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عنوان البحث

القيادة التربوية ودورها في تحقيق العدالة التعليمية عبر التعليم الإلكتروني للموظفين في القطاع الخاص

The Role of Educational Leadership in Achieving Educational Equity through E-Learning for Employees in the Private Sector

إعداد الطالب/ عبدالله الشهراني

إشراف/

د. الفيصّل عبد الحميد

د. فايز جرّاد

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Introduction:

Over the past two decades, the world has witnessed significant transformations in the fields of technology and communication, which have had a direct impact on the educational process. Education has shifted from traditional patterns to more flexible and modern approaches. E-learning has emerged as a strategic option that most educational systems strive to adopt—not merely as a supplementary tool, but as an effective alternative to ensure continuity of education and broaden access to learners (UNESCO, 2020). This trend was further reinforced during the COVID-19 pandemic, which compelled educational institutions to fully rely on E-learning for extended periods, highlighting its importance in overcoming crises and maintaining uninterrupted learning (Fullan, 2007). Despite these advantages, such transformations have not been free from challenges, particularly in terms of educational equity, especially in contexts where technical infrastructure and supportive educational policies are lacking. Educational equity is one of the fundamental pillars that education systems aim to achieve. It seeks to guarantee equal opportunities for all individuals to access education regardless of their social, economic, or professional circumstances (Rawls, 1971). However, with e-learning becoming a primary mode of instruction, questions have arisen about its ability to uphold this principle amid significant disparities in technological resources and institutional support among learners and organizations. Reports indicate that although E-learning has immense potential to expand learning opportunities, it can sometimes deepen educational gaps if its policies are not designed to ensure fairness among all groups (UNESCO, 2020). This gap is particularly evident among employees in the private sector, who face multiple challenges that hinder their ability to benefit from e-learning programs. These challenges include time constraints due to work commitments, the absence of supportive institutional policies, and inadequate technological infrastructure necessary to fully leverage online learning opportunities (Alyasi, 2022). Recent studies have also pointed out that this group often suffers from a lack of financial and technical support, which undermines their ability to develop the professional skills required in today's competitive labor market (UNESCO, 2020). Consequently, the lack of educational equity in e-learning environments not only reflects disparities in access to resources but also affects equal employment and career advancement opportunities. At this point, the role of educational leadership becomes crucial in addressing these issues. Effective leadership is a key factor in reducing gaps and achieving educational equity. Educational leadership goes beyond managing resources or overseeing academic tasks; it encompasses policy development, provision of technical support, and motivating all stakeholders to achieve educational goals within equitable digital environments (Bass & Riggio, 2006). Albah (2021) confirmed that transformational leadership in educational institutions directly affects engagement and participation in e-learning by implementing flexible strategies that ensure equal opportunities for learners. Similarly, Alyasi (2022) demonstrated that digital educational leadership could empower marginalized groups, including private sector employees, by providing the necessary support and ensuring unhindered access to educational resources. The critical role of educational leadership is not confined to designing supportive policies for e-learning but extends to directing the educational process toward broader objectives linked to social justice and educational equity. Contemporary challenges require educational leaders to adopt leadership practices that reflect values of fairness and empowerment while responding to the diversity and varying needs of learners in online environments (Fullan, 2007). From this perspective, the need to explore this topic arises from the importance of identifying the mechanisms educational leadership can employ to ensure educational equity in digital learning environments, particularly for groups constrained by time and

professional obligations that limit their ability to benefit from such models. Based on the foregoing, the research problem can be formulated as follows:

How can educational leadership contribute to achieving educational equity through e-learning for employees in the private sector? To what extent can it reduce the educational gap and provide a flexible and equitable learning environment for all groups? **(Rawls, 1971).**

Statement of the Problem:

Employees in the private sector face multiple challenges in accessing opportunities for continuous learning, particularly due to work commitments and limited time, which restrict their ability to benefit from traditional educational programs. These challenges are not limited to time and effort but also include a lack of institutional support, insufficient academic guidance, and weak official recognition of some professional certifications. Such factors create a knowledge gap that hinders their chances of career advancement and competitiveness in the labor market. Therefore, this study seeks to explore whether educational leadership possesses the tools and mechanisms necessary to address this gap and achieve educational equity within this context. Accordingly, the research problem can be formulated as follows:

How can educational leadership contribute to promoting educational equity through E-learning for employees in the private sector?

Significance of the Study:

First: Theoretical Significance

- Enrich the educational literature related to the role of educational leadership in online learning environments.
- Clarify the relationship between educational leadership and achieving educational equity through distance learning.
- Provide a scientific foundation that can be utilized in future research in the same field.

Second: Practical Significance

- Offer practical recommendations for educational institutions on strategies to enhance educational equity in e-learning.
- Assist policymakers in developing policies that support equal educational opportunities for employees in the private sector.
- Support continuous professional development programs through e-learning platforms in workplace environments.

Objectives of the Study

- Analyze the role of educational leadership in achieving educational equity through E-learning for employees in the private sector.
- Identify the challenges faced by employees in the private sector in benefiting from e-learning programs.

- Explore educational leadership mechanisms that contribute to promoting equal educational opportunities in online learning environments.
- Provide practical recommendations and proposals for educational institutions to support the achievement of educational equity in E-learning.

Research Questions

1. What is the role of educational leadership in achieving educational equity through e-learning for employees in the private sector from the perspective of educational leaders and teachers?
2. Are there statistically significant differences at the level of ($\alpha = 0.05$) in the role of educational leadership in achieving educational equity through e-learning for employees in the private sector from the perspective of educational leaders and teachers, attributed to the variables of gender, educational qualification (bachelor's/graduate studies), and years of experience?

