The point of view of school principals in the Directorate of Education for the northeastern Badia region about the extent of applying electronic management in government schools.

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Abstract:

This study aimed to identify the point of view of the school principals in the Directorate of Education for the northeastern Badia region about the extent of applying electronic management in public schools. In order to achieve the study's goals, the researcher designed a questionnaire consisting of (38) items, which were distributed to the study sample, which consisted of (43) male and female principals and directors from the government schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate, who were chosen randomly from the study population.

After conducting the necessary statistical treatments, the results showed: An average level of electronic management application in public schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate from the point of view of school principals, and 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 schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate, 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. The differences were in favor of secondary schools, there were no differences Statistically significant at the level of significance ($\alpha \leq 0.05$) on all fields of study and the tool as a whole, according to the variable of academic qualification, and there were 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. There were no statistically significant differences at the significance level ($\alpha = 0.05$) in the reality of the application of electronic management in government schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate, due to the variable of school type 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.

key words: Electronic management, public schools, school principals.

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Background and importance of the study:

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 in creating an effective administrative environment that saved time and effort.

Educational institutions are among the most important institutions that must keep pace with the technical developments that included the field of management and make maximum use 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. Therefore, the effective school management must keep pace with developments and deal with them positively, and for the school management to shift from the traditional, routine management pattern that relies on paper transactions handled manually, to an electronic management that uses modern technologies, and relies on information technology mainly in accomplishing its work (Al-Masoud, 2008). Electronic management has many positive effects, not only in digital technology but also in contributing to the development of school management and the elimination of its traditional problems through efficient, effective and expeditious methods. Electronic management works towards greater managerial flexibility in planning areas, management and administrative follow-up, as the transformation of the school's management into electronic management will enable the school principal to manage the educational process more broadly and the opportunity to follow the activities of the educational process closely , and to discover the strengths and weaknesses of the daily performance of educational work first and foremost to facilitate continuous calendar processes and provide a high degree of transparency and visibility education ", which improves citizens' confidence in education and prompts them to participate positively in planning, reform and financing programs (Abdelhamid and Sayed, 2004). Therefore, the school principal must be an educational leader with creative and innovative thinking, strive 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 management 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 management in schools emerges. Therefore, the Ministry of Education seeks continuous development and modernization as exchanging information using computers and its networks contributes to developing the efficiency of school management in terms of teaching and education and contributes to reducing the financial burden spent on paper and transportation.

The study of the problem:

With increasing competition to make maximum use of the 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 as traditional management has shown its inefficiency in working because of the low quality of its methods in a world in the era of the knowledge revolution.

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Therefore, the school should move from traditional management to electronic management, and that this requires a clear vision that is 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 into a modern one that contributes to improving the educational process.

Study questions:

Question 1: What is the point of view of school principals in the Directorate of Education for the northeastern Badia region about the extent of applying electronic management in public schools?

Question 2: Are there any statistically significant differences in the reality of the application of electronic management in public schools affiliated to the Directorate of Education in the northeastern Badia region in Mafraq Governorate, from the point of view of principals, attributed to the variables (experience in the field of management, educational qualification, type of school, and gender)?

Objectives of the study:

This study aimed to find out the point of view of school principals in the Directorate of Education for the northeastern Badia region about the extent of applying electronic management in public schools.

Section 1: Theoretical framework and previous studies

First: the definition of electronic management

Electronic management is known 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 management that applies all advanced programs and curricula 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 management 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 and education. While Al-Enezi (2011) defined electronic management as: a new method of administrative work using modern technologies represented by the computer and the web of information, to raise the efficiency and effectiveness of performance at work.

Beatrice (2003) the principal of the school is 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 possess the skill and ability to interact with the data of this age and 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 must 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 closely follow 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 proficiency in surfing the Internet to obtain text, audio and visual information, and to have the ability to transfer, send and receive electronic files, and to design and review work plans electronically.

