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The Degree of School Principals' Practice of Electronic Management in the Southern Shouneh District from the Teachers' Point of View

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ABSTRACT
The current study aimed to reveal the degree of practice of school principals in the Southern Shouneh district of electronic management from the teachers' point of view.The study used the descriptive survey method, and to achieve this, the researcher designed a questionnaire consisting of (22) items, and it was applied to the study sample that was selected in an accessible manner, which included (219) male and female teachers. E-learning from the teachers' point of view in the field of electronic competencies, and the field of competence, and came medium in the field of effectiveness, and the field of instructions for electronic management. The results also showed that there were no statistically significant differences in the degree of school principals in the Southern Shouneh district of electronic administration from the teachers' point of view, according to gender, educational qualification.
KEYWORDS: ELECTRONIC ADMINISTRATION, SCHOOL PRINCIPAL
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INTRODUCTION

With the emergence of Internet technology, the development of network technology and the widespread and rapid spread of business applications on the Internet, which was accompanied by the emergence of electronic business models, the maturity of the concept of information technology, and electronic management systems, management information systems merged with electronic business activities, and these systems became indispensable systems for transformation from The traditional business model to electronic business models (Yasin, 2006)

Electronic management includes all uses of information and communications technology, such as computers, networks, fax machines, and wired and wireless information entry devices, to serve daily routine administrative matters (Al Hosh, 2006)

Attention to the development of education requires attention to education management and organization and work to improve and develop performance, and the bulk of the burden of this development falls on the school administration, as it is primarily responsible for achieving the desired goals, which are a reflection of the goals and requirements of comprehensive community development (Al-Ghannam, 2001).

And electronic management is a new field that has emerged to increase the synergy between information technology and the Internet, and between electronic business applications. Hence, the challenges it faces and the requirements it needs are manifestations of an unconventional style, its objective equivalent, a strategic vision for change. (Edwards & John, 2003).

The process of transformation from traditional management to electronic management depends on scientific methods, technology and specialized administrative techniques, which require leading expertise and specializations. The transition from traditional management to electronic management in developing countries is a difficult and complex transformation, far from moving from one method of work to another, without obstacles, resistance and challenges (Yasin, 2005).

Hence the need to carry out reforms and innovations in the field of school administration, and the application of electronic administration in public secondary schools is only one of these reforms, especially in the twenty-first century, which imposes change and rapid development in scientific and cultural structures.

Since we live in the era of the tremendous technological revolution, and without it, we cannot go to the future, it has become necessary for us to contribute to improving the level of administration in our Jordanian schools through a serious attempt to reformulate the administrative organization, so that it becomes able to knock on the doors of the future, and keep pace with the technological and information revolution. Dealing effectively and efficiently with the changes that our present era is going through

THE STUDY PROBLEM

With the beginnings of the twenty-first century, the emergence of the information revolution, and the occurrence of a huge technological boom in various technologies, which necessitated all community organizations to use

modern administrative methods that keep pace with this era, competition is increasing for the maximum benefit from these technologies in various fields, and among these technologies is management technology The electronic one that enables many institutions, including schools, to process their documents, control their huge paper stock, and abandon traditional management methods.

School administration, in light of the rapid technological changes, deserves to shift from a traditional administration to an electronic administration in the field of operations, due to the low quality of traditional methods and their inefficiency in work, especially in light of a rapidly changing electronic age, so the researcher believes that the shift towards the application of effective and successful electronic management In public education schools, it is no longer a subject of thought. The traditional administration is deficient in carrying out its functions in a contemporary world that lives in an era of knowledge and technological explosion. This requires a clear vision and message, in the light of specific standards and specifications, in line with recent developments in information technology, and the necessity of disclosure. About those standards, which are related to the subject of electronic management and its employment, so that it can be used in the development of administrative work, and the transformation of traditional administration into a modern administration in line with the era of the information revolution, which contributes to improving the educational and administrative process

Through the researcher's briefing and her work in the educational field, she noticed that there is a discrepancy in the school principals' use of technological averages and their employment in various work affairs, and this use of it by some principals is nothing but individual judgments of them, without systematic strategies or clear plans for use. This study is entitled the degree of practice of school principals in the Southern Shouneh district of electronic administration from the point of view of teachers.

