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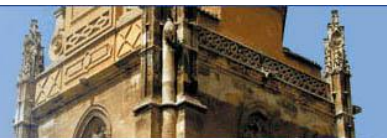
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ABSTRACT

In the contemporary age, authorities strive to offer academic facilities to people that utilize the online surroundings and digital administration in order to give resources to the greatest population as quickly as feasible and with the superior products in pursuit of the administration's and societies common interest.

The purpose of the research was to determine the effect of electronic administration on the growth of human assets at the Jordanian Ministry of Education in the Middle Area.

Utilizing a survey given to the departments and agencies of schooling in the Middle Area of Jordan, the research included both the analytical and descriptive approaches. The research sample comprised of (400) respondents who were dispersed among (management staff, instructors of basic education, and instructors of higher schooling) in the education ministry. The research depends on data analysis including descriptive analysis (percents and rates, arithmetic averages and standard deviations) and operational statistics (multiple regression test) as well as the study assumptions.

The research indicated that digital administration facilitates extensive connection among school and community instructors through the interconnected medium. In addition, it strengthens the concept of confidentiality in online transactions, establishes efficient ways to interact with the society, offers a digital archiving scheme, and facilitates the organization of relationships and the division of work and obligations within the school. The research advised enhancing the school's electronic planning to keep up with current worldwide advancements in the area of connections and to assist in the delivery of dependable products of the best standard.

Keywords: electronic management, human resource development, Jordanian Ministry of Education

INTRODUCTION

The human administration division is among the most significant areas of the company, since it focuses on the human factor that carries out the corporation's desired duties, operations, and initiatives. Human resource management is an administrative method that concentrates on issues pertaining to the employees of a commercial company. As such, it performs a crucial part in attaining the objectives.

Human resources represent the main element in the success of educational organizations and institutions of all kinds and sizes. Their development effectively contributes to developing the educational process and improving its quality. Human resources are the main driver of all educational organizations. Therefore, the attention of the Ministry of Education is directed to the development of its teachers and the development of their capabilities through their development and acquisition of knowledge, and the development of many strategies that contribute to preserving them and reducing their turnover (Al-Awamleh et al., 2021).

The more attention is paid to the development of teachers, the more the Ministry of Education gains a strong knowledge and economic influence in the local and international community. Therefore, the Jordanian Ministry of Education has given teachers full care and attention by adopting strategies that will develop them periodically and continuously to keep pace with technological progress. This can be achieved through the introduction of electronic management into its operations, and work to raise the efficiency of teachers and improve their performance by developing their skills, abilities and knowledge in line with the integration of electronic management into their work environment. The main aim is to achieve the intrinsic value of the educational learning process, in addition to providing teachers with knowledge, skills, methods and modern technological methods that will improve their performance in implementing their work (Tafvelin et al., 2021).

The educational environment has recently witnessed many changes, especially after the Corona pandemic, which necessitated increased reliance on the electronic management in achieving its goals and implementing the

educational process (Mohammed and Suleiman, 2020). This, in turn, is a necessity for the development of teachers, and an increased interest in developing their skills, abilities and capabilities, through training, enriching and enabling them to apply the electronic management in the educational process (Yang and Shi, 2020). This in, in turn, is reflected in improving the quality of the educational learning process as a whole, which the Ministry of Education provides and supervises and plans its implementation by the Ministry. It also improves the performance of the teachers by developing their behavior, skills and knowledge and it enhances their abilities by relying on the electronic management (Jang and Ardichvili, 2020).

The study problem can be expressed in the following main question:

What is the impact of electronic management on human resource development from the point of view of teachers in Jordanian Ministry of Education?

1.3 Objectives of the study

The study aims to show the impact of the electronic management on the development of human resources in the Jordanian Ministry of Education, and to know the level of application of the electronic management and human resource development in the ministry.

1.4 Importance of the study

The study acquires its scientific importance from the electronic management as an administrative orientation, and from the extent of the importance of human resource development in the Jordanian Ministry of Education, which is the basic building block for all fields in various sectors. The study also highlights the importance of human resource development, and it provides a theoretical framework that can be applied in practice in order to improve the development of the human resources through the electronic management. The link between the research and the human resource development and the electronic management is considered the driver for the educational sector, and the Jordanian, Arab and international educational environment. Furthermore, the present study provides the Jordanian Ministry of Education, department heads, executives and supervisors with the necessary information and data regarding the electronic management, and human resource development methods for its development and raising the level of its performance.

