of the Research

- **Governance:** Governance is defined as "the system through which an organization's operations are directed and monitored at the highest level to achieve its objectives and fulfill the necessary standards of responsibility, integrity, and transparency**" (Al-Ajalah, 2021: 99).**
- **E-Governance:** E-governance is defined as the effective and economically efficient and transparent use of resources to provide the best possible electronic services to citizens and the private sector, as well as between government agencies and citizens, through the institution's sound control over its various resources **(Al-Ham, 2020: 96).** E-governance has also been defined as the processes and procedures encompassed within a legal framework that aim to regulate official and unofficial transactions, information, correspondence, and documents between the government and citizens, ensuring means of their preservation, archiving, digitization, and providing a mechanism for their retrieval based on information technology applications (**Al-Dahshan, 2020: 25).**

- **University E-Governance:** It is defined as: "Principles, standards, and quality systems and excellence that govern the performance of universities, ensuring the integrity of the educational process, the integrity of behaviors, and the realization of the principles of participation, transparency, and accountability, prioritizing the collective interest over individual interests, and applying laws and regulations in all administrative and non-administrative operations**" (Nasser El-Din, 2019: 61)**.

Operationally, e-governance in university educational institutions is defined as: a series of processes and procedures encompassed within a legal framework that govern the performance of universities, ensuring the integrity of the educational process, the integrity of behaviors, and the realization of the principles of participation, transparency, and accountability. These processes aim to regulate the use of information and communication technology to provide information and services to faculty members, students, and employees, thereby facilitating the application of sound governance based on integrity, transparency, accountability, and combating corruption, and easing the decision-making process while increasing credibility and transparency in administrative work.

- **Dimensions of E-Governance in University Educational Institutions:**

1. **Electronic Information Base: Operationally, the electronic information base is defined as**: the use of information technology in university administrative work to provide electronic services to faculty members and employees, while giving a clear and complete picture of the organization's performance, with clarity regarding administrative structures and units, available opportunities, and governing laws, by providing an integrated information base that is easily accessible.
2. **Electronic Participation: Operationally, electronic participation is defined as**: providing opportunities for faculty members at Al-Azhar University to participate in setting the rules, principles, and procedures related to the educational process within clear standards, allowing them to express their opinions, accepting their suggestions, and giving them opportunities for participation and discussion. Participation aims to bridge the gap between faculty members and leadership through their involvement in decision-making.
3. **Electronic Transparency: Operationally, electronic transparency is defined as**: free access to the university's information and policies and their disclosure to reduce ambiguity and eliminate manifestations of legislative obscurity, making everything verifiable and visible. This is achieved through information and communication technology, where faculty members can be informed of what is happening within the university, resulting in more effective performance facilitation.
4. **Electronic Accountability: Operationally, electronic accountability is defined as**: one of the main components of governance and a mechanism that involves monitoring the fulfillment of responsibilities across all administrative areas, such as faculty management, financial auditing, overseeing methods used to evaluate student performance, administrative and academic staff (faculty members), and administrative employees. It consists of holding administrations accountable for their responsibilities, procedures, decisions, imposed penalties, and achieved results compared to expected results, meaning accountability is applied to university stakeholders.

- **Excellence: Ahmed (2020: 199)** defined it as "the desired level of performance in an era of competitiveness and knowledge. Excellence is outperforming others in achieving desired results and gaining beneficiary satisfaction, even reaching unprecedented results that exceed beneficiary expectations."

Al-Muhammadi (2022: 20) defined excellence as "the ability to innovate, create, propose creative ideas, do new things unfamiliar to others, and change the traditional and old in an organized way with all that is developed and new, achieving results and accomplishments. It is the superiority of an individual's performance in terms of accuracy and professionalism at unconventional levels in executing their activities and functions, resulting in a high-level achievement compared to what competitors achieve, and its results are reflected in the satisfaction of customers and stakeholders in the organization."

- **Academic Excellence:** It refers to advanced professional practices or new creative ideas that enable a faculty member to achieve uniqueness and superiority in performing their tasks in a way that exceeds future expectations, balancing the requirements of all parties—employees, students, and the external community—and optimally

investing available resources, adapting and modifying priorities, and using them in the short and long term to ensure continuity in creativity, improvement, and distinction from others **(Al-Saeed, 2019: 94).**

Academic excellence is generally defined as: the university's ability to achieve best practices in their work performance to solve problems and utilize their potential to achieve the desired goals of the educational process, represented by elevating the educational outcomes **(Al-Qahtani, 2022: 682).**

Younis et al. (2022: 224) defined it as a set of intertwined knowledge, skills, and attitudes related to the academic performance of faculty members that can be measured by recognized standards and can be developed through career development.

Based on the above, academic excellence is operationally defined as: the ability of faculty members at Al-Azhar University to perform all their roles and functions, whether related to teaching, scientific research, or community service, to reach a high degree of uniqueness and superiority in performing their teaching, research, and community tasks, resulting from quality, mastery, and effectiveness. This, in turn, leads to the university's excellence, their commitment to their educational duties and responsibilities, and their advanced professional practices and modern creative ideas that enable them to achieve uniqueness and superiority in performing their tasks in a way that exceeds future expectations.

- **Dimensions of Academic Excellence:**

1. **Professional and Teaching Excellence**: Operationally, professional and teaching excellence is defined as: the faculty member's ability to apply professional knowledge, which includes information and knowledge related to the teaching profession and its utilization in professional work. This dimension represents the practical and applied aspect of profession-specific skills, known as professional performance, and the agreed-upon tasks and practices performed by the faculty member in their professional field, and creating a suitable academic environment for them to acquire the necessary knowledge to perform their job efficiently and effectively and make appropriate decisions at the right place and time.
2. **Scientific and Creative Excellence**: Operationally, scientific and creative excellence is defined as: the desired performance of a faculty member that includes using methods for developing creative thinking skills in scientific research, inquiry, and innovation, in order to keep pace with scientific progress, confront future challenges, and achieve research uniqueness through publishing research, receiving incentive rewards from the university, participating in scientific and educational seminars and conferences and research projects, and supporting scientific research at the university by providing the necessary financial and material resources for scientific research.
3. **Entrepreneurial and Community Excellence: Operationally, entrepreneurial and community excellence is defined as**: the vital role of a socially pioneering faculty member in providing community services by linking conducted research to their community's problems and the needs of its institutions. This involves organizing training courses, workshops, seminars, and conferences in cooperation with the university to raise community members' awareness, which helps in opening up to and interacting with the community, working on its development and solving its problems, and contributing to preparing students for future activities, in addition to their keenness to provide scientific consultations to relevant community bodies.

- Operationally, **faculty members (research sample)** are defined as: all individuals working and holding positions as lecturers, assistant professors, and full professors at Al-Azhar University, both male and female, from faculties of Home Economics and Agriculture, and from families of different socio-economic levels.

