MIS CONTRIBUTION DEGREE IN MAKING EDUCATIONAL DECISIONS FROM THE PERSPECTIVE OF THE EDUCATION PRINCIPLES OF IRBID DISTRICT

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Abstract
This study aimed to reveal the degree of MIS contribution in making decisions from the perspective of principles. The study relied on the descriptive analytical method for the purpose of achieving its objectives. The study sample consisted of 221 employees of educational Irbid Districts (the first, the second, and the third). The study concluded that there is a statistically significant effect of MIS application degree at educational institutions in the Irbid District. It also shows the presence of a statistically significant effect of the degree of making educational decisions by the ministry of education principles at Irbid District. In addition, there is the presence of a statistically significant effect of the degree of making educational decisions at the education directorates in Irbid District. There is a presence of a statistically significant differences at the significance level ($\alpha \leq 0.05$) of the MIS contribution level in making educational decisions processes and instrument as a whole depending on the variable (sex, age, years of experience, educational qualification). The value (F) did not reach the level of statistically significant degree ($\alpha \leq 0.05$). The recommendations proposed to work on the introduction and integration of MIS in the supervision and rehabilitation of human resources process in the departments of Education.

Keywords: MIS, Making decisions, Educational Irbid Districts

Introduction
Information has become an essential cornerstone for making decisions. It is used at the macro level to formulate the development policies, and at the micro level to draw organizational strategies. Until organizations provide information, they are keen to collect, classify, and process data. This

helps in coming up with information that facilitates managers in planning their tasks, guide lining, and managing (supervisory) (Bilal, 2005).

Management uses different kinds of information in all kinds of planning. However, it uses the information in the implementation of decisions, rationalizing the guidance process, identifying the problems of an organization, and drawing remedies for the organization. In addition, management uses information to measure performance in various activities of the organization. Therefore, this contributes to an increase in its ability to predict the movements of its competitors and draw plans in solving and overcoming them (Gharab and Hijazi, 2000). From this point, management is associated with information systems management (MIS) in the decision-making process of educational institutions such as schools, universities, and colleges. These institutions were able to perform both educational and technical operations in an easy and accessible manner (Alawneh, 2001). MIS can also assist workers in the field of education at all levels in contributing to the development of educational structures (Al-Maqableh, 2004).

Significance of the Study: The role of MIS in making decisions at the educational institutions stems from the rapid development in the field of management information in systems operations. This study can help decision-makers in the departments of Education in Jordan to improve MIS process in educational institutions in order to serve its decision-making process.

Objective of the Study: This study aims to identify the degree of contribution of MIS in the educational decision-making process from the perspective of managers.

Problem of the Study: Information plays a critical role in the decision-making process. Also, the multiplicity of the objectives of educational institutions provides multi-criteria in making decisions. Here, educational departments need to play their role to the fullest. Thus, all of this cannot be achieved without the existence of an efficient MIS that helps the educational institutions in their management process. This study seeks to answer the following questions:

1. What is the degree of MIS implementation at educational institutions in Irbid District?
2. What is the degree of making decisions at education institutions in Irbid District?
3. What is the degree of MIS contribution in making educational decisions from the perspective of education managers in the Irbid District?
4. Is there a statistically significant difference at the level of significance ($\alpha \leq 0.05$) of MIS contribution during the process of making educational decisions that are attributed to demographic variables (gender, age, years of experience, educational qualification)?

The Study Terms

Management Information Systems (MIS): A systematic computerized system capable of integrating data with a view of providing the necessary information for the decision-making process (Hamidi, 2004).

Decision: Is the process of choosing a specific alternative, announcing it to those concerned, and documenting it officially and transparently (Sheikh, 2006).

The Limits of the Study

1. Objectivity Limits: Is to recognize the degree of MIS contribution in the educational decision-making process from the perspective of managers.
2. Spatial Limits: Is the application of the study on the principles of Education in Irbid District.
3. Temporal Limits: Is the application of this study on the second academic year of the year 2015.