1.5 Theory and hypothesis development

The electronic management is considered the most important technical achievement in the field of communication and information technology in the modern era, which was used in the Jordanian Ministry of Education. The electronic management was able to innovate many advanced communication techniques, using computers and its technologies and internet networks in planning, organizing, directing and leading the educational process in a modern and developed electronic way (Taboun, 2021). It also contributes efficiently and effectively to the development of human resources, improving the level of their performance at work, and raising the quality of the educational services. Furthermore, it has taken part in getting rid of the traditional management that suffered from routine. It is characterized by speed in planning and implementation, saving time and effort for citizens and employees (Far, 2021).

The key assumption (H01) is that digital administration has no numerically meaningful influence on the growth of human capital and their aspects (knowledge development, skill development, behavior development) at the level of significance ($\alpha \leq 0.05$) in the Jordanian Ministry of Education.

Electronic management refers to the use of the information and communication technology and modern technologies to implement the administrative work of the Ministry of Education and to provide its services electronically anywhere and anytime (Yang and Shi, 2020). Electronic planning is defined as the process of setting the Ministry of Education's short-term, medium-term, and long-term goals in a dynamic manner that relies on the advanced technological means (Mohammed and Suleiman, 2020). The electronic organization means the framework that regulates the work of the Ministry of Education through modern technological means in terms of the distribution of powers and responsibilities, and it is known the "Organizational Structure" (Zalaki, 2021). Electronic management and leadership indicates the art of influencing others, unifying their efforts and directing them towards achieving goals (Salem, 2021).

Human resource development refers to the process of subjecting human resources in the Jordanian Ministry of Education to a set of programs and courses in order to provide them with the skills, experience and capabilities necessary to improve their performance (Al-Awamleh et al., 2020). The development of knowledge for human resources also refers to the set of activities and programs adopted by the Jordanian Ministry of Education with the aim of raising the level of knowledge of the employees, and they are implemented through specialists in the field of training (Abdulbaqi et al., 2021). Skill development is referred to as the process of providing human resources in the Jordanian Ministry of Education with new skills or developing the acquired skills through their participation in training programs with the aim of raising their skill level. This is implemented by specialists in the field of practical and applied training for the work performed by human resources (Barakat and Al-Abdi, 2019). Moreover, behavioral development refers to the process of providing human resources in the Jordanian

Ministry of Education with voluntary practices that aim to increase the level of efficiency of the employees and achieve the goals of the Ministry of Education (Qarmati, 2021).

1.5.1 The influence of digital administration on the growth of human asset expertise in the Jordanian education ministry

Ho1a: There is no statistically significant effect of electronic management on the development of knowledge of human resources at the level of significance ($\alpha \leq 0.05$) in the Jordanian Ministry of Education.

In his research, Morsi (2021) sought to examine the role of digital administration in reducing work difficulties. The increased amounts of findings demonstrated the significance of digital administration in enhancing the workers' expertise. Yang and Shi (2020) wanted to investigate the processes behind the transition of recordkeeping to electronic activities within the setting of digital records management platforms. It emphasized the need of enhancing the workers' expertise via digital administration. It also shown that the use of digital administration will drive job reorganization and educate individuals with fresh skills.

1.5.2 The Effect of digital administration on human capital developing skills in the Jordanian educational ministry

Ho1b: There is no significant association between digital administration and the improvement of human resource capabilities ($\alpha \leq 0.05$) in the Jordanian Ministry of Education.

Lombardi and Secundo (2021) conducted a thorough examination of the existing study on the interaction among intelligent and electronic innovations and corporate performance reports, and they proposed a study plan for the future. Their research highlighted the need of enhancing staff abilities via digital administration. The research assessed digital technologies for business data administration and decision-making procedures as two recent research streams on the digitalization of internal audit. It demonstrated the influence of electronic administration on human resource developing skills. The research demonstrated the use of digital technology as an instrument for stakeholder involvement and responsible accounting procedures. The research of Hiremath et al., (2021), focused on the methods of digitalization in businesses. It depended on a series of studies that suggest online technology is increasing fast as one of the practical possibilities, so workers engage time and effort in improving and developing their abilities to improve their efficiency in an evolving workplace environment.

