The Role of the School Administration in Following up the Progress of E-Learning in Jerash Governorate from the Teachers' Point of View

Hanan Saleem Jadallah Ahmad
Jordanian Ministry of Education
Email ID: hanansaleemahmad@gmail.com

Abstract
This study aimed to identify the role of school administration in following up the progress of e-learning from the point of view of teachers in Jerash Governorate. And to identify the significance of the differences in school teachers' perceptions of the school administration's role in following up on the progress of e-learning according to the variable of gender or educational qualification. The study sample consisted of (100) male and female teachers, supervisors and supervisors in government schools affiliated to the Jerash Education Directorate, and the study tool was represented by a questionnaire that consisted of (21) items. The results also showed that there were no statistically significant differences in the level of school administration follow-up in the follow-up of e-learning due to the gender variable or the educational qualification variable.The study recommended a set of recommendations, the most important of which is the adoption of e-learning processes more in the future. The study also recommends the need to work on developing the knowledge of school principals and teachers of e-learning by enrolling them in training courses on e-educational programs.
Keywords: school administration, e-learning, public schools.

INTRODUCTION

Educational organizations and institutions constitute an important part of the various social organizations and institutions in different societies, and the educational system is considered part of the government apparatus: industrial, commercial, agricultural, and military. Therefore, the educational administration is part of the public administration, and it is a set of processes that begin with setting goals and end. Applying this, the great interest in e-learning in the educational field came due to the value of the management of educational institutions, because of their special place in the educational process, and in the school administration as responsible for leading the direction of workflow to achieve the desired goals (Abdul Aleem, and Al-Sharif, 2010).

E-learning is one of the most important means used in distributing scientific materials and courses for various sciences and to provide a lot of training skills for various applications. The great and rapid development in information technology was the main reason for the growth of e-learning technologies, which provided various institutions with strong opportunities to improve the quality of education and improve their business activities, and the great growth in computer-based communications has brought with it tremendous opportunities for companies and users alike (Al-Titi, 2017).

Distance education platforms are among the most important e-learning management systems that are used by most schools and universities at the global level because of their interaction between students and their teachers on the one hand and between students and each other on the other, through virtual classes and seminars, and the ability to send and correct assignments. And exams easily, and the delivery of the educational material to the learner anywhere and at any time through multiple means of communication such as satellites, videos, audio tapes, computers, the Internet or media technologies (Al-Maamari, 2020).

The Ministry of Education in Jordan has developed a free distance learning platform, which provides school students from the first grade to the second grade of secondary education lessons through video clips organized and scheduled according to the Jordanian education curriculum, provided by a distinguished group of teachers to make it easier for students to continue their learning, and follow-up Their study materials (Ministry of Education, 2020).

THE STUDY PROBLEM:

The whole world, without exception, is witnessing a real crisis that is close to a nightmare that has affected various areas of our lives represented by the Corona pandemic; The changes that this pandemic has left in various areas of life, including the education sector, the closures it has left in schools and various educational institutions, the rapid transformation of modern technology systems, distance learning, and then e-learning left by the Corona pandemic, after the Ministry of Education reduced the overcrowding of students in the classroom in accordance with the procedures The precautionary measure to prevent the spread of the epidemic, and the school administration is the cornerstone of the educational process, and it is incumbent upon it to follow up on

the affairs of students, teachers and the educational process. Hence the need for this study to identify the role of the school administration in following up the e-learning process.

STUDY QUESTIONS:

The study attempted to answer the following questions:

-The first question: What is the level of follow-up of the school administration in Jerash to the progress of e-learning from the point of view of school teachers?

-The second question: Are there differences in the level of the study sample's estimates of the school administration's follow-up level of the e-learning process according to gender and educational qualifications?

OBJECTIVES OF THE STUDY:

The current study aimed to:

-Identifying the role of the school administration in the Jerash Education Directorate in the process of managing e-learning and following up on students and teachers.

-Identifying the level of follow-up of the school administration in Jerash Governorate to the e-learning process.

-Identifying the differences between the average responses of teachers and educational supervisors in the Jerash Education Directorate according to gender and years of experience variables.

