

# The Level of Application of Electronic Management from the Point of View of Principals of Public Schools Affiliated to the Directorate of Education in Karak Governorate

Anna Abdallah Lafee Alshamailah  
Jordanian Ministry of Education  
Email ID: [annashamailah@gmail.com](mailto:annashamailah@gmail.com)

## Abstract

This study aimed to identify the possibility of applying electronic management in government schools affiliated to the Directorate of Education in Karak Governorate from the point of view of school principals. Male and female principals of government schools affiliated to the Directorate of Education in Karak Governorate, who were chosen randomly from the study population. After conducting the necessary statistical treatments, the results showed: There is an average level of application of electronic management in government schools affiliated to the Directorate of Education in Karak Governorate, and the point of view of school principals. In public schools affiliated to the Directorate of Education in Karak Governorate, the differences were in favor of secondary schools, and there were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on all domains. The study and the tool as a whole, according to the variable of academic qualification, and the absence of statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on all fields of study and the tool as a whole, depending on the variable of experience in the field of management, and the absence of statistically significant differences at the level of significance ( $\alpha = 0.05$ ) In the reality of the application of electronic administration in government schools affiliated to the Directorate of Education in Karak Governorate, due to the school type variable in each of the two fields of electronic equipment and limitation. The school and its accessories, and the application of electronic management in the school administration in the field of student affairs.

**Keywords:** electronic administration, government schools, school principals.

**DOI:** 10.7176/JEP/14-1-04

**Publication date:** January 31<sup>st</sup> 2023

## INTRODUCTION

Administrative work methods have developed recently as a result of the technological development that contributed to the transformation of institutions to adopting electronic methods instead of the traditional ones in doing business, which led to improving the means of administrative communication, which helped create an effective administrative environment that saved time and effort. The educational institutions are among the most important institutions that must keep pace with the technical developments that included the field of management and make the most of them, especially that we are in the era of the scientific and information revolution, and the era in which administrative change has become an inevitable necessity, so the effective school administration must keep pace with developments and deal with them. Positively, and for the school administration to shift from the traditional, routine management pattern that relies on paper transactions handled manually, to an electronic administration that uses modern technologies, and relies on information technology mainly in accomplishing its work (Al-Masoud, 2008). Electronic administration has many positive effects, not only limited to digital technology, but electronic administration also contributes to the development of school administration and getting rid of its traditional problems, by using efficient, effective and speedy methods. Electronic administration works to achieve more administrative flexibility in the areas of planning, organization, And administrative follow-up, as the transformation of the administration in the school into an electronic administration will enable the school principal to manage the educational process on a larger scale, and provide the opportunity to follow the activities of the educational process closely, and discover the strengths and weaknesses in the daily performance of the educational work firsthand, which facilitates the processes of continuous evaluation, And providing a high degree of transparency and clarity of vision, which improves citizens' confidence in education, and motivates them to participate positively in planning, reform and financing programs (Abdul Hamid and Al-Sayed, 2004). Therefore, the school principal has to be an educational leader with creative and innovative thinking, striving for development, renewal and modernization, and to cooperate and work with his school team with confidence and hope for the future (Al-Khatib, 2005). Here we see that the electronic school and administration created a new system in management and education, imposed by future challenges, and the continuous scientific and technical changes that the contemporary world is witnessing (Al-Zubaidi, 2006).

From the foregoing, the importance of applying electronic administration in schools emerges. Therefore, the Ministry of Education seeks continuous development and modernization. Exchanging information using

computers and its networks contributes to developing the efficiency of school administration in terms of teaching and education, and contributes to reducing the financial burden spent on paper and transportation.

### **STUDY PROBLEM:**

With the increase in competition to make the most of information technologies and contemporary technology in various fields, the researcher believes that the shift towards the application of effective and successful electronic management in public education schools is no longer a subject of thinking. The knowledge revolution, so it became necessary for the school administration to move from traditional management to electronic management, and that this requires a clear vision in line with recent developments in information technology, and the need to disclose and employ standards related to the subject of electronic management, so that it can be used to transform traditional management To a modern administration that contributes to improving the educational process.

### **STUDY QUESTIONS:**

**The first question:** What is the level of application of electronic management in government schools affiliated to the Directorate of Education in Karak Governorate from the point of view of school principals?

**The second question:** Are there statistically significant differences in the reality of the application of electronic management in government schools affiliated to the Directorate of Education in Karak Governorate from the point of view of principals due to the variables (experience in the field of management, educational qualification, type of school, and gender)?

### **OBJECTIVES OF THE STUDY:**

This study aimed to identify the level of application of electronic administration in public schools affiliated to the Directorate of Education in Karak Governorate from the point of view of school principals.

