

E-Administration in The Public Schools of The Abu Dhabi Education Council From Teachers' View Point

Osamah (Mohammad Ameen) Aldalalah¹ Ziad Waleed Ababneh² Feras Hussein Shatat³

1. Department of Educational Technology/ Jadara University / Mailbox: 733, Postal Code: 21110, Irbid / Jordan
2. Abu Dhabi Education Council / Abu Dhabi /UAE
3. General Courses Department / Emirates Collage of Technology / Abu Dhabi / UAE

Abstract

Since the e-administration is something new, and the studies in this field still rare, and this is a very important sector in management, another reason also is to motivate the specialists to study this subject in theory and to apply it in actual life, and like that we can utilize the e-administration. The purpose of this study was to reveal the level of applying e-administration of public schools in the Abu Dhabi Education Council. The study population consisted of all teachers in the Abu Dhabi Education Council during the academic year 2014/2015. The sample of the study consisted of (153) teachers who were selected randomly from the study population. To achieve the objectives of the study, the researchers prepared a questionnaire that included (48) items distributed among three types. The results of the study showed that the level of applying e-administration from the teachers was high, and the individuals in the study sample think that it is important to apply the e-administration in the public schools Abu Dhabi Education Council. The results also showed that the level of acceptance of the e-administration among teachers in the public schools in Abu Dhabi Education Council was high depend of TAM and the correlation coefficient indicated a high positive relationship between TAM elements. Finally the individuals in a study sample think that there are obstacles to apply the e-administration in the public schools in the Abu Dhabi Education Council.

Keywords: E-administration, TAM, Abu Dhabi Education Council.

1. Introduction

All educational systems seek to use electronic administration (e- administration) in order to achieve their purposes. The technological transformations in the educational system worldwide have become a fait accompli with the popularity of internet and information and communication systems (khlouf, 2010). The education which is based on technology has become one of the useful solutions to expand the education and in light of this orientation or trend these technological transformations need appropriate administrative system (Almer, 2007). When the organization take the first step of transformation and shift from information to data the structure of administration, the process of making decisions and the method of work in the organization begin to transform (Abo Amoneh, 2009). The use of technology contributes in supporting and developing the education, especially the administrative systems, so there must be a similar transformation in the educational and administrative processes in the educational organizations, each educational organization in the modern world, whether in developed or developing countries seek to electronically transform or what is called e-administration (Al Dhowan, 2008). It is known that this term in the ambitious phase and the beginning of strategic plans to be completed (Ashour, 2010). Obviously this transform will become a new ambition and challenge to the governments in developed and developing, poor and rich countries. This electronic trend has many reasons and causes to become realized and there are many studies written about it (Alhasan, 2009). The increasing in adopting e-administration attributed to the resources included in an educational environment which is provided by educational management systems and other systems have the same purpose (Al Furaih & Al Kanderi, 2014). The most important reason for the success of such systems is its design and the ease in handling it (Shivetts, 2011) and its dependence on the theory or pattern that works to encourage dealers with these systems and increases its acceptance, one of these patterns is the technology acceptance model (TAM) of, which is an important pattern identifies whether the user can accept these new techniques or not and how to deal with it (Liu, Liao, H & Peng, 2005).

2. E-administration

It is considered one of the important aspects in modern societies which was suffering from insufficiency in the traditional administration (Almaghrebi, 2004). The e-administration is modern alternative that keep pace with recent developments which work to provide relief to costumers in different sectors, meet their management demands and seeks to achieve their satisfaction in getting higher and easier capabilities to manage their life affairs (Mellivell, 2007). The orientation towards e-administration isn't a modern form of life we seek to adopt it, but it is an urgent need to our societies and motive to that administrations to work on developing themselves and

solve their management problems by avoiding the traditional and bureaucratic style and orientation towards flexible and electronic style (Jackson, 2006). E-administration plays main role in bringing different changes in the administrative work, which contributed to the development in a lot of administrative work stages and its methods and providing information through an appropriate time and at the lowest cost that is why it can improve performance and achieve better quality (Abdulnaser and Quraishi, 2011).

The e-administration is defined as doing administrative works by using computer and internet (Almoussa, 2002). The definition of Alhmadi and Alhumaidi (2004) is more comprehensive where they considered it as the administrative efforts which include the exchange of information and providing services to people and business sector at high speed and low cost through computers and networks with the assurance of maintaining the information security. Abdulnaser and Qurishi (2014) defined it as it depends on using a mix of information technology and communication in making all administrative processes in any organization to improve its performance and enhance its competitive position. The educational sector is considered as other sectors in terms of entry e-administration and playing main role in improving the performance of educational institutions and their employees which is reflected positively in the educational outcome. The e-administration is defined as applying of information technology and communication in all educational administration structures to implement all works electronically (Alarishi, 2008). Abu Ashour and Al nemry (2013) defines it as the use of information technology and communication in the administrative process in education presented by planning, organizing, implementing, supervision and evaluation improve performance and enhance competitive position. A lot of interested agree that e-administration in education is the administrative process based on taking advantage of the potential of the Internet and the computer and the local and global communication networks in achieving the objectives of the educational process and activating the elements of the administrative system in the educational organization (Alfarra, 2008). In other words, it is an administrative process based on the positive investment in information technology and communication in the school administration practices (Alhasanah, 2011; El- Kabeesi, 2008; Gorman, 2011).