STUDY QUESTIONS:

The study problem can be identified through the following main question:

1. What is the degree to which school principals in the Southern Shouneh District practice electronic management from the teachers' point of view?
2. Are there statistically significant differences at the level ($\alpha = 0.05$) of the degree of school principals in the Southern Shouneh District of electronic administration from the teachers' point of view due to the variables (gender, educational qualification).

PURPOSE OF THE STUDY

1. Know the reality of the practice of school principals in the Southern Shouneh district of electronic administration from the teachers' point of view.
2. Knowing the differences between the responses of the study sample in the reality of the practice of school principals in the Southern Shouneh district of electronic management from the teachers' point of view. according to the variables (gender, educational qualification).

THE IMPORTANCE OF STUDY:

Officials in the Jordanian Ministry of Education can benefit from this study in the modernization and administrative development of school principals, and raising their level in the field of applying electronic management in schools. It is also possible for scholars and researchers to benefit from it. As this study will be used to enrich the literature and libraries through:

1. Focusing on electronic management, and the importance of its application for officials in the Jordanian Ministry of Education, who are always striving for modernization and administrative development?
2. Contributing to enriching libraries and administrative literature, given the scarcity of recent studies and research in school electronic management.
3. Determining the obstacles to the application of electronic management, and trying to find solutions to these obstacles, or reduce them.

THE LIMITS OF THE STUDY:

OBJECTIVE LIMITS: The subject of the study was limited to the reality of the practice of electronic management in government schools in the Southern Shouneh District.
SPATIAL LIMITS: the study was limited to government schools in the Southern Shouneh District.
TIME LIMITS: This study was conducted in the academic year 2021/2022

TERMINOLOGY OF STUDY

Electronic management: It averages the business system, and the activities that are implemented electronically and via networks. It is the function of doing business using electronic systems and averages (Yasin, 2005).

It is procedurally defined as: the administration that is based on the use of various electronic technologies,

to facilitate administrative operations in government secondary schools in the West Bank, and to accomplish the functions of school administration in terms of planning, organizing, leading and controlling, electronically, in the fastest time and at the lowest cost.

School Principal: This is defined procedurally as: the educational leader based on planning, implementing, supervising, and following up the educational policy in the school in order to achieve the goals.

THEORETICAL LITERATURE:

The term traditional management was used to express individuals who practice administrative work in an organization, and was also used to denote the position or position occupied by these individuals, and traditional management was also expressed as a science, art or system, through which the goal is reached by the best averages and costs. Appropriate and at the appropriate time with the optimal use of the available capabilities, and in the traditional management, the dominance of a group of individuals in an organization appears over the work of others by performing many functions in order to achieve the desired goals.

As for electronic management, it is nothing but a new type of management, which has had extensive effects on institutions and their domains of work, and on management, strategies, and functions. In fact, these effects do not return only to the technological dimension represented by digital technologies, but also to the administrative dimension represented by developing concepts Administrative that has accumulated for many decades, and is working to achieve more administrative flexibility in delegation and administrative empowerment (Najm, 2008).

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

1. To be focused on the students.
2. It should be results oriented.
3. It should be based on the needs of students and staff in the school, and encourage creativity effectively.

In order to achieve these principles, it is necessary for the school administration to simplify its operations through interaction and integration between physical assets and the human capital available to it, using advanced information technology, as the real value added by electronic administration in the school falls under a variety of electronic services that allow The school has the right to expand the scope of its services, and to create a kind of permanent and immediate relationship with the beneficiaries of students, teachers, parents, and central departments in education, regardless of where they are or their work environment, in the form of a network linking the school with its internal and external extensions (plant, 2000).

ADVANTAGES OF USING ELECTRONIC ADMINISTRATION IN SCHOOL ADMINISTRATION WORK.

-Speed and accuracy in storing information, forming a so-called data bank, processing and operating data, and retrieving results in a short time compared to the manual system.

- Responding to the needs and desires of the beneficiaries of the educational process efficiently and effectively, this leads to the satisfaction of the beneficiaries.
- Providing comprehensive services at the lowest costs, effort and time.
- Confirming and showing transparency in the performance of work, and dealing with the beneficiaries of educational services
- Getting rid of bureaucracy and red tape.

