# The Reality of the Performance of the Digital Educational Process in the Twenty-First Century from the Perspective of Graduates of Private Universities in the United Arab Emirates

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**Abstract**

This study aimed to identify the reality of the performance of the digital educational process in the twenty-first century from the perspective of graduates of private universities in the United Arab Emirates. The study sample consisted of (50) students who graduated from private universities. To achieve the objectives of the study, the study tool (questionnaire) was prepared, consisting of (20) items, and its validity and reliability were verified. The study concluded that the degree of reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates was high, with a mean of (3.83) and a standard deviation of (0.60). The study came out with recommendations, the most important of which are: generalizing the experiences of private universities that have achieved successes in performing digital education in the educational field, including university ones.

**Keywords**: University Administration, Digital Educational Process, Private Universities

**The Introduction**

This study aimed to identify the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates. The study sample consisted of (50) students from graduates of private universities. To achieve the objectives of the study, the study tool (questionnaire) was prepared, consisting of (20) paragraphs, and validity and reliability were verified. The study concluded that the degree of the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates was high, with an arithmetic mean of (3.83) and a standard deviation of (0.60). The study came out with recommendations, the most important of which are: generalizing the experiences of private universities that have achieved successes in

performing digital education in the educational field, including the university. Keywords: University administration, digital educational process, private universities.

Since its declaration of independence in 1971, the United Arab Emirates has been interested in the educational process, and has developed plans and strategies that enabled it to reach the level it has reached now, as well as continuous updates that required benefiting from global expertise, which made these strategies in constant change and continuous updating, in an attempt to reach global leadership and continuous competition. The educational process faces many challenges, as it requires keeping up with the changes taking place in the educational field. The process of change in the educational field requires its leaders to follow an approach that can positively affect every aspect of the educational institution (Green, 2017). Educational leaders have full knowledge of every aspect of the educational process, as well as knowledge of educational strategies that help overcome obstacles resulting from continuous changes in educational institutions (Ali, 2013).

The first public university in the Emirates is the United Arab Emirates University, which was established in 1976 (www.uaeu.ac.ae), and the first private university established in the Emirate of Abu Dhabi under the name Al Khawarizmi International College in 1985 (www.kic.ac.ae). The university educational process in the United Arab Emirates has gone through successive obstacles, the most important of which are financial resources, and the most recent of which is technological development, which has had a profound impact on the educational process, so… . Various countries, including the United Arab Emirates, have adopted the use of technology as a means of continuing the educational process, and for students, including higher education students, to continue receiving their education to ensure their educational excellence (Fadila, 2023).

The presence of a conscious and understanding university educational administration, aware of the educational challenges surrounding it in the educational field, will help achieve the desired results for these universities, and the readiness of university administrations must be highlighted to continue their excellence, or at least keep pace with digital development in the educational process. This study reviewed the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates, in response to what is dictated by the current conditions in the university education sector, and the necessity of developing organized strategies to continue the excellence of the university educational process.

*The Study Problem and its Questions*

University administration is the important link in universities, and it is the one that sets plans towards excellence. In addition, it plays an important role in achieving its goals. This requires developing strategies to achieve excellence and ways to deal with any obstacles facing the educational process, in line with scientific and digital changes and developments in the educational process, provided that these strategies are applied according to controls and foundations that it deems necessary and binding for workers and students to achieve excellence and leadership. The researcher's endeavor to identify the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates came as a result of what he saw in the field of higher education, and a continuation of the studies and research that

sought to clarify the role of government university administrations in achieving excellence and leadership.

The obstacles facing universities that were mentioned in previous research and studies need to be explained and clarified, in order to fit with the changes that have occurred in the higher education community in general and in private universities in particular, in addition to the fact that the technological and technical development of educational technology in some private universities has no longer kept pace with the changes, technological development and environmental variables, according to the researcher's point of view, and must be modified to keep pace with current developments.

The problem of the study boils down to answering the following questions:
1- The reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates?
2- How difficult is it to perform the digital educational process in the twenty-first century, from the point of view of graduates of private universities in the United Arab Emirates?

**Objective of the Study**

This study aimed to identify the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates, and to find out the statistically significant differences in the responses of the study sample members, regarding the way the university administration deals with the digital educational process.