The e-administration has several functions such as electronic planning by using modern information systems (Portet, 2001). E-regulation of activities that contribute to achieve the educational organizational purposes (Gadiesh & Liglbeert, 2001). Electronic control that allows instant control with the help of the internal network of the educational institution which increases the ability of electronic control to provide the possibility of follow-up various operations, the conduct of the decisions, correcting errors and technological leadership where the manager everywhere (Alhasanah, 2011). The e-administration in educational institutions doesn't mean the use of computer in teaching, but rather the use of computer and information systems and communication in managing the institution which aims to improve the educational process by dealing with a huge amount of data related to teachers and educational institution (Allami, 2008. Felck, 2010)

There are a lot of obstacles in applying e-administration, such as regulatory obstacles (Seresht, 2009) where there is poor planning and not adopt such projects (Sendi, 2002). Technical obstacles such as hardware specifications, lack of experience among teachers, poor infrastructure and the fear of workers to deal with such modern systems in the institution (Taybe & Al-Qasimi, 3013).). Finally the financial obstacles such as the cost of using the means of communication and information, the weakness of financial resources of educational institution and its workers and the high cost of programming especially in Arabic language (Alomari, 2003. Almugherah, 2010). Abu Sabt (2005) sees that e-administration helps in making a decision within educational institutions, particularly institutions that depend on open education (Alsahi, 2006). Through realizing the concept of e-administration, which is connected to the understanding of competencies and the effectiveness in administrative tasks and its success which is associated with the organizational culture and the use of technology. The most prominent requirements to apply e-administration are developing the strategic plan and the exploitation of human and material resources (Bkhesh, 2007). The study of Jackson (2006) shows that these requirements need training to achieve effective results such as saving efforts, expanding electronic administrative work and managing the processes in the traditional educational institution and shifting to electronic processes.

3. Technology Acceptance Model (TAM):

Researchers in the field of information and communications interested in studying the success of accepting technology in all different aspects (Venkatesh & Davis, 1996). Several models and theories appeared to explain the acceptance and dealing of customer with technology one of these models is the technology acceptance model (TAM) which is invented by Davis in 1986. This model suggests that whenever the review of customer to technology was easy there will be positive trends and there will be more courage to use it (AL-Furaih & Al-Kanderi, 2014). This model considered the users and their views as main factors to achieve success in any new system. Where the researchers tried to explain the role of recognition of users of the technology and their acceptance to systems and technology by TAM (Shatara, 2013). Many of the results of studies refer to its strength and ability to explain the attitude of the user of information systems (Chang, 2009. Chuttur, 2009). And the results of these studies agreed with the results of studies that uses this model in teaching in terms of its strength (Gao, 2005; Saade, Nebebe & Tan,

2007, Park, 2009). Many of these studies will adopt the TAM as an indicator of the trends of the learners towards the application of a particular technology (Abdalla, 2007). The study of Stole & Lee (2003) showed the positive effects of learners experience in the facility of using technology, which in turn affected the trends in a positive way after the dependence on TAM in the theoretical framework of the study. Interaction plays an important role in academic achievement in web-based learning through the acceptance of students to such new environments (Proske, Narciss& Korndle, 2007). Many studies explained that the understanding of the factors which affect the user acceptance and use electronic education is important to improve the implementation of E- learning (Sharma & Chandel, 2013, Al Harbi 2011).

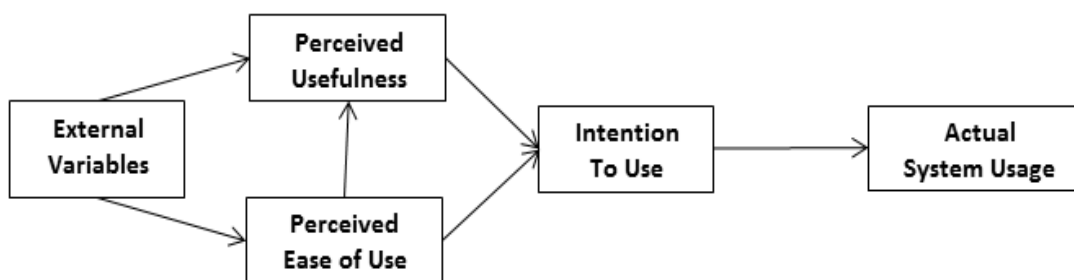


Figure (1) Technology Acceptance Model TAM (Venkatesh & Davis, 1996.)

Many researchers try to improve the model such as the study of (Delone and Mclean, 1992) and then in 2003 they developed it again where it measures through the quality of system the facility in using physical tools or instruments , response time, system stability and the efficiency of material elements and it measures the quality of information outputs through the quality of information which the system provide , accuracy of the information, reliability, completeness and its relationship to the subject targeted. Al Tawel (2011) improved the model through suggestion some external changes which affect both the perceived usefulness and ease of use. Through a review of the evolution of the model Devis adopted four major determinants in the user’s acceptance of technology : perceived usefulness: which pointing at the degree to which a person believes that using a particular system can enhance and improve its performance, perceived ease of use: which refers to the degree to which a person believes that using particular system flexible and simple so that does not require any effort or suffering, attitude factor: which is associated with feelings and emotions of the individual towards the use of technology and the factor of desire to use: which refers to the possibility that the individual uses the technology in the future (Al Furaih & Al Kanderi, 2014, Masrom, 2005).

