



Arab American University

Faculty of Graduate Studies

**The Mediating Role of Motivation in the impact of E-
leadership on Employee Performance in the
Universities in Palestine**

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**This Thesis was submitted in partial fulfillment of the
requirements for a master's degree in Human
Resources Management**

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Thesis Approval

Thesis Title




“Mediating role of Motivation in the Impact of E-leadership on Performance of Employees in the Universities in Palestine”

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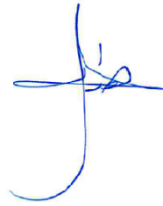
Declaration

I declare that all the work in this thesis titled “Mediating role of Motivation in the impact of E-leadership on Performance of employees in the Universities in Palestine” has been done to fulfill the requirements for the degree of master’s in Human Resources Management and submitted to Arab American University Palestine. All work is original and it has been written by me and I have duly acknowledged all the sources of information have been used in this thesis.

This thesis has also not been submitted to any other degree or university.

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Abstract

The COVID-19 pandemic has compelled researchers and organizational leaders to shift the focus from a traditional leadership approach to a more digital leadership approach. This study aims to examine the effects of e-Leadership on the performance of university employees in Palestine, focusing on motivation as the mediator. A descriptive and analytical approach was adopted, with a questionnaire used as the primary tool for data collection. A sample of (363) employees was selected using the convenient sampling technique, from a population of (6711) university employees in Palestine. The Data were analyzed using SPSS v.25 software and SMARTPLS4. The results indicate that that university employees in Palestine have moderate competencies in the domain of e-leadership, and in the domain of e-communication, and in the domain of e-technology at moderate levels. Furthermore, the results of the study indicate a moderate level of motivation in the Palestinian universities. Moreover, there are high levels of e-work environment in universities in Palestine, and high levels of employee performance. According to the study, e-leadership has a direct effect on employee performance at universities in Palestine, as well, it indicates that there is no effect on employee performance through motivation. The study suggests that e-leaders should offer more virtual tasks to motivate employees and enhance performance. This offers flexibility and effective task achievement. Additionally, e-leaders should strive to create an exemplary e-work environment with effective communication to avoid miscommunication and maintain morale and prevent demotivation.

Keywords: E-Leadership, E-Communication, E-Leader Competencies, E-Work Environment, E-Technology, Motivation, Employee Performance, Higher-Education.

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1. Chapter One: Introduction

1.1 Background

Various cultures, opinions, and personalities are represented in organizations, which are composed of human groups that collaborate under a predetermined organizational framework and structure and follow a specific set of work procedures. In order to attain the established goals of organizations, these groups or working groups must align and coordinate with them. As a result of the Information Technology revolution, leaders and employees are becoming increasingly reliant on the internet as a major source of information. Moreover, leaders have various substantive responsibilities with respect to their employees, including motivating and inspiring. (Lubis et al., 2020).

As a result of digitization, companies have changed their approach to communication, as well as how they conduct business and organize themselves. During the digitization process, leaders and organizations are mainly focused on increasing efficiency, productivity, and profitability by integrating new technologies for connecting devices and digital tools such as; platforms and digitized sales networks or digital business models. During the second phase, leaders realize that machines and methods are not the only aspects they have and need to adapt to during the changes in digitization, but also to the forms and approaches of management within the organization and its culture. (Ruel et al., 2020)

The effectiveness and efficiency of the leader's influence through information and communication technology, leads to improved performance, behavior, and productivity (Saputra & Saputra, 2020). Digital leadership is “a leadership style that requires communication and computing skills that help develop society's knowledge, through the activation of digital technology” (Mihardjo et al., 2019). In addition to contributing to

more skillful, faster, and cost-effective work and production, digital technologies can also contribute to a more efficient and more cost-effective organization. (Saputra & Saputra, 2020).

The nature of work and skills is rapidly changing in the age of information and digitization. Virtual work has become increasingly prevalent among workplaces in most countries as a consequence of COVID 19. This shift has impacted employees at all levels, including those in leadership positions. Leading virtually or e-leadership as a concept and a topic of research is not new, however, the challenges of leading virtually imposed by COVID-19 have compelled researchers and organizational leaders to shift the focus from traditional leadership to e-leadership. Employee motivation and performance remain as some of the main challenges of leadership. Research in the field of e-leadership and its impact on employee motivation and performance is still limited, and needs to be explored further, particularly post COVID-19. (Kotula et al., 2021)

Considering the speed of change people are experiencing, they need to be nimbler than ever before. University leaders must be able to quickly adjust to these unstable conditions in light of the of ongoing changes. The COVID-19 pandemic presented a major challenge if researchers consider universities that are very conventional and resistant to changes, such as those from the higher education sector. Global closures and lockdowns forced the sector to adapt to the new situation in an unpredictable manner.

Universities have undergone substantial changes in the way they operate, affecting students, professors, and university administration. (Kotula et al., 2021)

Therefore, the main goal of this study is to highlight the mediating role of motivation in the impact of e-leadership on employee performance at universities in Palestine. Thus, this research topic presents throughout 5 chapters in this study; the first chapter

introduces the research topic, the second chapter presents a review of the literature and the empirical research; while chapter three provides an overview of the methodology used toward conducting the study, chapter four reveals and describes the results obtained from the data analysis, and concluding with chapter five which presents a discussion of the results compared to the previous literature, and offers conclusions and recommendations.

1.2 Problem Statement:

In recent years, there have been a number of publications focusing on the effect of e-leadership on employee performance. According to Wolor et al., (2020) a positive impact of e-leadership on employee motivation can be demonstrated by the fact that motivating employees can lead to a positive performance increase Putriastuti & Stasi (2019) found that e-leadership uses information and communication technologies (ICT) to facilitate the interactions between leaders and their employees, in a similar fashion to face-to-face interactions.

Moreover, it has been observed that previous literatures did not adequately measure the processes and skills needed to lead employees and affect their motivation and performance as they use ICT, as well as identifying possible strategies for stimulating employee job performance in Palestine and globally. In this context, this study seeks to fill a gap in the literature by critically examining the mediating role of motivation on the impact of E-leadership on the performance of employees at the Palestinian organization.

Furthermore, this study will be of benefit to the deans and decision makers of the universities and within the Ministry of Higher-Education as well as interested researchers, and lastly, the students, who are studying management and organizational

administration and any other administrative or related topic. The shift from face-to-face work to e-work requires that we educate them on the role motivation plays in enhancing employee performance throughout the E-Leadership process. Moreover, leaders and managers in the organizations will benefit from this study since its findings and recommendations may be applicable to all organizations.

Therefore, the study tends to examine the motivation role as a mediating factor in the impact of e-leadership on the performance of employees in Palestinian universities.

1.3 Significance of the Research:

As one of the most crucial functions of management, performance management is responsible for pinpointing the performance's reality and understanding the variables that influence and define it. This will allow any flaws to be identified and fixed. Since performance is merely a reflection of individual success in their departments, this aims to attain the highest levels of performance across the organization. (Kwon, 2020).

As a result of the changing student attitudes and expectations toward institutions, along with technological advancements and new business model innovation, our times have become increasingly challenging (Kotula et al., 2021). Information and communication technologies (ICT) are becoming increasingly significant, 59.5% of people use the internet daily (Global Overview Report, 2021). Living in the digital age has several benefits, including better access to information and better public service delivery (Ruel et al., 2020). The two main implications of this study are as follows:

Scientific Significance: as previously stated, the topic of e-leadership and motivation has not been extensively explored yet; additionally, this study will be the one of the first to have been conducted in Palestine and other developing countries since COVID-19,

hence, it will offer solutions to performance issues faced by Palestinian organizations. It is anticipated that this study will yield results that are still unknown to the researcher; this will not only contribute to the existing literature and knowledge, but it will also help inform and direct future research in the areas related to employee and organizational performance, motivation, leadership, e-leadership, virtual work, communication, and e-leadership competencies. Furthermore, this study may yield results that will help address issues relating to intergenerational communication and relations, national culture, HR strategy, and the university's strategy.

Practical Significance: The results and recommendations of this study will serve as a reference by organizational leaders to better understand and analyze their current state of performance, as well as adjust and develop their entire performance management systems, HR and organization strategies, skills, and competencies needed, to enhance performance of employees using ITC tools. Considering Palestine's unique political climate, organizations and leaders across the spectrum will be better prepared for closures and lockdowns.

1.4 Questions of the Study

The purpose of this study is primarily to address the following question:

- 1. What does motivation play in mediating the impact of e-leadership on employee performance at universities in Palestine?**

Accordingly, the following sub-questions are addressed in this study:

1. What scope of e-Leadership dimensions (competencies of e-leader, e-work environment, e-communication, and e-technology) is currently present at universities in Palestine?

2. What is the level of motivation at universities in Palestine?
3. What is the level of employee performance at universities in Palestine?

1.5 Hypothesis of the Study

The study seeks to examine the following hypotheses:

H1: E-leadership has a statistically significant impact on employee motivation in Palestinian universities.

H2: E-leadership has a statistically significant impact on employee performance in Palestinian universities.

H3: There is a statistically significant impact of Motivation on employee performance at Palestinian universities.

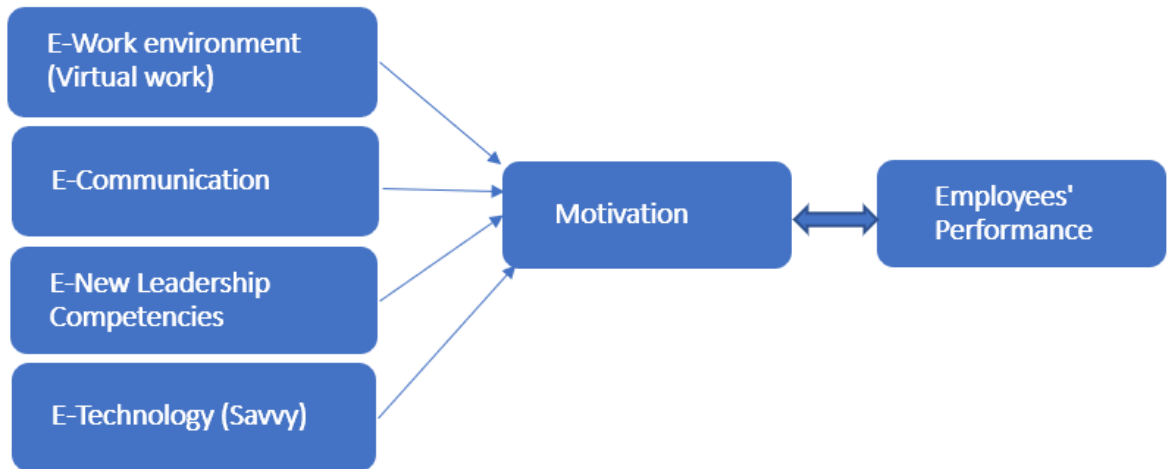
H4: There is a significant mediating role of Employee motivation in the relationship between e-leadership and employee performance at Palestinian universities.

1.6 Objectives of the Study:

The objective of this study is primarily to examine the role motivation plays in mediating the impact of e-leadership on employee performance to enhance employees' motivation in Palestinian universities. Therefore, in order to achieve the main goal, the study seeks to achieve the following objectives:

To examine the role motivation plays in mediating employee performance in Palestinian universities across the three dimensions of e-leadership: (competencies of e-leaders, e-work environment, e-communication, and e-technology).

1.7 Conceptual Framework



2. Chapter Two: Literature Review

2.1 Introduction

Literature related to e-leadership, motivation, and employee performance is reviewed in this chapter. Those components are of particular importance in the context of this study, as they will serve as a basis for examining the mediating role of motivation in the impact of e-leadership on employee performance. This chapter is structured into two main parts: (1) Theoretical literature review, which provides a theoretical framework for understanding the study variables (e-leadership and its variables (competencies of e-leaders, e-work environment, e-communication, and technology used), in addition to motivation and employee performance. (2) Empirical literature review, that presents an analysis of previous empirical studies, in which five studies are presented for each variable. Moreover, this part describes the reflected gap among previous literatures, which the study seeks to contribute into.

2.2 Theoretical Literature Review

2.2.1 Definitions and Overview of E-leadership

E-leadership is described as a "social influence process based in both proximal and distal settings, mediated by the Advance Information Technology (AIT) that can generate a change in attitudes, feelings, thinking, behavior, and performance" by Avolio et al. (2014, p. 6). Putriastuti & Stasi (2019, p. 3) describe e-leadership as "the leadership theory that applied into work environments, which utilized technology, and has an impact on possible interactions and electronic communication networks". Information and communication technologies are utilized as a social influence approach

to change the behavior and performance of both individuals and groups within an organization, according to the definition of e-leadership (Chua et al., 2017). Additionally, Contreras et al. (2020) described e-leadership as "a leadership style used in the context of the e-environment, where employees and leaders' work is mediated by information technology and the Internet." E-leadership is also defined as "leaders who undertake many of the processes of leadership largely through electronic communication channels" by Torre & Sarti (2020).

According to Roman et al., (2018), today's organizational leader is confronted with two interrelated forces: (a) the increasingly global dispersion of the organization's divisions and subunits, customers, stakeholders, and suppliers; and (b) the exponential explosion in communication technology, has led to an increase in daily interactions with geographically dispersed colleagues, coworkers, subordinates, and managers. As a result of these shifts, organizational scientists have begun to refer to high-power leaders as those who conduct most leadership processes primarily through electronic channels. Kulshreshtha & Sharma (2021) predict that, as technology expands rapidly and firms expand globally, e-leadership will become the norm, not the exception, in the near future. It could be argued that this is the essence of leadership.

In defining E-leadership and investigating its impact on leaders, followers, groups, and organizations, Avolio et al. (2014) examined the role of technology in leadership. According to Avolio et al., (2014), e-leadership is not simply an extension of traditional leadership, but is also a fundamental shift in the way leaders and followers interact within and across organizations. Additionally, the authors point out that even in this new environment, some leadership fundamentals are likely to remain consistent.

To address this gap, the leadership approach must undergo a more profound systemic transformation. As a result of the informational and technological revolutions, human behavior has been altered and we have gained competitive advantages. With the advent of a new organizational structure and working environment, a unique leadership style of leadership is imperative. These distinctive organizational structures and work environments are referred to as virtual organizations, new work environments, and e-leadership, respectively. An important characteristic of e-leadership, also known as electronic leadership, is the novel interface it creates between the leader and their followers. E-leadership is prevalent in the e-environment or digital environment, in which duties and tasks are carried out via the internet and information technologies in general. (Hani, 2001)

Consequently, E-leadership is a powerful mechanism that affects outcomes through the mediation of AIT. In Carreo's view, e-leadership is a newfound paradigm for leadership that mandates that leaders achieve their goals and objectives through computer-mediated virtual teams dispersed across time and space, with electronic conduit supported by computers serving as the primary means of communication between leaders and followers. In addition to presenting a multitude of advantages and opportunities, this new paradigm also introduces a number of innovative strategies and new challenges that need to be addressed (Carreo, 2014). This is in accordance with Ahuja et al., (2023), who noted that inductive, context-sensitive, qualitative approaches should be employed, but that it is challenging to investigate social encouragement procedures in the context of e-leadership.

Ahuja et al. (2023) concluded with some real observations from bullet train research that the silent revolution that has resulted in tightly integrated companies is the driving

force behind the bullet train. As a result, information technology now mediates many crucial human interactions. Leadership, according to the study, is a dynamic and powerful mechanism within a broad organizational context.