## **THEORETICAL FRAMEWORK AND PREVIOUS STUDIES ELECTRONIC MANAGEMENT**

### **First: the definition of electronic management**

Electronic management is defined from the point of view of the researcher Sado (2000) as: an administrative process based on the distinct capabilities of the Internet and business networks in planning and directing in order to achieve the planned goals. As for Al-Sharhat (2001), he defined electronic management as: the administration that applies all advanced programs and approaches Through the use of all modern technological means and tools to achieve a distinguished administrative and educational level. As for Al-Karim (2002), he defined electronic management as: the educational project to build an innovative administrative model for a modern, multi-level school administration that derives its principles from belief in the ability of societies to develop, achieve comprehensive development based on the quality of educational performance, and focus on basic mental skills and modern technology, to serve the educational While Al-Enezi (2011) defined electronic management as: a new method of administrative work using modern technologies represented by computers and the Internet of information, to raise the efficiency and effectiveness of performance at work.

Beatrice (2003) considers the principal of the school as one of those affected by the challenges of this era, which is witnessing many and rapid changes at various levels and in all aspects of life. Therefore, the principal must have the skill and ability to interact with the data of this era, its speed of change, its problems and complexities, and manage the school in light of these developments, and focus To promote the student as the focus of the educational process so that he has a future outlook and insight, and is able to face the challenges of the era of globalization that may affect the individual, his identity, principles and beliefs.

Tishori (2006) believes that the school principal should be characterized by dynamism, rely on the institutional memory to manage his institution electronically, manage his business remotely, save all documents and work electronically, control attendance and meetings electronically, and protect and confidentiality of information and data exchange in the least time and effort, and also on the principal To be dynamic and well-informed, and to follow closely what is happening in his field of specialization. Al-Khan (2005) adds that the manager must master many skills, including the use of e-mail by exchanging messages, documents, information and data using a computer, and mastering surfing the Internet to obtain text, audio and visual information, And to have the ability to transfer, send and receive electronic files, and design and review work plans electronically.

### **Second: computer applications in the field of school administration**

School administrations that adopt the electronic management system use the computer in the following applications:

1. The Personnel Affairs System: where an electronic file is created for each teacher and employee that includes primary data, job data, educational qualifications, their financial entitlements, health status, job performance reports, daily work, attendance and absence follow-up, penalties and warnings (Al-Far, 2002).

2. Student Record System: where an electronic file is created for each student that includes the following data:
  - Basic student data such as date of birth, address, family status, economic status, cognitive, social and behavioral level, through which the student's biography in the educational process is identified, and parents' data such as phone number to facilitate communication and communication between the school and parents.
  - The medical record of the student, and this file is considered confidential and contains information about illnesses, accidents, or other private personal information, in order for students to be dealt with in the correct manner, each according to his health conditions (Sharifi, 1995).
  - The student's special needs, his academic record, including previous schools, his GPA for each year, the years in which he failed, and his strengths and weaknesses (Eyadat, 2004).
  - Evaluating the student and placing him in the appropriate place in the curriculum, through the adoption of computerized tests (Al-Mousa, 2002).
3. Accounting system: using the computer to manage inventory and accounting at the school, educational directorate or ministry level, as well as the school budget and what it spends or what needs to be spent such as stationery and maintenance (Eyadat, 2004).
4. Office applications: These include word processing, representation graphs and student results, electronic tables, desktop publishing software, multimedia, document and file systems, databases, e-mail, and voice (Al-Mousa, 2002).
5. Using internal and external communication networks to enter daily data, information, notes, and directions within the school, and to communicate with the Ministry, education departments, government departments, other schools, and parents, via e-mail and the school's website, and activate automated phone calls, voice and text messages, and newsletters (Alfar, 2002).
6. Preparing the lesson schedule with the least effort and time using some electronic programs prepared for that, where the data of the study subjects, the number of classes, and the number of teachers for each subject are entered, and through the program prepared for that, the school schedule is prepared automatically and distributed to the teachers.
7. The file of school supplies, including school furniture, the number of classrooms, other halls, and other school facilities.

### **Third: Objectives of electronic management**

The application of electronic management is a means to raise the efficiency and effectiveness of the administrative staff. A number of writers and researchers have touched on the objectives of electronic management, the various benefits and facilities that can be achieved, and the objectives of electronic management can be divided as divided by Al-Salmi (2006) into the following:

1. Using e-mail instead of incoming and outgoing paper.
2. Revise the content of the document instead of typing it again.
3. Spotting problems instead of continuing.
4. Manage files instead of saving them.

Foreman (2002) identified the principles of the electronic management strategy in the school as follows:

1. The focus should be on the students.
2. Be results oriented.
3. It should be based on the needs of students and school staff, and encourage creativity.

In order to achieve these principles, it has become necessary to invest electronic administrative techniques in the school administration, to facilitate the process of communication between it and the individuals benefiting from the educational service. The internal and external administrative institutions, as well as the creation of appropriate conditions for the success of the application process, which leads to the development of the performance of the school administration.

