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The Role Of Electronic Management Systems In Improving The Quality Of Educational Services

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ABSTRACT

Due to its use of advanced electronic technologies that have a significant impact on the educational process, electronic management is one of the modern trends in leadership. It represents one of the concepts of the digital revolution that provides as few educational and administrative services as possible, and at the cheapest price feasible. The goal of the study was to determine the role of electronic administration in the Ministry of Education's efforts to improve the quality of educational services. The descriptive approach, which depends on investigations of the phenomenon as it is in reality, was utilized to fulfill the aim of study. The researcher utilized the statistical packages program to collect data and employed the questionnaire as a tool (SPSS).The study reached a number of conclusions, most notably that electronic administration helped improve the quality of educational services, but it also produced a number of other results. And the recommendations, perhaps the most important of which are the commitment of the Ministry of Education to train employees in electronic management and provide the necessary financial support for the operation and implementation of electronic management programs in all departments of the ministry, as well as the need to activate them, and the use of electronic systems networks to communicate between the Ministry's office and the many offices in the governorates.

Keywords: electronic management, educational service quality improvement.

INTRODUCTION

E-governance is a new trend in modern management that most governments are trying to implement. The world has turned into an active movement to invest all modern technologies of advanced information and communication systems in developing the work of organizations, whether commercial or governmental institutions, and transforming them into electronic organizations that complete all their work, tasks using the Internet. And its administrative dealings from

planning, organizing, directing and controlling, as well as carrying out all its activities from marketing, production, financing, investment, office work and other duties, with a global mentality and in a timely manner.

The contemporary world is witnessing many challenges in all social, political, economic, health, educational and technological fields. These challenges are, in turn, reflected in the field of education, in addition to the rapid changes that have occurred in various aspects of life, which prompted learning devices at various levels using modern and contemporary educational technologies to facilitate the educational process at all stages.

As a result of these rapid changes that have led to the emergence of new educational styles, it has become necessary to find new methods and models such as e-learning "distance learning" to help the learner learn in the place and time that suits him, without requiring the learner to come to the classroom.

At a time when the use of modern technologies has become a feature among the features of the modern era and the concerns ofThe contemporary generation, which is almost indispensable at all times during work or in the time of rest and recreation, but the tremendous cognitive development witnessed by the third millennium, has clearly contributed to the tremendous developments in societies in various fields, and in the educational field are the most important and most prominent areas that have been affected With this development and change, especially educational institutions. (Nargis: 2019, p. 272).

It seems that there is an urgent need to implement this new system in the educational process, especially since the vast majority of students are fully prepared to receive electronic management, as evidenced by several important factors, the first of which is that the vast majority of students use computers.

Study Problem:

The use of electronic management techniques in the performance and delivery of educational services in the Republic of Yemen's educational institutions coincided with technological progress, which has become an urgent necessity and one of the clear indicators of the organization's success in implementation. The Ministry of Education is one of the vital and service ministries that are directly related to the student and provide various educational services through a huge amount of educational services that pass through the various offices of the Ministry throughout the Republic, and its mission is to facilitate and accomplish administrative work to the fullest extent possible. With the current level performance, facilitating services, enhancing departmental performance, andguaranteeing simple communication with both students and administrators way and at a lower cost to reduce the burden on students and employees and facilitate transactions and communication with students and employees, the

Ministry seeks to use electronic management to take advantage of these techniques.

From the above, the study problem can be formulated in the following question:

To what extent has electronic management contributed to improving educational services?

To answer the main question of this study, the researcher asked the following sub-questions:

1. Did e-management contribute to improving educational services?
2. Is there a relationship between electronic management and improving educational services?

Study hypotheses:

The first hypothesis: Has electronic administration helped the Ministry of Education improve the quality of educational services?

The second hypothesis: that there is a link between electronic management and improved educational service quality.

The third hypothesis :is that the following characteristics (gender, age, computer skill) have no statistically significant impact on the sample members' responses on the role of electronic administration in increasing the quality of educational services at the Ministry of Education.).

The scientific and practical significance of the research is determined as follows:

Importance for science (theoretical)

1. Making it easier for administrators to adopt the idea of improving educational service quality and raising knowledge of the necessity of electronic management.
2. This research should be a significant contribution to scientific knowledge and a valuable resource for researchers in the field of electronic work.
3. Providing a scholarly study on electronic management and related systems to libraries.