Furthermore, it could be concluded that e-leadership is one of the most important trends among organizations currently, and especially after COVID 19 that caused lengthy lockdowns and difficulties reaching workplaces. Moreover, it has been confirmed through the literature that e-leadership could be viewed as a workplace style by all organizations. Based on the notion or approach of e-leadership, the implementation of this approach needs to be based on organizational and human resources factors, such as employee motivation and performance management.

2.2.2 E-Leadership & the Adaptive Structuration Theory

The Adaptive Structural Theory (AST) was discussed by Regent University School of Global Leadership & Entrepreneurship (2011) to examine how technology and leadership interact and influence one another, more specifically, how technology influences leadership and is transformed by management. AST is based on the notion that structures, described as rules and resources that serve as models for planning and accomplishing tasks, influence human behavior activities. According to a study by Van Wart et al. (2019), technology produces organizational structures that include leadership, but these organizational structures are also modified through the influence of leadership and technology. Therefore, technology and leadership are linked in a cyclical relationship in which each influences and is influenced by the other, and both transform and are transformed by the other.

Kulshreshtha & Sharma (2021) begin their investigation of e-leadership by asking, "What sort of leadership will be required to pursue e-business?" Taking into account that all previous company issues occurred in a market in which incremental change was the norm. From the perspective of corporate leadership, Roman et al., (2018) proposed that the past, from can serve as a foreshadow for the future, and presented an assessment of the historical dynamics of perpetual change in support of this claim.

A leader implementing an e-interaction approach today, will face comparable leadership challenges, according to James and Moore (2018). Similarly, Beda-Garca (2018) examined a variety of "unusual" behaviors exhibited by effective leaders in the face of discontinuous changes. The discussion here relates to the fact that distance leaders who lead employees in a web-based environment will face challenges related to the behaviors of those leaders with their employees.

2.2.3 E-Leadership Dimensions

Researchers have differed in their definitions of e-leadership as previously discussed. This study defines e-leadership as "the process of interacting between leaders and employees, through the use of e-leadership competencies, e-work environments, e-communication, and technology" to achieve work outcomes. Based on the definition adopted in this study, there is an evidence reflects that e-leadership can be categorized into four variables: e-leaders' competencies, e-work environment, e-communication, and technology. However, these are not the only variables related to e-leadership, nevertheless based on the review of the literature, researchers have measured the effectiveness of e-leadership utilizing these variables, which are regarded as the most frequent and widely used variables in the majority of the studies (Basu, 2022; Artus &

Bayraktar, 2021; Al-fehaid & Mohamad, 2019; Ergovan, 2021; Roman et al., 2018; Vought, 2017). In contrast, some researchers have included other variables to measure e-leadership such as: trust, commitment, social, and virtual teams (Liu et al., 2018; Roman et al., 2018). Consequently, in accordance with the frequency of the most important variables that measure e-leadership, it has been decided that e-leadership will be measured in this study by examining the following four main variables: Competencies of E-Leaders, E-Communication, E-Work Environment, and E-Technology (Savvy).

1. Competencies of E-Leadership:

Van Wart et al. (2017) provide a list of competencies that define an e-leader as someone who uses technology to interact with employees. According to this definition, an e-leader possesses six core competencies: electronic-communication, electronic-social skills, electronic-team building, electronic change management, and electronic-trustworthiness.

With the fourth industrial revolution, the number of multipliers has grown exponentially, and the accomplishments of the digital revolution have been put into innovative technology screens in order to combine multiple technologies and create intelligence. Incorporating technologies such as: artificial intelligence, robots, the Internet of Things (IoT), self-driving cars, 3D & 4D productions, photonics, materials science, nanotechnology, biotechnology, energy storage, calculation significance (Ahuja et al., 2023). Due to these developments, economic and social models were modified in unprecedented ways, as well as the entire leadership conceptual framework and their methods of supply were fundamentally altered. These fundamental transformations require leaders to operate in a digital environment that possesses the long-term development capabilities of high-tech economies. Skills in this area must contain

multifaceted competencies including cooperation, communication, forecasting, project management, network architecture and foundation, confusion of thinking, programming, robots, and others, as well as the ability to understand the multitude of physical network systems, environments and communication within the network (Hensellek, 2020).

In the digital era, these areas can play a pivotal role in driving leadership and developing into a cutting-edge economic entity, which will greatly benefit business organizations from the opportunities brought by digital technologies. Developing a leader capable of operating in a digital environment is essential for the high-tech based economy. Digital leadership skills and competencies require the development of certain knowledge and capacities on the part of professionals (Ahuja et al., 2023). They form the strategic leadership, entrepreneurship and digital technology leadership competencies that are prevalent in the today's digital environment. Developing digital leadership skills in professionals is based on the factors that drive the high-tech economy. By examining the relationships and interactions between these factors, we can accurately identify and define the knowledge, skills, abilities, and competencies required for digital leadership (Temelkova 2018).

Strategic leadership, business entrepreneurship, and digital technology are the three functional domains that form the foundation of e-leadership. The relationship dependency among these domains will result in synergistic behaviors among leaders in a unified and digital environment. Meanwhile, each of the functional areas includes specific fundamental awareness and abilities that specify the measure and capabilities of digital leadership. (Zeike et al., 2019)

The strategic leadership philosophy is aimed at managing an interdisciplinary and increasingly internationalized team, focusing on the explicit influence on employees, clients, providers, investors, shareholders, and the community at large. In this regard, it is highly dependent on the accessibility to knowledge in the areas of management, finance, marketing, logistics organizational structure, and communication. In addition, strategic leadership requires the ability to gather information, analyze information, plan, forecast, and create strategic alternatives, as well as identify optimal solutions. Moreover, it requires creativity, verbal and non-verbal communication, team management, and workforce motivation and monitoring (Ahuja et al., 2023). Clearly defined culture, morals, ethical values and models are crucial for strategic leadership in the functional areas that determine the efficiency of digital leaders (Pitelis & Wagner, 2019). Several studies have identified the following as key capabilities for digital leadership:

A. Adaptability: the ability to adjust to new conditions and changes in the environment.

B. Innovation: the ability to take risks, fail and learn from past mistakes and failures.

Moreover, researchers have identified several actions leaders must take in conjunction with the skills and competencies discussed above as part of digital leadership; among the most successful types of action are sharing organizational spirit, organizational communication, neighborhood management, creative tension, sense of urgency, employee development (Pitelis & Wagner, 2019). Hensellek (2020) examines these acts and describes the most important actions that great leaders have taken over time, as well as how e-interaction (e-factor) provides indications of how their actions could be adjusted in today's business environment.

Therefore, it is determined that specific traits of e-leadership, including cognitive skills, education, the ability to adapt quickly to change, flexibility, and the ability to work for

several leaders, must be evident in the character of the e-leader. Furthermore, it is desirable to possess experience across a variety of industries, the ability to transfer ideas between individuals, as well as personal qualities entrepreneurial abilities, and the ability to remain calm in the face of uncertainty (Zeike et al., 2019).

E-Communication:

Roman et al., (2018) defined E- Communication as the leader's ability to communicate effectively using ICTs in an explicit, structured, uninterrupted , and flawless manner and in a manner that is moderate and does not hinder performance.

Communication is one of the most important aspects of e-leadership. (Schwarz Müller et al., 2018) presented in their article the impact on information and communication technologies on work methods, communication, and cooperation of employees with each other and with leaders. According to their research, improvements in communication and cooperation are associated with increased technological advancements within an organization. A principal characteristic of e- leadership is the ability for employees to communicate permanently through cloud services and mobile devices (Mazmanian, 2013). Colbert et al. (2016); and Haas et al. (2015) reported that employees, leaders, and others communicate by a variety of methods, including social media, instant messaging, online conferencing, as well as knowledge sharing platforms such as Trello or Slack that facilitate corporate collaboration. Serban et al.(2015) contend that due to the fact that most employees work in virtual teams, e-Leadership requires new and distinct skills and behaviors from traditional leadership.

Communication under e-leadership is primarily conducted by email, although it can be an effective method, but it exposes leaders to frequent misunderstandings in terms of

the choice of words and dialect in virtual communication (Fan et al. (2014). To avoid misunderstandings in virtual communication, Fan et al., (2014) and Ellwart et al., (2015) suggest that leaders practice changing their language and dialect when interacting online, as well as providing clear and concise feedback on employee performance.

Avolio et al. (2014) and Cowan (2014) agree that one of the most important characteristics of electronic leadership that distinguishes it from other styles of leadership is the use of modern technology in communication between virtual leaders and followers. Virtual team leaders must align virtual communication strategies with appropriate technologies to achieve the best results (Jawadi et al., 2013). Similar studies, (Preston et al., 2015) and (Olson et al., 2014) have demonstrated that some of the critical factors in e-leadership and productivity include leaders participating in training courses in order to develop their professional skills in the use of a variety of technology devices, where the ability of the virtual team and leaders to master new technologies is crucial in accomplishing their tasks and achieving their objectives.

A common theme in the literature pertaining to e-communication is the importance of clarity, avoiding overload and misinterpretation, and message delivery. Communication clarity is essential for effective e-leadership both in general (Balthazard et al., 2009) and in group settings (Lin et al., 2008). The quality of communication shouldn't be compromised by the ease of communication. Various forms of miscommunication, including inadvertent insults, are common in virtual worlds (Snellman 2014). Due to the simplicity of transmitting communications electronically, communication overload (Rennecker and Derks 2012) remains a concern. Leaders must often and critically select the ideal channel or media in order to achieve the desired level of media richness

(Huang et al., 2010). To illustrate, leaders must recognize that while brief one-way communication is best carried out with a lean media strategy (for example, providing information or delivering clear instructions), complex operations and decision-making typically require a richer medium or array of media (Leonardi et al., 2012).

Pursuant to the foregoing, we can conclude that e-communication among e-leadership is the most important dimension and critical competency of an e-leader. Whereby all work is performed through effective communication, whether face-to-face or using technology tools. In e-communication, it is imperative that all aspects of the communication be handled carefully to ensure that all information is conveyed clearly. Moreover, e-leadership is further strengthened by effective use of e-communication; we can therefore conclude that e-communication is the most important dimension of the e-leadership.

2. E-Work Environment:

E-work environment can be defined in many ways, but the most relevant definition to the current study is that defined by Vought (2017) as the electronic and virtual environment that enables leaders and employees to communicate with each other and perform necessary tasks, while fully utilizing advanced information technology tools.

Organizations are affected greatly by their environment. An organization's work environment consists of a combination of values and standards that contribute to self-awareness and interpersonal interaction within that organization (Hitka et al., 2015).

Digitalization has led to the emergence of a new business environment and organizational culture, which has resulted in the emergence of new leadership capabilities, functions, and characteristics compatible with digitalization (Mengü et al.,

2020). E-leadership is affected by the environment , According to (Mengü et al., 2020), there is a strong correlation between digital age leadership and the corporate environment that corresponds to it. An organization's environment also affects the skills and capabilities of its employees; environmental intelligence plays an important role in e-leadership and is an effective tool for success in the digital age (Rüth & Netzer, 2020). An important element of the development and effectiveness of e-leaders is the acquisition and enhancement of environment-generated skills in addition to digitization skills. (Gierlich-Joas et al., 2020).

Leadership and the environment are reciprocally influenced; they both influence and are influenced by each other. For an organization to adopt a new culture, e-leadership is required to create trust, foster open communication, promote quick thinking and creative problem solving, in addition to enhancing digital capabilities (Mengü et al., 2020). E- leadership creates a digital culture within the organization by aligning the organization's culture with the digital context, resulting in increased efficiency and creating an e-organization (Saputra & Saputra, 2020). Although the environment and leadership are interdependent , the environment may have a greater influence on leadership than leadership has on culture (Sarros et al., 2002)

Creating a welcoming atmosphere that fosters a sense of community and responsiveness is crucial in both virtual and in-person settings (Fernandez and Jawadi, 2015). The use of electronic media in organizational settings is widely reported to remove informal contacts, levity, and many forms of typical social bonding (Byron, 2008). As part of the process of improving social bonding, it is imperative that leaders have a variety of communication techniques at their disposal to accommodate receiver preferences and deliver different indications as needed (Stephens and Rains, 2011). In the absence of e-

social skills, followers of e-leaders may feel isolated, lonely, and less committed to their missions (Walther and Bazarova, 2008).

The literature has addressed the basics of e-work environment, which were categorized as task management abilities, effective group building techniques, and individual response abilities CITE. In virtual situations, it is particularly imperative to find strategies to hold team members accountable. It is also crucial to ensure recognition, awards, and progression are based on participation and success in virtual teams.

E-Technology (Savvy)

Clearly defined organizational structures, according to Kai-Tang et al., (2014), identify the expected interactions among employees in those organizations. In today's world, ICT uses these same organizational structures to implement them electronically over time and space. ICT is not only used to facilitate leader-to-leader communication and monitoring, but it is also used to streamline the collection and distribution of information needed to support an organization's work (Avolio et al., 2014). Today, leaders can oversee finished tasks remotely and interact exclusively via technology with followers or team members (Ahuja et al., 2023).

As Gagné et al. (2020) point out, leadership refers to the ability to motivate and assist individuals working toward a common objective. When it comes to e-transformation and company culture: it is usually the work culture that is either most likely to reject or adopt new technology. As a result, there is a critical need for cross-generational communication and business culture, as well as E- transformation and generation change: Generation z is rapidly joining the workforce (Benmakhlouf et al., 2018). A basic understanding of numerous technologies requires being "e-tech savvy," which can

be achieved through training or self-study (Lareki et al., 2010). Technology incompetent individuals tend to underutilize more sophisticated but important technologies (Holland et al., 2009). Finally, e-leaders must ensure that the importance of cybersecurity is widely disseminated and skill-based across the firm. It is not only a matter for technical professionals (Roman 2013).

It is important to recognize that these bright and tech-savvy young e- natives have been raised democratically, and they thrive when they are encouraged to contribute their unique experiences to the operations of the company. Management and e-Transformation: in order to be successful in this process, the manager must have two new skills- media competency and intellectual competency. Marketing and sales benefits from digitization: the emergence of new products and services, as well as the enormous potential of big data and social media, demonstrate the benefits of digitalization on marketing and sales, especially in the communication sector. Digital change and communication: the rise of social media, in particular, has created new challenges and opportunities in many areas of business communication, both internal and external. Digital transformation and the organization have fundamental aspects: how each unit acts in order to achieve the tasks, and how each business unit is synchronized with the others. (Creusen et al., 2017)

ICT enables collaboration and engagement between leaders and followers in a virtual environment where the notion of e-leadership takes place with the aim of developing and distributing visions. Organization, linking firms or persons, directing and supervising plan implementation e-leadership, like traditional face-to-face leadership, can motivate by sharing one's pride in the accomplishments of various groups through email or other electronic means, which is reinforced frequently by stories posted

electronically throughout the workplace (Van Wart et al., 2019). The authors assert that IT-mediated leadership may deliver the same content and style as traditional face-to-face leadership.

2.2.4 Motivation & E-Leadership

Motivation is of interest to researchers in a variety of fields, including psychology, sociology, and education (Ryan & Deci, 2020). Intrinsic motivation is defined as “an activity driven by an intrinsic reward” (Shafi et al., 2020).

Motivation to initiate and continue behavior is one of the most fundamental components of learning in any context (Shafi et al., 2020). A number of models have been found to influence the educational notion of socio-cultural differences in the establishment of motivation, particularly in the context of motivating foreign language. Leaders understand that effective and successful firms are characterized by a thriving organizational culture and hardworking employees, who work together enthusiastically to produce outstanding outcomes (Lubis et al., 2020).