1.5.3 The influence of digital administration on the growth of human resource conduct in the Jordanian educational ministry

Ho1c: There is no significant connection between digital administration and the evolution of human resource conduct ($\alpha \leq 0.05$) in the Jordanian Ministry of Education.

Abdel-Baqi et al. (2021) sought to define the notion of information innovation society and its influence on the growth of workers' innovativeness. The research verified the effect of digital administration on the development of good employee attitudes. The research discovered a significant connection between the environment of computer technology and the innovative behavior of workers. Aqili (2020) determined the influence of information technology on advancement of human resources. His research demonstrated that electronic administration has a good effect on the development of employee attitudes. The survey also shown that respondents are mindful of the significance of utilizing information innovation to manage the growth of human resource conduct.

1.6 Methodology, sample size, and the study's layout

This research used a descriptive survey methodology and a basic randomly sampled strategy to collect (400) objects. The sample comprised of managerial employees, elementary school teachers, and secondary school instructors from the Middle Region of the Education Ministry. The research sample included a variety of occupations, and the reply frequency was 90%; the level of significance ($\alpha \leq 0.05$) was used to evaluate the test findings, which equates to a level of confidence of 95%. This research was conducted using a simple randomized population, and the random sample was determined using the Steven K. Thompson formula (Thompson, 2012).

1.7 data analyze and outcomes

The qualitative analytical method was utilized. The research framework was developed relying on an examination of previous research, and the research instrument was constructed with input from a panel of reviewers and specialists. The sample population was drawn from the directorate general of the Jordanian educational ministry in the Middle Area. To confirm the validity of the research instrument, the score of Cronbach's Alpha Coefficient was determined to demonstrate the level of internal coherence of the study sentences; it also demonstrates the integrity of the questionnaire's construction and cohesiveness.

Cronbach's alpha coefficient readings varied from (0.869) as the greatest value to (0.683) as the least level. With a total of (46) sentences, the overall value achieved (0.896), which is a great value.

1.8 Study results

1.8.1 Results of the characteristics of the study population: The study dealt with a number of demographic variables for the participants of the study population, which are "gender, age, academic level".

that males constitute the largest percentage of the study sample participants with a percentage of (78.6%) compared to (21.4%) for females. The category (more than 45 years) represents the largest percentage of the study sample participants, with a percentage of (49.4%), and the lowest percentage was for those under 25 years old, forming (2.2%). Those with a doctorate qualification make up the largest percentage of the study sample with a percentage of (71.7%), and the lowest percentage was for those with a diploma with a technical diploma (3.3%). The category (15 years and over) constitutes the largest proportion of the study sample participants, representing (88.1%), and the lowest percentage was for those with years of experience of 5 years or less with a percentage of (1.1%). The category (basic-education school teacher) constitutes the largest percentage of the study sample participants, forming (75%), and the lowest percentage was for those whose job title was a secondary school teacher at (5%).

1.8.2 Arithmetic means and standard deviation

First: Arithmetic means and standard deviation of electronic management

the dimension of electronic organization obtained a high degree of agreement that reached (3.96), then the dimension of guidance and electronic leadership ranked second with a degree of agreement (3.89). The dimension of electronic planning came in the third place with a degree of agreement (3.84). This is due to the fact that electronic planning in the Ministry of Education aims to develop and improve communication services, and helps with the flexibility of the work in the ministry and schools. Also, the electronic management helps in the broad networking between teachers in the school and the community via the electronic network. Moreover, it deepens the principle of privacy in the electronic transactions, while the Ministry of Education needs to strengthen directing the efforts of the employees and motivate them to achieve the goals through the electronic management and familiarize teachers with the skills that the management leaders must possess.