Second: Computer applications in the field of school management

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

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

2- Student Record System: 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 the 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 special needs of the student, his academic record includes previous schools, his GPA for each year, the years in which he failed, and 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, spreadsheets, 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 and voice messages. text, and newsletters (Alfar, 2002).

6- Preparing the lesson schedule with minimal 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 discussed 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- Revising the content of the document instead of typing it again.

3- Spotting problems rather than continuing.

4- Managing files instead of saving them.

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

1- To focus on the students.

2- To be results oriented.

3- To be based on the needs of students and school staff, and to encourage creativity.

In order to achieve these principles, it has become necessary to invest electronic administrative techniques in school management, to facilitate the process of communication between it and the individuals benefiting from the educational service. As Al-Dhafi (2006) pointed out, the application of modern electronic administrative methods requires contemporary material, human, and technical capabilities, and requires the development of the internal and external environment of administrative institutions, as well as the creation of appropriate conditions for the success of the application process, which leads to the development of school management performance.

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

There are several benefits and advantages to the use of electronic management in the work of school management, 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 satisfaction of the beneficiaries 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 and saving time to focus on important aspects of work instead of paperwork, 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-Asmari (2008) studied the applications of electronic management in school management and the requirements for their development from the point of view of secondary school principals in Riyadh, where the sample of the study consisted of (193) principals of public and private day secondary schools in Riyadh, and the results revealed that most of the electronic management applications in school managements were weak, and there are some obstacles that limit the application of electronic management in secondary school managements in Riyadh. And that there are statistically significant differences according to the variable of the ability to use a computer in school management, the variable of academic qualification, the variable of school type, and the variable of obtaining a computer course.

Al-Farra (2008) researched the development of administrative communication for secondary school principals in Gaza governorates in the light of electronic management, where the research aimed to reveal the degree of availability of requirements for the implementation of electronic administrative communication in secondary schools in the governorates of Gaza, and its obstacles and ways to develop it. The study sample consisted of all (87) principals of secondary schools in the governorates of Gaza, and (82) of them responded. The study concluded that the degree of availability of administrative capabilities among school principals to implement electronic administrative communication was medium, the degree of availability of requirements for implementing electronic administrative communication in secondary schools, and the point of view of school principals was weak, the degree of availability of human potentials 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. The results showed that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of secondary school principals in the governorates of Gaza for the degree of fulfillment of the requirements for the implementation of electronic administrative communication due to the variable of gender, educational qualification and length of service, and the presence of a medium degree of obstacles that impede the implementation of electronic administrative communication in secondary schools.

Al-Rashidi (2008) studied the attitudes of male and female 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 male and female principals of public schools towards the use of electronic management in administrative work from their point of view, where the sample of the study consisted of (150) male and female principals of public schools in the State of Kuwait, and they were chosen randomly. The results showed that the attitudes of male and female 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 schools male and female 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, vice deans and heads of departments of colleges at Umm Al-Qura University, their number was (190) person. The results of the study showed that the degree of availability of qualified trainers to train employees on the use of electronic management was medium, the degree of availability of laws and legislations that ensure the implementation of electronic management in the university is low, the degree of availability of Internet communication lines ports is low, the degree of protection of information by Internet service users is low, the degree of connection of university facilities through computer networks is low, and the degree of availability of material incentive for workers towards the use of electronic management in the university is low. The results of the study also showed Lack of experts in designing and developing electronic programs at the university.

Second: Foreign Studies

(Serhan, 2007) submitted 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.

A Researcher (Crouse, 2004) did a study entitled The Principal Rules for School Technology, in order to identify the roles of principals in the technology school from the point of view of principals in public schools in the state of California. The study sample consisted of (250) male and female principals, and the questionnaire was adopted as a data collection tool. 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.