As outlined in Lubis et al., (2020), Gignac and Palmer claimed that motivation is the readiness to exert a high level of effort for organizational goals, provided that these efforts meet and satisfy some individual demands and needs. Consequently, one must exert maximum effort in order to achieve goals that will benefit the organization. Sekhar et al., (2013) suggest that is important to provide incentives to support staff so that they can perform a higher level than they would otherwise be able to in order to increase individual and organizational performance. Motivation, as pointed out by Shafi et al., (2020), is an effective methods for providing knowledge through an intra-organizational social media platform to help the organization in achieving its goals.

Motivation can take many forms, including hope, ambition, and drive to work (Oren, Tziner, Nahshon, & Sharoni, 2013). Furthermore, work motivation is concerned with personality traits, individual tendencies, and the effects of external factors on how learners behave in order to reach organizational goals (John et al., 2012). There is a direct correlation between employee performance and motivational factors, and highly motivated people are more likely to perform well and flourish at work. A number of studies have found that work motivation has a significant impact on employee performance (John et al., 2012; Pancasila et al., 2020; Siagian, 2014).

As Lovelace et al. (2019) discussed the evolution of access to information and media, subscribers now have the same level of access as leaders to information. As a result, leaders are under constant pressure to have all the most current facts at their disposal to substantiate their positions. Disgruntled employees can instantly communicate their rage to hundreds, if not thousands, of coworkers with the click of a button. e-leaders are encouraged to strike a balance between old and new, communicate their intentions openly, and fully utilize technology in their efforts to reach out and connect with others (Lovelace et al. 2019).

A person's imagination refers to the feeling of awe they experience when they create something valuable (a product, an answer, or a masterpiece). Imagination may be measured in several ways, including: (1) familiarity, which is the ability to generate concepts; (2) adaptability, which is the ability to see the questions or themes from a variety of perspectives; and (3) invention or reality, which is the manifestation and expression of inventiveness. There are different elements of imagination, including individual components, technique, object, and press (Durantin et al., 2017). The basic criterion for inventiveness is the individual. Individuals who are less inventive have a

fundamentally different personality from those who are more inventive. The process of imaginative speculation involves four steps: (1) preparedness, (2) development, (3) clarification, and (4) check. (Gobble & Hoyt, 2016)

According to Ruel et al., (2020), an innovative item or an individual's reaction is considered inventive if it is deemed imaginative by experts in the field. Subsequently, it may be concluded that an item is considered imaginative if it is novel, intriguing, valuable, authentic, and valuable in terms of clear demands. It also demonstrates an approach that has never or very rarely been used by another person. The fourth metric is the press; environmental factors can influence the level of innovativeness.

2.2.5. Obstacles of Motivating Employees through E-Leadership

It may be challenging to motivate staff using e-leadership skills and competencies when the leader is not physically present. When making decisions, it might be challenging to understand what a leader or subordinate is trying to contribute, which may discourage participation. It is therefore imperative for managers to ensure that the information they provide is adequately comprehended by choosing the best tools for delivering information. (Kulshreshtha & Sharma, 2021)

Communication without physical presence is one of the most significant obstacles to e-leadership, and it negatively impacts staff motivation. A solution to the issue of followers' motivation is provided by regular face-to-face interactions and messages that are both explanations and affirmations, as proposed by Lubis et al. (2020). A number of skills, including) effective written communication, social networking, and an increased sensitivity and awareness of the mindsets of followers have been demonstrated by Zeike et al. (2019).

An e-leader who lacks certain necessary attributes, such as good written communication abilities, could be a concern for the organization. Misinterpretation of a message might detract from an employee's drive and motivation to complete a task. For example, if the e-leader does not know how to articulate the importance of particular activities to his or her employees, the subordinates may postpone the tasks in the future, which may result in a less than ideal or desirable outcome. Consequently, the manager must be proficient in the use of information technologies. Currently, managers who are unfamiliar with modern communication technology may find it difficult to adjust to the new style of communication (Roman et al., 2018). Communication factors such as phrasing can have a significant impact. It is vital to consider the manner in which the email is written if the instructions are being conveyed by email rather than face to face. Kai-Tang et al. (2014) report that e-mail instructions affect employees' creativity and idea development in a variety of ways.

The findings support the view that a manager's communication style has a significant impact on the productivity and performance of his or her employees. Managers who are incapable of creating persuasive emails and inspiring workers in the right manner may experience a drop in productivity. Relationships between superiors and subordinates are the foundation of leadership (Ahuja et al., 2023). In this sense, trust is at the core of all relationships, and establishing bonds can be challenging in the absence of trust (Avolio et al., 2014). A worker who does not feel comfortable with the management may find it difficult to follow orders. The fundamentals of the connection therefore hold true, although it is online. It is essential to establish an honest working relationship in order to motivate employees (Savolainen, 2014).

2.2.6 The concept of Performance of Employees:

"Behaviors or activities that are related to the aims of the [specific] organization" are referred to as performance of employees (Wiemann et al., 2019). Performance is a crucial criterion for determining whether a task was successfully accomplished. Work performed by an organization's workers directly affects its success or failure (Sopiah et al., 2020).

Because the concept is crucial to the reality of the individual and the institution, as well as for the intervention of influences that affect performance and its diversity, performance is one of the most important concepts that have attracted considerable attention in administrative studies in general and human resource studies in particular. (Obeidat, et al. 2020)

Businesses and academic studies have placed a high priority on employee performance. For many years, researchers have been exploring more effective ways to reward employees for their work performance. Each job may have unique performance components, making performance a multi-dimensional variable. As demonstrated by Fu et al. (2019), attitudes influence performance.

For instance, Wiemann, et al. (2019); Shin & Hur, (2020) have demonstrated the impact of job satisfaction, an attitudinal variable, on job performance—a behavioral variable. They also stated that "fulfillment of higher order wants will be the foremost closely connected with performance" in their empirical investigation. Even so, the relationship between job satisfaction and productivity remains unclear. According to Tay et al. (2016), the real link between job performance and satisfaction has been estimated to be high.

To ensure their survival and continued operations, all types of institutions nowadays are striving to improve the productivity and staff performance to the highest standards, to fulfill the organization's mission, aims, and service message. (Kwon, 2020). Performance is also affected by the volume of work completed, perseverance and dependability, and the quality of work (Ajibola, et al. 2019).

The connection between HRM and performance is investigated at the group, individual, and organizational levels. While profitability, staff turnover, and productivity are monitored on an enterprise level, individual factors such as expectations, job satisfaction, and dedication to work are measured on an individual level (Akn & Olak, 2012, p. 90). Skills and competences have a direct impact on the performance metrics for each individual employee. In this regard, individual performance is flexible and susceptible to external influences. Superior individual performance is a result of three fundamental components, namely, focus, competence, and job dedication (Büte, 2011, pp. 177–179).

It is possible to determine the extent of achievement of the objectives and s, both for individuals and organizations, by examining the levels of performance of both individuals and groups. Individual and group performance is a good indication of an organization's overall performance. According to Soysal and Kılınç (2016, 328–329), the organization's superior performance is predicated on its organizational capabilities, group skills, motivation, opportunities, norms, and action plans.

In conclusion, to ensure their survival and continuity in the practice of their activities, as well as to achieve the organization's objectives and message, it is evident that all types of institutions strive to maximize productivity and increase employee performance to its highest standards. Therefore, boosting employee performance has become one of the

key strategies that businesses use to differentiate themselves from their competitors. For instance, universities worldwide are striving to rank among the top universities in the world in terms of reputation, performance, outcomes, outputs, and other factors.

An individual's performance is generally characterized by the milestones they have attained along with the nature and scope of their accomplishments in relation to their goals. Business performance measurement is a crucial procedure conducted by human resources departments that consists of systematically assessing employees in terms of their aptitude, effectiveness, adaptability, habit, behavior, and potential. The data obtained should be used to identify the personnel's training and development needs, and appropriate rewards and career management processes should be implemented properly in order to ensure the effectiveness of the performance evaluation system.

Organizations are formed with the aim of fulfilling definite objectives, and these objectives are achieved through strategic planning. A element of organizational sustainability in this situation is advancement toward the same objective. Employee performance reviews are intended to measure the level of contribution each employee has made toward attaining the organization's main goal.

2.2.7 E-Leadership and Performance of Employees

While several studies have examined the effects of digitalization of business processes on individual performance, e-leadership has not been adequately explored in the literature. Due to the use of information and telecommunication technology, the flow of information between the units becomes more efficient as a result of the digitalization of business processes; companies will also be able to save time through the use of this technology. The completion of tasks and duties on time and with the lowest error rate

possible, as well as an improvement in employee motivation, job satisfaction, and job quality, all contribute to increased individual performance (Altnöz, 2008, p. 55).

To maintain a competitive advantage in the era of globalization, it is essential for businesses to efficiently manage their human resources and, by extension, their intellectual capital. Success at the individual level contributes to success at the organizational level. A number of factors impact the distinctive performance of employees, including their personalities, life experiences, educational backgrounds, and expectations. Accordingly, it is not anticipated that all employees will work at the same caliber (Ahuja et al., 2023).

2.3 Summary of the Literature Review

In today's technologically advanced world, leaders must embrace e-leadership to empower and motivate their people. Accordingly, the following premise was the basis for this thesis: What role does motivation play in mediating the effects of e-leadership on employee performance?

Based on the review of the previously published research, it can be concluded that e-leadership has numerous benefits in terms of motivating people. First, it provides employees with the opportunity to engage with people around the world in a non-discriminatory manner, thus increasing their motivation. Second, e-leadership empowers employees to take greater initiative, making them feel more accountable and respected. Third, e-leadership provides employees with greater flexibility in adjusting working conditions to meet their needs, resulting in increased job satisfaction.

Implementing e-leadership may be challenging with regards to employee motivation due to the following obstacles. First, it is unlikely that there will be full commitment to

decision-making if leadership misunderstands communication or uses the improper information tools, whether from leader to subordinate or vice versa. Second, demotivation due to the shortage of personal communication is a prevalent risk; it is therefore critical to maintain strong e-leadership capabilities, such as excellent communication skills, to combat this constraint. Third, as many current leaders are the direct descendants of an era in which communication was conducted in its traditional form, it has been difficult for them to adapt to this new mode of communication. It is conceivable that former generations are not accustomed to digital communication, whereas it is instinctive to generation Z. It is therefore imperative that present leaders enhance their e-leadership aptitudes.

In reference to the primary subject, three items should be discussed. They include strategies that aim at to mitigate the negative effects of cultural diversity through the integration of diversity in technology-mediated interactions. It is challenging that in order to create effective e-communication channels to motivate the subordinates by e-leaders. Furthermore, trust needs to be established and maintained through the implementation of "rules of engagement".

In conclusion, by leveraging e-leadership, e-leaders may invigorate their staff by allotting them additional responsibilities and involving them in decisions making. Therefore, literatures have demonstrated that the level of job satisfaction increases when managers provide their workers more flexibility in their working conditions. In order for leaders to thrive as e-leaders, they must possess the necessary communication skills and mindset to create and foster a trusting and unified line of communication.

2.4 Empirical Literature Review

(2.4.1) E-Leadership

Study Title and Author/s	Study Aim	Study Design	Findings
Impact of Digital Platform on E-leadership Basu, R. (2022)	To gain a deeper knowledge of how digitization affects employee engagement and to uncover the techniques managers use to successfully engage their workforces.	Quantitative	Work-life balance, e-leadership, and e-training all boost employee enthusiasm. Second, e-leadership, e-training, work-life balance, and e-motivation all enhance performance of employees.
Understanding e-leadership: Please mind the gap Kulshreshtha, K., & Sharma, G. (2021).	To discuss the effects of excessive usage of social media and information technology, which eventually undermine effective leadership and organizational culture.	Qualitative	E-leadership has become an essential component of the company due to its quick judgments, constant sense of urgency, and speed. This speeds up communication and job completion, which ultimately saves time. This has several limitations, too, such as miscommunication, a lack of confidence, and a lack of empathy.
Impact of E-leadership and Team Dynamics on Virtual Team Performance in a Public Organization Elyousfi, F., Anand, A., & Dalmasso, A. (2021).	To examine the effect of various attributes of leadership and teams, modeled as perceived e-leadership and perceived team dynamics on virtual team (VT) performance in a public organization.	Quantitative	Performance of VT members is somewhat moderately influenced by perceived team dynamics, which includes team member behavior, collaboration, and support.
The “Way” Toward E-leadership: Some Evidence From the Field Torre, T., & Sarti, D. (2020).	To determine whether businesses that use leadership as a crucial "tool" to manage employees as efficiently as possible are aware of this evolution, whether their actions support the necessary requirements, and how they are structuring themselves to deal with the challenges and opportunities presented by this new environment.	Qualitative	There is more knowledge about e-leadership. Along with greater focus on soft skills, the breadth of technology is also playing a significant part in the transition of leadership.
E-Leadership and Teleworking in Times of COVID-19 and Beyond: What We Know and	To investigate the existing knowledge on teleworking and e-leadership; and analyze the presumed challenges	Qualitative	Businesses with strong e-leadership may see teleworking as a chance. It benefits those who work remotely as well as the

Where Do We Go Contreras, F., Baykal, E., & Abid, G. (2020).			environment and business productivity. A traditional leadership style or lack of leadership, however, might have consequences.
Defining E-leadership as Competence in ICT-Mediated Communications: An Exploratory Assessment Roman, A., Van Wart, M., Wang, X., Liu, C., Kim, S., & McCarthy, A. (2018).	To describe the significance of e-leadership, and to explore the challenges toward forming a comprehensive definition and measurement of e-leadership, in addition to exploring the skills set of practicing an effective e-leadership.	Quantitative	The results show that the authors' proposed model, the SEC model, has a lot of support.
E-leadership: an Empirical Study of Organizational Leaders' Virtual Communication Adoption Liu, C., Ready, D., Roman, A., Van Wart, M., Wang, X., McCarthy, A., & Kim, S. (2018).	To discuss e-leadership issues (e-leadership as virtual communication vs e-leadership as management of organizational structures).	Quantitative (Structural Equation Modeling)	ECAMi, which defines e-leadership as communication adoption at the individual reality, serves as a useful framework for analyzing e-leaders' technical uptake. Additionally, while all of the chosen qualities and abilities are important, enthusiasm, responsibility, and analytical ability stand out above the others.
Does Building Trust Enhance the Effect of E-Leadership on the Organizational Commitment? Empirical Evidence from Islamic Banks in Palestine Iriqat, R. A., & Khalaf, D. M. (2018).	To investigate the enhanced role of trust -building on the effect of e-leadership on organizational commitment in virtual teams in Islamic banks in Palestine.	Quantitative	Building organizational commitment and trust among virtual teams in Islamic Banks in Palestine is closely tied to e-leadership. The engage, execute, and elastic e-leadership characteristics also significantly predicted organizational commitment.