Practical importance (application)

1. Making recommendations and ideas to the Ministry of Education's senior management about the relevance of electronic administration and its role in providing and supporting the improvement of the Ministry's educational services.
2. Assist in determining the role that electronic administration plays in increasing educational service quality.

Objectives of the study:

1. To recognize the function of electronic administration in enhancing educational services.
2. To survey the opinions of Ministry of Education personnel to determine the role of electronic administration in improving educational services.

The Role of Electronic Management Systems in Improving the Quality of Educational Services

Electronic management systems provide a number of services, as defined by (Khan, 2005: 210) as follows:

- Register and schedule learners for online and offline courses.
- Maintain learners' data files.
- Providing online courses.
- Monitor the learner's progress in the course.
- Managing learning in the classroom.
- To provide administrators with the capabilities of learning to manage contemporary life, including laboratories and classrooms.
- Support learners' cooperation.
- Using job competency data to determine professional development andperformance development paths (skills gap analysis).
- Develop and manage exam questions. Submitting a report on the performance results in the exams.
- Presentation of certificates.
- Interconnection between classrooms and virtual systems learning content management and institutional applications.
- Access to the curriculum 24 hours a day.
- Communicate with parents and learn about their suggestions and demands through the school forumdetermines the future plans of the school.
- Announcement of school activities.

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Electronic Management Applications and Tools in Learning:

It is a wide range of applications and processes such as using the web as the basis for learning, the computer as the basis for learning, virtual classrooms, digital collaboration, content transmission through the Internet, audio and video

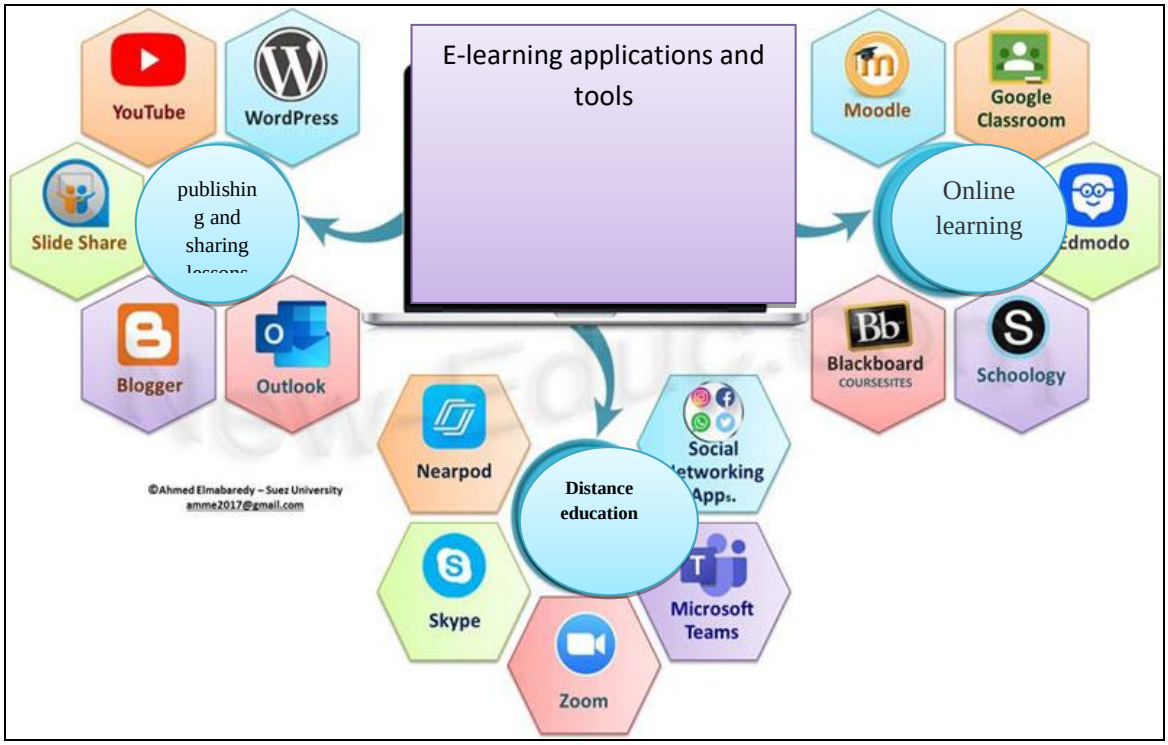
tapes, satellite broadcasting, interactive television, and CD (Senussi Ali, 2018: 100).