Second: Research Methodology

The current study adopted the **descriptive analytical approach**, which describes a specific phenomenon, events, or objects, collects facts, information, and observations about them, describes their specific circumstances, and reports their current state as it exists in reality. It also focuses on reporting what things and phenomena should be, as addressed by the research, in light of certain values or criteria, and proposes steps or methods that can be followed to achieve the desired state based on these criteria or values **(Al-Mahmoudi, 2019: 46).**

Third: Research Delimitations: These include:

- **Human Delimitations:**
  - **Study Population:** Included faculty members from Al-Azhar University, from which a random sample was drawn.
  - **Pilot Sample:** The questionnaire was administered to a pilot sample of faculty members, selected purposively by chance, from rural and urban areas and from different socio-economic levels. These were then added to the main sample.
  - **Main Study Sample:** The study sample comprised 210 faculty members from Al-Azhar University from theoretical and practical colleges, and from various academic degrees and socio-economic levels.
- **Temporal Delimitations:** The fieldwork period spanned from September 1, 2024, to December 30, 2024.
- **Spatial Delimitations:** The research tools were applied to a sample of faculty members through a questionnaire administered via personal interview.

Fourth: Research Variables

- **Independent Variable:** The role of e-governance in managing university educational institutions.
- **Dependent Variable:** Academic excellence.

Fifth: Research Tools
The study tools consisted of:
1. General Data Form for Faculty Members and Their Families. A general data form for faculty members was prepared to obtain information that identifies the characteristics of the study sample. It included a set of questions whose answers provide data on their social and economic aspects, comprising:
- **Gender:** Divided into (Male, Female).
- **Place of Residence:** Divided into (Rural, Urban).
- **Academic Degree:** Divided into (Lecturer, Assistant Professor, Professor).
- **Monthly Family Income:** Income was divided into three levels (Less than 10,000 EGP, From 10,000 to less than 15,000 EGP, More than 15,000 EGP).
- **Type of College:** Divided into (Theoretical, Practical).
- **Did you receive local or international awards?:** Answered with Yes or No.
- **Number of Family Members:** The number of family members was divided into three levels (Small family: (4 members or less), Medium-sized family: (5 to 6 members), Large family: (7 members or more).
- **Years of Experience:** Divided into three levels (Less than 5 years of experience, From 5 to 10 years, More than 10 years of experience).

2. Questionnaire on the Role of E-Governance in Managing University Educational Institutions from the Perspective of Faculty Members. The purpose of this questionnaire was to study the role of e-governance in managing university educational institutions from the perspective of faculty members across its four dimensions. The questionnaire was prepared in its preliminary form and comprised 37 statements distributed across four dimensions:
1. **Electronic Information Base:** Includes (8) statements.
2. **Electronic Participation:** Includes (10) statements.
3. **Electronic Transparency:** Includes (10) statements.
4. **Electronic Accountability:** Includes (9) statements.

Questionnaire Scoring: The e-governance questionnaire in university educational institutions was scored by determining the study sample's responses to each statement according to three responses (Yes – Sometimes – No) on a continuous graded scale (3, 2, 1) for positively worded statements, and the reverse for negatively worded statements (1, 2, 3). Numerical scores were assigned to faculty members' responses for each statement of the questionnaire.
The questionnaire contained 37 statements, of which 25 were positive and 12 were negative. Based on the response results to the study questionnaire, the minimum and maximum scores were determined to calculate the range. It was calculated using the following equation: (Range = Maximum Value – Minimum Value). Then, the levels were determined by calculating the class interval length = Range ÷ 3. This allowed for dividing the scores of e-governance in university educational institution management into three levels (Low Level – Medium Level – High Level). Table (1) illustrates this:

Table (1) Minimum and Maximum Readings, Range, and Class Interval Length for Faculty Members' Levels Towards E-Governance in University Educational Institutions and its Dimensions (N = 210)

Statement	Minimum Reading	Maximum Reading	Range	Class Interval Length	Low Level	Medium Level	High Level
Electronic Information base	13	25	12	4	13:16	17:20	21:25
Electronic participation	15	29	14	5	15:19	20:24	25:29
Electronic transparency	12	30	18	6	12:17	18:23	24:30
Electronic accountability	13	27	14	5	13:17	18:22	23:27
total Electronic governance	58	111	53	18	58:75	76:93	94:111

Table (1) shows that the highest score obtained by faculty members for overall e-governance in university educational institution management was 111, while the lowest score was 58. The range was 53, and the class

interval length was 18. This allowed for dividing the questionnaire scores into three levels: **Low Level, Medium Level, and High Level**.

3. Academic Excellence Questionnaire for Faculty Members Across its Three Dimensions:

The objective of this questionnaire was to study **academic excellence** across its three dimensions. It included a set of statements prepared by the researcher after reviewing key Arabic and foreign references and studies on the research topic. The questionnaire was initially prepared with **29 statements** distributed across three dimensions:

- **Professional and Teaching Excellence:** Includes (10) statements.
- **Scientific and Creative Excellence:** Includes (10) statements.
- **Entrepreneurial and Community Excellence:** Includes (9) statements.

Questionnaire Scoring: The academic excellence questionnaire for faculty members was scored by determining their responses to each statement according to three responses (Yes – Sometimes – No) on a continuous graded scale (3, 2, 1) for positively worded statements, and the reverse for negatively worded statements (1, 2, 3). Numerical scores were assigned to faculty members' responses for each dimension of the questionnaire. The total number of statements in the questionnaire was 29, with 8 negative statements and 21 positive statements. Based on the responses, the minimum and maximum scores were determined to calculate the range. The range was calculated using the equation: (Range = Maximum Value – Minimum Value). Then, the levels were determined by calculating (Class Interval Length = Range ÷ 3). This allowed for dividing the academic excellence questionnaire scores into three levels: Low Level, Medium Level, and High Level. Table (2) illustrates this:

Table (2) Minimum and Maximum Readings, Range, and Class Interval Length for Faculty Members' Levels Towards Academic Excellence Across its Three Dimensions (N = 210)

Statment	Minimum Reading	Maximum Reading	Range	Class Interval length	Low Level	Medium Level	High Level
Professional and teaching Excellence	15	**30**	**15**	**5**	**15:19**	**20:24**	**25:30**
Scientific and Creative Excellence	17	**29**	**12**	**4**	**17:20**	**21:24**	**25:29**
Entrepreneurial and Community Excellence	12	**27**	**15**	**5**	**12:16**	**17:21**	**22:27**
Total Academic Excellence	**47**	**85**	**38**	**13**	**47:59**	**60:72**	**73:85**

Table (2) shows that the highest score obtained by the surveyed faculty members for overall academic excellence was (85), and the lowest score was (47). The range was (38), and the class interval length was (13). This allowed for dividing the questionnaire scores into three levels: **Low Level, Medium Level, and High Level.**

Tool Standardization: Reliability and Validity Calculation

First: Validity Calculation of the Questionnaire

Internal Consistency Validity: Internal consistency validity was calculated for both the E-Governance Questionnaire and the Academic Excellence Questionnaire. Correlation coefficients were calculated between the score of each statement and the score of the dimension to which it belongs. This was done by applying the questionnaires to a sample of (50) faculty members who met the study sample criteria. Table (3) illustrates this:

Table (3) Pearson Correlation Coefficient Values for Each Item of Each Dimension of the E-Governance Questionnaire and the Academic Excellence Questionnaire and the Total Score of the Dimension