**The Importance of the Study**

In light of the rapid and increasing global changes, the rapid development in educational technology, and the excellence achieved in various educational methods, it was necessary to shed light on what will happen in the future, and prepare for it with the hopes and ambitions that a person aspires to, and whoever ignores the events around him in all fields will inevitably isolate himself from the world, so looking with a keen eye and thoughtful ideas will bear fruit in the near term, and this study "The reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates" comes in response to this importance.

It is hoped that the following will benefit from the results of this study:
- Higher education officials in the United Arab Emirates.
- Administrations of public and private universities and members of their administrative and teaching staff.
- To understand and reconsider the programs, plans and strategies prepared in private universities and redirect them to the right path.
- This study adds a new reality to the methods and techniques of the digital educational process in private and governmental university administration, which would develop the teaching-learning process in the field of higher education.
- This study should benefit researchers and those interested in the field of strategy development and serve as a reference for them.

**Study Terminology**

The study defines the following terms:

University administration: Habeshi (2005) defined it as "leadership that is entrusted with the responsibilities of achieving the university's goals of raising citizens, conducting scientific research, encouraging and directing it to serve society, contributing to the advancement of knowledge, sciences, literature and the arts, and strengthening scientific and cultural ties with universities and scientific bodies inside and outside the country." The digital educational process: It is the change that is linked to the application of digital technology to bring about a radical change in the way of work and to serve beneficiaries faster and better (Al-Mutairi, 2022). It is defined procedurally as: the process of transferring information and knowledge from the direct form to the available means of technology in a direct way, to deliver the information to its recipients. Private universities: They are university educational institutions that work side by side with public universities in the same field, have their own financial and administrative independence, and are under the supervision of the Ministry of Higher Education (Saqr, 2005).

**Limitations of the Study**

Human Determinant: Private university graduates in 2022 and 2023.

Location specific: Private universities (Umm Al Quwain University).

Timeframe: 2024

This presentation included theoretical literature and previous studies related to the subject of the study, as follows:

*Theoretical Literature*

The theoretical literature included topics related to the concept of educational administration, university administration, private university education, university excellence, and confronting challenges. Then, previous Arab and foreign studies related to the subject of the study, which were presented according to their chronological order from oldest to newest, as follows:

*The Concept of Educational Administration*

Educational administration is considered a branch of administration that emerged as an independent science in 1946. Atwi (2004) mentioned it as a set of processes and procedures according to a specific pattern, harnessing material and human energies to achieve the required goals and activate the role of educational institutions in society within a comprehensive educational framework. Educational administration has been defined as a necessity and an urgent need in contemporary society. Good administration is a basic condition for good education. It works to raise the level of performance and seeks to success Work and mastering it, raises the morale of the institution's employees, increases their productivity, and unifies their efforts in order to achieve the desired educational goals (www.mawdoo3.com). As for Abboud (1992), he defined educational administration as the body that is concerned with the individual's activity and development, in light of communication with his family and the environment in which he lives, to achieve the required educational goals.

We conclude from the above that the educational administration is the educational administrative body that prepares educational plans to reveal an educated generation, and

sets standards and foundations for selecting qualified persons, including teachers and administrators, to deliver information and knowledge to students in a short and easy time and with an in-depth understanding of the idea and knowledge, and these ideas and information are in line with the state's policy and the goals it has set to raise the generation in line with sound ideas.

### The Concept of University Administration

University administration: It is an administrative unit consisting of a group of individuals who have an organized relationship according to an organizational structure that seeks to accomplish and achieve goals (Al-Zaidi, 2013). Habeshi (2005) defined it as an integrated process implemented by specialized leaders and qualified workers who have experience in university administration, and its policy is to formulate strategies and develop plans and programs to reach goals and achieve goals through the functions assigned to its employees. Saeed Salman, President of Ajman University of Science and Technology, said that university administration: is an administrative authority with a comprehensive vision that seeks to reach the university of the future, through a comprehensive creative environment, achieving distinguished results that encourage continuity and prosperity, and evaluating business to reach quality (www.ajman.ac.ae).

We conclude from the previous definitions that university administration is a higher authority in the university, managing its affairs according to strategies developed by higher authorities, to achieve goals and reach the desired results to serve society, and achieve distinction among universities in the field of higher education.

### Private University Education

Private university education participates side by side with public university education. Just as some government sectors were privatized, room was made for the private sector to enter university education. The numbers of learners and societal requirements necessitate governments to make room for private university education (Hassan and Al-Ajami, 2008, 103). Private universities need to integrate with public universities to exchange experiences, achieve quality education, and face and overcome challenges (Sabri, 2007, 417). The best evidence of the necessity of cooperation is what happened during the Corona pandemic, which prompted everyone to cooperate to overcome this stage and ensure the continuity of the educational process.