Second: Arithmetic means and standard deviation for human resource development

that the dimension of development of knowledge obtained a high degree of agreement that reached (3.96). The dimension of the development of skills obtained a high degree of agreement (3.92). Finally the dimension of the development of behavior ranked last. This is due to the fact that the Ministry of Education is interested in transferring tacit knowledge to explicit knowledge.

The Ministry of Education provides tools that help diagnose and obtain knowledge. Moreover, the teachers have the ability to identify and choose alternatives in the planning process. They have computer skills in the management processes. However, it must be encourage and motivate teachers to work in a team spirit, and to root positive behavior among them.

1.3.8 Testing the hypotheses of the study

Testing the hypotheses of the study includes the following:

First: Testing the main hypotheses of the study

Ho.1 First major assumption: there is no numerically substantial impact at the significance threshold ($\alpha \leq 0.05$) of digital administration as depicted by its aspects (digital preparing, digital association, and digital assistance and governance) on the growth of human resources as depicted by its aspects (expertise advancement, skills training, and behavior advancement actions) between educators of the Jordanian Educational Ministry.

The conventional multiple linear regression analysis was utilized to evaluate this assumption.

the sub-variables associated with online administration defined by its aspects (digital preparing, digital association, digital assistance and governance) have a statistically substantial influence on the level of advancement of human resources in its aspects, where the determined (t) values attained between.05 and.09 (3.271- 8.190). All of the results are statically important at the probability value ($\alpha \leq 0.05$).

On the other hand, it was determined that the correlation coefficient among digital administration and its aspects of skills acquisition was 0.629% ($R = 0.629$). The achieved determination coefficient ($R^2 = 0.396$). This indicates that the independent factor digital administration and its aspects account 39.6% of the variation in the dependent factor, the advancement of human resources. At the level of significance ($\alpha \leq 0.05$), the derived F value ($F = 77,694$) is statistically significant. Stepwise Multiple Regression was employed to evaluate the significance of each independent factor in relation to the influence of digital administration on the advancement of human resources. It indicates the order in which the independent variables are entered into the regression equation..

stated the independent factor "digital administration" has the following aspects: First-placed electronic structure accounted 29% of the variation in the dependent factor "Developing human resources." The digital direction and management came second, as it accounted 37.8% of the variation in the growth of human resources

alongside the digital structure. Digital preparation rated third with digital structure, direction, and management, and it accounted for 39.6% of the variation in the advancement of human resources. The null assumption is rejected based on past findings, and the alternate assumption is adopted. In other words, "there is a numerically substantial impact at the probability value ($\alpha \leq 0.05$) for the digital planning symbolized by its aspects (digital preparing, digital association, digital assistance and governance) on the advancement of human assets for educators in the Jordanian Ministry of Education.

This showed the relevance of all (B) variables at the computed and various (T) values in the 3 variables varied from (0.000 to 0.001) and was lower than (0.05), which is noteworthy at a value of ($\alpha \leq 0.05$). This demonstrates the importance of coefficients.

We deny the first major null assumption based on past findings and embrace the alternate assumption. It indicates that there is a numerically substantial impact ($\alpha \leq 0.05$) of digital planning depicted by its aspects (digital preparing, digital association, digital assistance and governance) on the advancement of human resources in its aspects between educators of the Jordanian educational ministry.

Second: Testing the sub-hypotheses

Ho1.1 First sub-hypothesis

There is no numerically substantial impact at the significance value ($\alpha \leq 0.05$) for digital administration as depicted by its aspects (digital preparing, digital association, digital assistance and governance) on the aspect of information literacy between Jordanian educational ministry educators.

To verify this assumption, the conventional multiple linear regression analysis was utilized.

that the sub-variables associated with digital administration as depicted by its aspects (digital preparing, digital institution, digital guidelines and governance) have a proportionally substantial impact on the threshold of knowledge management aspect, where the measured (t) attributes among the sub-variables and the threshold of organizational learning aspect are statistically significant (-3.867 – 10.443). All results are meaningful at the probability value (0.05). The correlation coefficient among digital administration and its aspect of skills acquisition has achieved ($R = 0.519$), while the determination coefficient has achieved ($R^2 = 0.269$). This indicates that the independent factor digital administration and its aspects account for 26.9% of the variance in the organizational learning component of the covariate. The estimated F value was ($F = 43,757$), which at the probability value ($\alpha \leq 0.05$) is substantial.