Theoretical Framework and Previous Studies

The use of MIS in decision-making field is more attractive and more important than other fields (Al-Qattan, 2008). The decision-making process from the perspective of modern educational theory is a communication and contacting process. The decision-making process is the administrative centerpiece of the activities in organizations of all kinds (Al-Atieh, 2003). Thus, it is one of the most important management practices in various administrative levels. In addition, it is also one of the most consuming activities for their time and effort in terms of its multiply and frequency (Qanadily, 2009). Given the importance of making decisions, the Ministry of Education in Jordan sought to promote problem solving in educational institutions. Therefore, this was done so that these institutions will be able to address the challenges and the various difficulties that evolve in the development of technological conditions that are notable. Decision-making process is associated with a strategic behavioral psychological and complex thought process that includes facing multiple options that seeks to collect as much information. Also, it seeks to selects the appropriate decision and implementation to reach the desired target (Alsmarat, 2011).

Importance of MIS

According to Saleh (2009), the importance of MIS is in its contributions to providing available information and knowledge to managers, the growth of organizations in terms of its size and complexity of its business, increase in the degree of doubled specialization competition, spreading the use of the accounts and the availability of automated operation,

increasing the skills and capabilities of human resources, and developing of positive attitudes towards the use of computers in administrative work.

Functions of MIS

According to Abul oula (2005), the major functions of MIS involves the collecting of data from various recourses, provide the organization with data for future trends, and provides prospects for the environment using the means of control (prediction and analysis), saving data, processing data, and restoring data till the next appropriate use.

Types of MIS

Classifications of MIS varies and are numerous in terms of technical complexity. These kinds comprise the Manual MIS that rely on technical tools; the semi-automatic information systems which rely on medium-capacity techniques and tools; and automated information systems made by the input and output processors operations on computers. Hence, it is used within the concept of information and applications (al-Shammari, 2008).

Restructuring of MIS

The Organizational structure of the Special Administrative Organization determines the patterns of integrated roles played by individuals within the administrative levels. In addition, it organizes and defines the responsibilities and powers of all administrative functions. Consequently, this means that the organizational structure follows a particular strategy. It affects the size and nature of most of the information provided and used by the organization. Furthermore, it affects the flow as required (al-Shammari, 2008).

Importance of Taking Educational Decisions

Organizations usually experience many changes which complicates their goals. Thus, this leads to a conflict between the parties of the administration. It also leads to limited decision-making. Therefore, the decision making process should not be a one person call, but must be distributed and divided to guarantee the most effective decision (School Bag Training Program for Administrators, 2008).

Features of Decision-making Process

Decision-making process according to Al-Sheikh (2005) is characterized as a cumulative and consecutive process of investing in expertise and knowledge. It sets in real organization that which is capable of addressing challenges. The process of making decisions is not only restricted to the decision maker only, but also influenced by the environment and the

people around. Finally, decision making is an outcome of what the decision-maker interacts with. However, it does not take place, but only in an environment that supports creativity and innovation.

Stages of Decision-making Process

Decision-making process passes multiple and organized steps according to Nimr et al. (1996). Firstly, it involves identifying the obstacle. In identifying the problem, the nature of the situation which created the problem must be identified. Likewise, the degree of its importance must also be identified. Thus, the appropriate time to resolve can be determined by making the appropriate decision. Secondly, it entails the collection of data. However, this relies on manager's ability to obtain as much as possible impartial, accurate, and appropriate information and timetables from various sources. Thirdly, it involves identifying and evaluating the available alternatives that are affected by the organization statues, policies applied, and the material potential. Finally, it constitutes choosing the most appropriate alternative according to considerations and objective criteria. Thus, one of the decisions is applied and the results are shown. Furthermore, the director evaluated these results to see the degree of effectiveness and the amount of success in achieving the objective of the decision which was taken by him.