(2.4.2): Motivation

Study Title and Author/s	Study Aim	Study Design	Findings
Vertical Versus Shared E- leadership Approach in Online Project- based Learning: a Comparison of Self-regulated Learning Skills, Motivation and Group Collaboration Processes Yilmaz, R., Karaoglan Yilmaz, F.G. & Keser, H. (2020).	To examine the effect of vertical and shared e-leadership approaches on self-regulated learning skills, motivation and group collaboration processes (group cohesion, group atmosphere, and group transitive memory system) in online project-based learning.	Quantitative & Qualitative	Both leadership approaches were found to be useful in the management of groups in online project-based learning.
Operationalizing the Definition of E-leadership: Identifying the Elements of E-leadership Effectiveness of E-Training, E-Leadership, and Work Life Balance on Employee Performance during COVID-19 Van Wart, M., Roman, A., Wang, X. H., & Liu, C. (2017).	An exploratory case study to propose an operational definition based on six factors (or broad e-competencies) for e-leadership.	Qualitative	Lack of instructor support. And Poor motivation of small groups.
E-leadership Effectiveness in Virtual Teams: Motivating Language Perspective Fan, K.-T., Chen, Y.-H., Wang, C.-W., & Chen, M. (2014).	To investigate the effects of leaders' motivating language (ML) and feedback approach on virtual team members' creativity performance	Quantitative	The leaders' motivational Language and feedback approach via e-mail instructions have different interaction effects on members' creativity and idea generation performance. In addition, team members receiving direction-giving instructions generate more ideas under the demanding feedback approach and team member receiving instructions with more empathetic language exhibit higher creativity.

(2.4.3): Performance of employees

Study Title and Author/s	Study Aim	Study Design	Findings
Employee Performance as Affected by the Digital Training, the Digital Leadership, and Subjective Wellbeing during COVID-19 Mohamed, S. M. (2022).	To illustrate how the COVID-19 epidemic can affect millennial generation's performance in the workplace today, since the requirement for online labor in the workforce has increased.	Quantitative	Employee performance is improved through digital leadership, digital training, subjective well-being, and work motivation.
Effectiveness of E-Training, E-Leadership, and Work Life Balance on Employee Performance during COVID-19 Wolor, C. W., Solikhah, S., Fidhyahhah, N. F., & Lestari, D. P. (2020).	To add insight into the effectiveness of e-training, e-leadership, work-life balance, and work motivation on millennial generation performance of employees in today's work life amid the outbreak of the COVID-19 pandemic that requires to work more online.	Quantitative	Work-life balance, e-leadership, and e-training all boost employee enthusiasm. Additionally, e-leadership, e-training, work-life balance, and work motivation all improve performance of employees.
Understanding the Influence of E-leadership on Virtual Team Performance Empirical Study Alfehaid, L., & Mohamed, E. (2019).	To investigate the importance of E-leaders in organizations in the Saudi context.	Quantitative	Building trust, expressing authority, and clear communication are just a few of the difficulties that e-leadership encounters in a virtual environment. besides the diversity and contrasts in cultures.

This Table Conducted by the Researcher**2.5 Study Gap**

Subsequent to the thorough literature review presented earlier, the current study has identified the most relevant and frequent variables related to e-leadership. Furthermore, this study has drawn upon previous research in developing its conceptual framework, including its components and variables. Moreover, and this is the most significant finding, prior research has not examined motivation as mediator in studying the cause-effect relationship between e-leadership and employee performance. Whereas, this

study will focus on motivation as mediation variable. This has been identified in the literature and what will be further examined in the current study.

Furthermore, the current study draws from previous studies to develop the instrument that will be used for collecting field data. Since this study is based on numerous credible published studies its scales, design, methodology, and variables have been derived from them. Distinct from preceding studies, this study differs in its context, as it examines the realm of e-leadership in Palestine, making it an unprecedented study. Likewise, this study is a pioneering attempt to investigate the mediating role of motivation between e-leadership on employee performance in a comprehensive manner. Moreover, it is imperative to acknowledge that the topic of the current study is a newly established topic in academic literature, due to its value and relevance for operating and managing organizations in uncertain conditions, such as those encountered during global pandemics. In this case, ICT and technological solutions could be the most for appropriate solution for organizational leadership to adopt, in order to achieve its goals in a timely manner.

This study is considered a leading study in the field of e-leadership in Palestine, offering a foundation for future e-leadership research. Further, to provide decision makers with a vision for organizations in general and universities in particular, regarding the adoption of e-leadership, along with the skills and processes that will facilitate their successful integration of e-leadership into educational outputs and its significant link to employee performance within the context of motivation, which mediates this relationship.

3. Chapter Three: Methodology

3.1 Introduction

This chapter describes the methods and procedures employed for data collection and sampling, the design of the questionnaire, the reliability and validity testing, the statistical approach, and the research model applied to this study.

3.2 Data Collection and Sampling

For the purpose of this study, primary and secondary sources of data were consulted in order to gain a better understanding of the research problem in question. Primary data was obtained through a quantitative survey questionnaire, while secondary data was gathered from literature items such as books, articles and scientific journals, which are cited in the references.

The study sample was chosen by defining the study population in order to examine the mediating role of motivation in the impact of e-leadership on employee performance. The study sample was limited to employees working at Palestinian universities, as reported by the Palestinian Ministry of Higher Education and Scientific Research for the year 2022-2023, the total number of personnel employed in in universities across Palestine was approximately 6711. Thus, a sample size of (363) questionnaires, as calculated through the Robert Mason equation (Robert, 1989), should be distributed.

$$n = \frac{N}{\left[\left(S^2 \times (N - 1) \right) \div pq \right] + 1}$$

3.3 Questionnaire Design

Primarily developed to address the study's requirements and objectives, and investigate research's questions, the questionnaire was a vital tool for collecting quantitative data; the final electronic version was distributed to university employees in Palestine. Upon the distribution of the questionnaire, a total of 363 questionnaires were collected, assessed, and analyzed within three weeks of

The questionnaire was divided into two sections. The first section contains 5 questions related to the demographic information of the respondents (gender, age, position at the university, years of experience, and educational qualifications).

The second section contains a total of 48 statements, of which 26 are devoted to assessing the scope of e-leadership, categorized as such: 7 for new e-leader competencies (Alfehaid & Mohamad, 2019; Ergovan, 2021), 7 for e-work environment (Vought, 2017), 7 for e-communication (Vought, 2017; Roman et al., 2018), and 4 for e-technology (Roman et al., 2018). Additionally, 10 statements were included to measure the degree of motivation (Vought, 2017; Siraj et al., 2022), and 12 statements to gauge the level of employee performance (Siraj et al., 2022; Mohamed, 2022; Andreani & Petrik, 2016).

A five-point Likert scale was used to measure the degree to which the respondents agreed with each statement (highest being '5' indicating full agreement to the lowest '1' indicating total complete disagreement).

For the purpose of the stimulus, the various aspects were evaluated on a 5-point Likert scale to determine whether the participants agreed or disagreed with the statement: "Strongly disagree (SD), Disagree (D), Neutral (Ne), Agree (A), Strongly Agree (SA)".

This scale, which is based on the concept of interval length= $\text{range}/\text{number of intervals}$, is used to evaluate staff performance, e-leadership, and motivation levels in Palestinian universities. Its value is $(5-1)/3=1.33$. According to the scale, a score of 1 to less than 2.33 is considered low; a score of 2.33 to less than 3.66 is considered moderate; and a score of 3.66 to 5 is considered high.

3.4 Ethical Approval

Following the ethical approval from the Arab American University, approval letter were requested from universities in Palestine to obtain their consent for the collection of needed data. Due to the difficulty of distributing hard copies, electronic questionnaire were distributed to participants in lieu of hard copies. For the purpose of statistical analysis, data extracted from completed questionnaires were collected, analyzed, coded, and processed using SPSS v. 25, and SMARTPLS4.

3.5 Internal Validity:

Oluwatayo (2012) define validity as “the precision of an examination”, namely determining whether the adopted instruments examine what is supposed to be examined, and whether there is confidence about the validity of the questionnaire prior to distributing it to the respondents. The questionnaire was evaluated by 5 external reviewers (see appendix # 4), who reviewed the questionnaire for accuracy, readability, clarity, comprehensiveness and provided consensus as to which items should be included in the final questionnaire. In response to the experts’ comments, the author has amended the questionnaire to create its final version.

3.6 Dimensional Analysis

A dimensional analysis is used to determine the dimensions of unknown quantities, confirm the validity of a given relation, or derive the relationship between various physical quantities, as Pallant (2005) recommends that an ideal sample size should exceed 100 responses.

The Kaiser-Meyer-Olkin (KMO) method is adopted for assessing the sample's suitability, stipulating that the correlation between all variables must be in the 0 to 1 range (Pallant, 2005). According to Field (2005), KMO values falling between 0.5 and 0.7 are considered moderate, while 0.7 and 0.8 are considered acceptable, 0.8 and 0.9 are considered very good, and values over 0.9 are considered excellent. The KMO in this study is equivalent to 0.802, which is considered to be a satisfactory outcome. Table (3.1) displays Bartlett's test results, correlation matrix identity, and the statistical significance value ($P < 0.05$) value for this study, which is 0.000, indicating a statistically insignificant spherical. Dimensional analysis is a viable tool, given this rationale.

Table 3. 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.802
Bartlett's Test of Sphericity	16981.03
	1128
	0.00

An eigenvalue rule or the Kaiser's criterion is one of the most commonly used techniques. The assumption is that three dimensions should be retained, as illustrated in Table (3.2), therefore, it is not possible to retain all 44 components for further investigation. The eigenvalue of a dimension indicates the proportion of variance explained by a specific dimension (Pallant, 2005). As highlighted in the table below,

dimension 1 has the highest score of 17.514, resulting in the greatest variance of 36.488%. Therefore, the three components with an eigenvalue greater than one explain 49.774% of the variance, And should accordingly be retained for rotation purposes.

Table 3. 2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.514	36.488	36.488	17.514	36.488	36.488
2	3.258	6.788	43.277	3.258	6.788	43.277
3	3.119	6.497	49.774	3.119	6.497	49.774

Extraction Method: Principal Component Analysis.

Source: SPSS outcome.

It is, recommended that the Scree Plot be used in order to make a better judgment and choose the proper number of dimensions to be used. Based on Graph 1 below, it is evident that the line is becoming increasingly linear following the third dimension.

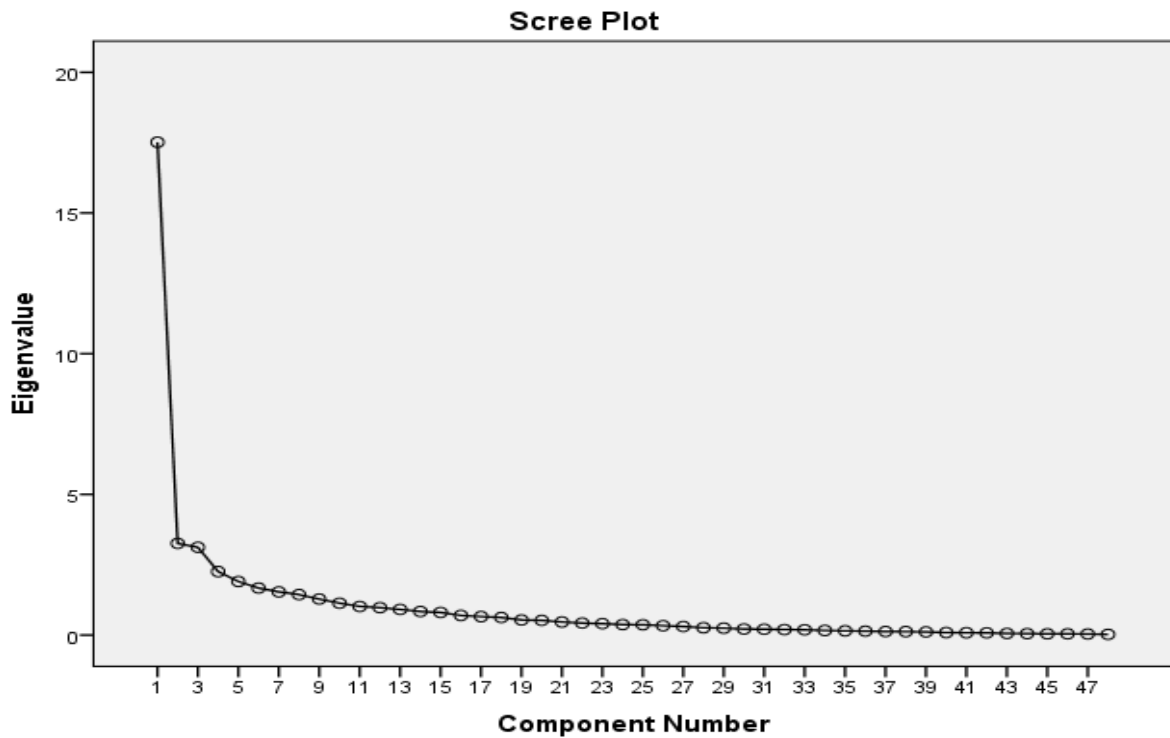


Figure 1: Scree Plot of Combined data

Source: SPSS outcome

3.7 Reliability Analysis

Reliability is defined as the consistency of assessment and the absence of errors, (Fraenkel & Wallen, 2003), implying that all items in the instrument measure the same construct. To measure the reliability and consistency of the instrument, the Cronbach's Alpha statistical tool, developed by Lee Cronbach in 1951 for this purpose, was utilized. The alpha score is represented in a numerical form between 0 and 1, and serves as an indication of the reliability of the questionnaire. If the alpha is greater than 0.7, the questionnaire is considered to be reliable. Whereas if the score is less than 0.7, then the questionnaire is considered to be unreliable and needs to be modified.

Testing is conducted to ensure that the respondents are able to understand the questions without any difficulty. The data analysis yielded a high Cronbach's alpha value for each

dimension, culminating in an overall Cronbach's alpha value of 0.98, exceeding the accepted reliability benchmark of 0.70, which indicates a high level of reliability and internal consistency, and that the tool is reliable.

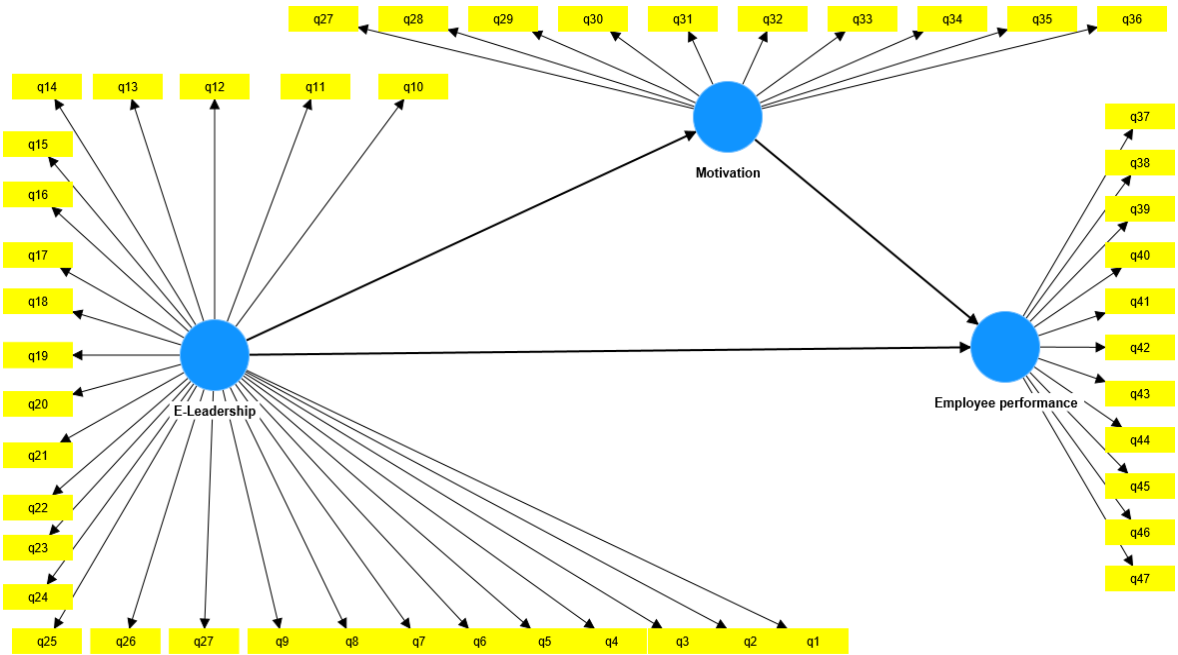
Table 3. 3: Reliability Statistics

Dimension	Cronbach's Alpha	N of Items
E-leader Competencies	0.873	7
E- Work Environment	0.821	7
E-Communication	0.795	8
E-Technology	0.881	4
E- Leadership	0.928	26
Motivation	0.923	10
Performance of employees	0.913	12
The tool	0.954	48

Source: SPSS outcome.