(Russell, 2004) performed a study entitled: How School Counselors Could benefit From E-Government Solutions, for the purpose of identifying the contributions of electronic management to administrative work, and the extent of its positive impact on student advisors' consultations, and the obstacles they face, and the results have shown that electronic management contributes to increasing productivity, reducing costs, increasing participants, improving the effectiveness of internal operations 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. Funding and lack of training courses are the most important obstacles facing the use of electronic management in schools.

Section 2: the procedures of the current study

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This part of the study includes a comprehensive description of all the field procedures carried out by the researcher and others in this study, and the following is a presentation of this

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 for the northeastern Badia region in Mafraq Governorate.

Study sample: The study sample consisted of (43) principals from the principals of public schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate, Table (1) shows the distribution of the sample members according to personal variables, where they were randomly selected:

Table (1): Distribution of respondents according to personal variables

Variable Item	Class	Repetition	percentage
Gender	Male	20	46.5%
	Female	23	53.5%
	Total	43	100.0%
Management experience	Less than 5 years	15	34.9%
	From 5-10 years	13	30.2%
	More than 10 years	15	34.9%
	Total	43	100.0%
Qualification	Bachelor's	5	11.6%
	Bachelor's degree + diploma	22	51.2%
	Master's degree and above	16	37.2%
	Total	43	100.0%
School type	High School	27	62.8%
	Department of Basic Education	16	37.2%
	Total	43	100.0%

Study tool: The researcher built a (questionnaire) in order to identify on point of view School principals in the Directorate of Education for the northeastern Badia region about the extent of applying electronic management in government schools in Mafraq Governorate.

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 aspects:

- The aspect of modern electronic equipment and its accessories in the school, which includes (12) paragraphs.

- The aspect of focusing on the technological capabilities in electronic management, which includes (10) paragraphs.
- The aspect of the application of electronic management in the school management in the field of student affairs, which included (16) paragraphs.

Stability of the study tool: Cronbach's 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. Where it was found that the values of the internal consistency stability coefficients (Cronbach's alpha) for the study instrument ranged between (0.75 – 0.92), which are high and acceptable values for the purposes of applying the study, as shown in Table (2).

Table (2): Cronbach's alpha coefficients for the fields of study and the tool as a whole

Field	Cronbach's 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 management 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: They are gender: it has two categories (male, female). Experience in 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, Basic Education).

2. The dependent variable: it is the application of electronic management in government schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate.

Statistical treatment: The (Independent Samples T-Test) test was applied to all areas of study and the tool as a whole according to the variables of gender and type of school, and the analysis of variance (2-Way ANOVA) was applied to all aspects of study and the tool as a whole according to the variables of experience in the field of management and academic qualification, and arithmetic averages and standard deviations were used for the answers of the study sample members for all paragraphs of the fields of the study tool.

Section 3: the results of the study

First: Results related to answering the first question: what is a point of view of the School principals in the Directorate of Education for the northeastern Badia region about the extent of applying electronic management in public schools? To answer this question, the arithmetic averages and standard deviations for all areas of the study instrument were extracted, as shown in Table (3).

Table (3) Arithmetic means and standard deviations for all domains of the study tool and the tool as a whole, arranged in descending order

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S. No.	Paragraph	Arithmetic average	Standard deviation	Rank	Application level
1	The application of electronic management in the school management in the field of student affairs.	3.76	0.81	1	high
2	The technological capabilities of the school principal in electronic management.	3.64	0.76	2	middle
3	Modern electronic equipment and accessories in the school.	3.34	0.62	3	middle
4	Tool as a whole	3.60	0.62		middle

From Table (3): we see that the highest arithmetic average came for the application of electronic management in the school management in the field of student affairs with an arithmetic mean of (3.76). The reason for this is due to the weakness of school principals in the use of applied programs for electronic management, as for the technological capabilities of the school principal in electronic management, it came with an arithmetic average of (3.64), due to the weakness of the electronic administrative competencies of school principals, and the lowest arithmetic average for the field of modern electronic equipment and accessories in the school amounted to (3.60), and the reason for this may be due to the age of computers and accessories in these schools, where principals cannot use them effectively to achieve the goals of the educational process, All of the above indicates that there is an average level of application of electronic management in government schools affiliated to the Directorate of Education for the northeastern Badia region in Mafraq Governorate from the point of view of school principals.