THE IMPORTANCE OF STUDY:

The importance of this study can be determined in its handling of the most frequently discussed topic among the circles of those interested in education issues, which is to identify the role of school administration in following up the e-learning process and to provide a clear vision of the role of school administration in the e-learning process. for the e-learning process.On the other hand, this study is consistent with the educational trend and interest in computerizing curricula and integrating the computer into the educational process and benefiting from its enormous potential to spread the computer culture that has become a feature of the times.

TERMINOLOGY OF STUDY:

School administration: It is the way in which education is managed in the community in a manner that is consistent with its philosophy, nature, circumstances and ideals, and intellectual and educational trends, by implementing the policies set for it at different levels in the state, governorate, district, city, educational administration and village (Issa, 2018).

E-learning: The researcher defines it as a set of programs and topics that are available to students through the Ministry of Education's e-learning platform.

STUDY LIMITATIONS:

 -The process of circulating the results of the study is limited to school principals in the Jerash Directorate of Education in the first semester 2021-2022, and therefore it is not possible to guarantee obtaining the same results when the study is applied to another sample.

 -The process of generalizing the results is limited to the study tool that was used in light of its validity and reliability, and therefore it is not possible to guarantee obtaining the same results when applying other tools.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

THE SCHOOL ADMINISTRATION:

 Educational administration is concerned with achieving educational goals and the manner in which they are placed, and it represents the direct link responsible for managing education in a society. To implement the drawn policy and this is done at the level of the state, governorate, district, region, or city, each according to its names and the conditions for its implementation. Purposes of education. It is the way in which education is managed in society in a manner that is consistent with its philosophy, nature, circumstances and ideals, and intellectual and educational trends, by implementing the policies drawn up for it at the different levels in the state, governorate, district, city, educational administration and village (Issa, 2018). The success of the school administration depends on performing its tasks and performing its functions, such as defining the school's goals clearly; to choose the best ways to achieve them, and defining practical activities and procedures to achieve what the community wants from the school. Organizing school work to determine specializations and responsibilities, and distribute them to employees and members of the administration, each according to his specialization. Providing the appropriate atmosphere to raise morale among employees and members of the administration 4 . Building a good system of communication between staff and administration, between school administration and other levels of educational administration, and between school administration and the local community. Keeping abreast of everything new in the field of educational and administrative thought, to increase the effectiveness of the administration . (Hassan, 2019) .

The importance of the school administration comes through its task of facilitating and developing the work system in the school, and organizing the work in it in a way that helps complete the educational processes efficiently and effectively. of cooperation, brotherhood and mutual respect (Al-Shanaq, 2008).

The school administration is a means to create fruitful cooperation that leads to the achievement of the school's goals, and this can only be done through an effective administration capable of enabling teachers to perform their tasks to the fullest and most completeness, and its great role in educating the individual and

preparing him for life. The main function of the school administration is to create conditions and provide services that help educate and educate students with a desire to achieve their integrated development, for the benefit of themselves and their communities. In addition to working on the growth of the experiences of all employees of the school in accordance with the public interest; therefore, the school administration must receive special attention and care, through its relentless endeavor to develop principals professionally, to become more able to perform their tasks, and develop their cognitive and performance competencies (Batah and Al-Ta'ani, 2015).

E-learning can be defined as the process of communicating and receiving information using modern technologies such as computers, mobile phones and PDAs via the Internet or wireless communication networks for the purposes of education, training and knowledge management. This definition means that the Internet, computer or the mobile phone will be used in the e-learning process, and the use of the Internet application in higher education and in many private companies and government institutions has become a general phenomenon and the reason for this is due to the pressures exerted on companies and institutions.