Electronic governance questionnaire							
Electronic Information base		**Electronic participation**		**Electronic transparency**		**Electronic accountability**	
statements	**Correlation**	**statements**	**Correlation**	**statements**	**Correlation**	**statements**	**Correlation**

1	0.702**	1	0.595**	1		1	0.699**
2	0.578**	2	0.837**	2	0.683**	2	0.376**
3	0.790**	3	0.760**	3	0.640**	3	0.788**
4	0.635**	4	0.732**	4	0.807**	4	0.687**
5	0.685**	5	0.815**	5	0.643**	5	0.665**
6	0.712**	6	0.795**	6	0.801**	6	0.852**
7	0.545**	7	0.676**	7	0.766**	7	0.770**
8	0.622**	8	0.546**	8	0.648**	8	0.625**
		9	0.694**	9	0.620**	9	0.903**
		10	0.423**	10	0.761**		
Academic Excellence questionnaire							
Professional and teaching Excellence		**Scientific and Creative Excellence**		**Entrepreneurial and Community Excellence**			
statements	**Correlation**	**statements**	**Correlation**	**statements**	**Correlation**		
1	0.668**	1	0.711**	1	0.150*		
2	0.810**	2	0.612**	2	0.706**		
3	0.621**	3	0.489**	3	0.753**		
4	0.715**	4	0.397**	4	0.555**		
5	0.616**	5	0.424**	5	0.620**		
6	0.708**	6	0.572**	6	0.774**		
7	0.713**	7	0.569**	7	0.285**		
8	0.423**	8	-0.125*	8	0.598**		
9	0.181**	9	0.174**	9	0.608**		
10	0.595**	10	0.390**				

*Significance at level (0.05) **Significance at level (0.01)

Table (3) indicates that all statements of the **e-governance in university educational institution management questionnaire** showed significant correlations with the total score of the dimension to which they belong at a significance level of (0.01). This suggests that the questionnaire possesses a high degree of internal consistency and is suitable for assessing e-governance in university educational institution management from the perspective of faculty members.

Furthermore, all statements of the **academic excellence questionnaire** showed significant correlations with the total score of the dimension to which they belong at significance levels of (0.05, 0.01). This indicates that the questionnaire possesses a high degree of internal consistency and is suitable for assessing academic excellence among the sample individuals.

Second: Scale Reliability Calculation

The reliability of the scale was calculated using two methods:

- **Method 1: Cronbach's Alpha (Alpha-Cronbach) Coefficient** to calculate the reliability coefficient and determine the internal consistency value of the questionnaire. Alpha coefficient was calculated for the questionnaire across its dimensions.
- **Method 2: Split-half Test.** To correct for the effect of the split-half, the Spearman-Brown correction formula and Guttman's formula were used.

Table (4) Reliability Coefficients of the E-Governance in University Educational Institutions Questionnaire Across its Four Dimensions and the Academic Excellence Questionnaire Across its Three Dimensions Using Alpha Coefficient and Split-Half Tests

Axes	Number of Phrases	Cronbach's Alpha Coefficient	The Split-Half	
			Spearman-Brown Correlation Coefficient	Guttman Correlation Coefficient
Electronic governance questionnaire				
Electronic Information base	8	0.815	0.825	0.814
Electronic participation	10	0.877	0.828	0.805
Electronic transparency	10	0.890	0.789	.0789
Electronic accountability	9	0.878	0.885	.0884
total Electronic governance	37	0.959	0.895	0.892
Academic Excellence questionnaire				
Professional and teaching Excellence	10	0.787	0.733	0.731
Scientific and Creative Excellence	10	0.344	0.482	0.472
Entrepreneurial and Community Excellence	9	0.718	0.677	0.653
Total Academic Excellence	29	0.860	0.898	0.897

The previous table shows that the Cronbach's Alpha value for the overall e-governance in university educational institutions questionnaire is (0.959), the Spearman-Brown coefficient is (0.895), and the Guttman coefficient is (0.892). The Cronbach's Alpha value for the overall academic excellence questionnaire is (0.860), the Spearman-Brown coefficient is (0.898), and the Guttman coefficient is (0.897). These values are high, indicating the consistency and reliability of the questionnaire statements, making the questionnaire suitable for application.

Field Study Results and Discussion

First: Description of the Study Sample Characteristics

Table (5) Relative Distribution of the Study Sample According to Socio-Economic Variables (N = 210)

The Variable	Repetition	%	The Variable	Repetition	%
Gender			**College Type**		
Male	65	31.0	Theoretical	120	57.1
female	145	69.0	Practical	90	42.9
total	210	100.0	total	210	100.0
Place of residence			**Have you received local or international awards?**		
Countryside	100	47.6	Yes	57	27.1
city	110	52.4	No	153	72.9
total	210	100.0	total	210	100.0
Academic Degree			**Number of Family Members**		
Doctorate	73	34.8	Less than 4	81	38.5
Associate Professor	99	47.1	From 4-6	107	51.0

Professor	**38**	**18.1**	**More than 6**	**22**	**10.5**
total	**210**	**100.0**	**total**	**210**	**100.0**
Family Financial Income			**years of experience**		
Less than 10000 Egyptian Pounds	**78**	**37.1**	**Less than 5 years**	**50**	**23.8**
From 10000 – to Less than 15000 Egyptian Pounds	**51**	**24.3**	**From 5 to 10 years**	**83**	**39.5**
More than 15000 Egyptian Pounds	**81**	**38.6**	**More than 10 years**	**77**	**36.7**
total	**210**	**100.0**	**total**	**210**	**100.0**

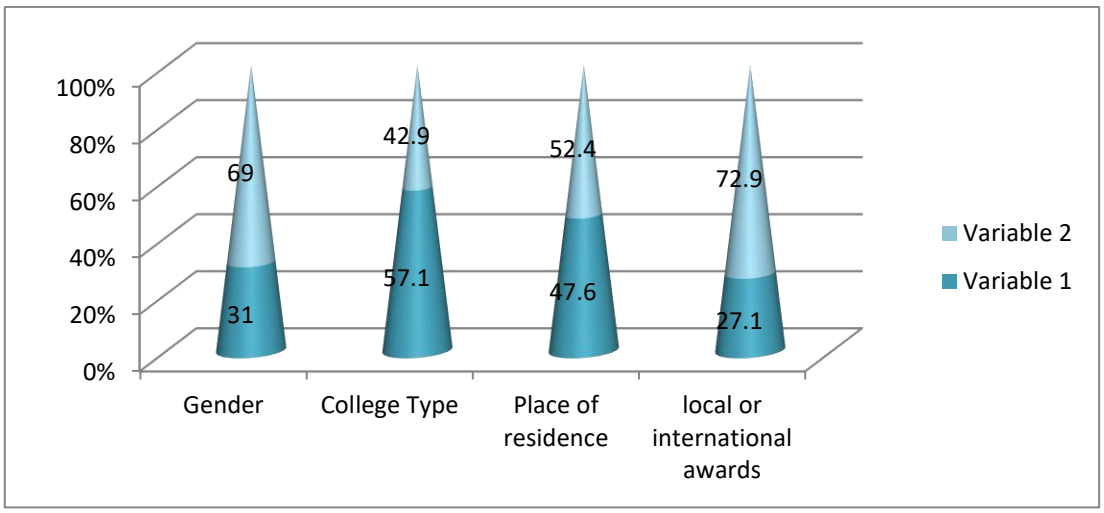

Figure (1) Relative distribution of the study sample according to gender, to college type , place of residence & local or international awards (N=210)