Levels of Making Educational Levels

Making educational decisions were divided by Kenneth & Jane (2006) into Strategic Decisions, administrative decisions, operational decisions, and cognitive decision. The strategic decision is affected by the educational institution surroundings which define the resources, objectives, and policies of the organization. These decisions are generally taken by the senior management. Administrative decisions show how to use the resources effectively and efficiently. Operational decisions determine how to implement the required tasks. Also, it relates to the identification of any units in the organization where task will be carried out. Consequently, it fosters the establishment of standards of achievement, and the use of resources and assessment of outputs. Finally, Cognitive Decisions started new ideas relating to the assessment of goods and services.

Types of Educational Decisions

Ayoub (2004) has divided the educational decisions into 3 types which are: unprogrammed decisions (unstructured), programmed decisions (structured), and semi-programmed decisions (semi-structured). For the structured decisions, administrative level had to be insightful in order to identify the problem in the educational institution. Programmed decisions (Structured) are with a frequent and routine nature. Hence, they would prefer

that the operational and administrative levels of the educational institutions should employ such decisions to ensure speed in the performance of work without disabling it. For the semi-programmed decisions (semi-structured), a part of the problem is familiar and has particular procedures.

Making Educational Decisions at the Educational Administration
    The evolution of scientific applications has made the school administration management a difficult task. This is because it is being handled by one person Thus, there is the need to involve other administrators in the decision making process for the school administration. However, making the decision process is inherently a result of the efforts through views and ideas, communication and debate, study, analysis and evaluation. They are at different levels of the school organization with the knowledge of numerous persons which makes this a process of mutual collective effort, and not the result of an individual's opinion (Nimr et al., 1996).

Difficulties Facing the Educational Decision-making Process
    Often times, the educational institution is required to assess the ability of decision-makers as well as to continue the development of their skills in this area. Other times, they are faced with the need to provide all the necessities and the factors that helps in making the right decisions. One of the main difficulties related to the process of decision-making (Rawi, 1997) includes: the scarcity of having one proper or correct solution to the problem displayed; the inappropriate manner used to inform administrators officially with the decisions when implemented in an inappropriate time; the inability to identify targets; the difficulty to identify the advantages and disadvantages of the expected alternatives in the environment; and finally, the difficulties that are related to the character of the decision-maker.

MIS and Making Educational Decisions
    The lack of information at the right time and the right amount represents one of the biggest obstacles facing the educational decision-making and wise administration. Therefore, this is because problems that are faced by managers are not of equal importance. Some are with specific dimensions and are done frequently, while others are not characterized by such limitations. Hence, it does not recur only infrequently and may not happen only once over the organization life. Therefore, this results in the diversity of the problems i.e. the diversity of the nature and form of information needed by educator managers. Consequently, this needs a capable establishment of MIS to meet the different information needs of managers at all the educational levels (Al-Taee, 2002).

Hussain (2009) study's aimed to recognize the impact of MIS contribution in the administration departments of education and in the north province from the perspective of workers. The study found that the level of MIS application in administrative areas in the north province was average. Also, the programs attributes that was used as perceived by workers in the departments of education in the province of North, was at high level after the application of MIS. However, it was high on the activation of the supervision, inspection, planning process, examinations and tests by workers affairs (human Resources), the level of production on vocational education and supplies, transportation and process supervision, rehabilitation and maintenance of computer. Hence, the sources of Education were average.

Al-Shammari (2008) study's aimed to identify the reality of MIS in the departments of Education for Boys in Saudi Arabia from the perspective of education managers, and the assistants and heads of departments. The study found that majority of the study, points out that IT departments uses all manual, automated, and electronic methods to deliver information to the decision maker and receive it back. Also, majority of this study took the advantages of IT. They believed that its management does an appropriate role in order to guarantee information security. Furthermore, majority of the study trust the information they got and they were satisfied with the inclusiveness, flexibility, and appropriation of these information.