Literature Review

This section reviews previous studies related to educational leadership in online learning environments and its role in achieving educational equity, with a focus on the challenges faced by employees in the private sector. The studies are presented from the most recent to the oldest:

1. Alyasi (2022):

This study aimed to examine the impact of digital leadership on promoting educational equity in online learning environments. The sample included 120 educational leaders from institutions in the United Arab Emirates. The researcher employed a descriptive analytical method. The results revealed that digital leadership significantly contributed to ensuring equitable learning opportunities and increasing participation in e-learning programs, particularly for individuals facing time constraints.

2. Albah (2021):

The study investigated the effect of transformational educational leadership on supporting e-learning in private schools in Saudi Arabia. The sample consisted of 150 teachers from private schools. A descriptive survey method was used. The findings indicated a strong positive relationship between implementing transformational leadership practices and achieving educational equity in online learning environments.

3. Al-Ahmadi (2020):

This research examined the relationship between educational leadership practices and employees' ability to benefit from e-learning in educational institutions. The sample included 95 employees from Saudi universities. A quantitative method using a questionnaire was applied. The results showed that effective educational leadership played a critical role in removing technical and organizational barriers, enhancing employee participation in e-learning programs.

4. UNESCO Report (2020):

This international report explored the challenges of achieving educational equity in e-learning during the COVID-19 pandemic. The report used a descriptive analytical

approach, covering data from over 50 countries. Findings emphasized that the absence of strong educational leadership strategies was a major factor contributing to inequities among learners.

5. Bass & Riggio (2006):

The study focused on the role of transformational leadership in improving educational institutions. It adopted a theoretical and field-based analysis of leadership practices across various education systems worldwide. The results highlighted that transformational leadership fosters innovation and supports educational equity through flexible technology-based policies.

Theoretical Framework

1. Theoretical Foundations

This study is grounded in two major theories that provide a conceptual basis for understanding the role of educational leadership in achieving educational equity through e-learning: Transformational Leadership Theory and Social Justice Theory.

Transformational Leadership Theory

Transformational Leadership Theory emphasizes the ability of leaders to inspire and motivate followers to achieve shared goals, going beyond transactional exchanges to foster commitment, innovation, and empowerment (Bass & Riggio, 2006). In the context of e-learning, transformational educational leaders play a crucial role in promoting equity by creating supportive environments, facilitating access to resources, and adopting flexible strategies that accommodate the diverse needs of learners, particularly employees in the private sector.

Social Justice Theory

Social Justice Theory, introduced by Rawls (1971), highlights fairness and equity as central principles in societal structures, including education. Applying this theory to e-learning means ensuring that all learners, regardless of their socioeconomic or professional status, have equal opportunities to access and benefit from education. Educational leaders, therefore, act as agents of equity, ensuring the distribution of resources and opportunities aligns with these principles.

2. Key Concepts of the Study

Educational Leadership

Conceptual Definition: Educational leadership refers to the process of guiding and influencing educational institutions toward achieving their goals through strategic planning, effective communication, and empowering stakeholders (Bush, 2018).

Operational Definition: In this study, educational leadership is defined operationally based on the responses of educational leaders and teachers to the questionnaire items related to leadership practices in e-learning environments.

Educational Equity

Conceptual Definition: Educational equity is the principle of ensuring that all individuals, regardless of their background, have fair access to learning opportunities, resources, and outcomes (UNESCO, 2020).

Operational Definition: In this study, educational equity refers to participants' perceptions of fairness and equal access to e-learning programs as measured by the study instrument.

E-Learning

Conceptual Definition: E-learning refers to the use of digital technologies and internet-based platforms to deliver educational content and facilitate interaction between learners and instructors, regardless of physical location (Moore et al., 2011).

Operational Definition: In this study, e-learning is defined operationally as the delivery and participation in educational programs through digital platforms, as perceived and reported by the study sample.

Research Instrument

The study relies on a questionnaire as the primary research instrument to collect data related to the role of educational leadership in achieving educational equity through e-learning for employees in the private sector. The questionnaire was designed to measure participants' perceptions regarding leadership practices, equity in educational opportunities, and the challenges associated with e-learning.

Scope and Delimitations of the Study

1. Subject Delimitation (Topical Scope):

The study focuses on analyzing the role of educational leadership in achieving educational equity through e-learning for employees in the private sector. It does not cover other aspects of leadership unrelated to education or other forms of learning.

2. Geographical Delimitation (Spatial Scope):

The research is limited to the context of private sector organizations and does not extend to public institutions or international settings.

3. Temporal Delimitation (Time Frame):

The study covers literature, policies, and leadership practices relevant to the period between 2020 and 2024, during which e-learning experienced significant development.

4. Human Delimitation (Population):

The research targets educational leaders and teachers as key stakeholders influencing e-learning for employees in the private sector.

Key Terms of the Study

Educational Leadership:

Conceptually, educational leadership refers to the process of guiding and influencing

educational institutions to achieve their objectives through planning, coordination, and empowerment of stakeholders (Bush, 2018).

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Educational Equity:

Conceptually, educational equity refers to the principle of ensuring fair and equal access to learning opportunities, resources, and outcomes for all learners regardless of their social or economic background (UNESCO, 2020).

Operationally, it is defined through the responses of the study sample regarding fairness and equal opportunities in e-learning programs.

E-Learning:

Conceptually, e-learning refers to the delivery of educational content and interaction between learners and instructors through digital technologies and online platforms (Moore et al., 2011).

Operationally, it is defined through the responses of the study sample about their experiences and engagement in e-learning systems.

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