The Difficulties That Government School Principals Face in using the E-Learning System in Theban Directorate of Education from Their Point of View

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Abstract
This study aims to identify the difficulties faced by government school principals in using the e-learning system in Theban Directorate of Education from their point of view. It was chosen by the accessible method, which included (57) principals, and the results indicated that the degree of difficulties that government school principals face in using the e-learning system in Theban directorate from their point of view in the domain of difficulties related to the teacher, difficulties related to curriculum, and difficulties related to the local community came to a degree High It came to a medium degree in the domain of difficulties related to infrastructure-. The results also showed that there were no statistically significant differences. The difficulties that government school principals face in using the e-learning system in Theban directorate from their point of view are due to the variables of gender and educational qualification.
Keywords: E-learning system, school principal.

INTRODUCTION

 E-learning is one of the most exciting results of scientific and technological progress witnessed in the domain of education in the twenty-first century. Self-learning enables the learner to proceed in the learning process according to his own ability and speed, achieving mastery learning, which aims to raise the learner's efficiency to the maximum possible degree by providing the appropriate conditions, methods and time to reach this mastery. E-learning is referred to as the use of modern technology that depends mainly on the skills necessary to deal with the international information network to interact between students and professors electronically without being restricted by time or place (Amer, 2007)

E-learning is a method of education using modern communication mechanisms such as a computer and its networks, and its various averages of sound, image, graphics, search mechanisms, electronic libraries, as well as Internet portals, whether remotely or in the classroom. E-learning is characterized by many benefits referred to by specialists and experts in the domain of education (Abdul Hay, 2006).

Employing technological innovations resulting from the intermarriage between the domains of information technology and educational technology in the educational process has become a major necessity that imposes on educational systems a qualitative leap in the goals they seek to achieve, so that the focus is on providing learners with a set of skills required by life in the information age. Including self-learning skills, information skills, and the skills it includes in dealing with technological innovations, and management skills rather than focusing on providing them with information (Al-Nuaimi, 2011).

The administrative, technical and educational aspects, helps the educational institution to advance and achieve its goals. Modern technology also helps to improve the performance of individuals in various respects. The more school administrations adopt modern mechanisms and technology, the more they improve their performance and often come close to achieving their goals (Al-Khawaja, 2004).

In order for e-learning to achieve success in the educational process, it needs a set of factors and requirements that help its success. Any defect or shortcoming in these requirements will lead to a failure in the application of e-learning, and negatively affect the educational process. These requirements are represented in the existence of a clear educational philosophy, and objectives A precise, specific, and pre-prepared educational plan within a strategic plan set by the Ministry of Education, so that it is relied upon to implement this type of education, and that this plan be subject to study and experimentation first in order to provide an opportunity for optimal use that saves time, effort and money, and prevents any confusion or randomness in E-learning application. And based on clear and agreed international standard specifications, indicators and standards in the application of e-learning (Al-Hanawi, 2013). Hence, through this presentation, it appears that there are great obstacles that stand in front of government school principals in using the e-learning system.

STUDY PROBLEM AND QUESTIONS:

With the increase in the use of modern technologies, the acceptance of all students, teachers and administrators alike increased to the changes that occurred in the teaching and learning environment. Courses and degrees

became available on the Internet, and schools and universities were established that depend on e-learning for their learning. Coinciding with the closure of universities and schools in most countries of the world but the occurrence of circumstances that call for a shift to cartoonish learning, many schools, whether governmental or private, rushed to electronic educational platforms to provide educational materials through them, as they played a key role in facilitating the educational process and providing materials and understanding them in a theoretical and procedural manner And it was necessary to give the scientific material through electronic educational platforms or with their help so that it has a fundamental role in completing the educational process, whether it is face-to-face or remote education, in line with global trends.

The problem of the current study centered on the reality of the researcher's work as an administrator, noting the obstacles that managers face when using e-learning, and the many problems they encounter during their education for students, which forced the teachers to refrain from using this type of learning and neglect its role in upgrading a subject in the educational process. The purpose of this study is to identify the difficulties that public school principals face in using the e-learning system in education from their point of view. Hence, the problem of the study is to answer the following:

The first question: What are the difficulties that government school principals face in using the e-learning system in raising Theban from their point of view?