### **Fourth: The advantages of using electronic management in school management work**

There are many benefits and advantages to the use of electronic administration in the work of school administration, and among these benefits, as mentioned by Al-Salmi and Al-Dabbagh (2001):

1. Storing information quickly and accurately, creating a data bank, running and processing data, and speed in retrieving results compared to the old manual system.
2. Efficiency and effectiveness by responding to the needs and desires of the beneficiaries, which leads to the beneficiaries' satisfaction with the results of the educational process.
3. Obtaining comprehensive services at the lowest costs, effort and time.
4. Transparency in work performance.
5. Helping principals to regularly follow up on school performance in all its stages, saving time to focus on important work aspects instead of writing and paper work, thus enabling principals to perform their work in a better manner.
6. Getting rid of bureaucracy and red tape in doing business.
7. The beneficiaries' access to the services provided by the school through the electronic network without the

need for them to come to the school.

### **PREVIOUS STUDIES:**

After reviewing the literature written on the subject of the study, the researcher was able to obtain a number of relevant Arab and foreign studies, as follows:

#### **FIRST: ARABIC STUDIES**

The researcher Al-Zubaidi (2006) conducted a study entitled Perceptions of principals and principals of government secondary schools in Irbid Governorate regarding the possibility of applying electronic management in their schools. The study sample consisted of (186) individuals, with an arithmetic mean of (3.04), and the absence of statistically significant differences in the perceptions of the respondents due to the gender variable except in the field of provision of electronic management laws and legislation, and the differences came in favor of males, and the study also showed that there were no differences attributed to the educational qualification variable except in the field of structure The differences were in favor of the master's degree. As for the experience variable, it was found that there were statistically significant differences attributed to experience and in favor of experience (more than 5 and less than 10 years) in the field of infrastructure and the competences of the e-school principal.

The researcher Al-Asmari (2008) studied the applications of electronic management in school administration and the requirements for their development from the point of view of secondary school principals in Riyadh. In school administrations, it was weak, and there are some obstacles that limit the application of electronic management in secondary school administrations in Riyadh, and that there are statistically significant differences according to the variable of the ability to use computers in school management, the educational qualification variable, the school type variable, and the access variable. on a computer course.

Al-Farra (2008) researched the development of administrative communication for secondary school principals in Gaza governorates in the light of electronic administration. In the governorates of Gaza, whose number is (87), and (82) of them responded. The study found that the degree of availability of administrative capabilities among school principals to implement electronic administrative communication was medium, and the degree of availability of requirements for implementing electronic administrative communication in secondary schools, and the point of view of school principals was weak, and the degree The availability of human capabilities among secondary school principals to implement electronic administrative communication was weak, and the degree of availability of technical capabilities among secondary school principals to implement electronic administrative communication was weak. Secondary schools in the Gaza governorates to the degree of availability of the requirements for the implementation of electronic administrative communication due to the variable of gender, educational qualification and length of service And the existence of a moderate degree of obstacles that impede the implementation of electronic administrative communication in secondary schools.

Al-Rashidi (2008) studied the attitudes of principals and principals of public schools in the State of Kuwait towards the use of electronic management in administrative work, by developing a questionnaire to measure the attitudes of principals and principals of public schools towards the use of electronic management in administrative work from their point of view, where the study sample consisted of (150) principals. And a principal from among the principals of public schools in the State of Kuwait, and they were chosen randomly, and the results showed that the attitudes of principals and principals of public schools towards the use of electronic management in administrative work were high according to the standard adopted by the study, and there were no statistically significant differences (attributable to the variables of educational qualification and experience). (In the attitudes of public school principals and principals towards the use of electronic management in administrative work.

The researcher Al-Amiri (2008) conducted an applied study at Umm Al-Qura University in Makkah Al-Mukarramah, entitled Requirements for the use of electronic management in Saudi universities, with the aim of identifying the availability of administrative, technical, financial, material and human requirements that help the use of electronic management in the university, where the study sample consisted of deans, deputies and presidents College departments at Umm Al-Qura University, their number is (190) individuals. The results of the study showed that the degree of presence of qualified trainers to train employees on the use of electronic management was medium, and the degree of availability of laws and legislations that ensure the application of electronic management in the university is low, and the degree of availability of ports for Internet communication lines is few, and the degree of protection There is little information provided by Internet service users, and the degree of connection of the university facilities through computer networks was low, and the degree of availability of financial incentive for workers towards the use of electronic management in the university is low. The results of the study also showed a lack of experts in the design and development of electronic programs at the university.

While the researcher Al-Masoud (2008) studied the human and material requirements for the application of

electronic management in public schools from the point of view of principals and agents of schools in Al-Rass Governorate, the researcher used the questionnaire to collect information from the study population consisting of (238) principals and agents of government schools, and the results showed that one of the most important requirements is Availability for the application of electronic management in government schools The need for the school administrative staff that is technically and practically qualified to use management information technology, the need for programmers who are able to design and develop electronic programs for school administrative work, the need to secure modern computers and their accessories, and secure high-speed communication networks The study also showed the existence of statistically significant differences between the opinions of the members of the study community according to the variable of school work in favor of school principals, and the absence of statistically significant differences in the responses of the study community on its axes according to some variables such as the educational stage, educational qualification, years of service, courses training.