3.8 Statistical Approach:

A Combination of (SPSS 25.0) and SMARTPLS4 was used to analyze the collected data. SPSS was utilized to calculate the means and standard deviations. The PLSM analysis was used to determine the significance of motivation as a mediating factor in the impact of e-leadership on employee performance in Palestinian universities.



3.9 Research Model

Figure (1): Represents the research model

4. Chapter Four: Findings

4.1 Introduction

This chapter presents the results of the data analysis conducted via (SPSS, 25) and SMARTPLS4, with the aim of answering the main research questions and determining whether the hypothesis should be maintained or rejected. This chapter is divided into 3 parts, the first part presents the demographic analysis, the second part presents the descriptive analysis, and the third part presents an examination of motivation's mediating role in determining the e-leadership's impact on employee performance at universities in Palestine in SMARTPLS 4.

4.2 Demographic Analysis

Table 4. 1: Demographic Characteristics of Respondents (n=363)

Variable	Reality	Frequency	Percent (%)
Gender	Male	211	58.1%
	Female	152	41.9%
Age	Less than 30 years	13	3.6%
	Between 30-39 years	76	20.9%
	Between 40-49 years	157	43.3%
	50 years and above	117	32.2%
Position at University	Academic	143	39.4%
	Academic with administrative role	94	25.9%
	Administrative employees	126	34.7%
Years of Experience	Less than 5 years	42	11.6%
	Between 5-10 years	59	16.3%
	Between 11-15 years	96	26.4%
	16 years and more	166	45.7%
Academic Qualification	Diploma and less	29	8.0%
	Bachelor	67	18.5%
	Graduate studies	267	73.6%

Source: SPSS outcome.

According to Table 4:1, the respondents were characterized by the following demographic characteristics: with regard to gender- males constituted the largest percentage of the sample, with (58.1%), and females (41.9%). With regard to age, the highest percentage of respondents were between the ages of 40 and 49 years (43.3%), while the lowest percentage of respondents were under the age of 30 years (3.6% of the sample size). With regard to position at the university, academic employees accounted for the highest percentage of university employees (39.4%), followed by administrative employees (34.7%), while academics with administrative duties accounted for the lowest percentage (25.9%). With regard to years of experience, those with more than 16 years of experience make up the highest percentage of the sample size (45.7%), followed by those with 11-15 years (26.4%) and those with less than 5 years (11.6%). With regard to educational qualifications, graduate degree holders constituted the largest percentage of respondents (73.6%), followed by bachelor's degree holders (18.5%), and diploma holders (8.2%).

4.3 Descriptive Statistics:

In the descriptive analysis part, the numerical data is described to facilitate comprehension of the results; additionally, the descriptive analysis displays the mean and standard deviation for each statement to determine which items have the highest and lowest mean in each dimension.

First Question: What Scope of E-Leadership Dimensions (Competencies of E-Leaders, E-Work Environment, E-Communication, and E-Technology) is Currently Present at Universities in Palestine?

In order to answer the above question, the means and standard deviations were calculated and extracted to determine the degree/level of e-leadership dimensions

(competencies of e-leaders, e-work environment, e-communication, and e-technology) at universities in Palestine among employees.

Table 4. 2: E-leadership Dimensions in Palestinian Universities

Dimensions	Mean	Standard Deviation	Degree
E-leader Competencies	3.48	0.76	Moderate
E- work Environment	3.77	0.73	High
E-communication	3.34	0.55	Moderate
E-technology	3.32	0.69	Moderate
Total average of e-leadership	3.49	0.55	Moderate

As denoted by table (4.2) the level of e-leadership among university employees in Palestine represents a moderate agreement with a score of (3.49), all dimensions represent a moderate agreement and fall between (3.32) related to the e-technology dimension and (3.77) related to the e- work environment. Means and standard deviations are calculated to determine the veracity of statements distributed by a given dimension.

Table 4. 3: Analysis of E-leader Competencies in Palestinian Universities

Statement	Mean	Standard Deviation	Degree
I feel that my e-leader is enthusiastic and energetic.	3.32	0.91	Moderate
I think that my e-leader defines an obvious need of achievement.	3.53	0.95	Moderate
I believe that my e-leader is ready to accept responsibility for results on a regular basis.	3.32	0.82	Moderate
I see my e-leader determines elasticity in his/her leadership approach.	3.30	0.91	Moderate

Statement	Mean	Standard Deviation	Degree
I feel my e-leadership possibly demonstrates strong analytical skills.	3.66	0.94	High
I feel that the organization's e-leaders have traits that are somewhat different from those of conventional executives.	3.61	0.87	Moderate
I think E-leader plays an important role in developing the performance of university.	3.62	0.94	Moderate
<i>Total average of e-leader competencies</i>	3.48	0.76	Moderate

Table (4.3) illustrates the descriptive statistics of e-leader competencies in Palestinian universities. In terms of the statement “I feel my e-leadership possibly demonstrates strong analytical skills”, the highest mean value was 3.66, indicating a high level of agreement. While the lowest mean of 3.30 indicates a moderate level of agreement with the statement “I see my e-leader determines elasticity in his/her leadership approach”. A total average score of 3.48 indicates a moderate level of e-leadership competencies in Palestinian universities.

Table 4. 4: Analysis of E-work Environment in Palestinian Universities

Statement	Mean	Standard Deviation	Degree
I think that the leader is capable for building positive E-work environment.	3.56	0.81	Moderate
I believe that I collaborate with people in different time zones.	3.72	0.88	High
I believe I can work at different sites.	3.98	0.80	High
I feel that I have communication skills with people outside the university.	3.75	0.79	High
I believe I can work with mobile devices.	4.09	0.74	High
I feel I can work at home during normal business days.	3.77	0.97	High
I believe that I am allowed to work while traveling.	3.5	0.94	Moderate
<i>Total average of e-work environment</i>	3.77	0.73	High

Table (4.4) illustrates the descriptive statistics of e-work environment in Palestinian universities. In terms of the statement “I believe I can work with mobile devices”, the highest mean was 4.09, indicating a high level of agreement. while the lowest mean of 3.50 indicates a moderate level of agreement with the statement "I believe that I am allowed to work while traveling”. A total average score equals 3.77 indicates that e-work environments are prevalent in Palestinian Universities.

Table 4. 5: Means and Standard Deviations of E- communication in Palestinian Universities

Statement	Mean	Standard Deviation	Degree
The leader appears to be clear, well-organized, and open to input in his or her virtual communications, helping to avoid mistakes and unproven hypotheses.	3.48	0.98	Moderate
I feel quite confident that the group will always try to treat me fairly.	3.46	0.91	Moderate
I think that my leader would be quite prepared to gain advantage by deceiving the workers.	3.28	1.08	Moderate
I believe that the leader ensures that his/her virtual communication is not excessive to the point of impeding the ability of employees to get their work done.	3.53	0.95	Moderate
I think that my e-leader adopts an open communication with employees.	3.56	0.89	Moderate
I feel that my E-leader attributes with quick thinking of what employees submit.	3.52	0.96	Moderate
Because of tone or misconceptions, the leader occasionally sends unintentional messages through virtual communication that cause the recipient to feel offended or upset.	2.95	0.95	Moderate
I think that the leader doesn't give the staff enough individualized virtual communication.	2.92	1.03	Moderate
Total average of e-communication	3.34	0.55	Moderate

Table (4.5) illustrates the descriptive statistics of e-communication in Palestinian universities. In terms of the statement “I think that my e-leader adopts an open communication with employees”, the highest mean was 3.56, indicating a moderate level of agreement. In the same vein, the lowest mean of 2.92 indicates a moderate level of agreement with the statement “I think the boss doesn't give the staff enough individualized virtual communication”. A total average score equals 3.34 indicates a moderate use of e-communication in Palestinian universities.

Table 4. 6: Means and Standard Deviations of E- technology in Palestinian Universities

Statement	Mean	Standard Deviation	Degree
The leader, in my opinion, does not keep up with new data and ICTs and improvements to electronic communications.	3.25	1.05	Moderate
I think that the leader has the necessary aptitude and disposition to handle various technological malfunctions in both private and professional contexts.	3.31	0.91	Moderate
I believe the leader is conscious of and engaged in an effort to ensure virtual security.	3.28	0.96	Moderate
The leader, in my opinion, is technologically aware and keeps up with pertinent ICT advances and ICT security-related issues.	3.45	0.92	Moderate
Total average of e-technology	3.32	0.69	Moderate

Table (4.6) illustrates the descriptive statistics of e- technology in Palestinian universities. In terms of the statement “The leader, in my opinion, is technologically aware and keeps up with pertinent ICT advances and ICT security-related issues”, the highest mean is 3.45, indicating a moderate level of agreement. Similarly., the lowest mean of 3.25 indicates a moderate level of agreement with the statement “The leader, in

my opinion, does not keep up with new information and communication technologies (ICTs) and improvements to virtual communications”. A total average score of 3.32 indicates a moderate prevalence of e- technology in Palestinian universities.

Second question: What is the level of motivation in Universities in Palestine?

In order to answer the above question, means and standard deviations were extracted to determine the motivation levels in Palestinian universities.

Table 4. 7: Means and Standard Deviations of Motivation in Palestinian Universities

Statement	Mean	Standard Deviation	Degree
I think that my E-leader gives ideas and forces me to rethink some of my own ideas, which I had never questioned before.	3.34	0.89	Moderate
I feel that my E-leader enables me to think about old problems in new ways.	3.42	0.87	Moderate
I feel that my E-leader accepts me for what I am as long as I do my job.	3.33	0.95	Moderate
I feel that I am quite proud to be able to tell people who it is I work for.	3.67	1.05	High
I feel myself to be part of the organization.	3.91	1.01	High
I feel motivated to do my work and tasks ordered by my leader.	3.78	0.99	High
I feel the flexibility of my E-leader to do my work.	3.54	0.88	Moderate
I think that I have the decision into where and how getting my work accomplished.	3.51	1.01	Moderate
I feel I am satisfied to be part of this organization.	3.87	1.05	High
I believe that the employees already feel motivated by the work they do, that leadership go with it.	3.56	0.92	Moderate

<i>Total average of motivation</i>	3.59	0.71	Moderate
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Table (4.7) illustrates the descriptive statistics of motivation levels in Palestinian universities. In terms of the statement “I feel myself to be part of the organization”, the highest mean is 3.91, indicating a high level of agreement, while the lowest mean of 3.33 indicates a moderate level of agreement with the statement “I feel that my E-leader accepts me for what I am as long as I do my job”. A total average score of 3.59 indicates that universities in Palestine have moderate motivation levels.

Question Three: What is the level of employee performance at Universities in Palestine?

To answer this question, means and standard deviations are calculated to determine the levels of employee performance in Palestinian universities in.

Table 4. 8: Means and Standard Deviations of Employee Performance in Palestinian Universities

Statement	Mean	Standard Deviation	Degree
I believe that I complete all tasks assigned to me in the deadline.	3.98	0.93	High
I feel that I am committed to accomplishing my tasks with the best quality.	4.16	0.88	High
I believe that I am complying with instructions given to me from my E-leader.	4.05	0.94	High
I believe I will show a positive image of my organization.	4.33	0.85	High
I think of motivations during my work process.	4.00	0.91	High
I believe that I will provide help to my colleagues in the team if they need help.	4.11	1.02	High
I believe that in case of an employee absent, this doesn't affect the work process.	3.54	0.88	Moderate
I think that there are clear standards that we follow	3.83	0.93	High

in order to accomplish the work.

I believe that my E-leader evaluates my performance frequently.

3.78

0.97

High

Statement	Mean	Standard Deviation	Degree
I think that I am satisfied with the process of performance evaluation.	3.65	0.99	Moderate
I believe that performance evaluation results are supposed to be given to me immediately.	3.89	1.01	High
I think that employees already feel skilled in completing specific tasks in their work.	3.75	0.91	High
Total average of performance of employees	3.92	0.67	High

Table (4.8) illustrates the descriptive statistics of employee performance levels in Palestinian universities. In terms of the statement “I feel that I am committed to accomplishing my tasks with the best quality” the highest mean is 4.16, indicating a high level of agreement, while the lowest mean of 3.54 indicates a moderate level of agreement with the statement “I believe that in case of an employee absent, this doesn’t affect the work process”. A total average score of 3.92 indicates that there is a high level of performance at the universities in Palestine.

4.4 Hypothesis Testing:

4.4.1 Path Analysis Using (SMARTPLS4)

This section discusses the tests conducted in order to ensure the suitability of the study data before the PLS-SEM analysis was performed, as follows: *Normality Test*

The purpose of this test is to determine whether the distribution of the data is normal. If the distribution is found to be normal, many tests are performed. However, if the distribution is found to be not normal, the test is considered invalid (De Vaus, 2013).

The normal distribution is tested by Skewness and Kurtosis. The data distribution is considered significantly skewed if the absolute value of Skewness exceeds (1). When the Skewness value ranges between (-0.5) and (-1) or between (0.5) and (1), then the data distribution is considered skewed to some extent, whereas when the Skewness value ranges between (-0.5) and (0.5), it indicates that the data distribution is nearly symmetrical. Conversely, the absolute value of Kurtosis should not exceed (2) (Hair et al., 2010). The results of the test indicate that the value of skewness ranged from (-0.442 to -0.294), while the kurtosis value did not exceed 2, ranging from (-0.321 to -0.613), indicating that the data are normally distributed normally.

Structural Equations Methodology: SEM

The SEM structural equations methodology is used to test multivariate models, and to test direct and indirect effects between external and internal variables. In addition to providing testing of effects of intermediate and modified variables within the structural model, as well as its ability to handle unusual distributions of data, The sample size requirements are relatively small (Hair et al., 2016).

The Measurement Model Evaluation Process Consists of Two Main Parts:

1-Convergent validity: refers to the degree to which the indicators used to measure the relationship between the variable are consistent. According to Hair et al. (2016), the convergent validity is evaluated through three criteria:

- Internal consistency factor loading
- Composite Reliability (CR)
- Internal consistency factor loading

All dimensions of the study model were tested for internal consistency using the factor loading test. The initial tests were conducted based on (48) reflective indicators, using

the Smart PLS program. As can be seen from Table (4.9), the results of the standard model according to the Smart-PLS4 program show that none of the reflective indicators has relatively low loads (less than 0.30) with their corresponding latent variable. Therefore, none should be removed (Hair et al., 2001; Hulland, 1999).