E-learning refers to education, which is carried out through electronic technologies. It is based on the delivery of educational content through a wide range of modern technologies such as the Internet, television, video tapes, intelligent programmed education systems, and through computer-based training. E-learning is part of the big concepts of both information technology, education and training, as it can be very efficient if it is well planned to support the practical environment for both education and training, but e-learning is not necessarily the magic bullet that cancels the educational system The traditional and existing for several centuries, but is considered a complement and complement to it. E-learning is nothing but a use of the Internet and modern technologies in the processes of developing and improving various educational resources. E-learning has great benefits and energies for a new approach in contemporary education. It provides effective means to obtain a scientific degree in various sciences for both bachelor's, master's and doctoral students, as it provides students and professors And craftsmen with skills to improve professional experience and to enable many part-time people who have big problems to learn modern technologies and also commercial companies use Internet-based education in order to train their employees and broadcast decisions to them related (Al-Titi, 2017). E-learning is a more flexible and free system in choosing the place and time, depending on certain means of communication. E-learning is the use of communication technology, contemporary technological innovations, and patterns of interaction and communication to provide continuous and renewed education without being restricted to place or time to achieve the objectives of the educational process (Al-Fraijat, 2011).

E-learning helps in attracting many institutions and capitals and in creating great and new opportunities to work in order to build an ideal learning environment that brings together various educational means, which in turn works to improve and develop individuals and stimulates creativity and teamwork, which works to improve economic conditions, recovery and development, as the cost of E-learning is much lower than the cost of traditional education, especially for obtaining academic degrees. One of the things that encouraged educational and educational institutions to adopt e-learning and use it in many educational institutions, governmental and private institutions is to reduce the use of papers, which led to reducing expenses for both the learner and the institution that adopts e-learning, as well as the speed of data transfer and the conduct of all necessary transactions related to education and administration. And others have led to an improvement in the provision of the education service and its diversity due to the diversity of educational means, so the educational process takes place immediately and at any time and using more than one means through the e-learning system and using various types of communications such as e-mail, through website pages or through live chat (Al-Fraijat, 2011)

Among the benefits of e-learning is the possibility of communication between students among themselves, and the students and the school, through a number of means that facilitate the task of communication, such as forums, e-mail, and dialogue rooms. Researchers believe that these things increase and motivate students to participate and interact with the topics raised. Contribute to the different viewpoints of the students, and benefit from the different opinions and suggestions, which helps to form a solid foundation for the student, and he has strong and sound knowledge and opinions, and the electronic communication tools allow each student to have easy access to the teacher. The e-learning resources allow the learner to focus on the important ideas while writing and compiling them for the lecture or lesson, as well as allowing students who have difficulty concentrating, organizing tasks and benefiting from the material, because they are arranged and coordinated in an easy and good way. And the important elements in it are specific (Mahdi and Al-Henawi, 2021).

PREVIOUS STUDIES:
The researcher reached a set of these studies that are indirectly related to her study, and they are arranged according to their relevance to the study, from the most recent to the oldest.

Al Mobaideen (2021), conducted a study aimed at knowing the role of government school principals and educational supervisors in employing e-learning skills from the perspective of English language teachers in the capital, Amman. The study followed the descriptive survey method. The sample members were randomly selected, as their number reached (150) English language teachers. The study tool was a questionnaire consisting

of (30) items as a tool for the study. The results revealed that the estimates of government school principals and educational supervisors for their role in employing e-learning skills from the perspective of English language teachers in the capital. The results also showed that there were no statistically significant differences in the English language teachers' estimates of the role of government school principals and educational supervisors in employing e-learning skills in the capital, Amman, due to any of the study's two variables, namely service and educational stage.

Al-Shara (2021), conducted the study aimed to identify the role of school principals in employing e-learning from the point of view of public school teachers in Ajloun Governorate. It was distributed to a stratified cluster random sample consisting of (340) male and female teachers. The results showed that the role of school principals in employing e-learning from the point of view of public school teachers in Ajloun governorate came to a medium degree, and the results also showed that there are no statistically significant differences. In the level of principals' employment of e-learning from the teachers' point of view in public schools in Ajloun governorate, due to the variable of gender, while there are differences due to the variable of teaching experience and in favor of experience of 9 years or more.