Al-Arishi (2008) examined the possibility of applying electronic management in the General Administration of Education in the holy capital, Benin, in the Kingdom of Saudi Arabia, with the aim of identifying the importance of applying electronic management, the most important factors that help in the possibility of its application, and its most prominent obstacles in the General Administration of Education, and the questionnaire was used as a tool for the study. The sample of the study is (220) male and female workers, and the results showed that there is importance to the application of electronic administration, and that the provision of trained human cadres is one of the most important factors that assist in the possibility of its application, and that the lack of financial and technical resources prevents its application in the general administration of education.

Al-Lami (2009) studied the reality of using computer applications in school administration from the point of view of principals and agents of secondary schools in Al-Khobar Governorate. As a tool for the study, this study found that there are real practices by school principals and their agents for their administrative work through the use of administrative computer applications with a high degree. The relationship in terms of developing the skills of managers and agents in the field of using computer applications, and the need for current computer applications for further development and upgrade, to suit the requirements of the current school administration.

The researcher Khallouf (2010) conducted a study titled "The Reality of the Application of Electronic Management in Government Secondary Schools in the West Bank from the Principals' Point of View, and the impact of the study variables (gender, managerial experience, academic qualification, field of specialization, geographical location, governorate location, and the number of training courses in The field of electronic management, in the reality of applying electronic management), by preparing a questionnaire based on theoretical literature and related studies. The study sample consisted of (322) male and female principals. The results showed that there were statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the reality of the application of electronic management in public secondary schools in the West Bank, due to the variable of gender, in favor of males, and the variable of academic qualification, in favor of holders of masters and above, and the variable of geographical location, and in favor of city, and for the variable number of training courses in the field of electronic management, and in favor of those who trained one or more training courses in the field of electronic management.

Al-Enezi (2011) studied the degree of ownership of government school principals in the city of Riyadh for the competencies of electronic administration from the point of view of teachers in it. The questionnaire as a tool for the study, and the study concluded that the degree of possession of electronic management competencies by public school principals in the city of Riyadh was moderate, and showed that there were statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) attributed to educational qualification and experience.

## **SECOND: FOREIGN STUDIES**

Brianl (2001) conducted a study entitled Dos Santos and Andrew L. in order to clarify the importance of using the Internet in supporting school administration, and the use of Internet technology in supporting educational programs with a focus on the experiences in schools and universities, and the amount of benefit from using the board bulletin and lectures Through the Internet in the administration of education, the study showed that the use of Internet technology serves educational administrative work automatically, which leads to qualitative improvement of educational programs at all levels and increases the use of time and effort and also facilitates tasks.

Barrett, 2001 conducted a study entitled Factors and their affect in principles utilization of a management information systems (Texas), with the aim of verifying the factors affecting the use of management information systems by school principals, and to achieve this, the survey was conducted on the school level, gender, age, and years of benefit. of the management information system and the manager's experience, and the frequency of use of the management information system, its quality, function, and its use as variables. This study was about principals of public schools in Texas, who use management information systems. the completion of their work, and that the factors influencing this are skill and experience, and the frequency of their use of management



information systems, and the study also found that managers who use management information systems for several years realize the ease of use, and the benefit of the management information system in supporting them in decision-making, and that there is a clear difference in Benefit from the management information system among the principals of primary and secondary schools R on management information systems in order to help them in the completion of their work to a greater extent than the principals of basic schools.

The researcher Crouse (2004) conducted a study entitled *The Principal Rules for School Technology*, in order to identify the roles of principals in the technological school from the point of view of male and female principals in public schools in the state of California. The study sample consisted of (250) principals, and the questionnaire was adopted as a tool To collect data, the study concluded that the majority of school principals use a computer connected to the local network for administrative work in order to support the daily decision-making process, and the experience of principals gained from training programs in using a computer increases their use of it connected to the local network.

And (Russell, 2004) conducted a study entitled: *How School Counselors Could benefit From E-Government Solutions*, with the aim of identifying the contributions of electronic administration to administrative work, and the extent of its positive impact on student advisors' consultations, and the obstacles they face, and the results showed that electronic administration It contributes to increasing productivity, reducing costs, increasing participants, improving the effectiveness of internal processes and services, eliminating paperwork and saving effort, and that electronic management has a positive effect on student advisors because it provides additional time that can be used to meet the special needs of each student face to face instead of dealing with consultations inside offices And that funding and lack of training courses are the most important obstacles facing the use of electronic management in schools.

(Serhan, 2007) presented a research entitled *School Principals Attitudes Towards The Use Of Technology: United Arab Emirates Technology Workshop*, with the aim of identifying the measurement of the effectiveness of the training course on educational technologies by examining the attitudes of school principals in the use of technology in their schools, and the study also examined the benefits of using the computer In the school and its challenges, by using the questionnaire as a research tool, as it was distributed to (200) participating school principals, and the results of the study indicated that the principals hold positive attitudes towards the use of technology in the school, and they are ready to apply it in their schools.