4. Research framework

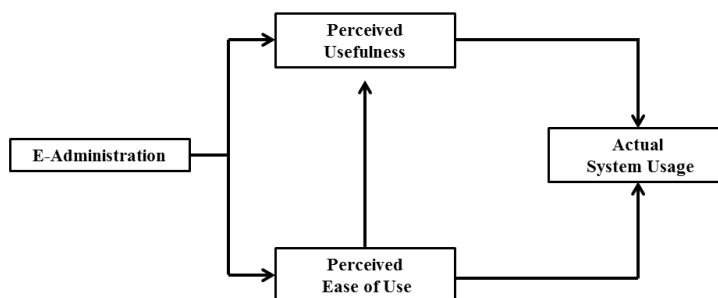


Figure (2) Research framework

5. The problem of the study

The e-administration is one of the most important aspects in the educational fields for its importance in developing these institutions, on the other hand the need to use paper has decreased some how where the modern administration become dependent on the use of modern technology in completing and achieving the administrative work such as planning, directing, electronic control and saving time, effort and money for educational institutions (Abu Ashour and Al nemry, 2013). And despite the availability of electronic educational systems in most of the educational institutions, the level of use still very low particularly by members of the teaching staff at schools in most of the Arab countries because of lack of financial resources (Abdulkasood, 2014). That’s why this study came to know the reality of the application of the e-administration in Abu Dhabi and its acceptance among members of teaching staff at public schools and the recognition of the most prominent obstacles in applying it. The population in United Arab Emirates was chosen intentionally because of high

economic status enjoyed by the country which may reflect on employing educational management systems at schools. The researchers adopted and adapted TAM To know the degree of acceptance of the technology among study sample and relations between elements of the modified Model.

6. The importance of the study:

The importance of the study comes from the importance of the subject of e-administration. Where the recent study looks forward to formulate suggested vision which enabling the use of the e-administration in the public schools and this study can supply decision makers in Abu Dhabi Education Council of the effectiveness of e-learning management systems which can contribute in providing enough support and concern to achieve quality in education outcomes, and it can contribute to promoting and encouraging teachers for the use of e-learning management systems and rely on it in all administrative aspects. This study contributes in enriching the theoretical side for researches and studies which dealt with e-administration and learning management systems through its theoretical framework. This study comes to answer these questions:

- What is the extent of the application of the e-administration in the public schools in Abu Dhabi Education Council from the point of view of teachers?
- What is the degree of importance of the application of the e-administration in the public schools in Abu Dhabi Education Council from the point of view of teachers?
- What is the extent of the acceptance of the e-administration among teachers in public school in the public schools in Abu Dhabi Education Council?
- Does the perceived ease of use effect of perceived usefulness?
- Does the perceived ease of use effect of actual system usage?
- Does the perceived usefulness effect of actual system usage?
 - What are the most prominent obstacles in applying e-administration of public schools in public schools in the Abu Dhabi Education Council from the point of view of teachers?.

7. The objectives of the study:

This study seeks to recognize the possibility of applying e-administration in the public schools in Abu Dhabi Education Council; we can mention the most important points here:

- The recognition of the degree by applying e-administration in governmental schools in Abu Dhabi Education Council.
- The recognition of the degree of importance of applying e-administration in governmental schools in Abu Dhabi Education Council.
- Identify the most important factors which can help in accepting the e-administration among teachers at schools in Abu Dhabi Education Council.
- Identify the most prominent obstacles of applying e-administration of public schools in Abu Dhabi Education Council.
- Suggesting and studying the development of TAM.
- Test the relations between main variables in the technology acceptance model which is the perceived usefulness and the perceived ease of use and the actual use of the e-administration system.

8. The method and procedures:

8.1 Study Design

Based on the nature of the study and the requested information from the study sample responses and through the questions about the study. Which the results of it try to answer them, the descriptive, analytical method was used to achieve the objectives of the study, which depends on studying the reality of the situation and cares in describing it accurately and express it in a qualitative or quantitative way. This approach is appropriate to the subject of the study because it is based on collecting data to identify the factors which affect the e-administration and the extent of its acceptance among teachers at public schools in Abu Dhabi Education Council. The data has been collected through the appropriate study instrument.

8.2 Population and the study sample:

The teachers in the public schools in Abu Dhabi Education Council were chosen as population to study and the sample of study consisted of 192 teachers at these schools intentionally of being close to the job of one of the researchers. The study instrument was distributed randomly among teachers. 157 of these questionnaires was recovered and after examining them 4 questionnaires were excluded for not achievable conditions to answer the questionnaire and so the number of questionnaires under study is 153.