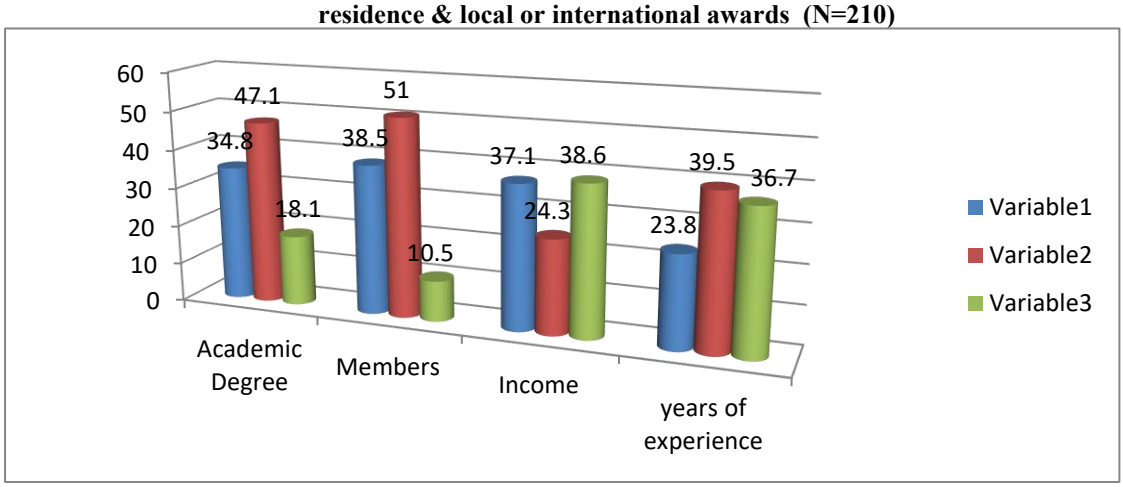

Figure (2) Relative distribution of the study sample according to academic degree, number of family members , monthly family income & to years of experience (N=210)

Table (5) and Figures (1, 2) illustrate the following:

- A difference in the percentages of **faculty members by gender**, with females having the highest percentage at 69.0%, while males accounted for 31%.
- The highest percentage of **faculty members were from urban areas** at 52.4%, while the rural percentage was 47.6%.
- The highest percentage in the **academic degree** for faculty members was **Assistant Professor** at 47.1%, followed by Lecturer at 34.8%, and then Professor at 18.1%.
- There was a similarity in **monthly family income levels**, with the high level (more than 15,000 EGP) at 38.6%, followed by the low level (less than 10,000 EGP) at 37.1%, and then the medium level (from 10,000 to less than 15,000 EGP) at 24.3%.

- The percentage of faculty members from **practical colleges** was 42.9%, while from **theoretical colleges** it was 57.1%.
- The percentage of those who had received **local or international awards** was 27.1%, and those who had not received such awards was 72.9%.
- It was found that **half of the faculty member sample** came from medium-sized families (5 to 6 members) at 51%, followed by small-sized families (4 members or less) at 38.5%, and then large-sized families (7 members or more) at 10.5%.
- There was a closeness between the **years of experience** for faculty members in the (5-10 years) and (more than 10 years) categories, at 39.5% and 36.7% respectively. The lowest percentage was 23.8% for faculty members with less than 5 years of experience.

Second: Descriptive Results of Study Tools

Based on the responses to the study questionnaire, the minimum and maximum scores were determined to calculate the range, and then the levels were defined.

A: Description of the Study Sample Responses to the E-Governance in University Educational Institution Management Questionnaire for Faculty Members.

Table (6) Relative Distribution of the Study Sample Faculty Members According to Levels of E-Governance in University Educational Institutions Across its Four Dimensions and Levels of Academic Excellence Across its Three Dimensions (N=210)

Axes	Level	No.	%	Axes	Level	No.	%
Electronic governance questionnaire				Academic Excellence questionnaire			
Electronic Information base	Low Level (13:16)	38	18.1	Professional and teaching Excellence	Low Level (15:19)	5	2.4
	Medium Level (17:20)	80	38.1		Medium Level (20:24)	35	16.6
	High Level (21:25)	91	43.8		High Level (25:30)	170	81.0
Electronic participation	Low Level (15:19)	62	29.5	Scientific and Creative Excellence	Low Level (17:20)	13	6.2
	Medium Level (20:24)	62	29.5		Medium Level (21:24)	67	31.9
	High Level (25:29)	86	41.0		High Level (25:29)	130	61.9
Electronic transparency	Low Level (12:17)	46	21.9	Entrepreneurial and Community Excellence	Low Level (12:16)	7	3.3
	Medium Level (18:23)	57	27.1		Medium Level (17:21)	43	20.5
	High Level (24:30)	107	51.0		High Level (22:27)	160	76.2
Electronic accountability	Low Level (13:17)	36	17.2	Total Academic Excellence	Low Level (47:59)	9	4.3
	Medium Level (18:22)	75	35.7		Medium Level (60:72)	54	25.7
	High Level (23:27)	99	47.1		High Level (73:85)	147	70.0
total Electronic governance	Low Level (58: 75)	54	25.7				
	Medium Level (76:93)	73	34.8				
	High Level (94:111)	83	39.5				

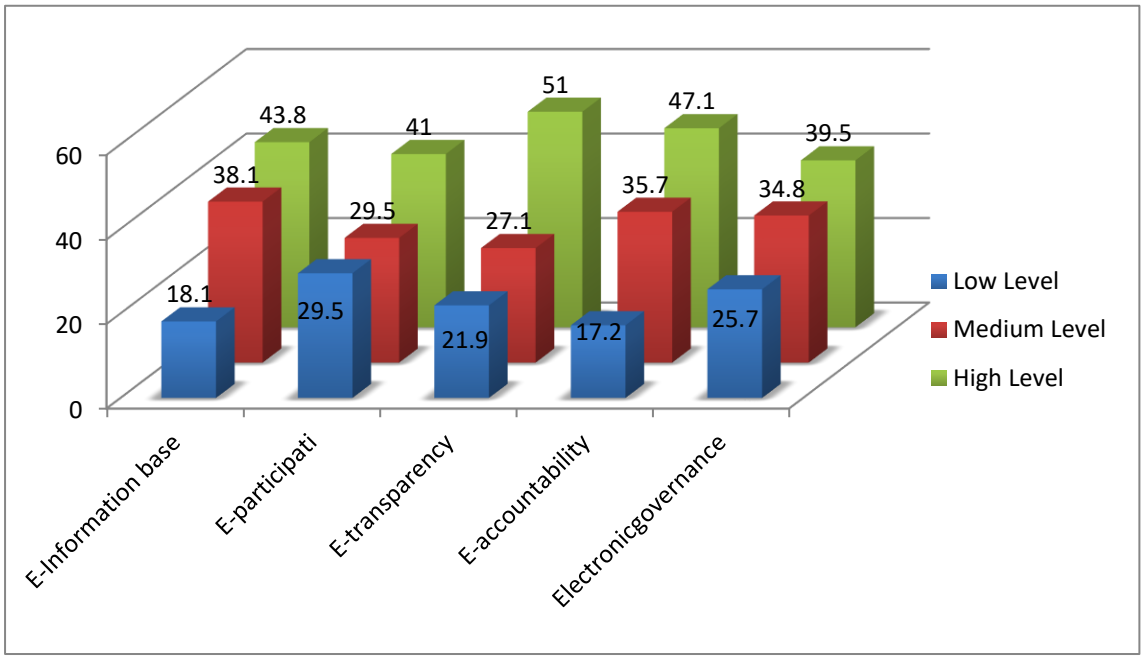

Figure (3) Relative distribution of the study sample faculty members according to levels of e-governance in university educational institutions across its four dimensions (N=210)