### Digital Education

Digital education can be defined as learning that takes place in a digital environment that relies on the use of digital technology, to bring about the required learning, with simultaneous communication between the elements of the educational process, whether in a formal or informal way (Al-Jundi, 2020). This is what helps countries that have come a long way in using digital technology in all their fields of work, as what happens in the educational field is only part of the successes achieved by those countries.

### **Facing Challenges**

Every institution goes through periods of excellence and success, and in return, this success goes through challenges that require those institutions to achieve distinction among universities, and universities as educational institutions have faced the challenges of continuing to keep pace with the digital educational process. Digital education requires

continuous updates, to achieve excellence in offering programs and strategies that support the digital educational process. There are many programs that help provide free services through their platforms, which has helped to continue the digital educational process at the level of schools and universities and also pushed people to specialize in e-learning, which will direct governments to pay attention to and fund research and artificial intelligence (Al-Hammadi, 2021). The continuity of the digital educational process has become inevitable alongside traditional education within universities, which opens the way for universities to develop many programs that facilitate the educational process.

**Literature Review**

Previous studies related to the performance of the digital educational process were identified, and the studies were divided from oldest to most recent, as follows:

Belaid's study (2015), which was entitled Educational Technology and the Educational Process, aimed to highlight the relationship and link technology to the educational process. The researcher followed the analytical method in this study, the results of which were as follows: There are difficulties in providing a digitized teacher who mixes heritage and modernity, and old curricula need to be updated to keep pace with global digital developments. The researcher suggested converting educational programs and educational achievements to digital. A study by Lamouchi (2016) aimed to identify strategies and mechanisms through which the university's e-learning system can be activated, which was entitled Activating the e-learning system as a mechanism to raise the level of performance in universities in light of information technology. The result of the study was that the educational process at its various stages needs an effective networked e-learning system that provides multiple levels of interaction and encourages active participation in building knowledge.

As for Al-Balushi's study (2019), it was entitled Digital Transformation in the Sultanate of Oman and the factors affecting it from the point of view of decision makers in the Sultanate of Oman. The study aimed to identify strategies for digital transformation in the Sultanate of Oman and the factors affecting it from the point of view of decision makers in the Sultanate of Oman. The researcher used the interview method to conduct it on (18) people, and the result of the study was that the Sultanate of Oman's interest in the information technology sector is very high, and to prepare a comprehensive strategy for it, Digital transformation also requires several factors, such as: political factors, awareness, media, and partnership with the private sector.

Najwa and Nawal's study (2020) aimed to know the role that digital education plays in the educational process, which was entitled The Role of Digital Education in the Educational Process. The result of the study came that digital education has an important role in supporting and achieving the quality of the educational process, by raising the efficiency of the professor and student and keeping pace with international standards in education, and also that digital education is a manifestation of information development, resulting from the integration of information and communications technology into the educational system. As for Abed's study (2022), it was entitled Organizational culture and its role in determining the digital transformation strategy in the Ministry of Education and Higher Education - Gaza Strip. The study aimed to identify organizational culture and its role in determining the digital

transformation strategy in the Ministry of Education and Higher Education - Gaza Strip. The researcher used the study tool (a questionnaire) and distributed it to a study sample of (121) people.

*The Study Reached the Following Results*
1- There is a high degree of agreement on the digital transformation axis.
2- There is a statistically significant relationship between the organizational culture axis and its dimensions and the digital transformation axis

Al-Rawashda's study (2023) aimed to determine the impact of digital transformation on administrative decision-making in a ministry

Jordanian Education, which was entitled Digital Transformation and its Impact on Administrative Decision-Making in the Jordanian Ministry of Education. The researcher used the study tool (questionnaire) to collect information from (200) people. The study concluded that there is a strong correlation with statistical significance for digital transformation and administrative decision-making, and also that there is a statistically significant significant effect between digital transformation and the quality of administrative decision-making, the efficiency of administrative decision-making and the effectiveness of administrative decision-making.

As for Selim's study (2023), it was entitled The Impact of Organizational Culture on the Implementation of Digital Transformation in Egyptian Private Universities. The study aimed to identify the nature of the relationship between organizational culture and the application of digital transformation in Egyptian private universities. The researcher used the study tool (a questionnaire) to collect information from (373) faculty members and support staff in Egyptian private universities. The result of the study was that there is a strong direct correlation between the prevailing organizational culture in Egyptian private universities and the efficiency of implementing digital transformation in Egyptian private universities.