AlMaqableh (2004) study's aimed to identify the basic features of the reality of MIS in the departments of Education in Jordan. The study concluded that the reality of MIS used by the heads of departments from their point of view is characterized to be accurate. Thus, this can be observed based on the existence of differences in the degree of MIS contribution in making educational decisions on behalf of individuals who hold doctoral degree, qualified, and are well experienced below 5 years. This study also found the need to expand educational database network in the departments of Education to include all educational departments and a continuous update of the educational data.

Methodology and Procedures
The researcher used the descriptive analytical approach in the collection of data. Consequently, the description for the respondent's answers was statistically analyzed to reach the objectives of the study.

The Study Population and Sample
The study population consisted of all the staff of employees and the Educational Directors of Irbid District (first, second, and third). The study sample consisted of 221 employees in the educational directorates in Irbid

District (first, second, and third). In addition, the study population was selected randomly as illustrated in Table 1 below.

Table 1. Distribution of respondents depending on personal variables

Variables	Category	Frequency	Percentage
Gender	Male	191	86.4
	Female	30	13.6
	Total	**221**	**100.0**
Age	Less than or equal 30 years	105	47.5
	More than 30 years	116	52.5
	Total	**221**	**100.0**
Years of Experience	Less than or equal 10 Years	111	50.2
	More than 10 years	110	49.8
	Total	**221**	**100.0**
Qualification	Bachelor degree	55	24.9
	Master Degree	63	28.5
	PhD	103	46.6
	Total	**221**	**100.0**

- The table shows that the most prominent repeat of the sex variable was 191; the category is Male; and the percentage is 86.4. On the other hand, less repetition of the class is 30; the category is Female; and the percentage is 13.6.
- The table shows that the most prominent repeat of the age variable reached 116; the category is age group of over 30 years; and the percentage is 52.5. Also, less repetition for the age group of less than 30 years reached 105, and the percentage is 47.5.
- The table shows that the most prominent repeat of the years of experience variable is totaled 111; the category is less than or equal 10 years; and the percentage is 50.2. Also, less repetition of the years of experience of over 10 years reached 110; and the percentage is 49.8.
- The table shows that the most prominent repeat for the qualification variable reached 103; the class category is PhD; and the percentage is 86.4. Also, less repetition of the qualification of bachelor degree reached 55; and the percentage is 24.9. Furthermore, for master's degree, the frequency is 63 and the percentage is 28.5.

Study Instrument

　　　To achieve the objectives of the study, the researcher constructed a questionnaire which consisted of two parts. The first part contains demographic items such as: gender, age, years of experience, and qualification; and the second part contains the degree of MIS contribution from the point of view of education managers.

Validity

The questionnaire was introduced to specialists' university professors in educational administration to ensure that the items are valid. Also, it was used to check the clarity of the items. Modification was made according to their advice.

The final questionnaire formed has 18 items. Here, the researcher used the Likert scale in order to measure the performance of the study sample members. The scale include: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Thus, this is illustrated by setting a signal (×) in front of the answer which reflects the degree of consent. Consequently, it is also relying on the following classification of the rule on the averages as follows: - Less than 2.33 is low. - From 2.34-3.66 is medium, and - From 3.67 to 5.00 is higher.

Reliability of the Study Instrument

The stability equation was applied (Cronbach's alpha) for all fields of the questionnaire and the questionnaire as a whole. Therefore, Table 2 illustrates this.

Table (2). Cronbach's alpha values for all fields of questionnaire and the questionnaire as a whole

Number	Area	Number of items	Reliability coefficient
1	The degree of MIS application in the education directorates in Irbid District	6	0.78
2	The degree of making educational decisions in the education directorates in Irbid District	6	0.73
3	The degree of MIS contribution in making educational decisions from the point of view of education managers at Irbid District	6	0.75
The degree of MIS contribution from the point of view of education managers staff in Irbid Districts		18	0.82

Table (2) shows that the Cronbach's coefficients alpha fields of the study which ranged between 0.73-0.78 was the highest for the field of the "degree of implementation of management information systems in the education directorates in Irbid District". However, it became the lowest for the field of "the degree of educational decision-making in the education directorates in the province Irbid ". The totaled Cronbach's alpha coefficient of the instrument as a whole was 0.82. In addition, all transactions have high stability and are acceptable for the purpose of the study. However, if the reliability coefficient (Cronbach's alpha) exceeds 0.70, then it is acceptable.