## CURRENT STUDY PROCEDURES

This part of the study includes a comprehensive description of all the field and other procedures carried out by the researcher in this study, and the following is an overview of that:

### METHOD:

The descriptive survey method was used due to its suitability to the nature of this study.

### STUDY POPULATION:

All principals of public schools affiliated to the Directorate of Education in Karak Governorate.

### STUDY SAMPLE:

The study sample consisted of (43) principals from public schools affiliated to the Directorate of Education in Karak Governorate. Table (1) shows the distribution of sample members according to personal variables, where they were chosen randomly

**TABLE (1): DISTRIBUTION OF RESPONDENTS ACCORDING TO PERSONAL VARIABLES**

Variable	Category	Frequency	Percentage
Gender	Male	20	46.5%
	Female	23	%53.5
	Total	43	%100.0
Experience	Less than 5	15	%34.9
	5-10	13	%30.2
	More than 10	15	%34.9
	Total	43	%100.0
Qualification	Bachelor	5	%11.6
	Bachelor+Diploma	22	%51.2
	More than Master	16	%37.2
	Total	43	%100.0
School type	Secondary	27	%62.8
	Basic	16	%37.2
	Total	43	%100.0

### STUDY TOOL:

The researcher built a (questionnaire) in order to identify the possibility of applying electronic management in

government schools affiliated to the Directorate of Education in Karak Governorate from the point of view of school principals.

Validity of the study tool: To verify the validity of the study tool, and to ensure its ability to assist in achieving its objectives and answering its questions, it was presented to a group of arbitrators with specialization, and they were asked to express their opinion on the extent to which it belongs to the field in which it was included, and the soundness of the linguistic formulation of the paragraphs, and their clarity. In terms of meaning and ease of understanding, and any notes or modifications they deem appropriate, and accordingly some paragraphs of the questionnaire were modified so that the questionnaire in its final form consisted of two parts: the first part included the personal information of the study sample, while the second part included (38) distributed paragraphs on three fields:

- The theme of modern electronic equipment and its accessories in the school, which includes (12) items.
- The theme of technological capabilities in electronic management, which includes (10) paragraphs.
- The theme of applying electronic management in the school administration in the field of student affairs, which included (16) paragraphs.

**STABILITY OF THE STUDY TOOL:** The Cronbach alpha equation was applied to the fields of the study and the tool as a whole, in order to verify the stability of the study tool, as shown in Table (2).

**TABLE (2): CRONBACH'S ALPHA COEFFICIENTS FOR THE FIELDS OF STUDY AND THE TOOL AS A WHOLE**

Field	Cronbach alpha coefficient
Modern electronic equipment and accessories in the school	0.75
The technological capabilities of the school principal in electronic management	0.88
The application of electronic management in the school administration in the field of student affairs	0.92
the tool as a whole	0.93

#### STUDY VARIABLES:

It consists of the following variables:

1. **The independent variables:** which is gender: it has two categories (male, female). Experience in the field of management: It has three categories (less than 5 years, 5-10 years, and more than 10 years). Qualification: It has three categories (Bachelor's, Bachelor's + Diploma, Master's and above), School type: It has two categories (secondary, essential).
2. **The dependent variable:** which is the application of electronic management in government schools affiliated to the Directorate of Education in Karak Governorate.

**STATISTICAL TREATMENT:** (Independent Samples T-Test) was applied to all fields of study and the tool as a whole according to the variables of gender and school type, and analysis of variance (2-Way ANOVA) was applied to all fields of study and the tool as a whole according to the variables of experience in the field of management and academic qualification. The use of arithmetic means and standard deviations for the answers of the study sample for all items of the study tool domains.

#### RESULTS

**FIRST:** The results related to the answer to the first question: What is the level of application of electronic management in government schools affiliated to the Directorate of Education in Karak Governorate from the point of view of school principals? To answer this question, the arithmetic means and standard deviations were extracted for all areas of the study tool, as shown in the table (3).

**TABLE (3) THE ARITHMETIC MEANS AND STANDARD DEVIATIONS FOR ALL DOMAINS OF THE STUDY TOOL AND THE TOOL AS A WHOLE, ARRANGED IN DESCENDING ORDER**

NO.	Items	Arithmetic Mean	Standard Deviation	Rank	Level
3	The application of electronic management in the school administration in the field of student affairs.	3.76	0.81	1	High
2	The technological capabilities of the school principal in electronic administration.	3.64	0.76	2	Average
1	Modern electronic equipment and accessories in the school.	3.34	0.62	3	Average
4	the tool as a whole	3.60	0.62		Average

From Table (3): we see that the highest arithmetic average was for the application of electronic administration in the school administration in the field of student affairs with an arithmetic mean of (3.76).

Electronic administration, which came with an arithmetic average of (3.64), due to the weak electronic administrative competencies of school principals, and the lowest arithmetic average for the field of modern electronic equipment and accessories in the school was (3.60), and the reason for this may be due to the old computers and their accessories in these schools, where Principals cannot use it effectively to achieve the goals of the educational process. All of the above indicates that there is a medium level of application of electronic management in government schools affiliated to the Directorate of Education in Karak Governorate, from the point of view of school principals.