The study Al-Maaytah and Salahat (2024) aimed to identify the role of digital education in enhancing the educational process at the Faculty of Educational Sciences at the University of Jordan, which was entitled The Role of Digital Education in Enhancing the Educational Process at the Faculty of Educational Sciences at the University of Jordan. The researchers used the study tool (interview) to collect information from the study sample of (50) male and female students, and the study concluded that the Faculty of Educational Sciences at the University of Jordan, with all its educational staff, relies heavily on modern technological means in the process of education.

*Comment on Previous Studies and the Location of the Study*
The previous presentation of previous studies shows that they are relatively different from the current study. The topic of the relationship between technology and the educational process was addressed in the study of Belaid (2015), the study of Najwa and Nawal (2020), and the study of Al-Maaita and Al-Salah (2024). As for the strategy of electronic and digital education in government institutions, including universities, it was covered in a study by Lamouchi (2016) and a study by Al-Balushi (2019), and as for organizational culture and digital transformation, it was covered in the study of Abed (2022). Al-Rawashda's study (2023) and Saleem's study (2024).

The current study summarizes the performance of the digital educational process in private universities in the United Arab Emirates, and the level of the items was high, but it added that the digital educational process in private universities was distinct and unique.

**Method and Procedures**

The method included an explanation of the study methodology on the reality of performing the digital educational process, presenting the study population, and methods of data analysis.

*Study Methodology*

The researcher followed the survey method, developed the study tool, and distributed it to the study population represented by graduates of the private universities concerned.

*Study Population*

The study population consisted of Umm Al Quwain University graduates, male and female, who graduated in 2021 and 2022, and their number exceeded 335 male and female students (www.uaqu.ac.ae).

*Study Sample*

The study sample consisted of 50 students who completed graduation from Umm Al Quwain University in the study population, to represent a simple random sample of the study population.

*Study Tool*

To answer the study questions, the researcher developed the study tool to know the reality of the performance of the digital educational process from the point of view of graduates of private universities in the United Arab Emirates, after referring to theoretical literature and previous studies such as Salah Al-Din's study (2021), Shtayeh's study (2022) and other relevant studies. It was presented to a group of specialized arbitrators to ensure its validity, and then the study tool was presented to the study sample.

*Data Analysis Methods*

Arithmetic means and standard deviations were used to analyze the data we obtained from the study population.

*Statistical Criterion*

A five-point Likert scale was adopted to correct the study tools, giving each of its items one point out of its five grades (strongly agree, agree, neutral, disagree, strongly disagree), which are represented numerically (5, 4, 3, 2, 1), respectively. The following scale was adopted for the purposes of analyzing the results:

From 1.00-2.33     Few
From 2.34-3.67     Medium
From 3.68-5.00     Great

The Measure was Calculated using the Following Equation

(The upper limit of the scale (5) - The lower limit of the scale (1)) / Number of required categories (3)

=( 5-1)/3  =1.33
Then add the answer (1.33) to the end of each category.

Construct validity: The reality of performing the digital educational process

To extract the implications of the construct validity of the scale, the correlation coefficients of the item with the total score of the axis to which it belongs were extracted in an exploratory sample from outside the study sample consisting of (5) students. The correlation coefficients of the item with the total score of the axis to which it belongs ranged between (0.49-0.78), and the following table shows this.

Table (1)
*Correlation Coefficients between the Item and the Total Score of the Axis to which it Belongs*

| Correlation coefficient | Paragraph number | Correlation coefficient | Paragraph number | Correlation coefficient | Paragraph number |
|---|---|---|---|---|---|
| .64(**) | 13 | .64(**) | 7 | .63(**) | 1 |
| .69(**) | 14 | .67(**) | 8 | .62(**) | 2 |
| .76(**) | 15 | .63(**) | 9 | .61(**) | 3 |
| .57(**) | 16 | .67(**) | 10 | .49(*) | 4 |
| | | .78(**) | 11 | .61(**) | 5 |
| | | .74(**) | 12 | .58(**) | 6 |

\*        Statistically significant at the significance level (0.05).
\*\*        Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

*Stability of the Reality of the Performance of the Digital Educational Process*

To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale and re-applying it after two weeks to a group from outside the study sample consisting of (20), and then the Pearson correlation coefficient was calculated between their estimates on the two occasions if it reached (0.89). The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, if it reached (0.81), and these values were considered appropriate for the purposes of this study.