Statistical Processing

The study used the appropriate statistical treatments using the statistical packages program (SPSS) to answer the study questions. The

SPSS was used to extract frequencies and percentages for personal variables and was functional for members of the study sample. Furthermore, the internal consistency coefficient Cronbach's alpha instrument study as a whole, the arithmetic tools and standard deviations for members answers to the whole items of the study instrument, and the t-test for individual samples (One- Sample T-test) to detect the MIS contribution degree in making educational decisions from the perspective of education managers staff in Irbid District depending on the variables (gender, age, years of experience, educational qualification) was obtained. In addition, a two-way analysis of variance (ANOVA) was applied.

Findings and Discussion

This part contains the results of the study, which aimed to identify the contribution degree of MIS in making educational decisions from the perspective of educational manager's staff in Irbid District. Also, it displays the results based on the study questions.

To answer the first question: what is the degree of MIS application in the educational institutions of Irbid District?

Arithmetic means and standard deviations for all the items of MIS application in school districts in the governorate of Irbid was extracted (Table 3 illustrates this). A T-test was applied on sample individuals (One-Sample T-test) measuring the degree of MIS implementation in education directorates of Irbid District (Table (4) illustrates this).

Table (3): Means and standard deviations of the items and the instrument as a whole
(n = 121)

No.	Item	Mean	Standard deviation	Rank	Degree
1	MIS assist in increasing the available information and knowledge for Educational managers.	4.44	0.80	1	High
2	MIS assist in activating, controlling, and inspection at the Educational departments.	4.25	0.73	2	High
3	MIS assist in the planning process at the Educational departments.	4.21	0.77	3	High
4	MIS assist in the process of organizing tests and exams at the Educational departments.	3.65	1.12	4	Moderate
5	MIS assist in the supervision and training of human resources at the Educational departments.	3.34	1.00	6	Moderate
6	MIS assist in the implementation of administrative work at the Educational departments.	3.61	1.00	5	Moderate
The overall average		3.92	0.51	-	High

Table (3) shows that the averages ranged between 3.34-4.44, was the highest number for item (1) which states that "MIS assist in increasing the

available information and knowledge for Educational managers" with a highly arithmetic mean of 4.44. The researcher attributes that to the information provision of MIS through official and unofficial systems, and by transferring data after being processed into information. Then, they are submitted to managers of education in the form of periodic reports and sports models for the purpose of assisting the decision-maker to take the decision which are successful in achieving their desired goal. Then, item (2) came, which states that "MIS assist in activating, controlling and inspection at the Educational departments" with a highly arithmetic mean (4.25). Item number (5) which is the last, states that "MIS assist in the implementation of administrative work at the Educational departments" with a moderate arithmetic mean (3.34). The overall average for items that measures the MIS implementation at the education directorates in Irbid District was 3.92 in high degree.

Table (4). The results of (One- Sample T-test) for the overall average to measure the MIS implementation degree at the education directorates in Irbid Districts

Variable	Mean	Std. deviation	D.F	"t"	Sig.
The degree of application of management information systems in education and education institutions in the Irbid Districts.	3.92	0.51	220	26.898	0.00