Table 4. 9: Factor Loading Matrix

Item number	E-Leadership	Motivation	Employee Performance
1	0.696		
2	0.602		
3	0.664		
4	0.710		
5	0.680		
6	0.617		
7	0.707		
8	0.682		
9	0.731		
10	0.415		
11	0.532		
12	0.525		
13	0.367		
14	0.311		
15	0.790		
16	0.623		
17	0.564		
18	0.547		
19	0.666		
20	0.787		
21	0.731		
22	0.612		
23	0.553		
24	0.714		

25	0.703	
26	0.708	
27		0.719
28		0.722
29		0.568
30		0.705
31		0.814
32		0.850
33		0.824
34		0.699
35		0.744
36		0.754
37		0.735
38		0.696
39		0.764
40		0.775
41		0.716
42		0.707
43		0.497
44		0.771
45		0.813
46		0.579
47		0.611
48		0.653

- Composite Reliability (CR)

As part of SEM, the composite reliability value is evaluated to examine the internal consistency, which indicates the extent to which the indicators explain the consistency of the dependent variable (Hair et al., 2010). As shown in Table (4.10), the composite reliability values for all the underlying variables are greater than (0.70), thus, composite reliability can be considered certain (Wong, 2013).

Table 4. 10: Composite Reliability Distribution by Dimension

	Composite reliability (rho_c)
E-Leadership	0.928
Employee Performance	0.913
Motivation	0.923

2-Discriminant Validity

Fornell & Larcke criterion is used to ensure that the discriminant validity is achieved between the variables of the study. This indicates that the variable represents itself more than it does with other variables, and therefore no overlap exists between the variables of the study.

Table (4.11) demonstrates that the square root of AVE for each variable is greater than the correlation values with other variables, thus confirming discriminant validity in accordance with the criterion (Fornell & Larcker 1982).

Table 4. 11: Square Root of AVE Distribution by Dimension

	E-Leadership	Employees Performance	Motivation
E-Leadership	0.605		
Employee Performance	0.703	0.710	
Motivation	0.741	0.670	0.863

- **HTMT**: the HTMT criterion is the most recommended approach for the assessment of discriminant validity in a variance-based structural equation model (PLS-SEM). An HTMT value less than (0.90) confirms discriminant validity between two reflective variables. Table (4.12) illustrates the values of HTMT, which did not exceed the value of (0.90), indicating that the discriminant validity has been achieved across all variables (Henseler et al., 2015).

Table 4. 12: Values of HTMT Distributed by Dimension

	Heterotrait-monotrait ratio (HTMT)
Employee Performance <-> E-Leadership	0.759
Motivation <-> E-Leadership	0.807
Motivation <-> Employee Performance	0.720

4.3.3 Structural Model Evaluation

Following confirmation of the reliability and validity of the standard model, the structural model will be evaluated by studying the predictive capabilities of the model and the assumed relationships between the study variables. Ramaya et al., (2018) suggested various tests for evaluating the structural as the interpretation coefficient, R^2 , effect size f^2 .

First: Interpretation coefficient R^2 for internal variables

One of the most important criteria for evaluating the structural model is the interpretation coefficient R^2 . It is also known as the coefficient of determination which is considered high if it exceeds 0.25 (Hair et al., 2011; Henseler et al., 2009). It represents part of the variation in dependent variables which can be explained by one or more variables (Hair et al., 2010), which further demonstrates the predictive ability of the model in proving that external variables can explain internal variables. Thus, the quality of the structural model depends on the value of R^2 (Cohen, 1988). Based on the values of R^2 in the following table, we find that the R^2 values (51.7%, 74.5%) indicate high interpretation ratios for e-leadership.

Table 4. 13: The Results of the Interpretation R^2 for the Latent Variables

	R-square	Result
Employee Performance	0.517	High
Motivation	0.745	High

Second: Effect Size f^2 for External Variables:

As Cohen (1988) points out, the effect size represents the significance of the effect of the external variable on the internal variable; An effect is considered high if it exceeds 0.35, moderate if it is between 0.15 and 0.35, and low if it is less than 0.15. Table (4.14) presents the results of the effect size f^2 for the external variables. Based on the of the analysis, the effect size of (e-leadership) on the (motivation) variable is 20.8%, which is considered a moderate effect rate, while the effect size of e-leadership on employee performance is (46.8%), which is considered a high effect rate according to Cohen (1988). Furthermore, the results indicate that motivation has a relatively insignificant (36.0%) impact on employee performance, in accordance with Cohen (1988).

Table 4. 14: Results of the Effect Size f^2 for the External Variables

	E-Leadership	Employee Performance	Motivation
E-Leadership		0.468	0.208
Employee Performance			
Motivation		0.36	

Three: Hypothesis Testing (Path Coefficient):

Following confirmation of the values of the interpretation coefficient R^2 , and the effect size f^2 , the study hypotheses are tested by evaluating the path coefficient.

Four hypotheses were tested in this study, three of which examine were the direct relationship between the three study variables (independent, mediator and dependent),

and the fourth addressed the indirect relationship through the mediating variable. The direct effect hypotheses were examined first, followed by the indirect effect hypothesis based on the mediating variable. Table (4.15) presents the results of hypotheses testing which have a direct impact on the study variables:

Table 4. 15: Results of Hypothesis Testing (Direct Impact)

					Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
H1	E-Leadership -> Motivation				0.863	0.021	40.589	0.000
H11	E-leader	Competencies	->	Employee	0.460	0.043	10.666	0.000
	Motivation							
H12	E-leader	Environment	->	Employee	0.141	0.044	3.218	0.001
	Motivation							
H13	E-leader	Communication	->	Employee	0.227	0.049	4.618	0.000
	Motivation							
H14	E-leader	Technology	->	Employee	0.174	0.043	4.046	0.000
	Motivation							
H2	E-Leadership -> Employee Performance				0.517	0.160	3.242	0.001
H21	E-leader	Competencies	->	Employee	0.419	0.042	9.975	0.000
	Performance							
H22	E-leader	Environment	->	Employee	0.234	0.055	4.266	0.000
	Performance							
H23	E-leader	Communication	->	Employee	0.142	0.047	3.004	0.003
	Performance							
H24	E-leader	Technology	->	Employee	0.060	0.056	1.080	0.280
	Performance							
H3	Motivation -> Employee Performance				0.224	0.191	1.171	0.241

(H1): E-leadership has a statistically significant impact on employee motivation in Palestinian universities.

The path coefficient of (0.863) in table (4.15) demonstrates a statistically significant correlation between e-leadership and employee motivation at universities in Palestine. The P value < (0.05), and the (t) value > (1.96) at a significance level of (0.05). Accordingly, the first hypothesis can be considered valid.

Sub Hypotheses:

Sub Hypotheses of The First Hypothesis:

H1.1: E-leader competencies have a statistically significant impact on employee motivation in Palestinian universities.

The path coefficient of (0.46) in table (4.15) demonstrates a statistically significant correlation between e-leader competencies and employee motivation at universities in Palestine. The P value < (0.05), and the (t) value > (1.96) at a significance level of (0.05). Accordingly, the first sub hypothesis can be considered valid.

H1.2: E-leader environment has a statistically significant impact on employee motivation in Palestinian universities.

The path coefficient of (0.141) in table (4.15) demonstrates a statistically significant correlation between e-leader environment and employee motivation at universities in Palestine. P value < (0.05), and the (t) value > (1.96) at a significance level of (0.05). Accordingly, the second sub hypothesis can be considered valid.

H1.3: E-leader communication has a statistically significant impact on employee motivation in Palestinian universities.

The path coefficient of (0.227) in table (4.15) demonstrates a statistically significant correlation between e-leader communication and employee motivation at universities in Palestine. The P value $< (0.05)$, and the (t) value $> (1.96)$ at a significance level of (0.05). Accordingly, the third sub hypothesis can be considered valid.

H1.4: *E-leader technology has a statistically significant impact on employee motivation in Palestinian universities.*

The path coefficient of (0.174) in table (4.15) demonstrates a statistically significant correlation between e-leader technology and employee motivation at universities in Palestine. The P value $< (0.05)$, and the (t) value $> (1.96)$ at a significance level of (0.05). Accordingly, the fourth sub hypothesis can be considered valid as illustrated in figure # 2

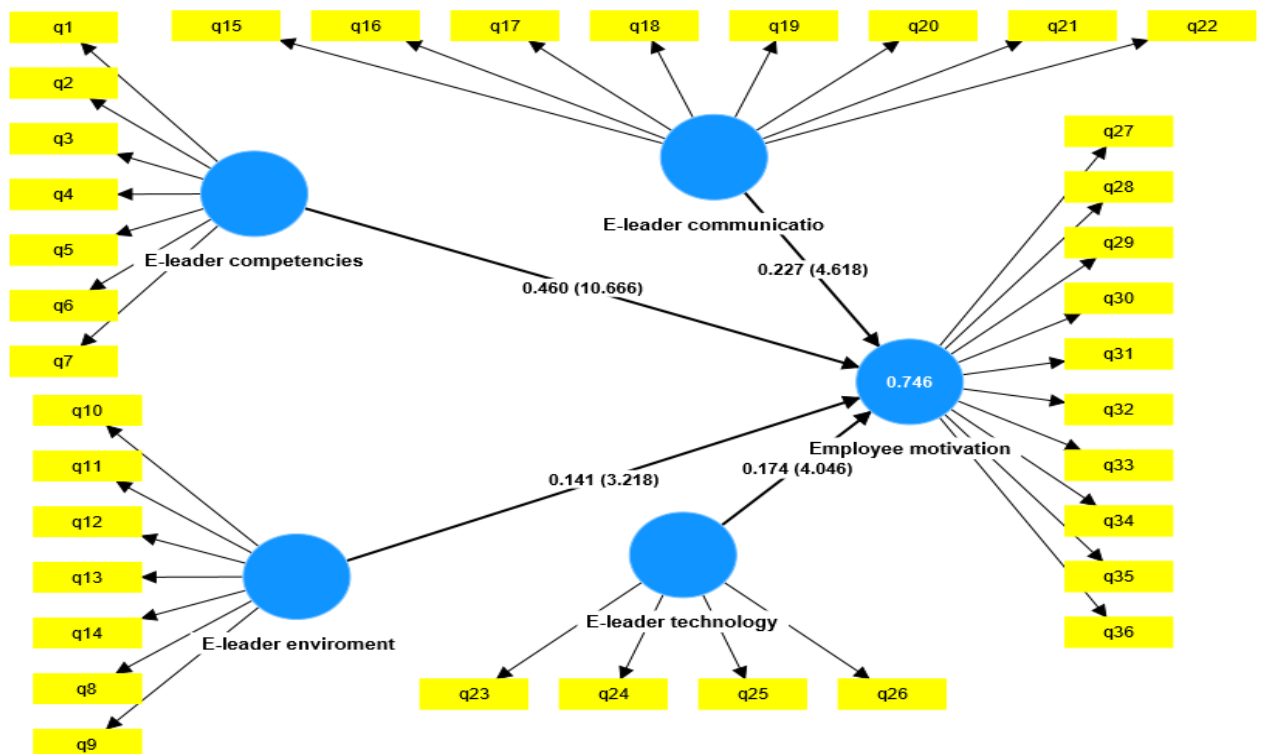


Figure (2) first Sub Hypothesis Test

(H2): E-leadership has a statistically significant impact on employee performance in Palestinian universities.

The path coefficient of (0.517) in table (4.15) demonstrates a statistically significant correlation between e- leadership and employee performance at universities in Palestine.(P) is less than (0.05), and the value of (t) is greater than (1.96) at significance levels of (0.05). Accordingly, the second hypothesis can be considered valid.

Sub Hypotheses of The Second Hypothesis:

H2.1: E-leadership competencies have a statistically significant impact on employee performance in Palestinian universities.

The path coefficient of (0.419) in table (4.15) demonstrates a statistically significant correlation between e-leadership competencies and employee performance at universities in Palestine. The P value < (0.05), and the (t) value > (1.96) at a significance level of (0.05). Accordingly, the first sub hypothesis can be considered valid.

H2.2: E-leadership environment has a statistically significant impact on employee performance in Palestinian universities.

The path coefficient of (0.234) in table (4.15) demonstrates a statistically significant correlation between e-leadership environment and employee performance at universities in Palestine. The P value < (0.05), and the (t) value > (1.96) at a significance level of (0.05). Accordingly, the second sub hypothesis can be considered valid.

H2.3: E-leadership communication has a statistically significant impact on employee performance in Palestinian universities.

The path coefficient of (0.142) in table (4.15) demonstrates a statistically significant correlation between e-leadership communication and employee performance at universities in Palestine. The P value $< (0.05)$, and the (t) value $> (1.96)$ at a significance level of (0.05). Accordingly, the third sub hypothesis can be considered valid.

H2.4: E-leadership technology has a statistically significant impact on employee performance in Palestinian universities.

The path coefficient of (0.060) in table (4.15) demonstrates a statistically significant correlation between e-leadership technology and employee performance at universities in Palestine. The (P) value $< (0.05)$, and the (t) $> (1.96)$ at a significance level of (0.05). Accordingly, the fourth sub hypothesis can be considered valid.

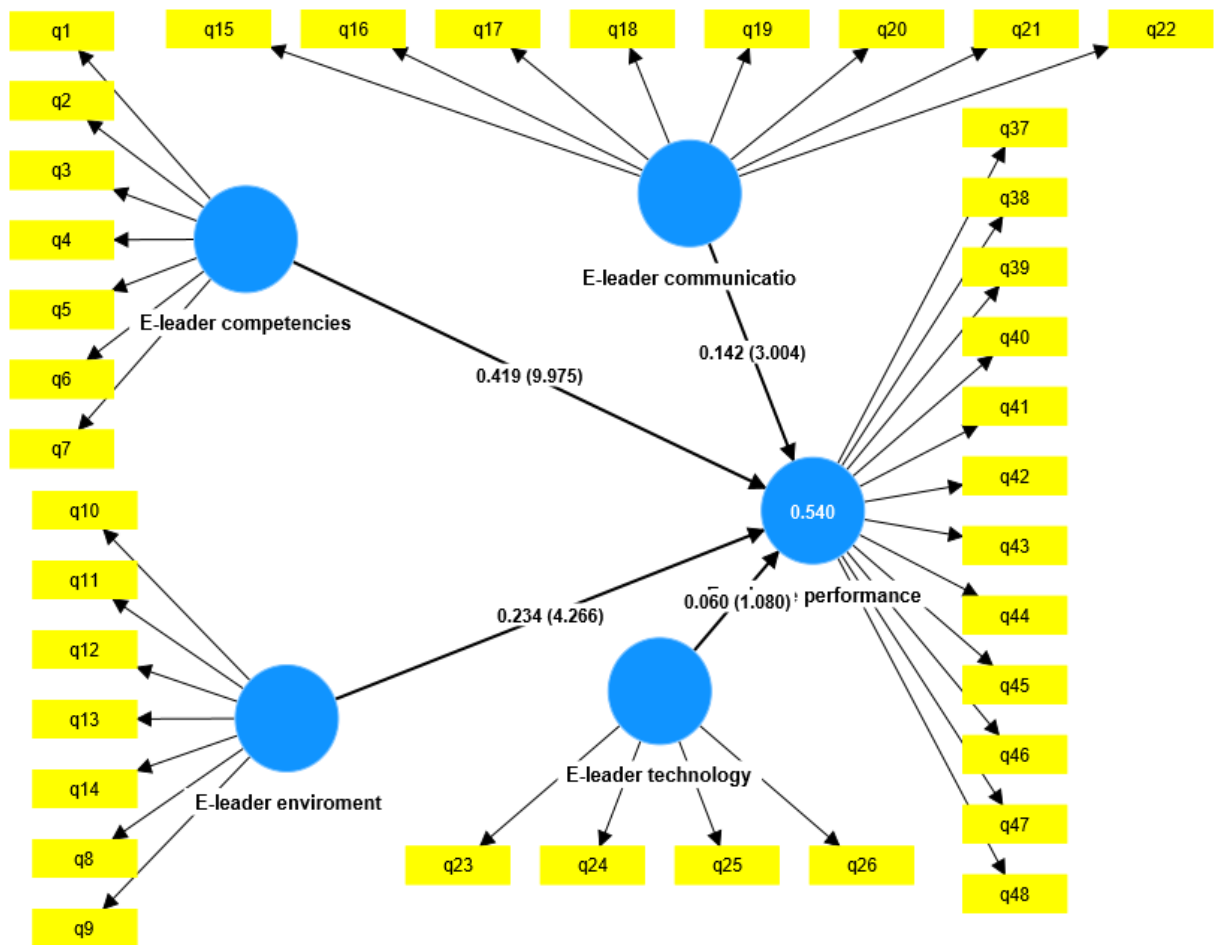


Figure (3) Second Sub Hypothesis Test

(H3): *Motivation has a statistically significant impact on employee performance in Palestinian universities.*

The path coefficient of (0.224) is shown in table (4.15) demonstrates a statistically significant correlation between motivation and employee performance at universities in Palestine. The P value < (0.05), and the (t) value > (1.96) at a significance level of (0.05). Accordingly, the third hypothesis can be considered valid.