There are many applications and tools that can be employed in e-learning and distance learning to overcome many of the problems of the current educational reality, as well as the continuation of education and assessment in emergency situations, especially during the Covid-19 pandemic.

The researcher suggests dividing e-learning applications and programs into three main categories as follows:

- Applications and programs for publishing and sharing lessons.
- Remote communication applications and programs.
- Online learning management applications and programs

The following figure shows a diagram of electronic management applications and systems:



First: applications and programs for publishing and sharing lessons

It helps teachers and trainers to provide lessons and educational materials to students, as it does not require much experience from teachers in managing e-learning, as it is limited to just publishing content, and it also enables students to share content among themselves. Examples of these applications are:

WordPress

One of the programs for publishing and managing e-learning content enables the teacher to design a website via the Internet, without the need for previous experience in programming or web design.

YouTube

YouTube is one of the most important video blogging and sharing sites, which is within the Google applications and allows the ability to upload and publish any video clip. Describe the video in simple words to facilitate its classification, a special channel can be created for each teacher, and the speed of spread and access of the video to anywhere in the world.

As an example of the YouTube application, you can review Article writer's channel

1. Slide Share App

Slide Share application allows publishing presentations on the Internet, after designing and preparing a presentation for the lecture using PowerPoint, the presentation can be uploaded online and then share the link with students through social networking sites.

2. Blogger Application

Blogs are among the easiest applications that can be used effectively in the educational process, because of their ease of use and their capabilities to publish electronic content, as an example The author's personal blog.

3. Outlook

One of the applications of Microsoft, and despite its primary use as an email program, it includes many tools that can be used effectively in education.

Second: Distance Education Applications and Programs

1. Social Networking Applications

Social networking sites provide many educational services through their various applications, which help in communicating and exchanging information effectively; It allows the teacher and students to communicate directly and permanently with each other, and the most famous of these applications are Facebook, and WhatsApp, and Twitter.

2. Microsoft Teams

It is also one of the applications of Microsoft, and it provides creation classrooms, communication with students and colleagues, and it is within the Office Education group, and is compatible with different operating systems where it can be used through a computer or a smartphone. After obtaining the academic mail.

3. Zoom

Implementation Zoom Cloud Meetings The idea is to implement the lectures directly, such as video conferencing, where the teacher can communicate with students with audio and video, in addition to the ability to share the screen with them to present Presentations.

4-Skype

It is a Microsoft application, and it allows audio and video communication with students.

5-Nearpod

It is used for communication and screen sharing between the teacher and students via smart phones.

Third: E-learning Applications and Programs

1. Moodle

It is a learning management system designed on educational foundations to help teachers provide an electronic learning environment. It contains several units that support the delivery of electronic curricula, including the Assignments unit, Forum unit, Lesson unit, Resources unit, and assessment and tests unit.

2. Google Classroom

It is an e-learning platform produced by Google, which was launched free of charge to facilitate distance learning, using the technologies available in it, the most prominent of which are: publishing electronic learning resources for students, managing participating students, social communication, requesting, receiving and evaluating assignments and tasks, and send grades to students.

3. Edmodo

It is a free social platform that provides teachers and students with an environment for communication, collaboration, and sharing of educational content and digital applications, as well as homework, discussions and electronic exams.

4. **Schoology**

It is also an educational platform that provides teachers with an electronic environment to manage lessons and lectures, as it provides for publishing lessons, assigning assignments and assignments, and designing tests.

5. Black Board

It is an integrated e-learning management system that manages the educational process in a synchronous and asynchronous manner.

The Importance of Electronic Management Systems for Educational Institutions:

Electronic management is the balance of feeling the demands and needs of students and teachers, and it is the catalyst in providing those demands in order to achieve maximum effectiveness in the educational process. The level of efficiency in the educational process, raising the level of academic performance of students, improving the quality of school administration, and improving the skills of its teachers, thus combining electronic administration between management, control, and development, flexibility, and effectiveness.

Most of which focus on achieving the desired results and increasing the competitiveness of the educational institution.