Second: Results related to the answer to the second question: Are there statistically significant differences in the reality of the application of electronic management in government schools in the northeastern Badia region in Mafraq Governorate from the point of view of principals due to the variables (gender, experience in the field of management, educational qualification, type of school)? To answer this question, The (Independent Samples T-Test) was applied to all fields of study and the tool as a whole according to the variables (gender, type of school), and the analysis of variance (2-Way ANOVA) was applied to all areas of study and the tool as a whole according to the variables (experience in the field of management, academic qualification), the following tables (4,5,6,7) illustrate this.

Table (4): Results of the test application (Independent Samples T-Test) on all study fields and the tool as a whole, according to the gender variable

Field	Males (n=20)		Female (n=23)		T	Statistical significance
	Arithmetic average	Standard d	Arithmetic average	Standard deviation		

		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 management.	3.58	0.85	3.70	0.69	-0.514	0.61
The application of electronic management in the school management in the field of student affairs.	3.76	0.92	3.76	0.71	-0.004	0.99
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 significance level ($\alpha = 0.05$) in the reality of applying electronic management in government schools in the northeastern Badia region in Mafraq Governorate attributed to the gender variable, where all values of (T) for the fields of study and the tool as a whole according to the gender variable is not statistically significant at the level of significance ($\alpha = 0.05$). The reason for this may be due to the consensus of all members of the study sample (males and females) to the need to apply electronic management in their schools, as it enables managers 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)

Fields of study	Variable	Class	Number	Arithmetic average	Standard deviation
Modern electronic equipment and accessories in the school	Management experience	Less than 5 years	15	3.07	0.19
		From 5-10 years	13	3.34	0.19
		More than 10 years	15	3.35	0.17
	Qualification	Bachelor's	5	2.97	0.30

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		Bachelor's degree + diploma	22	3.39	0.14
		Master's degree and above	16	3.89	0.17
The technological capabilities of the school principal in electronic management	Management experience	Less than 5 years	15	3.86	0.24
		From 5-10 years	13	3.52	0.24
		More than 10 years	15	3.57	0.21
	Qualification	Bachelor's	5	3.75	0.37
		Bachelor's degree + diploma	22	3.70	0.17
		Master's degree and above	16	3.50	0.21
The application of electronic management in the school management in the field of student affairs	Management experience	Less than 5 years	15	3.77	0.26
		From 5-10 years	13	3.98	0.25
		More than 10 years	15	3.64	0.22
	Qualification	Bachelor's	5	3.95	0.39
		Bachelor's degree + diploma	22	3.91	0.17
		Master's degree and above	16	3.53	0.22
the tool as a whole	Management experience	Less than 5 years	15	3.57	0.20
		From 5-10 years	13	3.66	0.18
		More than 10 years	15	3.53	0.17
	Qualification	Bachelor's	5	3.59	0.31
		Bachelor's degree + diploma	22	3.69	0.14

		Master's degree and above	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 management in government schools in the northeastern Badia region in Mafraq Governorate, and to know the significance For statistical differences, analysis of variance was applied (2-Way ANOVA) on all domains of the study and the tool as a whole, and Table (6) shows that.