The second question: Are there statistically significant differences at the level ($\alpha = 0.05$) in the reality of the difficulties that government school principals face in using the e-learning system in raising Theban from their point of view due to the variables (gender, educational qualification?

PURPOSE OF THE STUDY:
This study aims to reveal the difficulties that public school principals face in using the e-learning system in raising Theban from their point of view.

THE IMPORTANCE OF STUDY:
This study is distinguished by the fact that it examines an important topic, which is the difficulty that public school principals face in using the e-learning system in education from their point of view. Because of its great importance in facilitating students' education and facilitating the work of school administrations

THEORETICAL SIGNIFICANCE:
The subject of e-learning and the employment of modern technologies in education is one of the vital and important topics in our time, which the Arab library needs to develop education, raise its level of efficiency and increase its effectiveness at all levels and educational stages. This type of education at the local and regional levels is still limited and needs more in-depth studies to reach appropriate remedial methods that help school administrations employ this type of education in the best way to save time, effort and financial cost.

APPLIED SIGNIFICANCE:
The results of this study may help the school administration to identify the obstacles facing the school in applying e-learning and to find appropriate ways and solutions to address them by providing the appropriate infrastructure and gradual application of e-learning by integrating it with traditional education at the beginning. It is also useful in holding training courses for teachers to help them employ technology and how to apply e-learning in education and increase the process of communication and communication in the educational process.

TERMINOLOGY OF STUDY:
E-LEARNING: It is a process that includes the acquisition and dissemination of knowledge through the use of information and communication technology averages or electronic media (Forman, 2002**)**

THE DIFFICULTIES OF E-LEARNING: the researcher defines it proactively as all the factors related to the educational, material, human, administrative, technical process that limit or impede the school administration's ability to apply the e-learning style in education.

School administration "All efforts, activities and processes of planning, organizing, controlling, following up and directing that the principal carries out with his staff, including teachers and administrators, in order to build and prepare the student in all respects (mentally, morally, emotionally, physically, and others) to help him successfully adapt to society and maintain his surrounding environment and contributes to the progress of his society" (Diab, 2001).

THE LIMITS OF THE STUDY:
OBJECTIVE LIMIT: the difficulties that public school principals face in using the e-learning system.
SPATIAL LIMIT: Governmental schools in Theban education.
THE HUMAN LIMIT: Principals of Governmental Schools in Theban education.
TIME LIMIT: Academic year 2021/2022
THEORETICAL LITERATURE:
Digital technology has provided new flexible media in education and strategies that were not known before, and at the same time, this technology has led to the emergence of challenges for universities and higher education, as universities are supposed to lead this change and not only respond to digital technological progress in the domain of education (Mills, Yanes, Jeane&Casebeer, 2009).

E-learning represents an educational system to provide educational or training programs to learners or trainees, at anytime and anywhere, using interactive information and communication technologies such as the Internet, radio, local or satellite channels, CDs, e-mail, or computerized education; This is in order to provide an interactive learning environment with multiple resources, in a synchronous manner in the classroom, or asynchronously through distance learning, without committing to a specific place based on self-learning and interaction between the teacher and the learner (Salim, 2004).

E-learning has developed in images and forms that exceed what was mentioned through the use of averages of communication and modern media, which made the process of teaching and learning easy, and this facilitated the process of placement with universities, and follow-up studies for all categories of learners. And this is what prevents Palestinian universities from employing e-learning to achieve the goals of the educational process in light of what they suffer from: the practices of the occupation, and the dismemberment of parts of the country, whether universities that rely on traditional education or rely on open education, including An-Najah National University, which made e-learning a top priority and helped in Opening the students' window on the future (Al-Muzayen, 2015)

PROBLEMS FACING E-LEARNING:
The most important and most serious problems facing e-learning is the absence of the teacher or the weakness of the educational guiding role of the teacher in e-learning situations. And nationalism for future generations
-Technological media, no matter how impressive they are, with the passage of time makes a person bored and hates devices due to the long working hours in front of those devices that do not allow or feel a person's pain, distress, fatigue, or psychological concerns (Edward (2002).