It has become a duty for educational institutions and administrations to take into account the reasons for development, and what suits our needs to keep pace with the development that we are witnessing around us, and most importantly, to develop the capabilities and skills of workers and administrators so that they can benefit from these breakthroughs in technology and communications.

The acceleration of transforming our educational system and educational administrations into electronic educational administrations has become a national necessity to ensure the progress of our institutions towards excellence and creativity as the electronic administration is based on the process of facilitating and facilitating the work of educational institutions through the use of new and advanced electronic systems in various educational works, by increasing the institution's ability to access to the developed world, rapid response to the requirements of the labor market, as it provides those in charge of managing these institutions with all the required information about the demands of the markets in the various desirable educational disciplines.

(Ghoneim, 2000: 45) believes that electronic administration affects, to varying degrees, the performance of educational institutions, by affecting all functions and activities practiced by that institution, such as jobs, development activities, maintenance services, the accounting process, and assisting government agencies in obtaining the required data and information.

(Truban, 2003: 178) believes that electronic management enables employees and workgroups in geographically distant educational institutions to share files, ideas and opinions encourages work within teams and make the educational institution more flexible and more adaptable to rapid changes in the business environment.

In general, electronic administration seeks to make good and effective improvements in contemporary educational institutions and organizations through the following advantages:

- Reducing the costs of educational outputs.
- The breadth of the organization that educational institutions deal with.

- Contribute to the abolition of paperwork.

The researcher believes that electronic management systems played a key role in providing distinguished services to educational institutions, the most important of which are the following:

- Providing educational opportunities for all.
- Raising the quality of educational services provided by educational institutions.
- Diversity of electronic programs, means and applications that contributed to improving the educational process.
- Reducing the costs of printing educational curricula and converting them into electronic curricula available to all.

By examining the components of the electronic school system in the schools of the Capital Municipality, as well as the school in which the researcher works (supplement) (a copy of the electronic school system), the researcher found that there is a key role played by electronic management systems in improving the performance of educational institutions, as it enables communication with parties:

The educational system, the student, the teacher, the guardian and the responsible person In the easiest way, at any time and from anywhere, it relieves a lot of burdens from the school principal, teacher, administrator and guardian. It creates an easy bridge for parents to communicate with the school and plays the role of the family in raising the level of their children by finding multiple and easy channels to communicate with the school.

Among the benefits that electronic management systems perform in activating communication between the parties to the educational system, for example, but not limited to the following:

First: For the educator:

After obtaining the user name and password for the institution's electronic system, the educational advisor can do the following:

- Presenting the school's plans (the principal's plan - the school representative's plan - the school activity plan, ...).
- Presenting the class schedules for teachers and classes.
- See the preparation of teachers.
- Displaying school statistics (number of teachers - number of students - number of classes).

- Quick communication with the school administration via e-mail or one of the tools provided by the school's e-learning management system.
- Prior and continuous coordination with the school administration and teachers for visits and completion of work.
- Sending and uploading the required forms and clarifying how to fill them out.
- Sending and uploading school circulars.
- Know the needs of the school.
- Communicating with those who abuse the school through the forum provided by the e-learning management system.
- Communicating with parents and knowing their suggestions and demands through the school supervisor's email or through the school's forum.
- Sending educational brochures and readings to teachers by mail provided by the school's e-learning management system to each of them.
- Knowing the exam dates and providing the school with the circulars regulating them.

Second: For the school principal:

He is able to highlight the future plans of the school as follows.

- Announcing school activities.
- Setting school regulations and distribution committees.
- Defining the duties and responsibilities of all school staff.
- Setting the teachers' schedules and allowing teachers and whoever the school director deems worthy of reviewing (class schedules - waiting - location).
- Develop a list of the school's staff (administrators and teachers) and ways to contact them.
- Announcing the school's achievements.
- Announcing the terms and conditions of admission and registration.
- Putting circulars and bulletins on parents and allowing them to view them.
- Establishing the academic calendar, including the beginning of the academic year and the beginning of each semester, the dates of the monthly, quarterly and final exams, and the beginning of vacations.
- Put the school phone numbers and email.
- Communicate with officials in the educational administration.

- Supervising the school's website and the e-learning management system and its tools, and giving permission to access the services provided by the e-learning management system.