8.3 Instruments

The questionnaire has been created by depending on the TAM as a theoretical framework to know the extent of

acceptance of technology among teachers in public schools in Abu Dhabi Education Council from their point of view and this part of the questionnaire was created by depending on results of Al Furaih & Al Kanderi, 2014 study (2014), Mughaisab study (2012) and Al Tawel study (2011). With regard to the formulation of paragraphs about the importance of applying the e-administration and the obstacles which confront teachers in applying it they depend on Alarishi study (2008). The questionnaire consisted of 46 items. It comes in the following arrangement: The questionnaire is composed of three types of items. The three types are based on multiple-choice items for The importance of applying e-administration, e-administration acceptance and Obstacles. That are specifically designed to assess teachers e-administration. The questionnaire was created as follows:

- Preparation of a preliminary questionnaire for using it in collecting data and information where there was a reference to previous studies to prepare the questionnaire.
- The questionnaire has been presented to a group of arbitrators who corrected errors and gave advices.
- A preliminary study of the questionnaire in order to discuss its reliability.
- The distribution of the questionnaire to members of the sample to collect the required data.

The Likert scale Quintet was used. The answers on every paragraph or item was consisted of 5 answers where 5 means (strongly agree) 4 means (agree) 3 means (middle) 2 means (not agree) and 1 means (strongly not agree). Has been rated arithmetic to determine the level of application of electronic administration as follows:

- 1, 00 - 2, 33 Low
- 2, 34 - 3.67 Middle
- 3, 68 - 5, 00 High

8.4 Research Instrument Validity

The instrument of the study was presented to a group of arbitrators consisted of arbitrators of specialization of educational technology and administration and information technology. The researchers ask to give their opinions (views) on the appropriateness of items to measure the targeted issues, the clarity of the formulation of words and the appropriateness of each paragraph to its subject in addition to suggest what they consider as an important modification or adding new items or paragraphs to the study instruments. Based on the notes and instructions which is given by the arbitrators, the researchers made some modifications.

8.5 Research Instrument Reliability

The reliability coefficient of this instrument (The Arabic version) was computed by the implementation of Cronbach Alpha whereby it was 0.73 for the whole questionnaire. The internal consistency in this questionnaire was 0.76. The Cronbach Alpha of the first part (The importance of applying e-administration) was 0.74 and the internal consistency of the first part was 0.76. The Cronbach Alpha of the second part (E-administration acceptance) was 0.73 and the internal consistency of the second part was 0.75. Finally The Cronbach Alpha of the third part (Obstacles) was 0.73 and the internal consistency of the third part was 0.77. Cronbach's alpha values reached on all pivots higher than 60% and it is a considerable percentage to such kind of studies (Sekaran & Bougie, 2009).

8.6 Limitations

There are many limitations of study concentrate on the development model for the technology acceptance model but not the original one. The schools were chosen intentionally then the chosen of the sample was from the teachers of these schools randomly. The study population is the public schools in Abu Dhabi Education Council in the second term of the school year 2014/2015

9. Result and discussion

The analyses of the collected data were carried out through various statistical techniques such as the Mean, Std. Deviation and Correlations. The data were compiled and analyzed using the Statistical Package for the Social Science (SPSS 17) for Windows computer software.

Question 1

- What is the extent of the application of the e-administration in the public schools in Abu Dhabi Education Council from the point of view of teachers?

Table 1: Summary of Means And Standard Deviations

	Std. Deviation	Mean	N
E-administration	.18342	4.2851	32
			32

Table 1 explained mean and standard deviations in the point of view of teachers about applying e-administration of public schools in Abu Dhabi Education Council on the first part (The importance of applying e-administration) and the second one (The acceptance of e-administration). The mean of the application of the e-administration was 4.28 and this is a high score. This result is attributed to the study sample realization that the e-administration it is characterized by the simplification of procedures at work where it uses the digital technology mainly which contribute in reducing time, effort and the possibility of saving data and recovering them quickly because it depends on databases and it increases the accuracy and reduces errors and to detect and treat them at the same time. Its connection with internet works to facilitate communication process between administrations, schools, teachers, students, parents and the others which increases the administrative work efficiency. Maybe the result can be attributed to the process to get rid of reliance on papers in the majority of works which is related to students transactions has taken positive steps in the right direction towards electronic transactions especially which is related to student records and materials that have become managed electronically, also viewing degrees realizable within tests, school schedules that are managed electronically in addition to several of electronic communications which is made between administrations, schools, teachers, students, parents and supervisors.

These steps give a positive attitude about the level of application of e-administration within these fields. This contributed to shorten the time and effort in the process of managing it and getting advanced services this contributed to find a valuable point of view.

This result can be explained that the teachers start from the principle of responsibility in the procedures of planning, implementation and regulation by those responsible for this process, so the success of the procedures needs pursuance, supervision and directing to work in order to avoid errors and finding resolutions and alternatives in such cases in addition to the importance of following-up developments within the process of e-administration and take advantage of the all-new in this context.

Question 2

- What is the degree of importance of the application of the e-administration in the public schools in public schools in Abu Dhabi Education Council from the point of view of teachers?