DIFFICULTIES FACING E-LEARNING:
1. Weakness of the students' abilities to use the computer, and consequently their failure to access knowledge through e-learning.
2. Slow internet connection speed, which reduces the quality and efficiency of e-learning.
3. The learners' computers may be old or their specifications are not suitable for running e-learning programs.
4. The lack of computers for a large number of learners or the lack of an internet connection.
5. The high cost of e-learning requirements, which includes equipping computer laboratories, connecting to the Internet, and manufacturing appropriate software for that.
6. The negative view of learners, teachers and society on e-learning and considering education using this style less efficient than e-learning (Younis, 2003).
7. The inability of the concerned authorities to provide courses commensurate with this type of education.
8. The lack of religious teachers who are fluent in e-learning.
The difficulties facing the use of e-learning in educational institutions are many and varied. Some of them may be due to the lack of the necessary structure for the dissemination of e-learning (Chan, 2001).

PREVIOUS STUDIES:
Abu Shkheidam and others (2021) conducted a study that aimed to reveal the effectiveness of e-learning in light of the spread of the Corona virus from the point of view of teachers at Kadoorie University. At Kadoorie University who taught during the period of the spread of the Corona virus through the e-learning system, the necessary data were collected using a questionnaire whose reliability coefficient reached (0.804) and was applied to the study sample. The results of the study revealed that the study sample's evaluation of the effectiveness of e-learning in light of the spread of the Corona virus from their point of view was average, and their evaluation of the domain of e-learning continuity, the domain of obstacles to the use of e-learning, the domain of interaction of faculty members with e-learning, and the domain of students' interaction in the use of e-learning was moderate, and the researchers recommended To hold training courses in the domain of e-learning for both teachers and students and to help get rid of all obstacles that prevent benefiting from the e-learning system followed, and the need to combine face-to-face education and e-education in higher education institutions in the future.

Al-Misrati (2020) the study aimed to identify the most important challenges facing the integration of e-education within the educational process in Libya in light of crises (Corona pandemic). The inductive and deductive approach to preparing the study, which dealt with a presentation of all the theoretical concepts of e-learning and the most important challenges and difficulties facing its use in general and Libya in particular.The e-learning in Libya is still under construction. The study also recommended the necessity of enacting legislation, laws and regulations by the Ministry of Education and Higher Education, which enables the conduct of comprehensive survey studies to determine the difficulties and challenges that will face the use of e-learning in order to allow educational institutions to integrate e-learning within their future plans according to a clear and specific vision.

(Sahu, 2020) conducted a study aimed at knowing the impact of university closures due to the Corona virus (COVID-19) on education and the mental health of students and faculty. The new coronavirus (COVID-19) originated in Wuhan, China, and has spread rapidly around the world, Thus, a large number of universities have postponed or canceled all university activities, and universities have taken extensive measures to protect all

students and staff from the highly contagious disease, faculty members have moved to the electronic teaching system, and research highlights the potential impact of the spread of COVID-19 on education and mental health For students, the results of the study showed that universities should implement laws to slow the spread of the virus, students and staff should receive regular information through email, the health and safety of students and staff should be a top priority, and counseling services should be available to support students' mental health, and also Authorities have a responsibility to ensure food and housing for international students, and faculty members have to pay close attention to technology to make students' learning experiences rich and effective.

Qutaibi and others (2020) conducted the study on the reality of e-learning in Palestine during the Corona pandemic from the teachers' point of view. From (15) paragraphs divided into three domains: the Palestinian curriculum, the Palestinian teacher and e-training, the Palestinian technical structure and the relationship with civil society institutions. Development to suit e-education, the domain of Palestinian technical infrastructure, and the relationship with civil society institutions ." The tool's validity and stability were verified. Teachers for e-training came to a medium degree with a percentage (44.1%). The results also showed the teachers' urgent need for training on e-learning platforms. Within one reference, as the multiplicity of electronic educational platforms was greatly confusing for teachers, according to their responses to the study tool, at a rate of approximately (70%), in addition to the need for a clear plan to support the less fortunate students who were negatively affected during the pandemic by (69.5%) of the respondents to the study tool The percentages of the results of the study indicated that the readiness of the Palestinian technical infrastructure ranged between few and medium.