-Ensuring the preservation of the environment by reducing traffic congestion, which leads to the reduction of emissions that pollute the environment; Because the beneficiaries get the services provided by the school from their homes and there is no need to go to school.

- Enabling principals to perform their work in a better way, by helping them to periodically follow up on the methods of performing school work in all its stages, and saving time for them to be able to focus on important aspects of work instead of paperwork. (Al-Salmi and Al-Dabbagh, 2001).

REQUIREMENTS FOR THE APPLICATION OF ELECTRONIC ADMINISTRATION IN SCHOOL ADMINISTRATION

The application of electronic management in school administration is considered a goal and aaverages of successful management. Therefore, there should be requirements, in order for electronic administration to be in harmony with the content of modern administration, and these requirements are:

1. **FORMULATION OF AIMS:** It starts from a clear and detailed definition of the goals, for the purpose of providing high quality activities, works and services electronically, so the goals of the electronic administration are derived from the strategic goals of the school, and depending on the type and nature of the target activity, and the type and nature of the service provided, and the school sets its goals so that they are realistic and feasible For measurement, taking into account variables such as the existing organizational capabilities, and financial resources, to then decide the stages of developing its objectives, and the entrances to their implementation (Ministerm 2000).

2. **SYSTEMS DESIGN AND DEVELOPMENT**: At this stage, the school administration undertakes a set of activities that help in designing and developing appropriate systems and programs for electronic services, in order to achieve the school's objectives. These activities link the technical dimensions of electronic management to the school's activities and operations, as well as identifying patterns of data and information exchange within the school, and between the school and other parties that deal with it (Younis, 2003).
3. **APPLICATION:** The administration emphasizes in the application the installation of the required and necessary resources to put the e-management strategy into practice, as the application is one of the most complicated and intertwined e-management processes. The fundamental problem at this stage is how to create a deep understanding and awareness among principals of the importance of the new vital functions of electronic management, and the type and level of support required for their implementation and awareness of the importance of organizational and training methods, systems and methods of work (2001, Swatman& Chan).
4**. EVALUATION:** The evaluation is related to the previous steps, especially the application of electronic management, as it is at this stage to ascertain the extent to which the set of goals and objectives set have been achieved, as well as to ensure that the school's electronic activities have matched what is planned, and accordingly the evaluation stage needs to develop Tools to measure the current achievement of electronic administration, and to identify target standards, to determine the size of the gap in the school's electronic performance (Al-Tammam, 2007).

PREVIOUS STUDIES:

Al-Amrat (2010) conducted a study aimed at identifying the degree of effectiveness of school principals' performance in the Petra Education Directorate from the teachers' point of view in it. The results showed that the effectiveness of the performance of the principals of (236) schools from the teachers' point of view was generally high, and the results indicated that the degree of effectiveness of the field of technology employment, school climate, and planning was great. While the degree of effectiveness of performance in the field of school tests, school achievement, and leadership was medium. The study recommended paying attention to the leadership dimension in the performance of the school principal through the training programs implemented by the Ministry, and moving from a pattern based on trial, error and spontaneity to a pattern based on scientific foundations.

Al-Zyoud (2012) conducted a study that aimed to know the degree to which government secondary school principals in the Kingdom of Bahrain practice information technology from their point of view and its relationship to administrative creativity. The study sample consisted of 159 principals and 194 teachers. The results of the study showed that there A high level of the degree of information technology practice among principals, and a high level of creativity for principals, and the results indicated that there were no statistically significant differences between the degree of government principals' practice due to the variable of gender and experience. And there are statistically significant differences in the degree of principals' practice of information technology due to practical experience, and there are no statistically significant differences in the level of administrative creativity of school principals from the teachers' point of view due to the gender variable.

Merç (2015) conducted a study aimed at verifying the use of technology by male and female teachers in the classroom, and it was observed during the practice of the teaching experience, the quantitative research method was used, and the questionnaire was distributed to a sample of (86) teachers and the lack of adequate training, The study recommended holding training courses for male and female teachers in the field of using technology in the classroom.