Table (6): Results of the analysis of variance (2-Way ANOVA) on all fields of study and the tool as a whole depending on the two variables (experience in the field of management, academic qualification)

source of contrast	Dependent variable	Sum of squares	Degrees of freedom	Mean of squares	F	Statistical significance
Management 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 management	0.908	2	0.454	0.743	0.482
	application Electronic management in the school management in the field of student affairs	0.733	2	0.367	0.541	0.587
	Tool as a whole	0.104	2	0.052	0.124	0.884
Qualification	Modern electronic equipment and accessories in the school	0.681	2	0.340	0.847	0.437
	The technological capabilities of the school principal in electronic management	0.371	2	0.186	0.304	0.740
	The application of electronic	1,264	2	0.632	0.932	0.403

	management in the school management in the field of student affairs					
	Tool as a whole	0.388	2	0.194	0.646	0.632
The error	Modern electronic equipment and accessories in the school	15,279	38	0.402		
	The technological capabilities of the school principal in electronic management	23,204	38	0.611		
	The application of electronic management in the school management in the field of student affairs	25,768	38	0.678		
	Tool as a whole	15,897	38	0.418		
total	Modern electronic equipment and accessories in the school	16,388	42			
	The technological capabilities of the school principal in electronic management	24,323	42			
	The application of electronic management in the school management in the field of student affairs	27,489	42			
	Tool as a whole	16,349	42			

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

From Table (6): we conclude that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) on all fields of the 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, and 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, and the reason for this may be because the principals are aware of the importance of using electronic management in the management of their schools.

Table (7): Results of the test application (Independent Samples T-Test) on all fields of study and the tool as a whole, depending on the school type variable

Field	secondary (n=27)		Basic (n=16)		T	Statistical significance
	Arithmetic average	Standard deviation	Arithmetic average	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 management	3.82	0.76	3.34	0.68	2,081	0.04
The application of electronic management in the school management in the field of student affairs	3.91	0.83	3.51	0.73	1,597	0.11
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 significance level ($\alpha = 0.05$) in the reality of applying electronic management in Public Schools in the northeastern Badia region in Mafraq Governorate, due to the school type variable in both the technological capabilities of the school principal in electronic management, and the tool as a whole, and the differences were in favor of secondary schools, and the reason for this may be that The requirements of the curricula at the secondary stage need electronic management, due to the knowledge of students, teachers, and school workers with 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 applying electronic management in Public schools in the Badia region Northeastern region of Mafraq governorate is attributed to the school type variable in both areas of modern electronic equipment and accessories in the school, and the application of electronic management in the school management in the field of student affairs, where the values of (T) for the two areas mentioned according to the variable of the type of school are not statistically

significant at the level of significance ($\alpha = 0.05$), this may be due to the understanding and awareness of the members of the study sample of the great need to apply electronic management in school management.

Findings and recommendations

From the above study, the researcher summarized the most important results of this research in the following points:

1. From the point of view of principals of Public Schools affiliated to the Directorate of Education for the Northeastern Badia region in Mafraq Governorate, the application of electronic management in government schools affiliated to the Directorate of Education for the Northeastern Badia region in Mafraq Governorate came to a medium degree.

2. There are no statistically significant differences at the significance level ($\alpha = 0.05$) in the reality of applying electronic management due to the gender variable in government schools in the northeastern Badia region in Mafraq Governorate.

3. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) on all fields of study and the tool as a whole according to (for the variable of experience in the field of management, and for the variable of educational qualification) in Public Schools affiliated to the Directorate of Education for the Northeastern Badia region in Mafraq Governorate.

4. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the reality of applying electronic management 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 the northeastern Badia region in Mafraq Governorate, and the differences were in favor of secondary schools.

5. There are no statistically significant differences at the level of significance ($\alpha=0.05$) in the reality of the application of electronic management attributed to the variable of the type of school in each of the two fields (modern electronic equipment and accessories in the school, and the application of electronic management in school management in the field of student affairs) in Public Schools for the northeastern Badia region in Mafraq Governorate.

6. **In light of the findings of the study, the researcher recommends the following:**

   1. The necessity of holding training courses related to the development of the work of the school management 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.

   5. Work on providing a computerized system to electronically follow up cases of morning lateness.

   6. The existence of an internal computer network in schools.

7. Work to provide an advanced and effective electronic accounting system in schools.
8. Work to provide a computerized electronic system for school materials and supplies.

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