**SECOND:** The results related to the answer to the second question: Are there statistically significant differences in the reality of the application of electronic management in public schools in Karak Governorate from the point of view of the principals due to the variables (sex, experience in the field of management, academic qualification, type of school)? Question: The Independent Samples T-Test was applied to all fields of study and the tool as a whole according to the two variables (gender, school type), and analysis of variance (2-Way ANOVA) was applied to all fields of study and the tool as a whole according to the two variables (experience in the field of management Academic qualification), the following tables (4, 5, 6, 7) explain this.

**TABLE (4): THE RESULTS OF THE APPLICATION OF THE (INDEPENDENT SAMPLES T-TEST) TEST ON ALL FIELDS OF STUDY AND THE TOOL AS A WHOLE, ACCORDING TO THE GENDER VARIABLE**

Field	Male(N=20)		Female(N=23)		T	SIG
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation		
Modern electronic equipment and accessories in the school.	3.43	0.66	3.26	0.59	0.857	0.39
The technological capabilities of the school principal in electronic administration.	3.58	0.85	3.70	0.69	-0.514	0.61
The application of electronic administration in the school administration in the field of student affairs.	3.76	0.92	3.76	0.71	-0.004	0.99
the tool as a whole	3.61	0.68	3.59	0.59	0.102	0.92

From Table (4): we find that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the reality of the application of electronic management in public schools in Karak Governorate due to the gender variable, where all the values of (T) for the fields of study and the tool as a whole were according to the gender variable It is not statistically significant at the level of significance ( $\alpha = 0.05$ ), and the reason for this may be due to the unanimity of all members of the study sample (males and females) on the need to apply electronic management in their schools, as it enables principals to perform their work in a better way instead of written and paper work. As well as speed and accuracy in storing information and retrieving results in a short time compared to the manual, paper system.

**TABLE (5): MEANS AND STANDARD DEVIATIONS FOR ALL FIELDS OF STUDY AND THE TOOL AS A WHOLE ACCORDING TO THE TWO VARIABLES (EXPERIENCE IN THE FIELD OF MANAGEMENT, EDUCATIONAL QUALIFICATION)**

field	Variable	Category	NO	Arithmetic Mean	Standard Deviation
Modern electronic equipment and accessories in the school	Experience	Less than 5	15	3.07	0.19
		5-10	13	3.34	0.19
		More than 10	15	3.35	0.17
	Qualification	Bachelor	5	2.97	0.30
		Bachelor+ Diploma	22	3.39	0.14
The technological capabilities of the school principal in electronic management	Experience	Master	16	3.89	0.17
		Less than 5	15	3.86	0.24
		5-10	13	3.52	0.24
	Qualification	More than 10	15	3.57	0.21
		Bachelor	5	3.75	0.37
The application of electronic management in the school administration	Experience	Bachelor+ Diploma	22	3.70	0.17
		Master	16	3.50	0.21
		Less than 5	15	3.77	0.26
	Qualification	5-10	13	3.98	0.25
		More than 10	15	3.64	0.22
		Bachelor	5	3.95	0.39



field	Variable	Category	NO	Arithmetic Mean	Standard Deviation
in the field of student affairs	Qualification	Bachelor+ Diploma	22	3.91	0.17
		Master	16	3.53	0.22
the tool as a whole	Experience	Less than 5	15	3.57	0.20
		5-10	13	3.66	0.18
		More than 10	15	3.53	0.17
	Qualification	Bachelor	5	3.59	0.31
		Bachelor+ Diploma	22	3.69	0.14
	Master	16	3.48	0.17	

From Table (5): We find that there are apparent differences in the averages of the study sample's responses to all fields of study and the tool as a whole, depending on the two variables (experience in the field of management and academic qualification) related to the reality of applying electronic administration in government schools in Karak Governorate, and to find out the statistical significance of these differences, an application was made Analysis of variance (2-Way ANOVA) on all study areas and the tool as a whole, and Table (6) shows this.

**TABLE (6): RESULTS OF THE ANALYSIS OF VARIANCE (2-WAY ANOVA) ON ALL FIELDS OF STUDY AND THE TOOL AS A WHOLE ACCORDING TO THE TWO VARIABLES (EXPERIENCE IN THE FIELD OF MANAGEMENT, EDUCATIONAL QUALIFICATION)**