To establish the relevance of each independent factor in the influence of digital administration on the aspect of intellectual growth, a Stepwise Multiple Regression assessment was done.

stated the independent variable "electronic management" has the following dimensions: The electronic organization ranked first and accounted for 23,3 percent of the variation in the dependent variable "the dimension knowledge growth." The electronic planning placed second, and it accounted with the electronic organization (25.5%) of the variation in the dimension of knowledge growth. With digital administration and digital management, digital guiding and direction placed third and accounted 26.9% of the variation in the aspect of information growth. The null assumption is therefore discarded in favor of the alternate assumption. Hence, "there is a numerically substantial influence ($\alpha \leq 0.05$) of electronic administration as reflected by its aspects (electronic planning, digital administration, electronic guiding and management) on the aspect of knowledge growth among instructors in the Jordanian educational ministry.

showed the significance of all (B) values at the computed and various (T) values in the 3 variables varied from (0.000 to 0.001) and all were below than (0.05), which is statistically noteworthy at a value of ($\alpha \leq 0.05$). This demonstrates the coefficients' relevance.

We dismiss the first primary null assumption and recognize the alternate solution assumption, which asserts that there is a significant statistical impact at the significance threshold ($\alpha \leq 0.05$) for digital administration as represented by its aspects (digital preparing, digital institution, assistance, and digital governance) on the aspect of knowledge creation between educators of the Jordanian Educational Ministry.

Ho1.2 Second sub-hypothesis

There is no numerically substantial impact at the threshold of significance ($\alpha \leq 0.05$) for digital administration as depicted by its aspects (digital preparing, digital institution, digital assistance and governance) on the aspect of skills acquisition of Jordanian educational ministry educators.

To verify this assumption, the conventional multivariate linear regression analysis was applied was employed in order to determine the effect of digital administration as depicted by its aspects (digital preparing, digital association, digital assistance and governance) on the aspect of skills acquisition among Jordanian educational ministry educators.

This demonstrates the subvariables connected to digital administration indicated by its aspects (electronics management, digital administration, digital mentoring and management) have a numerically meaningful impact on skills acquisition. (t) values computed within (17.520 - 1.726). With the exception of the digital regulatory aspect, all of these results are statistically relevant at the 0.05 threshold ($\alpha \leq 0.05$). The value of the correlation

coefficient among digital administration and its aspect of skills acquisition has been determined to be ($R = 0.757$). The achieved coefficient of correlation ($R^2 = 0.573$). This indicates that the independent factor digital administration and its aspects account 57.3% of the variation in the dependent variable's aspect of skills acquisition. The estimated F - ratio was 159,313, which at the relevance threshold ($\alpha \leq 0.05$) is meaningful.

A Stepwise Multiple Regression analysis was conducted to assess the relevance of each independent factor independently in determining the influence of digital administration on the aspect of skills acquisition.

the characteristics of the independent factor "digital administration." Mentoring and digital management ranked top and accounted for 56.3% of the variation in the dependent factor "degree of skills acquisition." The second position was held by digital scheduling. 57% of the variation in the aspect of skills acquisition was accounted for by mentoring and digital management. The null assumption is therefore discarded in favor of the alternate assumption. This indicates there is a numerically substantial impact at the significance threshold ($\alpha \leq 0.05$) for digital planning as depicted by its aspects (digital preparation, digital association, digital assistance and governance) on the aspect of skills acquisition for educators in the Jordanian educational ministry.

Relevance of all variables of (B) at computed and various values of (T) in the two approaches varied from (0.000 - 0.025) and all were below than (0.05), which is important at a value of ($\alpha \leq 0.05$). This demonstrates the coefficients' relevance.

We deny the first major null assumption according to previous findings and embrace the alternate assumption. It asserts that there is a numerically substantial impact at the significance threshold ($\alpha \leq 0.05$) for digital planning defined by its aspects (digital preparing, digital association, assistance, and digital governance) on the aspect of skills acquisition between Jordanian educational ministry teachers..