Al-Sarayrah and Abu Hamid (2016) conducted a study aimed at knowing the role of school administration in the dissemination of information and communication technology in the school community from the point of view of the assistant principals of schools. 74) of the assistant principals of schools in the Directorate of Education for the Southern Mazar region, and the study revealed the following results: The role of the school administration in spreading the use of information and communication technology at the overall level, and in all fields, and the results showed that there are no statistically significant differences in the community. The school was average due to the variable of sex at the total level and at the level of each field separately, and there were no statistically significant differences due to the variable of specialization at the total level, in all domains except for the field of the school principal and information and communication technology, where there were differences in favor of the humanitarian specializations. The study recommended strengthening the role of the school administration in spreading the use of information and communication technology in the school community through the preparation of specialized training programs for all school workers.

In a study conducted by Kroufek, Chytry&Kežovska (2016), it aimed to encourage creativity and innovation in education through the use of new tools of information and communication technology and to train teachers on these tools, and this is one of the priorities of the European Union in the field of education. This study focused on learning, The different types of electronic learning and what are the factors affecting the choice of using the preferred types of learning among primary school students, and identifying the problem of

individual differences between students' intelligence. The questionnaire, which was filled out online by (78), was used The study recommended that teachers be trained to use the results of the study, and the study showed that students prefer learning the new tools of information and communication technology in education.

COMMENTING ON PREVIOUS STUDIES

The researcher benefited from reviewing previous studies as they are important additions to conducting the current study, as they set the general vision for formulating the variables, and helped in defining the problem, setting goals, and developing the study scale. By reviewing previous studies and their results, especially those that examined the topic of applying electronic management in schools, the researcher did not find a study that directly addresses the concept, and formulates the questions that were addressed in the study. Hence, this study came, which is - according to the researcher's knowledge - one of the few Arab studies that have been applied to government schools in the degree of electronic administration practice in the schools of the Southern Shouneh District, which were examined. The current study is also one of the studies that try to focus in particular on developing a formula for the analytical description of the contents presented on learning, and its role in the possibility of instilling concepts about these contents.

METHOD AND PROCEDURE

STUDY METHODOLOGY:

To achieve the objectives of the study, the descriptive survey research method was used as the appropriate method for the current study, in the degree of school principals in the Southern Shouna District of electronic management from the teachers' point of view.

STUDY COMMUNITY:

The study population consisted of public school teachers in the Southern Shouneh District, who numbered (882) in the academic year 2021/2022, and their number was (554) female teachers and (328) teachers.

THE STUDY SAMPLE:

The study sample consisted of public school teachers in the Southern Shouneh District. The sample included (190) female teachers and (101) teachers from the teachers of the Southern Shouneh District, with a total of (291) male and female teachers, as shown in Table (1).

TABLE (1). DISTRIBUTION OF THE STUDY SAMPLE BY GENDER AND EDUCATIONAL QUALIFICATION

Variable	Level	Repetition
Gender	Male	101
	Female	190
	Total	291
Qualification	BA	214
	Postgraduate	77
	Total	291

STUDY TOOL: A questionnaire was developed to know the degree to which school principals in the Southern Shouneh District practice electronic management from the teachers' point of view, after reviewing the theoretical literature and referring to the studies, which consisted of four domains and (22) items. The pentagonal Likert scale was adopted.

VERACITY OF THE TOOL: The veracity of the tool was verified by presenting it to a group of arbitrators with experience and competence from professors in Jordanian universities, whose number is (12) arbitrators.

THE STABILITY OF THE TOOL: To verify the stability of the tool, it was distributed in its final form to an exploratory sample of the study population and outside its sample consisting of (30) male and female teachers, and after three weeks, the questionnaire was applied to the same sample, according to the test-retest method. Pearson's correlation coefficient was calculated, and it amounted to (0.81), and the stability coefficient was calculated using the internal consistency method using Cronbach's alpha equation, and the internal consistency value was (0.87) for the questionnaire items, which is an acceptable value for the purposes of the current study.

STATISTICAL PROCESSING:

To answer the first question: Arithmetic averages and standard deviations were extracted.
To answer the second question: t-test analysis and One Way Anova were used to extract differences.

PRESENTATION AND DISCUSSION OF THE RESULTS:

First: The results related to the first question, which states: What is the degree of electronic management practice by school principals in the Southern Shouneh District from the teachers' point of view?

To answer this question, the arithmetic averages and standard deviations were calculated and the rank was determined.