Contrast source	variable	Squares sum	Freedom degree	Squares mean	F	SIG
Experience	Modern electronic equipment and accessories in the school	0.663	2	0.331	0.824	0.446
	The technological capabilities of the school principal in electronic administration	0.908	2	0.454	0.743	0.482
	The application of electronic administration in the school administration in the field of student affairs	0.733	2	0.367	0.541	0.587
	the tool as a whole	0.104	2	0.052	0.124	0.884
	Modern electronic equipment and accessories in the school	0.681	2	0.340	0.847	0.437
Qualification	The technological capabilities of the school principal in electronic administration	0.371	2	0.186	0.304	0.740
	The application of electronic administration in the school administration in the field of student affairs	1.264	2	0.632	0.932	0.403
	the tool as a whole	0.388	2	0.194	0.646	0.632
	Modern electronic equipment and accessories in the school	15.279	38	0.402		
Error	The technological capabilities of the school principal in electronic administration	23.204	38	0.611		
	The application of electronic administration in the school administration in the field of student affairs	25.768	38	0.678		
	the tool as a whole	15.897	38	0.418		

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

From Table (6): we conclude that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on all fields of study and the tool as a whole depending on the variable of experience in the field of management, and the reason may be due to the awareness of the study sample members of the need to apply electronic management in their schools, We also conclude from Table (6) that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on all fields of study and the tool as a whole depending on the educational qualification variable.

**TABLE (7): THE RESULTS OF THE APPLICATION OF THE (INDEPENDENT SAMPLES T-TEST) TEST ON ALL FIELDS OF STUDY AND THE TOOL AS A WHOLE, ACCORDING TO THE SCHOOL TYPE VARIABLE**

Field	Secondary(N=27)		Basic(N=16)		T	SIG
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation		
Modern electronic equipment and accessories in the school	3.44	0.57	3.17	0.70	1.394	0.17
The technological capabilities of the school principal in electronic administration	3.82	0.76	3.34	0.68	2.081	0.04
The application of electronic administration in the school administration in the field of student affairs	3.91	0.83	3.51	0.73	1.597	0.11
the tool as a whole	3.74	0.62	3.36	0.58	2.003	0.05

From Table (7): we conclude that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the reality of the application of electronic management in public schools in Karak Governorate for the school type variable in each of the technological capabilities of the school principal in electronic management, and the tool as a whole. The differences are in favor of secondary schools, and the reason for this may be due to the fact that the requirements of the curricula at the secondary stage need electronic management, due to the knowledge of students, teachers and school workers about modern technology, and we conclude from Table (7) that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the reality of the application of electronic management in public schools in Karak Governorate, due to the school type variable in both areas of modern electronic equipment and its accessories in the school, and the application of electronic management in school management in the field of student affairs, where the values of (T) for the two fields mentioned were according to the variable of school type. It is not statistically significant at the level of significance ( $\alpha = 0.05$ ), and the reason for this may be due to the understanding and realization of the study sample members of the great need to apply electronic management in the school administration.

## SUMMARY OF FINDINGS AND RECOMMENDATIONS

### RESULTS:

1. From the point of view of principals of government schools affiliated to the Directorate of Education in Karak Governorate, the application of electronic administration in government schools affiliated to the Directorate of Education in Karak Governorate came to a moderate degree.
2. There are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the reality of applying electronic administration due to the gender variable in government schools in Karak Governorate.
3. There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on all fields of study and the tool as a whole depending on (the variable of experience in the field of management, and the variable of academic qualification) in public schools affiliated to the Directorate of Education in Karak Governorate.
4. There are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the reality of applying electronic administration due to the school type variable in each of the technological capabilities of the school principal in electronic management, and the tool as a whole, in government schools in Karak Governorate, and the differences were in favor of high school.
5. There are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the reality of the application of electronic management due to the school type variable in each of the two fields (modern electronic equipment and its accessories in the school, and the application of electronic management in the school administration in the field of student affairs) in government schools in Karak Governorate.

### RECOMMENDATIONS

1. The necessity of holding training courses related to the development of the work of the school administration for school principals.
2. The necessity of holding specialized training courses in the use of e-mail for school principals in order to communicate with parents, teachers, schools, the Directorate and the Ministry of Education.
3. Expanding studies similar to this study on larger samples of public and private school principals in different regions of the Hashemite Kingdom of Jordan to find out the reality of applying electronic management in

schools.