Suleiman (2014) conducted a study aimed at identifying the most important obstacles to the application of e-learning in Palestinian universities from the students' point of view, and ways to reduce them in the light of some variables. In the governorates of Gaza, where the descriptive analytical method was used, and the questionnaire was adopted as a study tool, which consisted of (48) items, and the obstacles were arranged from the students' point of view in descending order as follows: That e-learning eliminates their role in the teaching process, followed by the obstacle of the small number of devices commensurate with the number of students, then the impediment of lack of cooperation between universities in exchanging experiences for the development of e-learning, and finally the obstacle of students' preoccupation with sites not related to e-learning. The study also found that there are statistically significant differences between the average estimates of the study sample for the obstacles to the application of e-learning in Palestinian universities according to the variable of the type of education (traditional, open) in favor of open education, while there are no statistically significant differences according to the variables of gender, college, and specialization.

Al-Harash and others (2010) conducted a study aimed at revealing the obstacles to using the e-learning system from the point of view of secondary school teachers in Koura District. To the following results: Obstacles related to teachers ranked first, then obstacles related to administration, followed by obstacles related to infrastructure and basic equipment, and obstacles related to students ranked last. The results also indicated that there are statistically significant differences due to gender in the domain of obstacles related to infrastructure and equipment. The results showed that there were statistically significant differences attributable to the academic qualification in the domain of obstacles related to students in favor of master's holders and above, while there were no statistically significant differences attributed to the effect of training courses in all domains.

COMMENTING ON PREVIOUS STUDIES:
By reviewing previous studies, the following is noted:
Most of the studies that dealt with the issue of the difficulties facing e-learning have emerged, which indicates the importance of the topic and its finding. The researcher also benefited from previous relevant studies, through her theoretical literature, research methodology, and the results that resulted from it. The current study differs from its predecessors in that it aims To the difficulties that public school principals face in using the e-learning system in raising Theban from their point of view, and this is what a previous study did not address, according to the researcher's knowledge.

STUDY APPROACH:
The current study used the descriptive analytical method; it is suitable for the purposes of the study, as it is based on the description of the studied phenomenon, and the analysis of the data obtained.

STUDY COMMUNITY:
The study community consists of (58) principals of public schools in the Directorate of Education of Theban.

THE STUDY SAMPLE:
The study sample consisted of (57) male and female directors, where the number of male and female directors was (17) directors and (40) female directors. Table (1) shows the members of this sample by gender and educational qualification.

TABLE NO. (1): DEMOGRAPHIC VARIABLES FOR THE STUDY SAMPLE

Variable	Level	Repetition
Gender	Male	17
	Female	40
	Total	57
Academic qualification	BA	42
	Postgraduate	15
	Total	57

Study tool:

The researcher prepared the study tool represented in the questionnaire; To measure the difficulties that public school principals face in using the e-learning system in raising Theban from their point of view, and after reviewing previous studies related to the subject, the questionnaire came out and included three domains: difficulties related to the teacher, difficulties related to the curriculum, and difficulties related to the local community. , Difficulties related to the underlying structure, and the five-point Likert scale was adopted, where it is given to an answer strongly agree = 5 degrees, agree = 4 degrees, neutral = 3 degrees, disagree = 2 degrees, and strongly disagree = 1 degree, so that the direction of the scale in the paragraphs is as follows:

TABLE NO. (2): STATISTICAL SCALE DEGREES

Degree	Arithmetic average	Estimation of response degree
Strongly Agree	4.21-5	Very high
Agree	3.41-4.20	High
Neutral	2.61-3.40	Medium
disagree	1.81-2.60	Low
Strongly Disagree	1-1.80	Very low

Survey validity:

The study tool was presented to a group of academic arbitrators holding a Ph.D. In order to verify the validity of the questionnaire, and based on the referees' directives and their observations in terms of language, amending some paragraphs, and adding others, the questionnaire came out in its final form, which consisted of (20) paragraphs, distributed over the domains of study as shown in the following table:

TABLE NO. (3): DOMAINS AND PARAGRAPHS OF THE STUDY TOOL

Domain	Number of paragraphs
Difficulties related to the teacher	5
Difficulties related to the curriculum	5
Difficulties related to the local community	5
Difficulties related to infrastructure	5
Total domains: 3	Total paragraphs: 20

SURVEY STABILITY:

To verify the stability of the survey , its constant coefficient was calculated using Cronbach's alpha equation, where the reliability coefficient was (0.96) for the complete tool, and the stability coefficient of the study domains ranged between (0.87-0.91), which is a high and statistically acceptable percentage, and table (4) shows the reliability coefficient for each domain of tool domains :