Table (4) shows that the value of T was 26.898 with statistical terms of 0.00. Thus, when compared to the overall average value standard for the 5-grading, it was 3. The results showed a high degree and a statistically significant level ($\alpha \leq 0.05$). This indicates the presence of a statistically significant effect of the MIS application degree in administrative school in Irbid District. The researcher attributes education directorate in Irbid District with the awareness of the importance of MIS implementation. Thus, this will help in providing the required data in order to support the management and functions programs. Also, it should be noted that it could be argued that the need for information system existed as long as the organization intend to stay alive; become efficient in directing, organizing, and balancing all activities; and to get to the findings that were set for it, especially if we compare the survival of the organization in a changing and developing work environment. Lastly, the item states that "MIS assists in the supervision and training of human resources at the Educational department moderately". According to the researcher, the Directorates of Education needs the rehabilitation of human resources. However, this is because of its strong impact on the development of school districts. Also, human element is the main engine in the development and implementation of reform programs in all fields. Nevertheless, it did not ascend to a high degree, and it justifies the researcher

that the process of rehabilitation of human resources is needed in the training courses carried out by specialists and supervisors for the rehabilitation of the target in the best possible images of human resources. The findings of this present study agreed with the study of AlHussain (2009) which concluded about the MIS implementation degree at the Northern Province which was moderate. Consequently, it also agrees with the study of Al-jaraideh (2001). The study also found a need to expand the educational database network in the departments of Education to include all educational departments. It considers the need to increase the use of automated processing of educational data and the need to redesign educational databases in a way that makes them able to provide more than a summary of the detailed information. Also, there is the need for a continuous update of the educational data information.

To answer the second question: What is the degree of making educational decisions at educational institutions in Irbid District?
The arithmetic means and standard deviations were extracted for all the items used in making educational decisions degree in the education directorates in Irbid District. Table (5) illustrates that (T) test was applied on individual samples (One- Sample T-test) that measures the degree of MIS implementation in education directorates in Irbid District (table (6))**.**

Table (5). Means and standard deviations of the items of the instrument and the instrument as a whole (n = 121)

No.	Item	Mean	Std. deviation	Rank	Degree
1.	Education managers possessed the important experiences that qualify them to take educational decisions.	4.40	0.65	2	High
2.	Making educational decisions process depends on the ability of education managers to get the maximum amount of data and information.	4.18	0.93	4	High
3.	The education managers make decisions concerning ways to access new knowledge and ways that distribute information through the educational institution.	3.64	1.36	6	Moderate
4.	Education managers make decisions ensuring the success of the decision in achieving the goal that was set for.	4.45	0.77	1	High
5.	Education managers make decisions on how the use of available resources is effective and efficient.	4.32	0.68	3	High
6.	Education managers make decisions on how to perform the required tasks.	3.63	1.13	5	Moderate
The overall average		**4.09**	**0.49**	**-**	**High**

It appears from table (6) that the averages ranged between 3.64-4.45. Thus, it has the highest number of item (4), which states highly that "Education managers make decisions ensuring the success of the decision in achieving the goal that was set for". Therefore, it has a mean of 4.45.

Then, item (1) states that: "Education managers possessed the important experiences that qualify them to take educational decisions" with a high mean of 4.40. The last ranked item was (3), which states, "The Education managers make decisions concerning ways to access new knowledge and ways that distribute information through the educational institution" with a moderate mean of 3.64. The researcher indicates that managers of education helps to realize the effectiveness of access to new knowledge ways, due to its impact in giving accurate comprehensive and detailed information and for all aspects. Thus, only that method did not ascend to the required level. Also, the researcher justifies that because of this long time to collect information and provide it, the overall average for items that measures the degree of making educational decisions in the education directorates in Irbid District became high with a mean of 4.09.

Table (6). The results of One- Sample T-test on the overall average to measure the degree of making educational decisions in the education directorates in the Irbid District

Variable	Mean	Standard deviation	D.F	"t"	Sig.
The degree of educational decision-making in the education directorates in the Irbid District	4.09	0.49	220	33.416	0.00

Table (6) shows that the value (T) reached 33.416 with a statistical level of 0.00. Here, it was compared to the overall average value standard of a five-scale which is 3. The results showed a high degree and were statistically significant at the significance level ($\alpha \leq 0.05$). Thus, this indicates the presence of a statistically significant effect of the degree of making educational decisions in the education directorates in the Irbid District. The researcher indicates that the decision-making process is an administrative process centerpiece. Basically, this can be observed when educational departments are practicing any process of administrative processes such as planning, organizing, directing, or controlling. Nevertheless, they will take certain decisions at every stage of the plan, both at setting the objective or making policies, setting the preparation programs or identifying appropriate resources, or in choosing the best ways and approaches of operating. It should be noted that educational decisions are one administrative means of achieving its purposes and objectives. This is because the decision-making process crystallizes attitudes and policies into sensible things. Therefore, it also adjusts errors and warp to achieve the desired goals.