4. Work to provide a computerized system to follow up cases of dropping out of schools and classes electronically.

## REFERENCES

- Abdel-Hamid, Hamdi and El-Sayed Abdel-Fattah (2004), "E-government in Education between Theory and Practice - A Study of Objectives, Importance and Possibility of Application" *Journal of the College of Education in Zagazig*, No. (46), (45-114).
- Al-Amiri, Hammoud (2008), "Requirements for the use of electronic management in Saudi universities, an applied study at Umm Al-Qura University in Makkah Al-Mukarramah", an **unpublished master's thesis**, Umm Al-Qura University, Makkah Al-Mukarramah, Saudi Arabia.
- Al-Anzi, Salih (2011), "The Degree of Ownership of E-Management Competencies by Principals of Government Schools in Riyadh from the Viewpoint of Teachers", **Master's Thesis**, Yarmouk University, Irbid, Jordan.
- Al-Arishi, Muhammad (2008), "The Possibility of Applying Electronic Management in the General Administration of Education in the Holy Capital (Benin)", **unpublished master's thesis**, Umm Al-Qura University, Saudi Arabia.
- Al-Asmari, Ali (2008), "The applications of electronic management in school administration and the requirements for its development from the point of view of secondary school principals in Riyadh," **master's thesis**, Imam Muhammad bin Saud Islamic University in the Kingdom of Saudi Arabia.
- Al-Buhy, Farouk (2001), **Educational and School Administration**, Cairo: Dar Quba for printing, publishing and distribution.
- Al-Dhafi, Muhammad (2006) "The extent to which electronic management can be applied in the General Directorate of Passports in Riyadh", **unpublished master's thesis**, Naif Arab University for Security Sciences, Riyadh, Saudi Arabia.
- Al-Far, Ibrahim Abdel-Wakeel (2002), **the use of computers in education**, Amman: Dar Al-Fikr for printing, publishing and distribution.
- Al-Farra, Naem (2008), "Developing Administrative Communication for Secondary School Principals in Gaza Governorates in the Light of Electronic Administration", **unpublished master's thesis**, Islamic University, Gaza, Palestine.
- Al-Karim, Rashid (2002), **The School of the Future, a working paper presented to the symposium of the School of the Future**, King Saud University, Riyadh, from 16-17 Shawwal 22-23/1423, October.
- Al-Khan, Badr (2005), **E-Learning Strategies**, Aleppo: Dar Shuaa for Publishing and Science.
- Al-Khatib, Ahmed (2005), **Total Quality Management**, Educational Applications, 2nd edition, Irbid: The World of the Book.
- Al-Lami, Awad (2009), "The reality of using computer applications in school administration from the point of view of principals and agents of secondary schools in Al-Khair Governorate", **unpublished master's thesis**, Gulf University, Bahrain.
- Al-Masoud, Khalifa (2008), "Human and material requirements for the application of electronic management in public schools from the point of view of school principals and agents in Al-Rass Governorate," **Master's thesis**, Umm Al-Qura University, Saudi Arabia.
- Al-Mousa, Abdullah (2002), **the use of computers in education**, Riyadh: Al-Shugairi Library.
- Al-Rashidi, Aisha (2008), "Attitudes of principals and principals of public schools in the State of Kuwait towards the use of electronic management in administrative work", **unpublished master's thesis**, University of Jordan, Amman, The Hashemite Kingdom of Jordan.
- Al-Salmi, Alaa (2006), **electronic management**, Amman: Wael Publishing House.
- Al-Salmi, Alaa and Al-Dabbagh, Riyadh (2001), **Administrative Information Technologies**, Amman: Dar Wael for Publishing and Distribution.
- Al-Sharhat, Jamal (2001), **the electronic book, the electronic school, the virtual teacher**, Riyadh: Al-Homsi Press.
- Al-Zubaidi, Sahab (2006), "Perceptions of principals and principals of government secondary schools in Irbid governorate regarding the possibility of applying electronic management in their schools," **master's thesis**, Yarmouk University, Irbid, Jordan.
- Brianl, (2001), **Dos Santos and Andrew L. Wirght**, Internet supported management education information services & use.
- Clinics, Youssef (2004), **the educational computer and its educational applications**, Amman: Dar Al Masirah for publication and distribution.
- Crouse, D. (2004), "The Principal Rules for School Technology", NASSP Bulletin, 81(589), 86-89.
- Forman, C. (2002) "Geographic Location and the Diffusion of Internet Technology," *Electronic Commerce Research and Applications*, 4(1), 1-10.

- Khallouf, Iman (2010), "The reality of the application of electronic management in public secondary schools in the West Bank from the point of view of male and female principals," **master's thesis**, An-Najah National University, Nablus, Palestine.
- Najm, Najm (2008), **strategic electronic management, functions and fields**, Amman: Dar Al-Yazuri Scientific for Publishing and Distribution.
- of a management information systems (Texas), DAI-A61-08, P 3002.
- Payaters, R. (2003), **The future management planning**, Ebsco, 213450.
- Russell, A.S. (2004), "**How School Counselors Could benefit From E-Government Solutions**", The Case of paperwork, U.S. department of education office of education research and improvement educational resources information center, ERIC number: ET478218.
- Sadow, Jeffrey. (2000), "**The Internet as A delivery platform for Audio (Visual Teaching in)**", European Political Science, Vol. 1, No. 2: pp 10-23.
- Serhan, D. (2007), "School Principals Attitudes Towards The Use Of Technology: United Arab Emirates Technology Workshop", *The Turkish Online Journal of Education Technology*, 6(2), 42-46.
- Sharifi, Hisham (1995), "A study of the reality of computer use in the management of schools affiliated to the Department of Culture and Education at the Ministry of Defense and Aviation and ways to develop it", **an unpublished master's thesis**, King Saud University, Riyadh.
- Sindi, Hussein (2002), **electronic management in the Arab world between reality and ambition**, Cairo: Arab Organization for Administrative Development.
- Tishori, Abd al-Rahman (2006), **electronic management**, retrieved on February 23, 2012, from the civil dialogue: (<http://www.minshawi.com/other/taushotry1.htmhtt>.)