Third: **For the teacher:**

It helps him to:

- Obtaining his academic schedule (the subjects and classes assigned to him).
- Learn about the school's organizational bylaw and the committees it belongs to.
- Knowing the duties and responsibilities assigned to him.
- Obtaining his circulars or specializations.
- The teacher presents his course and follows up on its development and updates on an ongoing basis.
- Create groups by task or grade level.
- Communicate with his colleagues, students and their parents through e-mail or the forum provided by the e-learning management system.
- Communicate with the educational coordinator.
- Knowing the dates of the objective examination and the circulars regulating the examinations.
- Handing over assignments to students and receiving them through the teacher's page available in the school's e-learning management system.
- Providing the teacher with an opportunity to discuss and exchange experiences with his colleagues, students, and those interested in the educational and pedagogical process through discussion forums provided by the e-learning management system

Fourth: The student:

helps him to:

- Knowing the dates of admission and registration in schools through forums and e-mail.
- Informing him of admission to the school through forums and e-mail.
- Provide a study number and a password for the accepted student.
- Sending the course schedule.
- Obtaining information about the school (location - administrators - teachers, ...).
- Access to the curriculum 24 hours a day.

- Receiving feedback through the tools provided by the learning management system.
- Providing the ability to search for topics related to the content that the student is studying.
- Providing an opportunity for discussion and exchange of experiences with fellow students, teachers and all those concerned with the educational process through discussion forums.
- Enable the learner to create personal web pages.
- Providing diagnostic tests and determining the level.
- There are exams either with or without a time limit, and the system corrects and records results automatically and assessment tools for students registered in the school.
- Knowing his grades in the monthly and final exams.
- Get his notes.
- Announcing the school's activities and plans, and how and conditions for participation in them.
- Announcing the dates of the monthly and final exams.
- Providing courses based on multimedia (audio, text, movement, image, video) and providing the opportunity for registered students to access them at any time.
- Payment of fees in private schools through the website.

Fifthly: the parents

Among the most important services provided by the e-learning department for systems to activate communication with parents are the following:

- Announcing the dates of the Parents' Councils
- Enable the parent to know the student's weekly class schedule
- Enabling the guardian to follow up on his son's behavior and the way he studies.
- Enabling the guardian to present a record of his son's attendance and absence.
- Enable the guardian to know the student's result in the monthly, quarterly and final exams once the exams and corrections are completed.
- Parents provide the numbers of interest to them and enable them to contact the school administration and the Education Department.

- Parents can view the school calendar, which is updated every year and displays the school start date, mid-semester exams, and parent-teacher meetings.
- Informing the guardian of the circulars issued to him by the school administration or the Education Department.
- Providing the guardian with dates of interest to him.
- Parents are given free time for teachers to communicate with them through a visit or a phone call at the specified time.

Results Analysis

This topic provides an analysis and presentation of the opinions of the study sample on knowing the extent to which the Ministry of Education applies the regulations Electronic administration in managing its activities and the role it will contribute to improving institutional performance, as well as its contribution to improving school performance and improving the quality of educational services.

The first requirement: Calculate the verbal estimate for the answers to the questionnaire:

To ensure that there are differences in the level of the Ministry of Education's application of electronic systems in the management of its activities, the arithmetic means, standard deviation, and relative importance were used, as shown in Table (4). Above high and very high, from 80%-89%, high and high, from 70-79%, a medium and good level, from 60-69% a low positive level, from 59 and below, a low level.

In order to investigate the accuracy and objectivity in the theoretical description of the results of the questionnaire items as indicated by the arithmetic averages, the researcher found the actual arithmetic values of the respondents' options available to answer the questionnaire items according to the five-point Likert scale that was used to measure the study variables, and with arithmetic mean equal to (3); That is, the sum of the values over their number (15/5 = 3), and then converting the distances between those options to (4) levels so that it represents the distance from (1-2) level No. (1) and the distance from (2-3) level No. (2) The distance from (3-4) level No. (3) and the distance from (4-5) level No. (4), and to distribute the range of degrees (5-1=4) to five options of approval, it is clear that each level is equal to (5/5) 4 = (0.8), then each level becomes as follows:

Table No. (4): It shows the distribution of respondents' answers according to relative importance and average

alternative	the answer	average	Relative	level for

		From	to me	importance	average
1	totally agree	4.21	5.00	90%	very high
2	Agree	3.41	4.20	80%-89	High
3	Neutral	2.61	3.40	70-79%	Average level
4	Disagree	1.81	2.60	60-69%	low level
5	Strongly Disagree	1.00	1.80	59	very low level