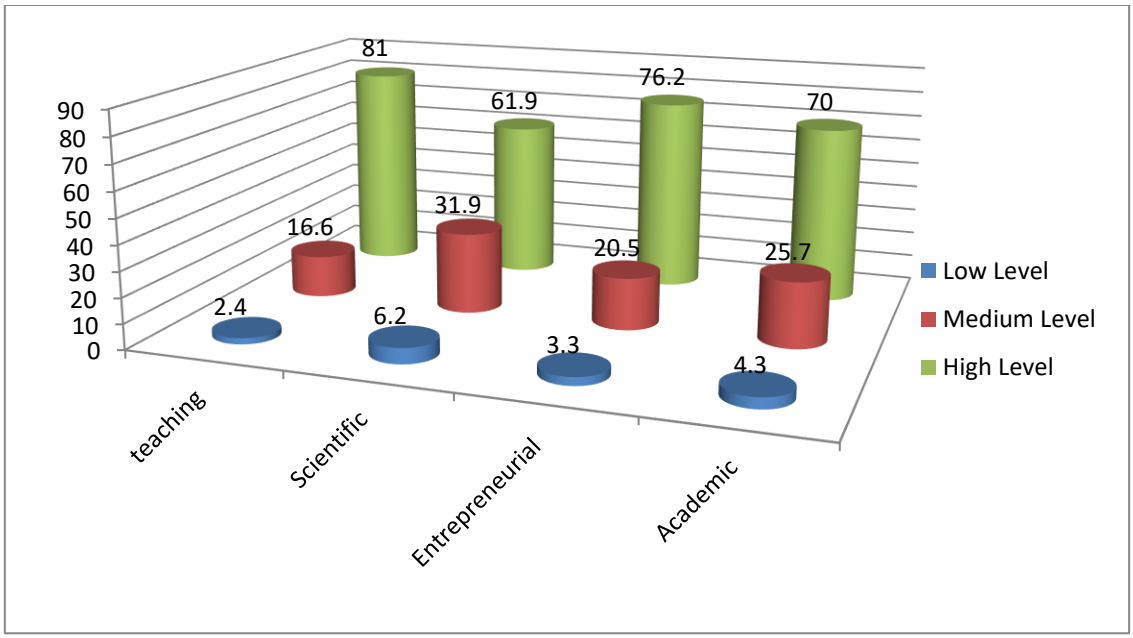

Figure (4) Relative distribution of the study sample faculty members according to levels of academic excellence across its three dimensions (N=210)

It is clear from Table (6) and Figures (3) and (4) that:

- **43.8%** of the study sample fall into the **high level** in the **Electronic Information Base** dimension. This indicates that the majority of faculty members in the sample believe that the electronic information base is highly available within the university institution.
- **41.0%** fall into the **high level** in the **Electronic Participation** dimension. This suggests that faculty members confirmed a high level of electronic participation in university institutions.
- **Half of the study sample (51.0%)** of faculty members were in the **high level** in the **Electronic Transparency** dimension. This indicates that faculty members hold the view that electronic transparency is highly achieved at Al-Azhar University.
- Nearly **half of the study sample (47.1%)** fall into the **high level** in the **Electronic Accountability** dimension. This indicates that faculty members confirmed that electronic accountability is highly achieved at Al-Azhar University.
- The responses of faculty members at Al-Azhar University to the **overall e-governance questionnaire** were primarily in the **high level** (39.5%), while the medium level was (34.8%).

This result aligns with **Al-Qahtani's (2019)** study, which showed a high degree of governance implementation at Imam Mohammad Ibn Saud Islamic University.

However, this result differs **from Al-Otaibi's (2018)** study, which indicated that the reality of governance implementation at King Saud University, from the perspective of faculty members, was moderate; the study by **Abo Qattam, Al-Zboun, & Al-Ghammaz (2020)** which noted that the reality of e-governance implementation at the University of Jordan was moderate**; Al-Dahshan's (2020)** study, which indicated a moderate level of e-governance implementation; **Al-Zboun's (2020)** study, which showed that the reality of governance implementation at Jerash University was moderate**; Al-Hamoud's (2021)** study, which indicated that the reality of e-governance implementation in Jordanian universities in Amman Governorate, from the perspective of faculty members, was moderate; and **Al-Ra'i's (2021**) study, which noted that the degree of e-governance implementation among faculty members in Jordanian public universities was moderate.

This result may be attributed to Al-Azhar University's formal adoption of e-governance through binding laws and legislation. University governance has recently become a constant approach for states in managing their citizens' affairs and their supreme interests at all levels, through the adoption of a flexible e-governance model. This contributes to creating a responsive and developed higher education system that achieves knowledge economy growth. Additionally, the study sample individuals believe that the university allows faculty members to participate in developing educational program plans, stemming from the university's vision of adopting a comprehensive national plan to develop the capabilities and competencies of faculty members in higher education institutions in academic program areas, and establishing the necessary mechanisms to advance the level of study plans through continuous updating to meet the requirements of the knowledge economy.

- The study sample's faculty members have a **high level of professional and teaching excellence**, at 81.0%.
- Approximately **two-thirds of the faculty member sample** were in the **high level** in the **Scientific and Creative Excellence** dimension, at 61.9%.
- The highest percentage of faculty members have a **high level of Entrepreneurial and Community Excellence**, at 76.2%.
- The highest percentage for faculty members in **total academic excellence** was in the **high level**, at 70.0%. This indicates that faculty members have a high level of academic excellence.

This result aligns with **Al-Asmar's (2020)** study, where excellence was high**; Al-Najjar's (2022)** study, where the prevalence of academic excellence among faculty members at Al-Aqsa University was high; **Al-Qahtani's (2022)** study, where the level of academic excellence among academic leaders at Umm Al-Qura University and King Saud University in Saudi Arabia was high at 78.6%; **and Wahba's (2022)** study, which showed high excellence.

However, this result differs from the studies of **Sukkar (2018),** which indicated a moderate degree of excellence management practice; **Dawood et al. (2020),** which confirmed a moderate degree of availability of excellence indicators in Al-Azhar university education; and Salem **and Al-Hamad (2021),** which showed a moderate degree of excellence. The study by Badawy **and Issa (2023)** showed that the level of academic excellence for faculty members at Menoufia University was moderate.