Ho1.3 Third sub-hypothesis

There is no numerically substantial impact at the importance rate ($\alpha \leq 0.05$) for digital administration defined by its aspects (digital preparing, digital association, digital assistance and governance) on the aspect of social competence between Jordanian educational ministry educators.

The multivariate linear regression analysis was employed to examine this assumption.

Examining the principles of the t-test to determine whether the subvariables associated with digital administration as displayed by its aspects (digital preparing, digital association, digital assistance and governance) have a proportionally substantial impact on the standard of behavioural entrepreneurial support. The set of computed (t) values was (1.993 - 4.973). All of the results are statistically meaningful at the level of significance ($\alpha \leq 0.05$). The correlation value among digital administration and its aspects of social competence has achieved ($R = 0.401$), and the determination coefficient has achieved ($R^2 = 0.161$). This indicates that the independent factor digital administration and its aspects account 16.1% of the variance in the aspect of social competence for the dependent factor. The computed F score was ($F = 22,782$), which is substantial at the 0.05 threshold of relevance.

A Stepwise Multivariate Regression evaluation was performed to evaluate the relevance of every independent factor independently in determining the influence of digital administration on the aspect of social competence.

The independent factor "digital administration" has the following aspects: Mentoring and digital guidance accounted for 13.5percent of the variation in the dependent factor "social competence." The online group placed second. Mentoring and digital guidance accounted 15.2% of the variation in the behavioral development factor. Digital preparation rated third after digital guidance and leadership and digital structure. It accounted 16.1% of the variation in the behavioral development dimension. The null assumption is therefore discarded in favor of the alternate assumption. That is, "there is a numerically substantial impact at the significance level ($\alpha \leq 0.05$) of digital planning depicted by its aspects (digital preparing, digital association, digital assistance and governance) on the aspect of constructing actions between Jordanian educational ministry educators.

Relevance of all (B) variables at the computed and various (T) values in the 3 variables varied from (0.000 to 0.047) and all were less than ($\alpha \leq 0.05$), which is statistically significant at the level of ($\alpha \leq 0.05$). This demonstrates the coefficients' relevance.

We reject the major null hypothesis based on past findings and embrace the alternate assumption. It asserts that there is a significant statistical impact at the significance level ($\alpha \leq 0.05$) for digital planning, as depicted by its aspects (digital prepping, digital association, digital guidelines and governance), on the aspect of cognitive advancement between educators in the Jordanian Educational Ministry.

1.9 Findings and recommendations

First: Results

The study found the following:

1. Electronic management helps in broad networking between teachers in the school and the community through the electronic network. It deepens the principle of privacy in electronic coefficients, and organizes effective communication channels with the community. Moreover, it provides an electronic archiving system, and helps in organizing relationships and dividing work and responsibilities in the school.

2. Electronic management helps in providing information on a daily basis to teachers, and helps to control them. It also enables them to make successful decisions, and helps them in developing human relations between them. Furthermore, it contributes to the effective communication with other departments in the school and in holding periodic school meetings.
3. The Ministry of Education allows experts from outside the ministry to participate in the work meetings, and stores knowledge in a special database. Moreover, it helps the employees to apply the knowledge they have acquired, and participates in the conferences to generate knowledge. It also encourages teachers to present their ideas, and takes care of identifying the knowledge gap.
4. Teachers have the ability to identify and choose alternatives in the planning process, and computer skills in the management processes. They can control and manage work time and complete their work.
5. Teachers have good potentials to influence how they accomplish their work, to deal in an appropriate manner with new situations, and to employ ideas in developing their work.

Second: Recommendations

The study recommended the following:

1. Working to improve the school's electronic planning to keep pace with the global recent developments in the field of communications.
2. Strengthening the school's electronic planning role to help provide reliable and high quality services.
3. Working on developing teachers' skills in electronic planning to help them save time and effort.
4. Strengthening the role of electronic management in building trust between the school and the community.
5. Strengthening the role of electronic management in directing the efforts of the individuals and motivating them to achieve the goals and introducing teachers to the skills that management leaders must possess.
6. Working to enhance teachers' skills in dealing well with work pressure and to enhance their civilized behavior.

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