THE DOMAIN: ELECTRONIC COMPETENCIES

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE (2) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE FLUENCY DOMAIN, ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
5	Has the ability to use the score monitoring system to follow up on students' results	2.68	.82	1	medium
3	He has the ability to employ electronic technologies to follow up on training courses for the development of school administration work.	2.66	.81	2	Medium
4	Adheres to the instructions of the Ministry of Education regarding electronic management	2.63	.80	3	Medium
2	The principal has the ability to use the computer peripherals	2.59	.80	4	Low
1	Has the ability to use the school's website	1.99	.84	5	Low
	Total score	2.52	.58	-	low

Table (2) shows that the degree to which school principals in the Southern Shouneh District practice electronic management from the teachers' point of view in the field of electronic competencies was weak, with an arithmetic average (2.52) and a standard deviation (58.) The table indicates that paragraph (5) (has the ability to Using the Marks Monitoring System to follow up on students' results), it ranked first, with an arithmetic average (2.68) and a standard deviation (.81), and paragraph (1) (has the ability to use the school's website.) came in the last rank with an arithmetic average (1.99).) and a standard deviation (84).

THE DOMAIN: EFFECTIVENESS

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE (3) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE FLUENCY DOMAIN ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
8	The principal uses the computer to create effective averages of communication between teachers and students	2.65	.83	1	Medium
9	Computers are used to speed up secretarial work	2.64	.83	2	Medium
10	Computers are used to provide a high level of education to students	2.61	.73	3	Medium
7	Send confidential reports via email	2.61	.75	3	Medium
6	The computer is used in the achievement file to give an idea of the level of students periodically	2.60	.70	5	Medium
7	Send confidential reports via email	2.54	.70	6	Low
	Total score	2.63	.58	-	Medium

The results in Table (3) showed that the degree of practice of school principals in the Southern Shouneh District of electronic management from the teachers' point of view in the field of electronic competencies as a whole was medium with an arithmetic average (2.63) and a standard deviation (.58), and the table showed that paragraph (8) (the principal uses The computer in finding effective averages of communication between teachers and students.) It ranked first, with an arithmetic average (2.65) and a standard deviation (.65), while paragraph (7) (sending confidential reports via e-mail.) ranked last with an arithmetic average (2.54).), a standard deviation (.70), and a medium degree

THE DOMAIN: INSTRUCTIONS FOR ELECTRONIC MANAGEMENT

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE (4) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE FLUENCY DOMAIN ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
14	Possesses sufficient knowledge of the Jordanian electronic transactions law in the annexed modern legislations	2.71	.66	1	Medium
15	Adheres to the instructions of the Ministry of Education regarding electronic management	2.70	.63	2	Medium
11	Uses electronic documents as legal documents	2.63	.67	3	Medium
12	The principal seeks to ensure confidentiality in the exchange of electronic information about the electronic employee	2.69	.63	4	Medium
13	The electronic signature system is used	2.61	.62	5	Medium
	Total score	2.68	.50	-	Medium

The results in Table (4) showed that the degree of school principals in the Southern Shouneh district of electronic management from the teachers' point of view in the field of electronic competencies as a whole was medium with an arithmetic average (2.68) and a standard deviation (.50), and the table showed that paragraph (14) which states that (Has sufficient knowledge of the Jordanian electronic transactions law in the attached modern legislation). It ranked first, with an arithmetic average (2.71) and a standard deviation (.66), while paragraph (13) which states (the electronic signature system is used) occupied the last rank with an arithmetic average (2.61) and a standard deviation (.62) with a medium degree.

THE DOMAIN: EFFICIENCY

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated**.**

TABLE (5) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE SENSITIVITY DOMAIN FOR PROBLEMS, ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
21	Computers are used to encourage employees to exchange information needed to make decisions	2.64	.57	1	Medium
22	The principal uses the computer to distribute school workloads to teachers	2.62	.60	2	Medium
16	The computer is used to provide senior management with the information available to it to make the appropriate decision	2.61	.57	3	Medium
17	The computer is used to draw up the school's annual plan	2.60	.60	4	Medium
18	The computer is used to receive teachers' points of view	2.60	.60	4	Medium
20	Computers are used to invest in the creative abilities of teachers	2.57	.61	6	Low
19	Computers are used to evaluate job performance	2.47	.54	12	Low
	Total score	2.58	.44	-	Low