Table 2: Summary of Means and Standard Deviations

Paragraph	Std. Deviation	Mean	Level
Speed access circulars and decisions of the executive destinations as they are released.	.58849	4.6536	High
Reduce human performance errors	.89666	4.0719	High
Facilitating transactions between departments and divisions.	.50112	4.5229	High
Exchange of information with other government agencies.	.55207	4.3399	High
Facilitate communication between public administration and schools.	.48330	4.6340	High
Increase the integrity and the abolition of favoritism.	.97562	4.0458	High
Provide the information needed by decision makers.	.93521	4.3137	High
Deployment of e-learning	.67944	4.3007	High
Provide protection, security and confidentiality of information	.89753	4.2222	High
Allow time for reflection and creativity in work	.80199	4.2941	High
Building an information society.	.86199	4.3529	High
Facilitate the access of the disabled to public services provided by the Department of education..	.86244	4.2549	High
Reducing the central communication between departments	.60085	4.4052	High
Reporting of executive bodies to the competent authorities quickly.	.49776	4.5621	High
Allow more time for workers to perform more important responsibilities.	.68455	4.3595	High
Total	.17981	4.3556	High

Through the table 2 we can see that the teachers at public schools in Abu Dhabi Education Council see that

there is paramount importance to apply e-administration where the arithmetic mean to their responses on the first type (The importance of applying e-administration) of the study instrument was 4.35 this result is attributed to that the important positives and characteristics from applying e-administration work to achieve transparency and accountability to all functions and processes which increases the initiatives and creativity to workers and leaders and increase participation in the information through developing flexible plans to accommodate any required changes for using e-administration. It also concentrate on new administrative fields of interest of the electronic leading such as: strategic planning, widening participation in administrative decision-making, performance correction, raise awareness of the importance of knowledge and the development of share capital, which contributes to develop administrative work highly which is reflected on the educational process and modern societies by providing the required human, material and technical capabilities to apply e-administration.

Question 3

- What is the extent of the acceptance of the e-administration among teachers in public school in the public schools in Abu Dhabi Education Council?

Table 3: Summary of Means and Standard Deviations

	Std. Deviation	Mean	Level
Perceived Usefulness			
Use of e-administration increases the educational performance	.75208	4.0131	High
Use of e-administration increases the efficiency of education.	.84129	4.0523	High
I find the service useful e-administration during my teaching.	.93856	3.9739	High
Note the increased student achievement when using e-administration	.76399	4.0915	High
E-administration system curve a chance to control the teaching process	.77887	4.0719	High
The e-administration system helped to increase My activities teaching	.66058	4.1046	High
Perceived Ease Of Use			
Operation of e-administration system and work on it is easy for me.	.68493	4.2092	High
I find it easy to be skillful in the use of the e-administration system.	.64915	4.2418	High
The training had a positive impact on the deal e-administration system	.85930	4.1569	High
Feel the pleasure of interacting with e-administration system	.77400	4.2549	High
I can control all elements in a clear and easy way.	.81729	4.2353	High
Easy to remember steps, tasks required of me in the e-administration system	.72090	4.2288	High
Actual System Usage			
I use e-administration system often.	.53514	4.4314	High
I will use the e-administration system on a regular basis in the future.	.51433	4.4837	High
I recommend strongly to colleagues using the e-administration system.	.64769	4.3725	High
If the e-administration system breakdown I Will tell the technicians directly	.55043	4.4641	High
I will present proposals for the development of the e-administration system.	.55082	4.4706	High
Total	.16773	4.2229	High

Table 3 showed mean and standard deviations in the point of view of teachers about applying e-administration of public schools in Abu Dhabi Education Council on the second type (The acceptance of e-administration) The arithmetic mean was 4.22 and this is a high score. This explained that members of the study sample find that there is a possibility of using e-administration systems and it is easy to become skilled in using it this is due to the educational level of teachers which enables them from using recent and future e-administration systems. Applying e-administration returned benefit to teachers through saving time and effort compared with traditional management, which make them dedicate themselves for other works such as developing their teaching performance, activities and educational skills.

Question 4

- Does the perceived ease of use effect of perceived usefulness?

Table 4 Correlation between perceived ease and perceived usefulness

		Perceived Ease of Use	Perceived Usefulness
Perceived Ease of Use	Pearson Correlation	1	.857(*)
	Sig. (2-tailed)		.029
	N	6	6
Perceived Usefulness	Pearson Correlation	.857(*)	1
	Sig. (2-tailed)	.029	
	N	6	6

* Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that there is a strong correlation between Perceived Ease of Use and Perceived Usefulness ($r = 0.857$). Results show that there is an effect on the ease of using e-administration for the perceived benefit of e-administration, which is attributed to that the ease in using e-administration will by the teachers will make them realize the importance and the benefit from using e-administration for their works inside the school. Where the ease in using depends on speed and clearness, not to comply with time and place, information tool, flexibility, censorship and privacy. The result confirms the importance of achieving the greatest amount of benefit from the advantages which e-administration system is offered in public schools in Abu Dhabi Education Council through taken many orders which may help the teacher and works to provide time and effort and so he may devote himself for other works. e-administration is considered as a good shift in the world of school administration where it developed the teachers' work methods and the administrative organizing for school in general.

Question 5

- Does the perceived ease of use effect of actual system usage?

Table 4 Correlation between perceived ease and actual system usage

		Perceived Ease of Use	Actual System Usage
Perceived Ease of Use	Pearson Correlation	1	.879(*)
	Sig. (2-tailed)		.049
	N	6	5
Actual System Usage	Pearson Correlation	.879(*)	1
	Sig. (2-tailed)	.049	
	N	5	5

* Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that there is a strong correlation between Perceived Ease of Use and Actual System Usage ($r = 0.879$). Results show that there is effected to the ease of using e-administration on the actual use of e-administration, which attributed to that the ease of using e-administration by teachers at public schools in Abu Dhabi Education Council leads to adopt this system in daily works and activities at schools. The interaction and dealing with e-administration has a positive impact for teachers through many factors such as services, the provision of data, the provision of knowledge , safety in use and he won the confidence of teachers.