TABLE NO. (4): THE STABILITY COEFFICIENT OF THE STUDY TOOL

Domain	Stability coefficient
Difficulties related to the teacher	0.87
Difficulties related to the curriculum	0.92
Difficulties related to the local community	0.90
Difficulties related to infrastructure	0.91
Total	0.93

STATISTICAL METHODS:

The study analyzed the data using the SPSS statistical package, using the following statistical methods:
 -Cronbach's alpha equation to calculate the stability of the resolution.
- Frequencies to describe demographic variables.
 -Descriptive statistics (arithmetic averages, and standard deviations) of the response of the sample members to the study tool as a whole, and for each of its domains, and for each of its paragraphs.
- An independent sample t-test.
- Presentation and discussion of results.
 -FIRST: the results related to the first question, which reads: What are the difficulties that government school principals face in using the e-learning system in raising Theban from their point of view?
THE FIRST DOMAIN: THE DIFFICULTIES RELATED TO THE TEACHER:
To answer this question, the study used the descriptive analysis method for each domain of study.

AS SHOWN IN TABLE (5):

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
4	The teacher's lack of a clear conception of what e-learning is	0.89	4.10	1	high
5	Teacher's lack of awareness of the importance of e-learning	1.01	3.99	2	High
3	The large number of burdens assigned to the teacher, which makes his interest in e-learning negative	1.06	3.97	3	High
2	The lack of financial and moral incentives or encouragement that motivates the teacher to deal with this type of learning	1.21	3.81	4	high
1	Weakness in the skills of dealing with computers and the Internet among a large proportion of teachers	1.10	4.10	5	High
	Total score	1.15	3.43		High

Table (5) shows that the degree of difficulties faced by government school principals in using the e-learning system in Theban Education, from their point of view, was high, with an arithmetic average (1.15) and a standard deviation (3.43). The table indicates that paragraph (4) (the teacher's lack of a clear perception of what e-learning is), in the first place, ranked first, with an arithmetic average (0.89), a standard deviation (4.10) and a high degree, and paragraph (1) (weakness in skills Dealing with computers and the Internet for a large percentage of teachers) ranked last with an arithmetic average (1.10) and a standard deviation (4.10)

THE SECOND DOMAIN: DIFFICULTIES RELATED TO THE CURRICULUM

To answer this question, the study used the descriptive analysis method for each domain of study.

AS SHOWN IN TABLE (6):

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
9	The e- learning design of the curriculum weakens the principle of taking into account individual differences in education	0.86	4.44	1	Very high
8	The difficulty of applying e-learning in teaching subjects with a practical aspect	1.11	4.04	2	high
10	The e- learning curriculum does not provide an opportunity for direct social interaction between student and teacher	1.09	3.77	3	High
6	The content of the e- learning curriculum lacks factors that motivate students to learn	1.16	3.71	4	High
7	Difficulty making exams for the e-learning curriculum	1.12	3.79	5	High
	Total score	1.14	3.88	-	High

Table (6) shows that the degree of difficulties faced by government school principals in using the e-learning system in Theban Education from their point of view was high, with an arithmetic average (1.14) and a standard deviation (3.88). The table indicates that paragraph (9) (the electronic design of the curriculum weakens the principle of taking into account individual differences in education), in the first place ranked first, with an arithmetic average (0.86), a standard deviation (4.44) and a high degree, as came paragraph (7) (difficulty building Tests and exams for the e- learning curriculum.) ranked last with an arithmetic average (1.12) and a standard deviation (3.79).(

THE THIRD DOMAIN: DIFFICULTIES RELATED TO THE LOCAL COMMUNITY

To answer this question, the study used the descriptive analysis method for each domain of study, as shown in
TABLE NO. (7):

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
14	Difficulty understanding the society of what e-learning is.	4.27	0.97	1	Very high
15	Few families own a computer and home internet	4.44	0.89	2	Very high
12	Parents' rejection of the idea of home internet because of the financial dimension	4.44	0.91	3	Very high
13	Parents' rejection of the idea of home internet, due to the moral dimension	4.60	0.76	4	Very high
11	Society's lack of conviction of the feasibility of e-learning	4.23	1.01	5	Very high
	Total score	4.29	0.71		Very high

Table (7) shows that the degree of difficulties faced by government school principals in using the e-learning system in Theban Education, from their point of view, was very high, with an arithmetic average (4.29) and a standard deviation (0.71). The table indicates that paragraph (14) (the society's difficulty in understanding the nature of e-learning), ranked first, with an arithmetic average (4.27), a standard deviation (0.97) and a very high degree, and paragraph (11) (the society's lack of conviction in the feasibility of education) (electronic.) ranked last with an arithmetic average (4.29) and a standard deviation (0.71).