This result can be explained by faculty members performing their assigned tasks accurately, in addition to their commitment to professional ethics with objectivity and fairness. Furthermore, they take pride in their profession, uphold the principle of exchanging experiences between universities with faculty members, use modern teaching methods, and insist on scientific excellence. They also consistently strive to encourage students to implement creative educational projects and propose ideas to address challenges facing the educational process. They possess the ability to cooperate with students to provide them with field skills and regularly monitor their work. Moreover, faculty members at Al-Azhar University possess an Islamic character that drives them to seek excellence to please Allah Almighty and to serve the Islamic religion and Egyptian society.

Third: Results in Light of the Study Hypotheses

1. **Results in Light of the First Hypothesis:** The first hypothesis states: "There is no statistically significant correlational relationship between e-governance in university educational institution management across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management) and academic excellence across its three dimensions (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) among the study sample's faculty members."

Table (7) Pearson Correlation Coefficients for E-Governance in University Educational Institutions Across its Four Dimensions and Academic Excellence Across its Three Dimensions (N = 210)

Axes	Professional and teaching Excellence	Scientific and Creative Excellence	Entrepreneurial and Community Excellence	Total Academic Excellence
Electronic Information base	0.495**	0.313**	0.496**	0.492**

Electronic participation	0.466**	0.259**	0.338**	0.401**
Electronic transparency	0.380**	0.323**	0.314**	0.377**
Electronic accountability	0.258**	0.116	0.179**	0.211**
total Electronic governance	0.427**	0.277**	0.351**	0.396**

**Significance at level(0.01)

Table (7) clearly shows that:

- There is a **positive, statistically significant correlational relationship** at a significance level of (0.01) between the **Electronic Information Base** and each of (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) from the perspective of faculty members. This means that the more available the information base as a requirement for implementing e-governance in the university institution, the greater the academic excellence across its dimensions among faculty members.
- There is a **positive, statistically significant correlational relationship** at a significance level of (0.01) between **Participation** and each of (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) from the perspective of faculty members. This means that the more electronic participation is increased as a requirement for implementing e-governance in the university institution, the greater the academic excellence across its dimensions among faculty members.
- There is a **positive, statistically significant correlational relationship** at a significance level of (0.01) between **Transparency** and each of (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) from the perspective of faculty members. This means that the more transparency is available as a requirement for implementing e-governance in the university institution, the greater the academic excellence across its dimensions among faculty members.
- There is a **positive, statistically significant correlational relationship** at a significance level of (0.01) between **Accountability** and each of (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) from the perspective of faculty members. This means that the more fair accountability is available as a requirement for implementing e-governance in the university institution, the greater the academic excellence across its dimensions among faculty members.
- There is a **positive, statistically significant correlational relationship** at a significance level of (0.01) between **overall e-governance in university educational institutions** and each of (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) from the perspective of faculty members. This means that if e-governance is effectively implemented in the university institution, the academic excellence across its dimensions among faculty members will increase.

This result can be interpreted as academic excellence being contingent on the availability of principles, standards, and quality and excellence systems that govern the performance of universities. This ensures the integrity of the educational process and behaviors, the achievement of principles of participation, transparency, and accountability, prioritizing the collective interest over individual interests, and the application of laws and regulations in all administrative operations to achieve the desired goals of change. This is through the proper scientific utilization of human resources from the university, and material and technical capabilities. Providing members with opportunities to communicate with universities will grant them a wide scope to adopt a culture of academic excellence and allow them to achieve a high degree of academic excellence. Furthermore, the efforts made by the university administration to obtain academic accreditation meet the aspirations of the study sample individuals. At the same time, the university administration has prioritized developing its academic programs by holding courses and workshops to exchange knowledge and experiences and to keep pace with programs available in internationally recognized universities. This is to ensure its curricula align, both in quantity and quality, with global standards. Therefore, sharing and exchanging knowledge and experiences with universities, which is one of the most prominent pillars upon which the orientation towards this participation is built, will give faculty members and administrative and academic leadership broad horizons towards developing governance programs to serve community needs.

From the above, it is clear: There is a **positive, statistically significant correlational relationship** between **e-governance in university educational institution management** across its four dimensions and **academic excellence** across its three dimensions. Thus, the first hypothesis is not supported.

2. Results in Light of the Second Hypothesis

The second hypothesis states: "There is no statistically significant correlational relationship between some socio-economic variables of the study sample's faculty members (academic degree, years of experience, monthly family income) and both e-governance in university educational institutions across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institutions) and academic excellence across its three dimensions (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence)."

Table (8) Correlation Relationships Between Some Socio-Economic Variables of the Study Sample and E-Governance (Four Dimensions) and Academic Excellence (Three Dimensions) (N = 210)

Axes	Academic degree	years of experience	monthly family income
Electronic governance questionnaire			
Electronic Information base	-0.052	-0,355**	-0.240**
Electronic participation	-0.091	-0.392**	-0.303**
Electronic transparency	-0.233**	-0.288**	-0.219**
Electronic accountability	-0.199**	-0.224**	-0.244**
total Electronic governance	-0,167*	-0.338**	-0.271**
Academic Excellence questionnaire			
Professional and teaching Excellence	-0.215**	-0.120	0..051
Scientific and Creative Excellence	0.002	0.154*	0.259**
Entrepreneurial and Community Excellence	-0.018	0.090	0.147*
Total Academic Excellence	-0.094	0.034	0.158*

*Significance at level(0.05) **Significance at level(0.01)

Table (8) shows the following:

First: E-Governance Questionnaire in Managing University Educational Institutions:

- There is a **negative, statistically significant correlational relationship** at a significance level of (0.01) between the **Electronic Information Base** dimension and both **years of experience of faculty members** and **monthly family income**. However, there is no statistically significant correlational relationship between the Electronic Information Base and the academic degree of faculty members.
- There is a **negative, statistically significant correlational relationship** at a significance level of (0.01) between the **Participation** dimension and both **years of experience of faculty members** and **monthly family income**. However, there is no statistically significant correlational relationship between Participation and the academic degree of faculty members.
- There is a **negative, statistically significant correlational relationship** at a significance level of (0.01) between the **Transparency** dimension and each of **academic degree, years of experience, and monthly family income**.
- There is a **negative, statistically significant correlational relationship** at a significance level of (0.01) between the **Accountability** dimension and each of **academic degree, years of experience, and monthly family income**.
- There is a **negative, statistically significant correlational relationship** at a significance level of (0.05) between **overall e-governance** and the academic degree of faculty members. Additionally, there is a **negative, statistically significant correlational relationship** at a significance level of (0.01) between overall e-governance and both **years of experience and monthly family income**.

This result aligns with the study by Maqdaday and **Al-Ibrahim (2020),** which indicated differences in sample means attributable to the variable of service duration.

However, it differs from **Al-Otaibi's (2018)** study, which showed statistically significant differences in the reality of governance implementation at King Saud University from the perspective of faculty members attributable to the experience variable, in favor of the 10 years or more category. It also differs from the study by **Abo Qattam, Al-Zboun, Al-Ghammaz (2020),** which indicated no differences in sample means attributable to the variables of

years of experience and academic rank. Furthermore, it differs from **Al-Zboun's (2020)** study, which showed no differences in sample means in governance implementation at Jerash University attributable to the variables of years of experience and academic rank**; Maqdaday and Al-Ibrahim's (2020)** study, which indicated no differences in sample means attributable to the variable of academic rank**; Al-Ra'i's (2021)** study, which showed statistically significant differences in e-governance from the perspective of faculty members according to the variable of years of experience in favor of those with 5-10 years of experience, and no statistically significant differences in e-governance from the perspective of faculty members according to the variable of academic rank. Finally, **Al-Hamoud's (2021)** study showed differences in sample means in governance implementation attributable to the variable of academic rank in favor of the professor rank.