Question 6

- Does the perceived usefulness effect of actual system usage?

Table 4 Correlation between perceived usefulness and actual system usage

		Perceived Usefulness	Actual System Usage
Perceived Usefulness	Pearson Correlation	.957(*)	1
	Sig. (2-tailed)	.011	
	N	5	5
Actual System Usage	Pearson Correlation	1	.957(*)
	Sig. (2-tailed)		.011
	N	6	5

* Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows that there is a strong correlation between Perceived Ease of Use and Actual System Usage ($r = 0.957$).

Results show that there is an impact for the perceived benefit of e-administration on actual use of e-administration system, this result attributes to that the feeling of teachers about the benefit of using e-administration system leads them to adopt this system in their administrative works inside school.

The result indicates that whenever there was a benefit from the system the percentage of users will increase and this attribute to shorten the time and effort through using administration systems that depend on communication systems and technology which treat the traditional administration crises through the ease of communication.

Question 7

- What are the most prominent obstacles in applying e-administration of public schools in public schools in the Abu Dhabi Education Council from the point of view of teachers?

Table 7: Summary of Means and Standard Deviations

	Std. Deviation	Mean	Level
Fear of dealing with the modern technology of some management staff (subordinates).	.91136	3.6144	Middle
The limited availability of Internet in administrative units	1.15753	3.5621	Middle
The reluctance of employees using e-administration to avoid the burden of increasing job	.97967	3.7843	High
The scarcity of training courses in the field of e-administration of staff	1.22657	3.6013	Middle
Resistance in some quarters to Executive shift towards e-administration	1.16031	3.3464	Middle
The absence of strategic planning for the transition to e-administration.	.69539	3.6340	Middle
Fear of dealing with the modern technology of some administrative leadership.	.97125	3.4248	Middle
The difficulty of traditional archiving accumulated files electronically.	1.08287	3.1765	Middle
Lack of financial allocations for infrastructure (computer - networks).	1.14775	3.1765	Middle
Absence of laws and regulations for the application of e-administration	1.23262	3.3137	Middle
Lack of technical capabilities to implement e-administration	1.11491	3.3137	Middle
Weakness of the current human resources management applications	1.28187	3.0392	Middle
A dearth of leadership initiatives for the application of e-administration.	1.33601	3.2092	Middle
Twice the periodic maintenance of the infrastructure (hardware - networks).	1.43486	3.3137	Middle
Central control over the manufacturing process and decision making in management	1.23892	3.3203	Middle
The vagueness of the concept of e-administration in some administrative leadership	1.27491	3.4118	Middle
Total	.19519	3.3987	Middle

Table 7 explained mean and standard deviations in the point of view of teachers about the obstacles of applying e-administration of public schools in Abu Dhabi Education Council. The arithmetic mean was 3.39 and this is a middling

score. this may be due to the fact of central administrative work in the Abu Dhabi Education Council in addition to lack of trust in the e-administration transactions, and there might be lack of administrators preparation to transform into e-administration and this is attributed to many reasons: the administrators trend towards change management which needs too many lectures and seminars in addition to appropriate training for the electronic programs that will be applied and without it there will be difficulty in understanding the modern techniques and that leads to the misuse and lack of human resources development. This is confirmed by the weakness of the physical and mental stimulation to use electronic techniques. The transformation from traditional management to e-administration requires reconstructing all administrative systems work with traditional organizations and converting them to e-administration functions which include planning, directing, controlling and that provide accurate and complete databases in addition to providing human, technical and physical potentials.

10. Conclusions

In light of the study results they reached the following conclusions:

- The necessity of providing e-administration services for all departments, divisions and schools of Abu Dhabi Education Council
- Good planning to prepare teachers to the shift from traditional management to e-administration through holding the necessary training courses to educate them.
- Holding seminars and meetings and training workshops which are necessary to remove the fears of some staff about the concept of e-administration.
- Encourage workers in the field of management and prepare them for the shift to e-administration through the use of better systems of incentives to overcome the resistance expressed by some about the process of change.
- The development of legislation and administrative systems to keep pace with electronic transactions
- The provision of appropriate infrastructure for e-administration applications through the provision of all material and human and technical capabilities which are necessary to support the use of e-administration applications in all administrative works offered by public schools in Abu Dhabi Education Council.
- Get the help from specialists in the field of e-administration and get benefit from the experiences of global institutions which turned out to e-administration.
- This result has practical implications to adopt the technology acceptance model due to its reliability
- The possibility of applying the technology acceptance model on different information systems
- This study helps educational institutions in understanding the factors which affect applying information and communication technology in education.
- This study helps information systems designers in concentrating on the most prominent benefits of the system and making it easy to use and interact to increase its level of use.