Construct validity: Difficulties in performing the educational process in the twenty-first century

To extract the implications of the construct validity of the scale, the correlation coefficients of the item with the total score of the axis to which it belongs were extracted in a survey sample from outside the study sample consisting of (5) respondents. The correlation coefficients of the item with the total score of the axis to which it belongs ranged between (0.63-0.79), and the following table shows this.

Table (2)
*Correlation coefficients between the item and the total score of the axis to which it belongs*

| Correlation coefficient | Paragraph number |
|---|---|
| .75(**) | 1 |
| .79(**) | 2 |
| .63(**) | 3 |
| .77(**) | 4 |

\*Statistically significant at the significance level (0.05).

**Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

The stability of the difficulties of performing the education process in the twenty-first century

To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale, and re-applying it after two weeks to a group outside the study sample consisting of (5), and then the Pearson correlation coefficient was calculated between their estimates on the two occasions if it reached (0.91). The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, if it reached (0.85), and these values were considered appropriate for the purposes of this study.

*Study Sample*
Table (3)
*Frequencies and percentages according to study variables*

| Ratio | Repetition | Categories | |
|---|---|---|---|
| 72.0 | 36 | male | **Sex** |
| 28.0 | 14 | feminine | |
| 100.0 | 50 | the total | |

The first question: What is the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates?

To answer this question, the arithmetic averages and standard deviations of the reality of the performance of the digital educational process in the twenty-first century were extracted from the point of view of graduates of private universities in the United Arab Emirates, and the table below shows this.

Table (4): Arithmetic means and standard deviations of the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates, arranged in descending order according to the arithmetic means.

| Degree | Standard deviation | Arithmetic average | Paragraphs | Number | Rank |
|---|---|---|---|---|---|
| High | 0.76 | 4.10 | The university administration diversified the use of modern programs for the digital educational process | 16 | 1 |
| High | 0.95 | 4.04 | The means of communication and communication between the student and his teachers varied | 2 | 2 |
| High | 0.86 | 4.04 | The university administration gave sufficient time for students to adapt to modern developments in digital educational methods | 5 | 2 |
| High | 0.95 | 3.96 | Modern educational methods are available at the university | 1 | 4 |
| High | 0.99 | 3.96 | Digital educational means have made it easier for students to access information | 11 | 4 |
| High | 0.86 | 3.90 | The university administration worked to benefit from the experiences of others | 14 | 6 |
| High | 0.98 | 3.88 | The university administration kept pace with technological changes so as not to affect its services | 13 | 7 |
| High | 0.84 | 3.84 | The university administration has prepared its faculty and staff to use modern digital means | 4 | 8 |
| High | 1.03 | 3.80 | The university administration sought to know the extent of students' satisfaction with its digital educational services | 15 | 9 |
| High | 0.94 | 3.76 | The diversity of the performance of the digital educational process has increased during the recent period | 3 | 10 |
| High | 1.19 | 3.74 | Students keep up with new learning programs | 8 | 11 |
| High | 0.95 | 3.72 | The digital educational process has had a positive impact on students' receipt of information | 9 | 12 |
| High | 1.10 | 3.68 | The university administration continuously develops the performance of the digital educational process | 10 | 13 |
| High | 1.19 | 3.62 | The university administration has updated all its programs to keep pace with the digital transformation of the educational process | 7 | 14 |
| High | 1.05 | 3.62 | The university administration was keen to take students' opinions into the process of updating digital educational means | 12 | 14 |
| High | 1.14 | 3.60 | The university administration varied the timing of lectures to reduce pressure on the Internet | 6 | 16 |
| High | 0.60 | 3.83 | The reality of performing the digital educational process | | |

It is clear from Table (4) that the study sample's estimates of the reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates were high with a mean of (3.83) and a standard deviation of (0.60). As for the paragraphs, the paragraph that states, "The university administration has diversified the use of modern programs for the digital educational process," came in first place, with a mean of (4.10), a standard deviation of (0.76),

and a high rating, while the paragraph that reads, "The university administration has diversified the timing of lectures to reduce pressure on the Internet," came in last place, with a mean of (3.60), a standard deviation of (1.14), and a high rating.

The second question: What is the degree of difficulty of performing the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates?

To answer this question, the arithmetic means and standard deviations of the degree of difficulty of performing the digital educational process in the twenty-first century were extracted from the point of view of graduates of private universities in the United Arab Emirates, and the table below shows this.