The results in Table (6) showed that the degree to which school principals in the Southern Shouneh District practice electronic management from the teachers' point of view in the field of electronic competencies as a whole was weak with an arithmetic average (2.58) and a standard deviation (.44), and the table showed that paragraph (21) which states that (The computer is used to encourage employees to exchange information necessary for decision-making) ranked first, with an arithmetic average (2.64) and a standard deviation (.57), while paragraph (19) which states (The computer is used to evaluate job performance.) ranked last with an arithmetic average (2.47) and a standard deviation (.54), with a weak degree.

Second, the results of the second question:
Results related to the second question: Are there statistically significant differences at the level (α = 0.05) of the degree of school principals in the Southern Shouneh District of electronic management from the teachers' point of view due to the variables (gender, educational qualification)?

To answer this question, the arithmetic averages and standard deviations were calculated. A binary variance analysis was conducted for the differences in the degree of school principals in the Southern Shouneh district of electronic administration from the teachers' point of view due to the variables (gender, educational qualification). The results were as follows:

FIRST: THE GENDER VARIABLE

Arithmetic averages and standard deviations were calculated, and the "T" test for independent samples was extracted for the answers of the study sample to the degree of school principals in the Southern Shouna District of electronic management from the teachers' point of view attributed to variables according to the gender variable, and Table (6) illustrates this.

TABLE NO. (6)

Domain	Gender	Number	Arithmetic average	Standard deviation	"T" Value	Level indication
Electronic competencies	Male	101	2.70	.48	.087	.141
	Female	190	2.50	.37		
Effectiveness	Male	101	2.57	.45	.244	.623
	Female	190	2.60	.44		
E-management instructions	Male	101	2.49	.34	.068	.711
	Female	190	2.55	.37		
Efficiency	Male	101	2.54	.42	.065	.151
	Female	190	2.53	.37		
Total score	Male	101	2.58	.39	.08	.152
	Female	190	2.57	.57		

The results in Table (6) indicate that there are no statistically significant differences at the significance level (α = 0.05) to the degree of school principals in the Southern Shouneh district of electronic management from the teachers' point of view due to the gender variable. The researcher attributed this to the fact that the principals practice the same approach in They perform the administrative work required of them, and some prefer the traditional style of management.

QUALIFICATION VARIABLE:

Arithmetic averages and standard deviations were calculated, and the "t" test was extracted for independent samples of the answers of the study sample to the degree of school principals in the Southern Shouna District of electronic management from the teachers' point of view, according to the educational qualification variable, and Table (7) illustrates this.

Arithmetic averages, standard deviations, and t-test of the reality of the degree to which school principals in the Southern Shouneh District practice electronic management from the teachers' point of view, according to the educational qualification variable.

TABLE NO. (7)

Domain	Qualification	Number	Arithmetic average	Standard deviation	"T" Value	Level indication
Electronic competencies	BA	214	39	2.50	1.23	.18
	Postgraduate	77	105	2.57		
Effectiveness	BA	214	176	2.60	1.32	.09
	Postgraduate	77	39	2.49		
E-management instructions	BA	214	105	2.55	.76	.67
	Postgraduate	77	176	2.54		
Efficiency	BA	214	39	2.53	.14	.68
	Postgraduate	77	105	2.58		
Total score	BA	214	176	2.55	1.32	.32
	Postgraduate	77	39	2.66		

The results in Table (7) indicate that there are no statistically significant differences at the significance level

(α = 0.05) to the degree of school principals in the Southern Shouneh District of electronic management from the teachers' point of view, according to the educational qualification variable of the educational qualification variable.

RECOMMENDATIONS:

1.Preparing a guide for the concept of electronic management, its objectives, and its fields in school work, as this contributes to spreading a greater culture of electronic management.

2. The necessity of schools participation in the Internet, in order to facilitate the exchange of information between the school and the directorate or the ministry, and work to establish an internal network in the school.

3. The necessity of emphasizing the training of principals in particular, and teachers in general, on the use of electronic management in administrative and technical school work.

4. The necessity of computerizing school facilities that include a large number of vocabularies, such as the library and the computer lab.

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