Source: Prepared by the researcher based on the outputs of the statistical software package

The Second Requirement Descriptive analysis of the opinions of the study sample:

Identifying the views of the study's eye on the role of electronic management systems in improving the quality of educational services in order to provide a comprehensive description of the degree of approval of the sample members on the axes and paragraphs of the questionnaire, arithmetic averages, and standard deviations, and the relative importance was used to analyze individuals' responses to the questionnaire's axes as follows:

The opinions of the study sample members towards the paragraphs of the axis:

The paragraphs of the axis dealt with the role of electronic management systems in improving the quality of educational services, and the following table shows descriptive statistics for the views of the study sample on the role of electronic management systems in improving the quality of educational services.

Table No. (5): Arithmetic mean, standard deviation, order and relative weight of the statements that illustrate the impact of e-learning management systems in improving the quality of educational services

No	paragraphs	ranking	average	standard deviation	relative weight	level for average
1.	Electronic management systems contribute to improving	5	4.05	0.92	81%	high

No	paragraphs	ranking	average	standard deviation	relative weight	level for average
	educational productivity.					
2.	Electronic management systems help the teacher to use the best teaching aids.	2	4.19	0.85	84%	high
3.	Electronic management systems help in providing solutions to the obstacles and problems faced by the teacher	15	3.85	1.00	77%	good
4.	Electronic management systems help teachers in training to prepare objectives, educational materials and appropriate teaching methods.	14	3.96	0.97	79%	good
5.	Electronic management systems raise the efficiency of administrators, teachers and students.	13	3.96	0.91	79%	good
6.	Electronic management systems help the	11	3.97	0.98	79%	good

No	paragraphs	ranking	average	standard deviation	relative weight	level for average
	student to retrieve information.					
7.	Electronic management systems contribute to combating information illiteracy through the programs and activities they provide on the website.	6	3.98	1.01	80%	high
8.	Electronic management systems help develop students' skills in dealing with computers and the Internet.	1	4.23	0.97	85%	high
9.	Electronic management systems help in providing support services to students (registration, library services, training).	3	4.09	0.89	82%	high
10.	Electronic management systems increase teacher and student satisfaction with the level of services provided to them.	8	4.02	0.92	80%	high

No	paragraphs	ranking	average	standard deviation	relative weight	level for average
11.	Electronic management systems facilitate communication with students' parents and follow-up.	12	3.97	0.98	79%	good
12.	Electronic management systems contribute to making education open to different groups of society through electronic classroom education	7	4.00	0.96	80%	high
13.	Electronic management systems operate To raise the educational level of the student.	4	4.12	0.91	82%	high
14.	facilitate registration through the school's website.	10	3.97	1.05	79%	good
15.	help connect different schools to exchange experiences and skills.	9	4.18	0.99	84%	high
	Total		4.04	0.66	81%	high

Source: Prepared by the researcher using the statistical software package's outputs.

Table No. (5) shows that electronic management systems contribute significantly to improving service quality, with a mean of (4.04), a standard deviation of (0.66), and an approval rate of (81%); this indicates and confirms the contribution of electronic management systems to improving the educational service quality.

The arithmetic averages were limited between (3.85) and (4.23), with a level of significance between (85%) and (77%), and the findings were shown in Table No. (5) standard deviations, with the biggest standard deviation in paragraph No. (14) and the smallest standard deviation in paragraph No.

The least deviation was reached in paragraph No. (2), followed by paragraph No. (9) by (0.58) and (0.89), and this indicates the respondents' agreement on these paragraphs, and accordingly, the standard deviations for most of the paragraphs show that there is an agreement in the opinions of the researched sample, as shown by the standard deviations for most of the paragraphs (1.5),and this demonstrates the sample members do agree, however, to investigate the influence of electronic management systems on increasing the quality of educational services.

Since the paragraph had the lowest average, schools should provide electronic management systems with more authority to tackle the difficulties and problems that teachers face, as well as to assist teachers in planning lessons, study plans, and programs (3.85).

hypothesis: There is a statistically significant relationship between the two axes of the study.

The first hypothesis

Electronic Management Systems Contribute to Improving the Quality of Educational Services in the Ministry of Education.