Al-Enezi (2021) conducted a study aimed at identifying the role of school administration in the distance learning management process through Microsoft Teams program in following up on teachers in the State of Kuwait. Simple randomization, and the results showed that the role of school administration in the process of managing distance learning through Microsoft Teams program in following up on teachers from the teachers' point of view in the State of Kuwait came to a medium degree. The results also showed that there were no statistically significant differences in the responses of the study sample to the areas of the school administration's role in the distance learning management process through Microsoft Teams program in following up on teachers due to the variables of gender, academic qualification and years of experience .

Al-Naimat, Al-Saudi, and Al-Sunani (2021) conducted a study aimed at evaluating the distance learning experience in the Jordanian Ministry of Education during the Corona pandemic through the evaluation strategy directed towards the participants, and the study sample consisted of (51, 868) students, (18, 837) Teacher, (34, 941) parents, and a questionnaire, interview, and document analysis were used to collect data, and the results indicated that the means and techniques used are appropriate for the educational tasks that have been developed, and that the majority of students and teachers use them to implement the tasks, it was used (86%) of students, your lesson platform and TV, both together, and the most used device was the smartphone by students and teachers in following up on content, and that (54%) of students interact with interactive lessons, and (56%) of students indicated that they learn from interactive lessons, and (65%) were able to apply what they learned.

Al-Khamash and Rabee' (2021) conducted a study aimed at identifying the role of school administration in directing teachers to implement distance learning in public schools in the Ain Al-Basha district from their point of view. The study population consisted of all public school teachers in Ain Al-Basha District Directorate for the second semester of the academic year (2021/2020), and their number was (1413) male and female teachers, including (453) male teachers, and (960) female teachers, the study sample consisted of (356) male and female teachers from public schools in the district of Ain Al-Basha district, including (78) teachers, and (278) female teachers, and they were chosen by the simple random method, and the descriptive survey method was used, and to collect data, a questionnaire was developed consisting of (34) items. The results showed that the role of the school administration in directing teachers to implement distance learning in government schools in the Ain Al-Basha district, from their point of view, came at a high level, and there were no statistically significant differences at (a ≥ 0.50) due to the effect of the gender variable in all fields and in the degree The college, with the exception of supporting and spreading the culture of distance learning, the differences were in favor of males. And there were no statistically significant differences at (05.0) due to the variable years of experience, educational qualification and school level in all fields and in the total degree.

Goosen& Merwe's (2016) study aimed to verify e-learning and its application in the SA region in South Africa, by looking at the applicable aspects on the ground, and considering the achievement of the public policy objective along with the objectives The strategy in e-schools, and support will be provided to teachers in terms of human resource development in the use of e-learning in these schools. To achieve the objectives of the study, a mixed method was used, where quantitative and qualitative research methods were combined, and research methods were used to collect data. A sample of (43) principals and teachers who use information and communication technology, whether in education or administration, were targeted. The results showed that administrators use information and communication technology in their administration in terms of planning, and other various administrative tasks, while teachers need greater support because they are unable to use technology to enhance and support the teaching-learning process.

Stubbe, Badri, Telford (2016) also conducted a study on e-learning in Sudan, which is an electronic game that was specifically built to provide alternative learning opportunities for children who are excluded from education, as children can learn mathematics on their own in remote villages without a teacher. The study was applied in two phases: the first phase on (67) children in (3) remote villages for a period of (6) weeks and five

days for each week and a duration of (45) minutes per day, and the second phase on (591) children in (19) remote villages for the same period and period of time. The results of the pre- and post-test analysis revealed that there is a clear difference in the level of knowledge of mathematics, that is, the children in the experimental group received education and benefited compared to their counterparts who did not receive any education.

Al-Harbi and Al-Rahili (2021) conducted a study that aimed to identify the criteria for achieving the quality of distance education in government schools in Madinah, and to reveal statistically significant differences according to different variables (work, educational stage, educational qualification). The study followed the descriptive survey method, and the questionnaire was used as a tool to collect data, the study was applied to (361) leaders and teachers from public schools in Madinah. The results of the study concluded that there is a very large role for leaders of public schools in achieving the quality of distance education in Madinah. It also showed that there are statistically significant differences in the trends of the study sample; According to the different work variable; and there were no statistically significant differences according to the qualification variable and the educational stage variable.