References

- Abdalla, I. (2007). Evaluating effectiveness of e-blackboard system using tam framework: a structural analysis approach. *AACE Journal*, 15(3), 279-287.
- Abdullah, M. (2002). *Use of computers in education*. Riyadh: Printing Services University of Imam Muhammad bin Saud Islamic University.
- Abdulmaksood, S. (2014). *Requirements for application of electronic management in primary education: field study in dakahlia governorate*. Master Thesis (Unpublished), Mansoura University.
- Abdulnaser, M & Quraishi, . (2011). The contribution of e-governance in the development of the administrative work of higher education institutions: A case study of Faculty of science and technology, University of-Biskra-Algeria. *Elbahith Review, Kasdi Merbah University of Ouargla – Algeria*, 9, 87 – 100.
- Abo Amoneh, Y. (2009). *E-HRM regular Palestinian universities unpublished*. Master Thesis (Unpublished), Islamic University.
- Abu Ashour, K & Al nemry, D. (2013). The level of applying electronic administration at yarmouk university as perceived by administrators and faculty members. *The Jordanian Journal of educational sciences*, 9(2), 199 – 220.
- Abu Sabt, F. (2005). Assessing the role of MIS in administrative decision-making in Palestinian universities in the Gaza Strip. Master Thesis (Unpublished), Islamic University.
- Al –Arishi, M (2008). *Possibility of applying the electronics management in the general directorate of education at Holy Makkah*. Master Thesis (Unpublished), Umm Al-Qura University.
- Al Dhowan, A. (2008). *The role of the administrative development administration in the application of e-administration*. Master Thesis (Unpublished), King Saud University.
- Alfarra, N. (2008). *Develop administrative liaison for school administrators in Gaza in light of e- management*. Master Thesis (Unpublished), Islamic University.

- AL-Furaih, S & Al-Kanderi, A .(2014). Using Technology Acceptance Model (TAM) to Investigate the Effectiveness of a Learning Management System in University Teaching. *Journal of educational and psychological Sciences*, 15(1) 111-138.
- Al-Harbi, K. (2011). E-Learning in the SAUDI Tertiary Education: Potential and challenges. *Applied Computing and Informatics*, 9(1) 31 – 46.
- Alhasan, M. (1-4 2009 november). *E-Management Theory and application*. A paper introduced to The International Conference for Administrative Development: Towards Excellence in Public Sector Performance, General Administration Institute, Saudi Arabia.
- Alhasanat, S, (2011). *Obstacles of Applying Electronic Management in the Palestinian Universities*. Master Thesis (Unpublished), Arabic studies and Research Institute.
- Allami, A. (2008). *Reality using computer applications in the areas of school management*. Master Thesis (Unpublished), Gulf University, Bahrain.
- Almaghrebi, A. (20 – 22 2004 April). *Requirements of applying e- Administration service delivery, trends towards workers: an empirical study on the Damietta port*. A paper introduced to The twentieth annual scientific conference, the service industry in the Arab future vision. Mansoura University
- Almer, E. (2007). *The requirement to of human resource development for application of electronic management*. Master Thesis (Unpublished), Naif Arab University for Security Sciences.
- Almoghira, A. (2010). *Obstacles to the application of e-administration in the procedures of admisitaive work from the standpoint of the ministry of interiors staff*. Master Thesis (Unpublished), Naif Arab University for Security Sciences.
- Alomari, S. (2003). *Administrative requirements application security management*. Master Thesis (Unpublished), Naif Arab University for Security Sciences.
- AL-Qahtani, S. (2006). *Fields, requirements and obstacles of applications of electronic administration*. Master Thesis (Unpublished), Naif Arab University for Security Sciences.
- Alsahi, a. (2006). *Imagine a proposal to employ educational technology to develop educational programs to develop open education programs*. Master Thesis (Unpublished), Institute of seas and Arabic studies.
- Al-Taweel, L (2011). Developing The Technology Acceptance Model and Testing it on the Usage of Accounting Information Systems (An Empirical Study on a Sample of Users within Syrian Textile Companies). *Tishreen University Journal for Research and Scientific Studies -Economic and Legal Sciences Series*, 33(1), 53 – 72.
- Ashour, A. (2010). *The role of e-administration in the rationalization of the public service in the united states and algeria*. Master Thesis (Unpublished), Mentouri University, Algeria
- Bkhash, F. (2007). *E-management in colleges of education for girls in Saudi Arabia in light of contemporary transformations*. Master Thesis (Unpublished), Umm Al-Qura University.
- Chang, H. (2009). Application of the Extended Technology Acceptance Model to Picture Archiving and Communication Systems in Dental Hospitals. *Journal of Korean Society of Medical Informatics*, 15(3), 265-272.
- Chuttur, M. (2009). Overview of the Technology Acceptance Model: Origins, Developments and Future Directions. *Association for Information Systems*, 37(9), 9 - 27.
- DeLone, W & Ephraim R. (1992). "Information Systems Success: The Quest for the Dependent Variable." *Information Systems Research*, 3(1), 60-95.
- DeLone, W & Ephraim R. (Spring 2003). "The DeLone and McLean Model of Information Systems Success: A Ten-Year Update." *Jornal of Management Information Systems*, 19(4) 9-30.
- El- Kabeesi , A (2006). *Fields, requirements and obstacles of applications of electronic administration in prisons*. Master Thesis (Unpublished), Naif Arab University for Security Sciences.
- Felck, C. (2010). Using computers in croatia national university divisions. *Journal of Research in Higher Education*, 2 (1), 111 - 169.
- Gadiesh , O & Liglbeert, J. (2001). Transforming corne- office stratgy in to frontilineaction. *Harvard Bussiness Review*, 79(2), 72 -79.
- Goa, Y. (2005). Applying the technology acceptance model (TAM) to educational hypermedia: A field study. *Journal of Educational Multimedia and Hypermedia*, 14(3), 237-247.
- Gorman, P. (2011). *The leaders role in the adobtion and utlization of electronic communications and the Internet by off-campus college faculty*. Doctoral thesis (Unpublished), Univerasity of Minnesota.
- Jackson, H. (2006). Perceived Technological Processes in Texas Technical University. *Higher Education*, 9(11), 292 - 329.
- Khoulouf, E. (2010). *The reality of electronic management in government schools in the West from the point of view of managers and directors*. Master Thesis (Unpublished), Najah University.
- Liu, S., Liao, H. & Peng, C. (2005). Applying the Technology Acceptance Model and Flow Theory to Online E-Learning Users' Acceptance Behavior. *Issues on Information Systems*, 1(2), 175-181.
- Masrom, M. (21-24 2005 May). *Technology Acceptance Model and E-learning*. A paper introduced to 12th International Conference on Education, Sultan Hassan al Bolkia Institute of Education Universiti Brunei