To answer the third question: What is the degree of MIS contribution in the educational decision-making process from the perspective of the staff of Directorates of Education in the Irbid District?

The arithmetic means and standard deviations were extracted for all the items of the degree of MIS contribution in decision-making in education from the perspective of the Directorates of Education staff in Irbid District. Table (7) illustrates that, (T) test was applied on the individual samples (One- Sample T-test) which measures the contribution of MIS in the making educational decisions from the perspective of the Directorates of Education staff in Irbid District. However, this is as shown in table (8).

Table (7). Means and standard deviations of the items of the instrument (the educational decision-making process) and the instrument as a whole (n = 121)

No.	Item	Mean	Std. deviation	Rank	Degree
1.	MIS Contribute in making appropriate educational decisions at the right time.	4.34	0.56	1	High
2.	MIS contribute to the reduction of the lack of information and data that affects the quality of educational decisions.	4.25	0.71	2	High
3.	MIS contribute in making educational decisions more accurate and comprehensive to be trusted by everyone.	4.09	0.96	6	High
4.	MIS provide information that commensurate with the type of decisions taken by the managers in the departments of Education**.**	4.22	0.77	4	High
5.	MIS contribute in speeding up the process of making educational decisions.	4.25	0.87	2	High
6.	Educational decision which results from administrative information systems has more stability and acceptance among workers.	4.20	0.83	5	High
	The overall average	**4.23**	**0.47**	**-**	**High**

Table (7) show that averages ranged between 4.09-4.34. The highest number was for item (1) which states that, "MIS contribute in making appropriate educational decisions at the right time" has a high mean of 4.34. Thus, the researcher suggests that the decision-making process with its various dimensions is based on the good and appropriate information which comes at the right time. Hence, this is what was provided by modern MIS. It should be noted that the lack of information at the right time and the right amount represents one of the biggest obstacles faced, taking educational decisions by wise administration. Therefore, this created the importance of MIS in meeting the various challenges. Then, item (5) states that "MIS contribute in speeding up the process of making educational decisions" have a high mean of 4.25. Item (3) was the last rank which states that "MIS Contribute in making educational decisions more accurate and comprehensive to be trusted by everyone", has an average mean of 4.09 that was a high degree. The overall average for items that measures the

contribution of MIS in making educational decisions from the perspective of the Directorates of Education staff in Irbid District has a high mean of 4.23. The researcher indicates that MIS provide a database stores. Thus, it analyzes and organizes data to help education managers to make the best quality decisions. Thus, it should be noted that the provision of accurate and comprehensive information needs a considerable time, which somewhat affect the decision-making process. This is as a result of the current study agreed with the result of the study of Al-Shammari (2008). The results showed that the study sample totally trusts the information they receive from administrations. Their consent on the inclusion of the information they receive from IT departments was average. Hence, this information reached them at the right time, and the relevance and flexibility of the information they receive from IT departments also. Furthermore, it also agreed with the study of Al-Maqableh (2004). The study found that the reality of MIS used by heads of departments from their perspective is characterized by accuracy. Here, the field of accuracy is on a high level, followed by the clarity of the information and then by the field of the inclusion of information. Then, it was followed by the field of timely information, and finally by the field of flexible information systems.