Al Ameer (2021) conducted a study aimed at identifying the role of school leadership in spreading awareness and culture of digital education, rehabilitating school infrastructure, and training teachers to activate digital education. The questionnaire was used as a tool and distributed to an intentional sample of (369) secondary school teachers in the Jazan region, and (spss) programs were used to analyze the data. The results revealed that the school leadership has an active role in spreading awareness and the culture of digital education among teachers and learners, in addition to its role in rehabilitating the school environment technically and technically, and training school staff. One of the recommendations is to intensify the dissemination of awareness and culture of digital education, and to create the school environment with modern technological means, and to work on training the members of the educational process to suit the requirements of digital education.

Jamil (2021) conducted a study that aimed to identify the degree of contribution of middle school administrations in employing electronic culture and its results at the level of the teaching and learning process. By presenting it to a group of arbitrators, the sample consisted of (102) male and female managers, and the results showed that there were statistically significant differences between the hypothetical mean and the arithmetic mean and that the difference was in favor of the sample mean, as well as the presence of statistically significant differences between the responses of the study sample due to the variable Gender (managers and directors) and in favor of managers, the results also showed the existence of statistically significant differences between the estimates of the study sample due to the variable years of service and in favor of managers who have service (5 years or less), as well as the presence of significant differences between the arithmetic averages according to the training courses and for valid directors who have service (15 years or more).

Hamdin (2017) conducted a study aimed at determining the level of e-learning application in the management of Jordanian schools. The study also dealt with the application of secondary school management towards the use of e-learning. A survey search design was used. A questionnaire was approved and sent to the secondary schools administration (n = 250) in Jordan's schools in the 2014-2015 academic year. The validity and reliability of the scanning tool were determined using different methods. The survey return rate was (82%; n = 210). Frequencies were used to find out the level of e-learning used by the secondary school administration. The results of this study indicated that the school administration has medium levels of using e-learning in its daily work M = 2.89 with (SD = 0.87), and the application of the administration was measured using descriptive analysis, and the results of this research showed that the secondary school administration has positive attitudes towards the use of e-learning. Additionally, management has medium levels of computer use for mainstream applications, but low levels of e-learning use for more specialized applications.

COMMENTING ON PREVIOUS STUDIES:

The previous studies varied in terms of the variables that they dealt with in the field of school administration and e-learning. Some of the studies dealt with the role of school administration in the distance learning process, such as the study of the ovaries (2021), the study of Al-Khamash and Rabi' (2021), and the study of Jameel (2021) in different environments, including what It came to emphasize the importance of the school administration's role in the e-learning process.

The current study differed from previous studies in that it dealt with a representative sample of government school principals and educational supervisors from Jerash Governorate, in addition to addressing the issue of the school administration's role in following up the e-learning process. Determining its areas and paragraphs, presenting and discussing the results and their interpretation, presenting recommendations and proposals, and determining the appropriate variables for the study .

The current study is distinguished from previous studies by its dealing with the issue of the role of school administration in following up the e-learning process in government schools in Jerash Governorate.

METHOD AND PROCEDURE:

STUDY METHODOLOGY:

The descriptive analytical approach was used as a method for the study, because it is based on studying the

phenomenon as it is in reality by describing it accurately and analyzing it from several variables and different points of view in order to suit the nature of the current study.

THE STUDY POPULATION AND ITS SAMPLE:

The study includes the study population designed by the researcher, where the study population included all teachers and supervisors in the Jerash Education Directorate. An accessible sample was selected that consisted of (100) individuals and with demographic variables that include gender, experience, because of these factors affecting the study axes, which in turn affect in determining the degree of follow-up School administration for the progress of the e-learning process in Jerash Education Directorate, and Table (1) shows the distribution of study sample members according to their demographic variables.