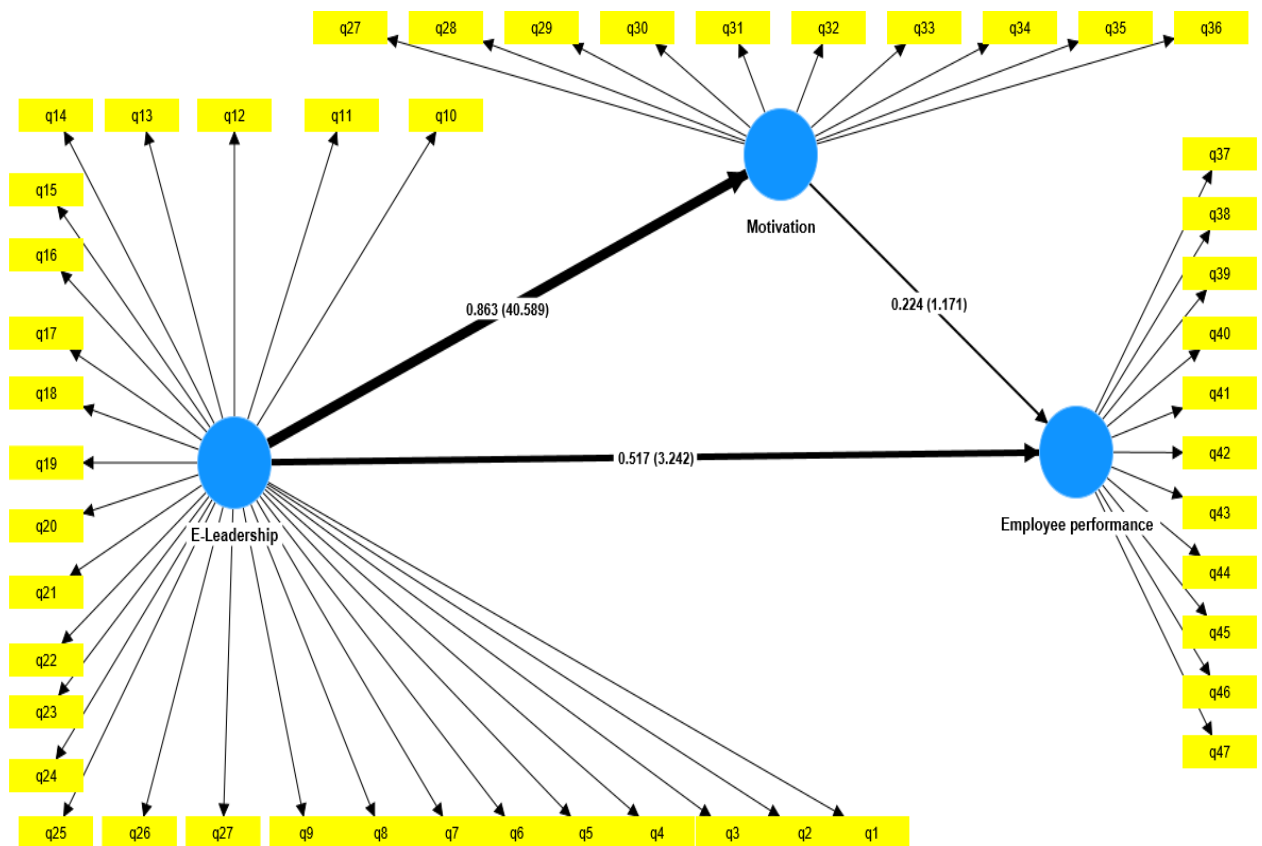


Figure (4) hypothesis testing

Following the testing of the direct effect hypotheses, the indirect effect hypotheses were tested through motivation as the mediating variable. Table (4.16) presents the results of hypotheses testing which have an indirect impact on the study variables:

Table 4. 16: Results of Hypothesis Testing (Indirect Impact)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Value s
E-Leadership -> Motivation -> Employee Performance	0.193	0.196	0.166	1.163	0.245

(H4): Employee motivation plays a significant mediating role between e-leadership and employee performance of employees in Palestinian universities.

The path coefficient of (0.193) in table (4.16) between e-leadership and employee performance, indicates that employee motivation serves as a statistically insignificant mediating factor at universities in Palestine. The (P) value > (0.05), and the (t) value < (1.96) at a significance level of (0.05). Accordingly, the fourth hypothesis is rejected.

5. Chapter Five: Discussion & Recommendations

5.1 Introduction

This chapter discusses the conclusions of the findings on the mediating role of motivation in the impact of e-leadership on employee performance at the universities in Palestine. The research questions, purpose, and results were used to draw conclusions; the implications of these findings and the recommendations resulting from the study will be presented and discussed. These recommendations were derived from the conclusions and purpose of the study.

5.2 Discussion

Based on the findings of the previous chapter, which discussed the mediating role of motivation in determining the impact of e-leadership on employee performance in Palestinian universities, it is evident that e-leadership competencies are moderately prevalent among university employees in Palestine. According to the survey, more than half of the respondents believed that their e-leaders might exhibit great analytical skills, but lacked flexibility in their leadership styles. This finding is consistent with that of Roman et al. (2018), which found that a modicum of e-leadership features were present in the e-training project.

This implies that e-leaders exhibited disparity in their approaches to e-leadership, and in the dimensions of e-leadership. However, the results from the data collected on e-work environment between e-leaders and employees, indicated that e-work environment is highly prevalent, with evidence from participants who believe that they are capable of working with mobile devices. In line with the results from Kulshreshtha & Sharma

(2021), which argue that e-work environments are conducive to e-leadership, they believe that they are sometimes allowed to work while traveling. This implies that employees work in highly prevalent e-work environments, where they interact with e-leaders who allow them to use all tools and devices available to them in order to achieve their work objectives.

Regarding e-communication in universities in Palestine, the most significant indicators were 'I think that my e-leader adopts an open communication with employees' with the highest mean and a moderate prevalence, while the lowest mean related to 'I believe that the leader does not provide employees sufficient individualized virtual communication', with a moderate prevalence. Accordingly, the prevalence of e-communication in universities in Palestine is considered moderate. There was a correlation between this result and the nature of the work in universities that required the presence of the employees, unless there were unforeseen circumstances, such as: pandemics, or strikes, that prevented employees from being present in the university. This result is in line with the results of Kotula et al., (2021) in their study conducted during COVID 19, which described e-leadership as tool that is more effective during times of lockdowns when employees are unable to be physically present in the workplace.

The fourth dimension of the e-leadership's indicators is e- technology. According to the study, e-technology is being used as an e-leadership dimension in the universities in Palestine on a moderate scale. In this sense, university leaders could make use of e-technology in some aspects of e-leadership in, (such as communication), more than in other aspects like (such as administrative issues). In addition, the age of the employee plays vital role in the use of e-technology. Therefore, leaders who are older may not

desire to use e-technology or lack the knowledge of how to use it. This result contradicts many studies, which found widespread use of e-technology among leaders in organizations (Artüz et al., 2021; Mohamed, 2022; Wolor et al., 2020; Roman et al., 2018)

Study findings reveal that the level of motivation in universities in Palestine is moderate as a result of e-leadership. Accordingly, this is a logical result in light of the moderate prevalence of the use of e-leadership at universities. As a result, there might be a number of obstacles to employee motivation through e-leadership, including employees who may not be fully committed to decision-making due to miscommunication or the use of the incorrect information tool through e-leadership, whether it be from the leader to the employee or vice versa. Additionally, communicating virtually can lead to a decrease in employee motivation. This finding contradicts that of (Benmakhlouf et al., 2018), which stated that motivation may decrease during e-leadership, and supports the findings of a number of studies (Alfehaid & Mohamed, 2019; Kotula et al., 2021; Siraj et al., 2022) that all affirmed that e-leadership plays significant role in employee motivation, taking into consideration the obstacles that may be revealed and overcome by the e-leader.

Study results indicate that university employees perceive in Palestine perceive employee performance to be high. The results indicate that despite a reduced level of motivation during e-leadership, employees remain committed to their work. Furthermore, the moderate use of e-leadership, as well as the moderate levels of motivation generated by it in universities in Palestine result in the high levels of employee performance. This could be attributed to e-leaders motivating employees in some aspects of their work, such as the moral aspect. The literature has demonstrated that e-leadership is positively

correlated with motivation and employee performance (Artüz et al., 2021; Mohamed, 2022; Wolor et al., 2020)

The results indicate that there is a statistically significant relationship between e-leadership and employee motivation at the universities in Palestine, is. Therefore, e-leaders are motivating their employees. Herein, the results of the study that demonstrated the relationship between each dimension of e-leadership and motivation. There was a statistically significant relationship between e-leader competencies and employee motivation at the universities in Palestine; a statistically significant relationship was found between e-environment and employee motivation, a result that is compatible with Kotula et al. (2021). Additionally, a statistically significant relationship was found between e-communication and employee motivation, as well as between e-technology and employee motivation. Hence, e-leadership is significantly related to motivation, which is in accordance with Iriqat & Khalaf (2018).

There was however, a statistically significant relationship between e-leadership and employee performance at the universities in Palestine, which was in accordance with (Alfehaid & Mohamed, 2019). Conversely, the study revealed that there was no statistically significant relationship between motivation and performance among university employees in Palestine.

5.3 Conclusion

Pursuant to the aim of the current study to examine the mediating role of motivation in the impact of e-leadership on employee performance in the universities in Palestine, it is evident that e-leadership has a direct impact on employee performance, as well as an indirect impact on employee performance through motivation.

In summary, the data suggests that e-leadership has the potential and ability to promote and enhance employee motivation in numerous ways. First, technology facilitates communication and interactions with people from various backgrounds without any prejudice, thereby motivating workers. Second, e-leadership empowers staff members to take greater initiative, thereby fostering a sense of accountability and appreciation. Third, e-leadership allows for more freedom and the ability to customize working conditions according to the needs of each employee, thus increasing employee motivation.

5.4 Recommendations

Subsequent to the discussion of the results, a series of recommendations have been formulated. It is recommended for e-leaders to assign more virtual tasks to their employees, in order to motivate them to work, and enhance their performance. Furthermore, e-leaders should give their employees the autonomy to determine the work setting they prefer, be it in the office or elsewhere, offering them greater flexibility, and motivating them to accomplish their tasks.

To maintain morale and prevent employee demotivation, e-leaders must strive to create an exemplary e-work environment with effective e-communication, enabling employees to interact and collaborate effectively without any potential misunderstandings. It is indispensable that both e-leaders and employees attend training sessions that will raise their awareness of the importance of e-leadership and the approaches leaders can use to motivate their employees. Additionally, universities may elect to change the hierarchy and bylaws of each department to better accommodate the application of e-leadership.

Finally, it is necessary that universities provide frequent training sessions to human resources of all levels and positions regarding the e- implementation and skill development of Leadership. These trainings should also be integrated into the university's development strategy.

5.5 Limitations of the Study

This study was limited to three variables, e-leadership, motivation, and employee performance, since the relationship between them has been quantified. In addition, one major limitation of this study was that it was conducted from the perspective of employees at the universities in Palestine. Another limitation of this study was its inability to measure the role that motivation plays in mediating the relationship between e-leadership on employee performance.

5.6 Future Studies

There is a potential for a major future study to be conducted on the same topic, adopting a qualitative method. Additionally, it is recommended that other populations and organizations such as NGOs, commercial banks, and companies, be taken into consideration in future studies. Furthermore, further studies are recommended to investigate the relationship between e-leadership and employee performance. Finally, it is recommended that future studies consider the cultural diversity of employees in relation to the interactive relationship between e-leaders and motivation.

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Appendices:

Appendix #1: Study Tool “Questionnaire” in English Language



Questionnaire

Dear Participant,

The researcher “Hedaia Amin” is conducting a study entitled "The Mediating Role of Motivation in the impact of E-Leadership on Performance of employees: Universities in Palestine as a case".

For the purpose of Master certificate requirements completion in Human Resources Development at the Arab American University.

Therefore, you are kindly requested to cooperate by filling out this questionnaire completely objectively, in accordance with your point of view. Note that all answers and information will be appreciated, and the information contained therein will be treated with strict confidentiality, and will be used for scientific research purposes only.

Thank you for your efforts and cooperation

Section One: General Information**Gender:** Male Female**Age:** Less than 30 years 30-39 40-49 50 years and above**Position in University** Academic Academic with Admin role Administration/
Employee**Years of Experience:** less than 5 years 5-10 years 11-15 16 and more**Qualification:**

Diploma and less

 Bachelor Graduate

Studies

Name of university

Section Two: Dependent Variables

Please indicate with (X) sign on the suitable scale of which you agree or disagree with the following items:

#	Item	Strongly Disagree`	Disagree	Neutral	Agree	Strongly Agree
E- Leadership						
1. New E-leader Competencies (Alfehaid & Mohamad, 2019; Ergovan, 2021)						
1	I feel my E-leader is enthusiastic and energetic.					
2	I think that my E-leader determines an obvious need of achievement.					
3	I believe that my e-leader is ready to accept responsibility for results on a regular basis.					

#	Item	Strongly Disagree`	Disagree	Neutral	Agree	Strongly Agree
4	I see my e-leader determines elasticity in his/her leadership approach.					
5	I feel my e-leadership possibly demonstrates strong analytical skills.					
6	I feel that the organization's e-leaders have traits that are somewhat different from those of conventional executives.					
7	I think E-leader plays a important role in improving organizational performance.					
2. E- Work Environment (Vought, 2017)						
1	I think that the leader has the capability to build a positive E-work environment.					
2	I believe that I collaborate with people in different time zones.					
3	I believe I can work at different sites.					
4	I feel that I have skilled communications with people outside the university.					
5	I believe I can work with mobile devices.					
6	I feel I can work at home during normal business days.					
7	I believe that I am allowed to work while traveling.					
3. E-Communication (Vought, 2017; Roman et al., 2018)						
1	The leader appears to be clear, well-organized, and open to input in his or her virtual communications, helping to avoid mistakes and unproven hypotheses.					