Table (5): Arithmetic means and standard deviations of the degree of difficulty of performing the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates, arranged in descending order according to the arithmetic means.

| Degree | Standard deviation | Arithmetic average | Paragraphs | Number | Rank |
|---|---|---|---|---|---|
| High | 0.91 | 4.06 | I noticed that the way the digital educational process is performed in the twenty-first century is confusing for some students | 4 | 1 |
| High | 0.93 | 3.84 | The large numbers of students in one class made the educational process difficult | 2 | 2 |
| High | 0.93 | 3.78 | Difficulty in accessing the university's digital educational services for students | 1 | 3 |
| High | 1.05 | 3.64 | The university's budget prevented the development of the performance of the digital educational process | 3 | 4 |
| High | 0.70 | 3.83 | Difficulties in performing the education process in the twenty-first century | | |

It is clear from Table (5) that the study sample's estimates of the degree of difficulty of performing the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates were high with a mean of (3.83) and a standard deviation of (0.70). As for the paragraphs, the paragraph that states, "I noticed that the method of performing the digital educational process in the twenty-first century is confusing to some students" came in first place, with a mean of (4.06) and a standard deviation of (0.91), with a high grade, while the paragraph that reads, "The university's budget prevented the development of the performance of the digital educational process" came in last place, with a mean of (3.64), and a standard deviation of (1.05), with a grade of

**Discuss the Results**

First: Discussing the results related to the first question, which reads:

1- The reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates?

To answer this question, the arithmetic means, standard deviations, rank and degree were found for each item. The reality of the performance of the digital educational process in the twenty-first century from the point of view of graduates of private universities in the United Arab Emirates was high, with an arithmetic mean of (3.83) and a standard deviation of (0.60). The arithmetic means of the items ranged between (4.10 - 3.60) and the standard deviation of (0.76 - 1.19), as shown in Table No. (4), and the paragraph "The university administration has diversified in the use of modern programs for the digital educational process" ranked first, and the paragraph "The means of communication and communication between the student and his professors have diversified" came in second place, and the paragraph "The university administration gave sufficient time for students to adapt to modern developments in digital educational means" came in third place, and with a high degree. This may be attributed to the fact that the university administration has included within its plans and strategies the pursuit of excellence and catch-up. With digital education globally, and also the university administration's benefit from the experiences of other universities, and these paragraphs agreed with the study of Belaid (2015) and the study of Najwa and Nawal (2020). As for the last place, the paragraph came, "The university administration has varied the timing of lectures to reduce pressure on the Internet," with a mean (3.60) and a standard deviation (1.14) with a high degree. This may be attributed to the university administration seeking excellence even in using the Internet. These paragraphs agreed with Abed's study (2022) and Saleem's study (2023).

Second: Discussing the results related to the second question, which reads:

1- How difficult is it to perform the digital educational process in the twenty-first century, from the point of view of graduates of private universities in the United Arab Emirates?

2-

To answer this question, the arithmetic means, standard deviations, rank, and level were found for each paragraph. The paragraph, "I noticed that the way the digital educational process is performed in the twenty-first century is confusing for some students," came in first place. This is due to the competitiveness among private universities in the United Arab Emirates requiring them to improve their services. This paragraph agrees with Lamouchi (2016). As for the paragraph, "The large numbers of students in one class made the educational process difficult," it came in The second ranking, and this may be attributed to the fact that the university professor needs a large amount of time to deal with the large numbers of students in one class, and if he does, there will be no quality in the digital educational process. This is evidence that the large number of students in one class, whether in general education or in university education, and whether in person or remotely, affects the educational process. As for the paragraph, "The university's budget prevented the development of the performance of the digital educational process," it came in the last rank, and this may be attributed to the budget for any work greatly affecting To provide what educational institutions need to achieve excellence.

**Recommendations**

In light of the findings of the current study, the following recommendations were presented:

1- Generalizing the experiences of private universities that have achieved excellence in managing the performance of digital educational science.

2- Preparing faculty members in private universities and involving them in qualification and training courses to successfully manage the educational process.

3- Holding educational courses for university administrators and deans of their colleges on excellence in the performance of the educational process.

4- Benefiting from members of the administrative and teaching staff who have distinguished themselves in the educational process, to develop strategies for the future of university education in private universities.

5- Increase research in the field of digital education in the educational field, especially in higher education.

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