TABLE NO. (1): DISTRIBUTION OF THE STUDY SAMPLE TO THE DEMOGRAPHIC VARIABLES

Number	Variable	Category	The number of sample members	Percentage
1	Academic Qualification	BA	78	78%
		postgraduate studies	22	22%
		Total	100	100%
2	Gender	Male	25	25%
		Female	75	75%
		Total	100	100%

STUDY TOOL:

The questionnaire was prepared in its initial form by referring to the theoretical literature and previous related studies as it was designed to achieve the purpose of the study, covering all aspects addressed by the theoretical framework and the questions on which the study was based. There were no difficulties during filling, and it was presented to a group of arbitrators with expertise and specialization in e-learning and learning to express their opinions on the accuracy of the wording, the integrity of the language, the clarity of paragraphs and the appropriateness of answer alternatives. The questionnaire in its final form consisted of (25) paragraphs. It consists of two parts:

- The first part: includes the characteristics of the sample according to demographic information.
- The second part: it is related to the objectives of the study and included (21) paragraphs, and the researcher took into account that the paragraphs of the questionnaire commensurate with the topic of the research, its importance and its objectives.

SCALES USED IN DESIGNING THE QUESTIONNAIRE:

Each item was given a weight according to the five-point Likert scale, using the following expressions:

Very much agree (5 points), highly agree (4 points), moderately agree (3 points), slightly agree (2 points), and agree very little (1 point.)

CORRECTION OF THE STUDY TOOL:

The cut-off point or a certified criterion divided into three levels was determined in the study through three levels. The value of the difference between the highest value on the scale of scale (3) and the lowest value on the scale of scale (1) was calculated divided by three levels (1-5)/3 = 1.33 After that, this value is added to the lowest value in the scale, which is (1) in order to determine the upper limit of the category, and to determine the importance of the category, and Table (2) illustrates this.

VALIDITY OF THE TOOL:

To verify the internal validity of the study tool, the researcher used Alpha Cornbacke coefficient in order to calculate the internal validity coefficients of the study variables in order to measure the internal validity of the tool's paragraphs. The critical and acceptable value for the purposes of the current study, and the internal validity coefficient is equal to (0.974), which is good because it is greater than (0.70).

STUDY RESULTS AND DISCUSSION:

The results were reached according to the research questions as follows:

First: the results related to the first question: What is the level of follow-up of the school administration in Jerash Governorate to the progress of e-learning from the point of view of school teachers?

In order to answer this question, the arithmetic averages and standard deviations of the data of the study sample were extracted, and Table No. (2) Illustrates this:

TABLE NO. (2): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND SIGNIFICANCE INDEX FOR THE STUDY TOOL ITEMS.

Number	Paragraph	Arithmetic average	Standard deviation...	Evaluation level	RII% Importance Indicator
1	The school administration supports the employment of e-learning	3.95	0.524	high	0.79
2	The school administration is committed to implementing the e-learning application plans	3.90	0.517	high	0.78
3	The school administration monitors students' activities on the electronic platform of the Ministry of Education	3.92	0.579	high	0.78
4	The school administration follows up the teachers' activity on the electronic platform of the Ministry of Education	3.92	0.579	high	0.78
5	The school administration supervises the implementation of the learning bridges activities on the electronic platform of the Ministry of Education	3.89	0.689	high	0.78
6	The school administration appoints subject coordinators to supervise the progress of the educational process on the electronic platform of the Ministry of Education	3.86	1.00	high	0.78
7	The school administration deals with the problems that prevent students from entering the electronic platform of the Ministry of Education	3.86	0.98	high	0.77
8	The school administration cooperates with the technical support of the Directorate of Education to communicate the technical problems that students and teachers face during e-learning	3.89	1.07	high	0.77
9	The school administration employs technical support for teachers to use educational platforms	3.86	1.01	high	0.77
10	School administration motivates teachers to use learning strategies that rely on e-learning	3.89	1.02	high	0.77
11	The school principal continues to communicate with students and teachers through the electronic platform of the Ministry of Education	3.85	1.08	high	0.77