Table (8). The results of One- Sample T-test on the overall average to measure the degree of educational decision-making in the education directorates in the Irbid District

Variable	Mean	Std. deviation	D.F	"t"	Sig.
The degree of MIS contribution in making the educational decisions	4.23	0.47	220	38.618	0.00

It was shown from the table (8) that the value (T) was 38.618 with a statistical mean of 0.00. The overall average was compared to the value standard of a scale which was 3. Also, the results showed a high degree and a statistically significant level ($\alpha \leq 0.05$). Therefore, this indicates the presence of a statistically significant effect of the degree of MIS contribution in making educational decision. The researcher indicates that database information systems are characterized by accurate and comprehensive availability, which enhances a successful decision making process. However, the decision-making process depends firstly on the quality of information to be utilized. It should be noted that modern departments seeks to provide data from Information systems existing sources across the surrounding environment.

The second question: Are there any statistically significant differences at Significance level (a≤0.05) to MIS contribution in making educational decisions processes due to demographic variables (gender, age, years of experience, educational qualification)?

To answer this question, a 4-way ANOVA was applied to detect the degree of MIS contribution in making educational decisions processes, due to the following personal variables (gender, age, years of experience, educational qualification). This is shown in table (9) below.

Table (9). The results of a 4-way ANOVA to detect the differences in the degree of MIS contribution in making educational decisions processes, due to variables (gender, age, years of experience, educational qualification)

Source	Sum of squares	D.F	Mean square	F.	Sig.
Gender	0.330	1	0.330	2.405	0.122
Age	0.324	1	0.324	2.358	0.126
Years of experience	0.306	1	0.306	2.230	0.137
Qualification	0.707	2	0.353	2.575	0.078
Error	29.512	215	0.13		
Corrected Total	31.180	220			

Table (9) shows that there were no statistically significant differences at Significance level ($\alpha \leq 0.05$) in the degree of MIS contribution in making educational decisions depending on the variable (sex, age, years of experience, educational qualification). Hence, this variable did not reach the value (f) to the level of statistical significance ($\alpha \leq 0.05$). Results showed no statistically significant differences at significance level ($\alpha \leq 0.05$) in the degree of MIS contribution in making educational decisions which depends on the variable (sex, age, years of experience, educational qualification). Also, the researcher indicates that making successful educational decisions process depends mainly on the exploitation method of MIS, the adaptation and the exploitation of survey data. Then, the data is collected and analyzed, and the appropriate decision is taken. Subsequently, all respondents agreed on MIS contribution in making educational decision processes regardless of the personal and functional variables.

Conclusion

The objective of the present study was to identify the impact of management information systems in the decision-making process of the departments of Education in Irbid district. This is because these systems have a strong impact on other areas. By exploiting all the resources and means in an orderly manner designed to achieve the best of both management and the staff and organizational performance, the most important of the findings of the study is the adoption of corporate information management systems. The researcher suggests to companies and others who are concerned, to conduct more comprehensive and accurate research and studies in this area. Through the results of previous statistical

analysis and answers to questions, the study results can be summarized as follows:
- Results showed a statistically significant effect of the degree of applying MIS in education institutions at the Irbid District.
- Results showed a statistically significant effect of the degree of making educational decisions in the education directorates in Irbid District.
- Results showed a statistically significant effect of the degree of making educational decisions in the education directorates in Irbid District.
- The results showed that there were no statistically significant differences at significance level ($\alpha \leq 0.05$) in the degree of MIS contribution in making educational decisions and the instrument as a whole, Thus, this depends on the variable operations (sex, age, years of experience, educational qualification), which did not reach the value (f) to the level of statistical significance ($\alpha \leq 0.05$).

Recommendations

Based on the results of the study, the researcher recommended the following:
- Work on the introduction and integration of MIS in the supervision and qualification process of human resources in the departments of education.
- Work on the use of modern technologies and means of communication to gain access to new knowledge and advanced information, which is for the decision-making processes.
- There is a need to make use of management information systems to make educational decisions to be more accurate and comprehensive.
- Further studies must consider the impact of the AIS in making educational decisions.

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