THE FOURTH DOMAIN: DIFFICULTIES RELATED TO INFRASTRUCTURE

To answer this question, the study used the descriptive analysis method for each domain of study,
AS SHOWN IN TABLE (8):

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
20	The constant need to train teachers in this type of education	3.04	1.32	1	Medium
19	Lack of qualified and trained human competencies to deal with e-learning	3.01	1.36	2	Medium
16	Unavailability of hardware and software needed for e-learning	2.92	1.29	3	Medium
17	Weak e-learning infrastructure, especially in rural and remote schools	2.50	1.30	4	Medium
18	Schools lack of private rooms equipped as computer labs	2.47	1.29	5	Low
	Total score	2.96	1.32	-	Medium

Table (8) shows that the degree of difficulties faced by government school principals in using the e-learning system in the Directorate of Education in Theban from their point of view was medium, with an arithmetic average(2.96) and a standard deviation (1.32). The table indicates that paragraph (20) (the continuous need to train teachers on the patterns of this type of education, ranked first, with an arithmetic average (3.04), a standard deviation (1.32) and a medium degree, as came paragraph (18) (schools lack of rooms Private and equipped as computer labs.) ranked last with an arithmetic average (2.47) and standard deviation (1.29).

SECOND, THE RESULTS OF THE SECOND QUESTION:

The results related to the second question: Are there statistically significant differences at the level ($\alpha = 0.05$) in the reality of the difficulties that government school principals face in using the e-learning system in Theban Education from their point of view due to the variables (gender, educational qualification) ?

First: the gender variable: the arithmetic averages and standard deviations were calculated, and the "T" test was extracted for independent samples of the answers of the same individuals. The degree to which mathematics teachers employ scientific thinking methods for secondary school students in Theban District from their point of view ? According to the gender variable,

TABLE (9): SHOWS THIS

Gender	Number	Arithmetic average	Standard deviation	"T" value	Indication level
Male	17	3.45	.35	.035	.163
Female	40	3.67	.24		

The results in Table (9) indicate that there are no statistically significant differences at the significance level (α = 0.05) in depending on the gender variable. E-learning through the availability of tools and devices necessary to activate it

Qualification variable: Arithmetic averages and standard deviations were calculated, and a t-test was extracted for independent samples for the answers of the same individuals. The difficulties that public school principals face in using the e-learning system in the Directorate of Education of Theban from their point of view according to the educational qualification variable, and table (10) explain it

ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE T-TEST:

TABLE (10): THE DIFFICULTIES THAT PUBLIC SCHOOL PRINCIPALS FACE IN USING THE E-LEARNING SYSTEM IN THE DIRECTORATE OF EDUCATION OF THEBAN FROM THEIR POINT OF VIEW ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE

Domain	Qualification	Number	Arithmetic average	Standard deviations	"T" value	Indication level
Difficulties related to the teacher	BA	40	4.44	0.86	1.34	.32
	Postgraduate	51	4.04	1.11		
Difficulties related to the local community	BA	40	3.77	1.09	1.53	.25
	Postgraduate	51	3.71	1.16		
Difficulties related to the curriculum	BA	40	3.79	1.12	.97	.14
	Postgraduate	51	3.88	1.14		
Difficulties related to infrastructure	BA	40	4.22	1.05	.11	.76
	Postgraduate	51	4.06	1.04		
Total score	BA	40	3.78	.52	1.54	.42
	Postgraduate	51	4.44	.49		

The results in Table (10) indicate that there are no statistically significant differences at the significance level (α = 0.05) of the difficulties that public school principals face in using the e-learning system in the Directorate of Education of Theban for the educational qualification variable.

RECOMMENDATIONS:

1. Providing e-learning infrastructure, by reorganizing and equipping classrooms to provide opportunities for using e-learning.

2. Preparing trained technical human cadres to manage e-learning, and providing the required communication lines that help transfer this learning from one place to another.

3. Incorporating technology into school curricula gradually through designing electronic courses, based on the foundations and standards of educational design, and presenting them via the global or local network.

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