Number	Paragraph	Arithmetic average	Standard deviation...	Evaluation level	RII% Importance Indicator
	The school administration communicates with the Ministry regarding students who do not have computers and an internet network that enables them to access the electronic platform of the Ministry of Education				
12		3.84	1.09	high	0.77
	The school administration supports the role of e-learning				
13		3.83	1.00	high	0.77
	The school administration educates teachers about the importance of e-learning				
14		3.73	1.05	high	0.76
	The school administration communicates with the concerned parties to fill the training needs of teachers				
15		3.80	0.94	high	0.76
	The school administration provides teachers with handouts on learning strategies based on e-learning				
16		3.88	1.00	high	0.75
	The school administration follows up the statistics of students' access to the electronic platform of the Ministry of Education				
17		3.59	1.12	medium	0.72
	The administration communicates with parents of students who have dropped out of the e-learning process to understand the obstacles they face and help solve them				
18		2.96	1.28	medium	0.59
	The school administration works to provide a digital library that includes electronic learning resources that students need				
19		2.82	1.25	medium	0.56
	The school administration communicates with parents and students through the school's official page on social media				
20		2.76	1.26	medium	0.55
	The school administration encourages teachers and students to use the electronic platform of the Ministry of Education				
21		2.74	1.22	medium	0.55
	Total	3.65	0.9646	high	0.73

Table (2) shows that the arithmetic averages and standard deviations of the paragraphs of the role of school administration in following up the e-learning process were at a high degree, ranging between (2.74-3.95), and paragraph (1) was the most practiced by school principals, and paragraph (21) was the least practiced from the point of view of Therefore, the role of the school administration in following up the e-learning process was considered by the sample members to a high degree. This study agrees with both the study of the ovaries (2021) and the study of al-Khamash and Rabee' (2021) in the level of school principals' use of e-learning in schools.

Second: The results related to the second question: Are there significant statistically significant differences between the responses of public school principals and educational supervisors in determining the role of school administration in following up on e-learning due to the variables of demographic factors, experience and educational qualification?

TABLE NO. (3): TESTING THE DIFFERENCES BETWEEN THE RESPONSES OF THE SAMPLE MEMBERS THAT ARE ATTRIBUTED TO THE GENDER FACTOR AND EDUCATIONAL QUALIFICATION

Variable factor	Domains	Test values T	Degree of freedom DF	Statistical Significance Level	Average difference	Standard error of the difference	Trust minimum	period maximum
Gender	The school administration's role	0.634	98	0.586	0.11503	0.18155	-0.24582	0.47589
Qualification	in pursuing distance learning	0.872	97	0.352	-0.23649	0.27132	-0.77576	0.30278

The results of Table (3) show that there are no significant statistically significant differences in the role of school administration in following up the e-learning process in government schools in Jerash governorate due to the variable of gender or educational qualification, as the level of statistical significance is greater than $\alpha = 0.05$ and therefore it is not significant statistically.

This study agrees with both the results of the two Al Mubaideen study (2021) and the Khamash study (2021) in that there are no statistically significant differences due to the variables of sex or field of specialization.

RECOMMENDATIONS:

Through the results of the study, the researcher recommends the following:

1. Preparing more studies on the Ministry of Education's adoption of e-learning.
2. Updating the computers and software necessary to serve the administrators and those responsible for school activities, replacing the old ones, and providing the necessary maintenance for them when needed.
3. The school administration should adopt the development of the e-learning process to suit all work and all grades.
4. Working on developing the knowledge of school principals and teachers about e-learning by enrolling them in training courses on e-educational programs and benefiting from the results of the study to carry out other studies that prove the results of the current study.

REFERENCES

- Abdel Bari, Lina, &Shatat, Khaled (2019). *The role of secondary school principals in employing e-learning from the point of view of teachers in the Capital Governorate, Amman, Studies*, Educational Sciences, 46 (2), 333-352. Abdel Bari, Lina (2017).

- Abdel-Alim, Osama and Sharif, Muhammad (2010), *Modern Administrative Entrances into Systems*. Egypt: New University House for Publishing and Distribution.

- Al Ameer, Zakia Ahmed Mohamed. (2021). *The role of school leadership in activating digital education. Research book of the Second International Conference on the Future of Digital Education in the Arab World*: Enriching Knowledge for Conferences and Research, Complex 2, Makkah Al-Mukarramah: Enriching Knowledge for Conferences, Research and Scientific Publishing, 92 - 105.