#	Item	Strongly Disagree`	Disagree	Neutral	Agree	Strongly Agree
2	I feel quite confident that the group will always try to treat me fairly.					
3	I think that my leader would be quite prepared to gain advantage by deceiving the workers.					
4	I believe that the leader ensures that his/her virtual communication is not excessive to the point of impeding the ability of employees to get their work done.					
5	I think that my e-leader adopts an open communication with employees.					
6	I feel that my E-leader attributes with quick thinking of what employees submit.					
7	Because of tone or misconceptions, the leader occasionally sends unintentional messages through virtual communication that cause the recipient to feel offended or upset.					
8	I think the boss doesn't give the staff enough individualized virtual communication.					
4. E-Technology (E-Savvy) (Roman et al., 2018)						
1	The leader, in my opinion, does not keep up with new information and communication technologies (ICTs) and improvements to virtual communications.					

#	Item	Strongly Disagree`	Disagree	Neutral	Agree	Strongly Agree
2	I think the leader has the necessary aptitude and disposition to handle various technological malfunctions in both private and professional contexts.					
3	I believe the leader is aware of and engaged in efforts to ensure cyber security.					
4	The leader, in my opinion, is technologically aware and keeps up with pertinent ICT advances and ICT security-related issues.					
Motivation (Vought, 2017; Siraj et al., 2022)						
1	I think that my E-leader gives ideas and forces me to rethink some of my own ideas, which I had never questioned before.					
2	I feel that my E-leader enables me to think about old problems in new ways.					
3	I feel that my E-leader accepts me for what I am as long as I do my job.					
4	I feel that I am quite proud to be able to tell people who it is I work for.					
5	I feel myself to be part of the organization.					
6	I feel motivated to do my work and tasks ordered by my leader.					
7	I feel the flexibility of my E-leader to do my work.					

#	Item	Strongly Disagree`	Disagree	Neutral	Agree	Strongly Agree
8	I think that I have the decision into where and how getting my work accomplished.					
9	I feel I am satisfied to be part of this organization.					
10	I believe that the employees already feel motivated by the work they do, andthat leadership go with it.					
Performance of employees (Siraj et al., 2022; Mohamed, 2022; Andreani & Petrik, 2016)						
1	I believe that I complete all tasks assigned to me in the deadline.					
2	I feel that I am committed to accomplishing my tasks with the best quality.					
3	I believe that I am complying with instructions given to me from my E-leader.					
4	I believe I will show a positive image of my organization.					
5	I think of motivations during my work process.					
6	I believe that I will provide help to my colleagues in the team if they need help.					
7	I believe that in case of an employee is absent, this doesn't affect the work process.					

#	Item	Strongly Disagree`	Disagree	Neutral	Agree	Strongly Agree
8	I think that there are clear standards that we follow in order to accomplish the work.					
9	I believe that my E-leader evaluates my performance frequently.					
10	I think that I am satisfied with the process of performance evaluation.					
11	I believe that performance evaluation results are supposed to be given to me immediately.					
12	I think that employees already feel skilled in completing specific tasks in their work.					

Appendix #2: Study Tool "Questionnaire" in Arabic Language



استبيان جمع معلومات

عزيزي المشارك/ عزيزتي المشاركة،

تقوم الباحثة "هداية أمين" بإجراء دراسة بعنوان "دور التحفيز كوسيط في تأثير القيادة الإلكترونية على أداء الموظف: الجامعات الفلسطينية كدراسة حالة". وذلك لاستكمال متطلبات درجة الماجستير في تنمية الموارد البشرية من الجامعة العربية الأمريكية.

لذلك، أرجو من حضراتكم التعاون من خلال تعبئة هذا الاستبيان بموضوعية كاملة، وفقاً لوجهة نظرك. مع العلم أنه سيتم تقدير جميع الإجابات والمعلومات، وسيتم التعامل مع المعلومات الواردة فيها بسرية تامة، وسيتم استخدامها لأغراض البحث العلمي فقط.

شكراً لجهودكم وتعاونكم

القسم الأول: معلومات عامةالجنس: ذكر أنثىالعمر: أقل من 30 سنة 39-30 49-40 50 سنة فأكثرالمنصب الوظيفي: أكاديمي أكاديمي مع مهام إدارية موظف إداريسنوات الخبرة: أقل من 5 سنوات 10-5 15-11 16 سنة فأكثرالمؤهل العلمي: دبلوم فأقل بكالوريوس دراسات عليا

اسم الجامعة

القسم الثاني: متغيرات الدراسة

يرجى الإجابة على جميع الأسئلة والفقرات الواردة في الجدول أدناه، وذلك بوضع إشارة X في المكان الذي يمثل أفضل وصف، بحيث يتم تقسيم الدرجة من (1-5) أعارض بشدة إلى أوافق بشدة، مع ملاحظة أن الرقم الأعلى (5) يشير إلى أعلى درجة في الموافقة بينما يشير الرقم الأقل (1) إلى أدنى درجة موافقة.

#	الفقرة	أعارض بشدة (1)	أعارض (2)	محايد (3)	أوافق (4)	أوافق بشدة (5)
القيادة الإلكترونية						
1. إمكانيات القائد الإلكتروني						
1	أشعر أن قائدي الإلكتروني متحمس وحيوي.					
2	أعتقد أن قائدي الإلكتروني يضع حاجة واضحة للإنجاز.					
3	أعتقد أن قائدي الإلكتروني على استعداد لتحمل المسؤولية عن النتائج بانتظام.					
4	أرى قائدي الإلكتروني يُظهر المرونة في نهج القيادة الخاص به.					
5	أشعر أن قيادتي الإلكترونية تُظهر مهارات تحليلية قوية.					

#	الفقرة	أعراض بشدة (1)	أعراض (2)	محايد (3)	أوافق (4)	أوافق بشدة (5)
6	أشعر أن خصائص القائد الإلكتروني في المنظمة تختلف إلى حد ما عن خصائص القادة التقليديين.					
7	أعتقد أن القائد الإلكتروني يلعب دوراً مهماً في تحسين الأداء التنظيمي في المؤسسة.					
2. بيئة العمل الإلكتروني						
1	أعتقد أن القائد لديه القدرة على خلق بيئة عمل إلكترونية إيجابية.					
2	أعتقد أنني أتعاون مع أشخاص في مناطق زمنية مختلفة.					
3	أعتقد أنه يمكنني العمل في مواقع مختلفة.					
4	أشعر أن لدي تفاعلات مهنية مع أشخاص خارج الشركة.					
5	أعتقد أنه يمكنني التعامل مع الأجهزة المحمولة.					
6	أشعر أنه يمكنني العمل في المنزل خلال أيام العمل العادية.					
7	أعتقد أنه مسموح لي بالعمل أثناء السفر.					
3. الاتصال الإلكتروني						
1	في اتصاله الافتراضي ، يبدو أن القائد واضح ومنظم جيداً ويسمح بالتغذية الراجعة لتجنب الأخطاء والافتراضات غير المختبرة.					
2	أشعر بثقة تامة في أن المجموعة ستحاول دائماً معاملتي بإنصاف.					
3	أعتقد أن قائدي سيكون مستعداً تماماً للاستفادة من خداع العمال.					
4	أعتقد أن القائد يضمن أن اتصاله الافتراضي ليس مفرضاً لدرجة إعاقة قدرة الموظفين على إنجاز عملهم.					
5	أعتقد أن قائدي الإلكتروني يتبنى اتصالاً مفتوحاً مع الموظفين.					
6	أشعر أن قائدي الإلكتروني يتميز بالتفكير السريع فيما يقدمه الموظفون.					
7	في اتصاله الافتراضي ، أعتقد ان القائد ينقل رسائل غير مقصودة تجعل المتلقي يشعر بالإهانة أو الغضب بسبب اللهجة أو سوء الفهم.					

#	الفقرة	أعراض بشدة (1)	أعراض (2)	محايد (3)	أوافق (4)	أوافق بشدة (5)
8	أعتقد أن القائد لا يزود الموظفين بما يكفي من الاتصالات الافتراضية الفردية.					
4. التكنولوجيا الإلكترونية						
1	أعتقد أن القائد لا يواكب تقنيات اتصالات المعلومات الجديدة (ICT) والتحسينات الجديدة للاتصالات الافتراضية.					
2	أعتقد أن القائد لديه ما يكفي من المهارات والميل للتعامل مع أنواع مختلفة من الأعطال التكنولوجية في كل من الإعدادات الشخصية والمؤسسية					
3	أشعر أن القائد مدرك ونشط فيما يتعلق بجهود الأمن السيبراني.					
4	أعتقد أن القائد ذكي من الناحية التكنولوجية ويظل على اطلاع دائم بتطورات تكنولوجيا المعلومات والاتصالات ذات الصلة والمخاوف المتعلقة بأمن تكنولوجيا المعلومات والاتصالات					
التحفيز						
1	أعتقد أن قائدي الإلكتروني يعطي أفكارًا ويحثني على إعادة التفكير في بعض أفكاره الخاصة، والتي لم أكن لأفكر فيها من قبل.					
2	أشعر أن قائدي الإلكتروني يمكنني من التفكير في المشاكل القديمة بطرق جديدة.					
3	أشعر أن قائدي الإلكتروني يقبلني على ما أنا عليه طالما أقوم بعملتي.					
4	أشعر أنني فخور جدًا بأن أكون قادرًا على إخبار الناس مع من أعمل.					
5	أشعر أنني جزء من المنظمة.					
6	أشعر بالحافز للقيام بعملتي والمهام التي أمر بها قائدي.					
7	أشعر بالمرونة التي يتمتع بها قائدي الإلكتروني في القيام بعملتي.					
8	أعتقد أن لدي القرار بشأن مكان وكيفية إنجاز عملي.					

#	الفقرة	أعراض بشدة (1)	أعراض (2)	محايد (3)	أوافق (4)	أوافق بشدة (5)
9	اشعر انني مرتاح لكوني جزءاً من هذه المنظمة.					
10	اعتقد ان الموظفين يشعرون بالفعل بدافع العمل الذي يقومون به ، وأن القيادة تتماشى معه.					
أداء الموظفين						
1	أعتقد أنني أكمل جميع المهام الموكلة إلي في الموعد النهائي.					
2	اشعر انني ملتزم بإنجاز مهامي بأفضل جودة.					
3	اعتقد انني ألتزم بالتعليمات المعطاة لي من القائد الإلكتروني.					
4	اعتقد انني أظهر صورة إيجابية لمنظمتي.					
5	اشعر انني افكر في الدوافع والحوافز أثناء عملي.					
6	اعتقد انني أقدم المساعدة لزملائي في الفريق إذا احتاجوا إلى المساعدة.					
7	أعتقد أنه في حالة غياب الموظف فإن ذلك لا يؤثر على سير العمل.					
8	افكر أن هناك معايير واضحة تتبعها لإنجاز العمل.					
9	اعتقد ان قاندي الإلكتروني يلتزم بتقييم أدائي بشكل دوري.					
10	اعتقد انني راضٍ عن عملية تقييم الأداء.					
11	أعتقد أنه من المفترض أن تُعطى نتائج تقييم الأداء لي على الفور.					
12	أعتقد أن الموظفين يشعرون بالفعل بالمهارة في إكمال المهام المحددة في عملهم.					

Appendix #3: Letter of Facilitating the Task of Collecting Data

Arab American University
Faculty of Graduate Studies



الجامعة العربية الأمريكية
كلية الدراسات العليا

2022/9/21

الى من يهمله الأمر

تسهيل مهمة بحثية

تحية طيبة وبعد،

تهديكم كلية الدراسات العليا في الجامعة العربية الأمريكية أطيب التحيات، وبالإشارة الى الموضوع أعلاه، تشهد كلية الدراسات العليا في الجامعة أن الطالبة هداية أحمد يوسف أمين والتي تحمل الرقم الجامعي 202012558 هي طالبة ماجستير في برنامج الموارد البشرية وتعمل على رسالة الماجستير الخاصة بها بعنوان:

"دور التحفيز كوسيط في تأثير القيادة الإلكترونية على أداء الموظفين: الجامعات الفلسطينية كحالة " تحت اشراف الدكتور راند عريقات، نأمل من حضرتكم الإيعاز لمن يلزم لمساعدتها للحصول على المعلومات اللازمة للدراسة، علماً أن المعلومات ستستخدم لغاية البحث فقط وسيتم التعامل معها بغاية السرية، وقد أعطيت هذه الرسالة بناءً على طلبها.

وتفضلوا بقبول فائق الاحترام

عميد كلية الدراسات العليا

د. نوار قطب



Page 1 of 1

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Appendix # 4: List of Arbitrators

#	Name of Arbitrator	Position	Place
1	Dr. Shaher Obeid	Associate Professor	Al-Quds Open Universities
2	Dr. Imad Wild Ali	Assistant Professor	Arab American University
3	Dr. Salwa Bargouthi	Assistant Professor	Al-Quds University
4	Dr. Yusef Abu Fara	Associate Professor	Al-Quds Open University
5	Dr. Abdel Rahman Tamimi	Associate Professor	Al-Quds University

الملخص

هدفت هذه الدراسة إلى التحقق من تأثير القيادة الإلكترونية على أداء موظفي الجامعات في فلسطين، ودراسة تأثير التحفيز كمتغير وسيط للعلاقة بين القيادة الإلكترونية وأداء الموظفين. حيث اعتمدت الدراسة المنهج الوصفي التحليلي لتحقيق أهداف الدراسة، واتبعت الطريقة الكمية لجمع المعلومات من خلال تطوير واستخدام أداة الاستبيان، حيث تم تطوير الاستبيان بالاعتماد على عدد من الدراسات السابقة والمقاييس التي تم استخدامها. وقد تم اختيار عينة مكونة من (363) موظفاً، تم اختيارهم وفقاً لطريقة العينة الملائمة، من مجتمع دراسة بلغ (6711) موظفاً جامعياً في فلسطين. كما تم تحليل البيانات الكمية التي تم الحصول عليها باستخدام برنامج إحصائيين هما: برنامج الرزم الإحصائية للعلوم الاجتماعية (SPSS) الإصدار 25، وبرنامج (Smart PIs) الإحصائي الإصدار 4.

وقد أشارت نتائج الدراسة إلى أن موظفي الجامعة في فلسطين لديهم كفاءات متوسطة في مجال القيادة الإلكترونية، وفي مجال الاتصال الإلكتروني، وفي مجال التكنولوجيا الإلكترونية بمستويات متوسطة. علاوة على ذلك، أشارت نتائج الدراسة إلى وجود مستوى متوسط من التحفيز في الجامعات الفلسطينية. بالإضافة إلى أن هناك مستويات عالية من بيئة العمل الإلكتروني في الجامعات في فلسطين، ومستويات عالية من أداء الموظفين. ووفقاً للدراسة، فإن القيادة الإلكترونية لها تأثير مباشر على أداء الموظفين في الجامعات في فلسطين، كما أشارت أنه لا يوجد تأثير على أداء الموظفين من خلال التحفيز. حيث أوصت الدراسة بأن القادة الإلكترونيين يجب أن يقدموا المزيد من المهام الافتراضية الإلكترونية لتحفيز الموظفين وتحسين الأداء. وهذا يوفر المرونة والإنجاز الفعال للمهمة. بالإضافة إلى ذلك، يجب على القادة الإلكترونيين السعي لخلق بيئة عمل إلكترونية مثالية مع اتصال فعال لتجنب سوء التواصل والحفاظ على الروح المعنوية ومنع تثبيط التحفيز.

الكلمات المفتاحية: القيادة الإلكترونية، الاتصال الإلكتروني، مهارات القائد الإلكتروني، بيئة العمل الإلكترونية، التكنولوجيا، التحفيز، أداء الموظفين، التعليم العالي.