This result may be attributed to less experienced faculty members with lower academic degrees and consequently lower incomes, who, by virtue of being new to the university, have been satisfied with what was available to them in their early years. Perhaps they accept all e-governance standards applied within the university and adhere to university laws and regulations to prove their worth, which has generated sufficient conviction in the implementation of e-governance among them.

Second: Academic Excellence Questionnaire:

- There is a **negative, statistically significant correlational relationship** at a significance level of (0.01) between the **Professional and Teaching Excellence** dimension and the academic degree of the study sample. This means that faculty members' professional and teaching excellence increases as their academic degree decreases. However, there is no statistically significant correlational relationship between the Professional and Teaching Excellence dimension and both the years of experience of faculty members and monthly family income.
- There is a **positive, statistically significant correlational relationship** between the **Scientific and Creative Excellence** dimension and both **years of experience of faculty members** and **monthly family income** at significance levels of (0.05) and (0.01) respectively. However, there is no statistically significant correlational relationship between the Scientific and Creative Excellence dimension and academic degree.
- There is a **positive, statistically significant correlational relationship** between the **Entrepreneurial and Community Excellence** dimension and **monthly family income** at a significance level of (0.05). However, there is no statistically significant correlational relationship between the Scientific and Creative Excellence dimension and both academic degree and years of experience of faculty members.
- There is a **positive, statistically significant correlational relationship** between **overall academic excellence** and **monthly family income** at a significance level of (0.05). This means that faculty members' academic excellence increases as their family's monthly income increases. However, there is no statistically significant correlational relationship between overall academic excellence and both academic degree and years of experience of faculty members.

This result aligns **with Salem and Al-Hamad's (2021)** study, which found no differences attributable to academic degree, **and Zain Al-Abedeen and Wahba's (2022)** study, which indicated no differences among faculty members at the Faculty of Education, Al-Azhar University, in the level of academic excellence according to the number of years of experience.

However, this result differs from the studies of **Ghaithan and Battah (2020), Zain Al-Abedeen and Wahba (2022), and Badawy and Issa (2023)**, which found statistically significant differences in the academic excellence scores of sample individuals based on the academic degree variable in favor of the professor degree. It also differs from Salem **and Al-Hamad's (2021)** study, which found differences in excellence according to years of experience in favor of those with less than ten years.

From the above, it is clear: There is a correlational relationship between overall e-governance and each of (academic degree of faculty members, years of experience, monthly family income). Additionally, there is a positive, statistically significant correlational relationship between overall academic excellence and monthly family income. However, there is no statistically significant correlational relationship between overall academic excellence and both academic degree and years of experience of faculty members. Thus, the second hypothesis is partially supported.

3. Results in Light of the Third Hypothesis

The third hypothesis states: "There are no statistically significant differences between male and female faculty members in e-governance in university educational institution management across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management) and academic excellence across its three dimensions (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence)."

Table 9: Significance of Differences in Average Scores of the Sample in the Variables of E-Governance and Academic Excellence by Gender (N = 210)

Value	Male N=(65)	Female N=(145)	difference between	T Value	Sig. Value	Sig.

Axis		Average calculation	Average calculation	the averages			
Electronic governance	Information base	21.923	19.020	2.902	5.758	0.000	Sig. at 0.001
	participation	25.184	21.737	3.446	5.589	0.000	Sig. at 0.001
	transparency	24.938	20.965	3.972	4.951	0.000	Sig. at 0.001
	accountability	23.630	21.013	2.616	4.117	0.000	Sig. at 0.001
	total Electronic governance	95.676	82.737	12.938	5.538	0.000	Sig. at 0.001
Academic Excellence	Professional and teaching Excellence	28.353	26.482	1.871	4.072	0.000	Sig. at 0.001
	Scientific and Creative Excellence	25.000	24.993	0.006	0.019	0.985	No Sig.
	Entrepreneurial and Community Excellence	23.707	23.137	0.569	1.248	0.213	No Sig.
	Total Academic Excellence	77.061	74.613	2.447	2.104	0.037	Sig. at 0.05

Table (9) shows the following:

- There are **statistically significant differences** between male and female faculty members in the study sample regarding e-governance across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management) in **favor of males** at a significance level of 0.001.

This result aligns with Al-Hamoud's (2021) study, which indicated differences in the sample's average degree of e-governance application in Jordanian universities attributable to the gender variable, in favor of males.

However, it differs from Al-Otaibi's (2018) study, Abo Qattam, Al-Zboun, Al-Ghammaz (2020), and Maqdaday and Al-Ibrahim (2020), which showed no differences in the sample's average scores attributable to the gender variable. It also differs from Al-Ra'i's (2021) study, which indicated no statistically significant differences in e-governance dimensions (Accountability, Transparency, Participation, and total score) from the perspective of faculty members according to the gender variable.

- There are **statistically significant differences** between male and female faculty members in the study sample regarding the **Professional and Teaching Excellence** dimension in **favor of males** at a significance level of 0.001.
- There are **no statistically significant differences** between the average scores of male and female faculty members in the study sample regarding both the **Scientific and Creative Excellence** dimension and the **Entrepreneurial and Community Excellence** dimension.
- There are **statistically significant differences** between male and female faculty members in the study sample regarding **overall academic excellence** in **favor of males** at a significance level of 0.01.

This result differs from **Al-Khalaf's (2022)** and **Badawy and Issa's (2023)** studies, which indicated no differences in faculty members' academic excellence based on the gender variable (male and female).

From the above, it is clear: There are statistically significant differences between male and female faculty members in the study sample regarding both overall e-governance in university educational institution management and overall academic excellence in favor of males at a significance level of 0.01. Thus, the third hypothesis is not supported.

Results in Light of the Fourth Hypothesis

The fourth hypothesis states: "There are no statistically significant differences between faculty members in e-governance in university educational institution management across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management) and academic excellence across its three dimensions (Professional and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) according to **college type** (theoretical – practical)."