- Al Mobaideen, Israa Abdul Rahman Muhammad. (2021). The role of government school principals and educational supervisors in employing e-learning skills from the perspective of English language teachers in the capital, Amman. Journal *of the Islamic University of Educational and Psychological Studies: The Islamic University of Gaza* - Scientific Research and Graduate Studies Affairs, Vol. 29, p. 4, 647-666.

- Al-Anazi, Badr (2021). The role of school administration in the process of managing distance learning through the Microsoft Team program in following up on teachers in the State of Kuwait. *Journal of Educational and Psychological Sciences, 5, 25, 1-18.*

- Al-Fraijat, Ghalib (2011). *Introduction to educational technology*. Oman: Treasures of Knowledge for Publishing and Distribution.

- Al-Harbi, GhazwaFarrajFawaz, and Al-Rahili, Taghreedbint Abdel-Fattah. (2021). *The role of government school leaders in achieving quality distance education in Medina. Research book of the Second International Conference on the Future of Digital Education in the Arab World:* Enriching Knowledge for Conferences and Research, Complex 2, Makkah Al-Mukarramah: Enriching Knowledge for Conferences, Research and Scientific Publishing, 149-171.
- Al-Khamash, Mona, and Rabee, Ahmed (2021). *The role of school administration in guiding teachers to implement distance learning in public schools in Ain Al-Basha District from their point of view* (unpublished master's thesis).Jerash University, Jerash.
- Al-Shanaq, Muhammad (2008). *The role of school administration in employing information technology programs to serve the educational process in Jordanian exploratory schools:* a qualitative study. Amman Arab University for Graduate Studies.
- Al-Titi, Khader (2017*). E-learning from a commercial, technical and administrative perspective.* Amman: Dar Al Masirah for Publishing and Distribution.
- Battah, Ahmed, and Altaani, Hassan (2015). *Educational leasing a contemporary vision*. Amman: Dar Al-Fikr for Publishing and Distribution.
- Goosen, L & Merwe, R. (2016), *'E-Learners, Teachers and Managers at e-Schools in South Africa',* Proceedings Of The European Conference On E-Learning.
- Hamadin, K. (2017). Implementation E-Learning among Jordanian School's Management*. Journal of Education and Practice, 8(11), 79–87*.
- Hassan, Jamal (2019). *The role of the principal and the teacher in the educational process.* Syria, Damascus: House of Science and Faith for Publishing and Distribution.
- Hassan, Zainab Mohammed. (2021). *E-learning applications in light of the Corona pandemic*. Studies in university education: Ain Shams University - Faculty of Education - University Education Development Center, p. 51, 501-521.
- Issa, Asia (2018). *Modern Educational Administration*, Amman: Dar Ibn Al-Nafis for Publishing and Distribution.
- Jamil, Muhammad (2021). The contributions of school administrations in employing electronic culture and its results at the level of the teaching and learning process: the preparatory study in Iraq as a model. Al-Ustaz *Journal for Humanities and Social Sciences, 60(2), 1-18*.
- Mahdi, Hassan, and Al-Hinnawi, Ashraf (2021). Perceptions of private school teachers towards the use of electronic platforms in the learning process during the Corona pandemic from their point of view and its relationship to some variables. *Umm Al-Qura University Journal of Educational and Psychological Sciences, 13(4), 246-277.*
- Shara, Abdul Razzaq Suleiman Bakhit. (2021). The role of school principals in employing e-learning from the point of view of public school teachers in Ajloun Governorate in *Jordan. Journal of Educational and Psychological Sciences, 5(40), 1-17.*
- Stubbé, H. Badri, A. Telford, R. Van der Hulst, A. and van Joolingen, W. (2016), 'E-Learning Sudan, Formal Learning for Out-of-School Children', *Electronic Journal Of E-Learning, 14, (2), 136-149*.
- *The role of secondary school principals in employing e-learning from the point of view of teachers in the Capital Governorate*, Amman, an unpublished master's thesis, Middle East University, Amman, Jordan..