Darussalam.

Mellivell, L. (2007). British University E- Management in Hong Kong Setting. *Higher Education in Hong Kong*, 6(2), 32 - 77.

Mughaisab (2012). *Factors Affecting the Teachers Acceptance to Work on Moodle E-Learning System Case Study: The Islamic University of Gaza*. Master Thesis (Unpublished), Islamic University of Gaza.

Park, S. (2009). An Analysis of the Technology Acceptance Model in Understanding University Student's Behavioral Intention to Use E-Learning. *Educational Technology & Society*, 12(3), 150-162.

Porter, C & Donthu, N. (2006). Using the Technology Acceptance Model to Explain How Attitudes Determine Internet Usage: The Role of Perceived Access Barriers and Demographics. *Journal of Business Research*, 59(9), 999-1007.

Proske, A, Narciss, S & Korndle, H. (2007). Interactivity and learners' achievement in Web-based learning. *Journal of Interactive Learning Research*, 18(4), 511-531.

Saade', R., Nebebe, F & Tan, W. (2007). Viability of the "Technology Acceptance Model" in Multimedia Learning Environments: A Comparative Study. *Journal of Knowledge and Learning Objects*, 3, 175-183.

Sekaran, U & Bougie, R. (2009). *Research Methods for business*. A John Wiley and Sons, Ltd, Publication.

Sendi, H. (1-3 2002 May). *E- management in the Arab world between reality and aspiration*. A paper introduced to E-Government Conference. Muscat, Sultanate of Oman.

Seresht, H. (2009). *E-Management: Barriers and challenges in Iran*. Doctoral Thesis (Unpublished), Dollamed Tabateebe University.

Sharma, S & Chandel, J. (2013). Technology acceptance model for the use of learning through websites among students in oman. *International Arab Journal of e-Technology*, 3 (1), 44 – 49.

Shatara, H. (2013). *Develop a model to measure the impact of the Word Of Mouth in intention to adopt the E-banking Services*. Master Thesis (Unpublished), Middle East University.

Shivetts, C. (2011). E-learning and blended learning: The importance of the learner: A research literature review. *International Journal on E-learning*, 10(3), 331-337.

Stoel, L & Lee, Y. (2003). Modeling the effect of experience on student acceptance of Web-based courseware. *Internet Research*, 13(5), 364-374.

Sumeiri, M. (2009). Availability requirements of the application of electronic management in secondary schools in Gaza Governorates, and development methods. Master Thesis (Unpublished), Islamic University.

Taybe, A & Al-Qasimi, M. (3013). Diagnosis Of Obstacles Of The Application Electronic Management Models In Educational Institutions :Exploratory Study Of The Views Of Staff In ANumber Of Private Schools In The City Of Mosul. *Tanmeah Alrafdayn Journal*, 114 (35), 10 – 29.

Venkatesh, V & Davis, F. (1996). A Model of the Antecedents of Perceived Ease of Use: Development and Test. *Decision Sciences*. 27(3), 451–481.

Osamah (Mohammad Ameen) Ahmad Aldalalah: is with the Department of Educational Technology / School of Educational Studies, Jadara University. He has published many papers on educational technology in many journals. His research interests are in the areas of Aptitude Treatment Interactions, Educational Technology, Multimedia and E-learning.

Ziad Waleed Mohamed Ababneh: is with the Abu Dhabi Education Council, UAE. He received his master's degree in 2003. His research interests are in the areas of Educational Technology, Multimedia and teaching. He has published many papers on educational technology in many journals.

Feras Hussein Ibrahim Shatat: is with the General Courses Department / Emirates Collage of Technology / Abu Dhabi / UAE. His research interests in education and mathematics curriculum and he has participated and attendant in many Conferences. Finally granted him Hamdan Bin Rashid Al Maktoum Award for distinguished academic Performance in 2007.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