Table 10: Significance of Differences in Average Scores of the Sample in the Variables of E-Governance and Academic Excellence by College Type (N = 210)

Axis \ Value		Theoretical N=(120) Average calculation	practical N=(90) Average calculation	difference between the averages	T Value	Sig. Value	Sig.
Electronic governance	**Electronic** Information base	19.816	20.055	-0.238	-0.471	0.638	No Sig.
	Electronic participation	22.625	23.044	-0.419	-0.680	0.497	No Sig.
	Electronic transparency	22.108	22.311	-0.202	-0.256	0.798	No Sig.
	Electronic accountability	22.125	21.422	0.702	1.142	0.255	No Sig.
	total Electronic governance	86.675	86.833	-0.158	-0.068	0.946	No Sig.
Academic Excellence	Professional and teaching Excellence	26.283	28.100	-1.816	-4.246	0.000	Sig. at 0.001
	Scientific and Creative Excellence	24.858	25.177	-0.319	-0.941	0.348	No Sig.
	Entrepreneurial and Community Excellence	22.966	23.777	-0.811	-1.912	0.057	No Sig.
	Total Academic Excellence	74.108	77.055	-2.947	-2.732	0.007	Sig. at 0.01

Table (10) shows the following:

- There are **no statistically significant differences** between faculty members from theoretical colleges and practical colleges in the study sample regarding e-governance across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management).
- There are **statistically significant differences** between faculty members from theoretical colleges and practical colleges in the study sample regarding the **Professional and Teaching Excellence** dimension in **favor of faculty members from practical colleges** at a significance level of 0.001.
- There are **no statistically significant differences** between the average scores of faculty members from theoretical colleges and practical colleges in the study sample regarding both the **Scientific and Creative Excellence** dimension and the **Entrepreneurial and Community Excellence** dimension.
- There are **statistically significant differences** between faculty members from theoretical colleges and practical colleges in the study sample regarding **overall academic excellence** in **favor of faculty members from practical colleges** at a significance level of 0.01. This result aligns with **Al Ashqa's (2017)** study, which found differences in faculty members' excellence based on college type in favor of practical colleges, and the studies **of Ghaithan and Battah (2020) and Badawy and Issa (2023),** which showed differences in academic excellence among faculty members based on college type (theoretical and practical).

From the above, it is clear: There are no statistically significant differences between faculty members from theoretical colleges and practical colleges in the study sample regarding overall e-governance in university educational institution management. However, there are statistically significant differences between faculty members from theoretical colleges and practical colleges in the study sample regarding overall academic excellence in favor of faculty members from practical colleges at a significance level of 0.01. Thus, the fourth hypothesis is partially supported.

Results in Light of the Fifth Hypothesis

The fifth hypothesis states: "There are no statistically significant differences between faculty members in e-governance in university educational institution management across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management) and academic excellence across its three dimensions (Professional

and Teaching Excellence, Scientific and Creative Excellence, Entrepreneurial and Community Excellence, and overall Academic Excellence) according to whether they have received international awards (award-winners – non-award winners)."

Table 11: Significance of Differences in Average Scores of the Sample in the Variables of E-Governance and Academic Excellence of International Award Winners (N = 210)

Axis \ Value		Award winners N=(57) Average calculation	non-award winners N=(153) Average calculation	difference between the averages	T Value	Sig. Value	Sig.
Electronic governance	**Electronic Information base**	22.456	18.973	0.509	6.829	0.000	Sig. at 0.001
	Electronic participation	25.684	21.732	0.630	6.268	0.000	Sig. at 0.001
	Electronic transparency	25.684	20.895	0.817	5.861	0.000	Sig. at 0.001
	Electronic accountability	24.122	20.967	0.651	4.844	0.000	Sig. at 0.001
	total Electronic governance	97.947	82.568	2.373	6.481	0.000	Sig. at 0.001
Academic Excellence	**Professional and teaching Excellence**	28.087	26.679	0.486	2.893	0.004	Sig. at 0.01
	Scientific and Creative Excellence	25.526	24.747	0.375	1.944	0.053	No Sig.
	Entrepreneurial and Community Excellence	24,578	22.843	0.460	3.767	0.000	Sig. at 0.001
	Total Academic Excellence	78.193	74.320	1.192	3.249	0.001	Sig. at 0.001

Table (11) shows the following:

- There are statistically significant differences between award-winning and non-award-winning faculty members in the study sample regarding e-governance across its four dimensions (Electronic Information Base, Electronic Participation, Electronic Transparency, Electronic Accountability, and overall E-governance in university educational institution management) at a significance level of 0.001, in favor of those who have received local or international awards.
- There are statistically significant differences between award-winning and non-award-winning faculty members regarding the Professional and Teaching Excellence dimension in favor of award-winning faculty members at a significance level of 0.01.
- There are no statistically significant differences between the average scores of award-winning and non-award-winning faculty members regarding the Scientific and Creative Excellence dimension.
- There are statistically significant differences between award-winning and non-award-winning faculty members regarding both the Entrepreneurial and Community Excellence dimension and overall academic excellence in favor of those who have received local or international awards at a significance level of 0.001.

From the above, it is clear: There are statistically significant differences between award-winning and non-award-winning faculty members in the study sample regarding both overall e-governance in university educational institutions and overall academic excellence in favor of faculty members who have received local or international awards at a significance level of 0.01. Thus, the fifth hypothesis is not supported.

SUMMARY OF RESULTS

- There is a positive, statistically significant correlational relationship between e-governance in university educational institutions across its four dimensions and academic excellence across its three dimensions.
- There is a correlational relationship between overall e-governance and each of the following: faculty member's academic degree, years of experience, and monthly family income.
- There is a positive, statistically significant correlational relationship between overall academic excellence and monthly family income.
- There is no statistically significant correlational relationship between overall academic excellence and either the faculty member's academic degree or years of experience.
- There are statistically significant differences between male and female faculty members in the study sample regarding overall e-governance in university educational institutions at a significance level of 0.01.
- There are statistically significant differences between male and female faculty members in the study sample regarding overall academic excellence in favor of males at a significance level of 0.01.
- There are no statistically significant differences between faculty members from theoretical colleges and practical colleges in the study sample regarding overall e-governance in university educational institutions.
- There are statistically significant differences between faculty members from theoretical colleges and practical colleges in the study sample regarding overall academic excellence in favor of faculty members from practical colleges at a significance level of 0.01.
- There are statistically significant differences between award-winning and non-award-winning faculty members in the study sample regarding overall e-governance in university educational institutions in favor of faculty members who have received local or international awards at a significance level of 0.01.
- There are statistically significant differences between award-winning and non-award-winning faculty members in the study sample regarding overall academic excellence in favor of faculty members who have received local or international awards at a significance level of 0.01.

RESEARCH RECOMMENDATIONS

In light of the findings of the current research, the researchers propose the following recommendations:

1. Necessity of generalizing e-governance and leveraging the latest communication technology in the educational sector at Al-Azhar University and all other universities to improve their performance.
2. Providing an appropriate number of training courses for university leadership and faculty members, and encouraging them to adopt e-governance.
3. Establishing a code of ethics and values that must be observed by employees, management, and leadership at all levels to ensure commitment to e-governance implementation and reliance on modern technology.
4. Encouraging faculty members to maintain continuous communication and cooperation among themselves and with university leadership to activate participation, apply governance principles, and exchange experiences.
5. Necessity for the university to prioritize the requirements of academic excellence for faculty members and methods for its application and improvement.
6. Providing professional growth opportunities for faculty members to enhance and maintain their university performance level, and encouraging them to propose innovative ideas that advance the university and its academic standing.
7. Organizing seminars and specialized courses for faculty members to educate them on how to develop themselves and enhance their professional competence.
8. Improving the salary, wage, and incentive system for faculty members to be competitively valuable compared to private and foreign universities, thereby encouraging faculty members to contribute and achieve academic excellence.
9. Emphasizing professional development and self-assessment for faculty members, contributing to the achievement of excellence for public universities locally and globally.

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