Table (6) Results of the Hypothesis

	the number	average	standard deviation	t	degree of freedom	Indication level
Improving the quality of educational services	363	4.04	0.66	115.81	362	*0.00

*D at a 0.05 significance level

The arithmetic means of all paragraphs of the axis were (4.04) with a standard deviation of (0.66), the value of (T) (115.81), and the value of the significance level equals (0.00) in the preceding table, so this axis is regarded a statistical function at the significance level (0.05).) This means that the average level of reaction to this field is fundamentally different from the degree of neutrality, which is (3), and this is proof of the sample members' approval that electronic management systems help to improve the quality of educational services by (81%) and therefore we accept the hypothesis that states:

Electronic management systems contribute to improving the quality of educational services.

The second hypothesis

There is a relationship between electronic management systems and improving the quality of educational services.

Table (7) shows the correlation coefficient between the application of electronic management systems and the improvement of the quality of educational services

		electronic management systems
Improving the quality of educational services	Pearson's correlation coefficient	.397**
	Indication level	.000
	the number	207

**D at significance level 0.01

To verify this, the Spearman correlation coefficient was used as shown in Table (7) that the correlation coefficient in general between electronic management systems and improving the quality of educational services at the Ministry of Education (0.397), and the significance level equals (0.00), which is less than the significance level (0.05), and this is evidence of accepting the null hypothesis, which is the existence of a relationship between electronic management systems and the improvement of the quality of educational services. Improving the quality of educational services by providing schools with educational aids, training students to use them, and obtaining electronic services, as the greater the improvement in the quality of educational services, the greater the

application of electronic management, and therefore we accept the hypothesis that states:

There is a statistically significant relationship between electronic management systems and improving the quality of educational services.

The third hypothesis

difference test :

1.sex

t-test to find out how the gender variable affects the results.

The gender variable did not have a statistically significant effect on the responses of the sample members to the role of electronic management systems in improving the quality of educational services at the Ministry of Education.

Table No. (8): shows the results of the t-test to determine the differences due to the sex variable

the hub	Type	the number	average	standard deviation	T	degree of freedom	Indication level	semantics
The role of electronic management systems in improving the quality of educational services the hub	Male	131	4.1761	.55155	3.051	363	0.071	nonfunction
	feminine	232	3.9571	.70878				

Table No. (8) shows the impact of the gender variable of the study sample on the fields of study, namely: The function of electronic management systems in increasing the quality of educational services. As the total t-value (3.051) at a level of significance (0.071), which is not statistically significant at the level (0.05), It is clear from the table that there are no statistically significant differences between the arithmetic averages of the sample. Members' attitudes toward the field of study due to the gender variable. Of their kind, they unanimously agree on the role of electronic management systems in improving the quality of services, and electronic management systems play a vital role in raising school performance. We conclude from the previous table that schools

apply electronic systems in order to raise the level of performance. Based on the previous result, the hypothesis that states: There are no statistically significant differences in the response of the sample members to the role of electronic management systems in improving the quality of educational services due to the gender variable can be accepted.

Differences in terms of (ANOVA):

The hypothesis was tested and there were no statistically significant differences in the responses of the sample members. The following variables are responsible for the function of electronic management systems in increasing the quality of educational services: (age, ability to use a computer).

(ANOVA) to answer the question:

The age variable had no statistically significant effect on the responses of the sample members to the role of electronic management systems in improving the quality of educational services at the Ministry of Education.

The results of the analysis of variance (ANOVA) due to the age variable are shown in Table No. (9).

the hub		sum of squares	degree of freedom	square of averages	F	Indication level	semantics
The role of electronic management systems in improving the quality of educational services	Between groups	.462	3	.154	.348	.791	not significant
	Within groups	159.146	359	.443			
		159.608	362				

Table No. (9) shows the effect of the age variable on the fields of study, with the total (f) value of (348.) and the significance level of (791.) indicating that there are no statistically significant differences between the arithmetic averages in the attitudes of the study sample members towards the field due to the age variable. (At the significance level of 0.05, it is thus not statistically significant.)There are no statistically significant differences between the arithmetic averages in the attitudes of the study sample members towards the field due to the age variable (348.) and the significance level of (791.) indicating that there are no statistically significant differences between the arithmetic averages in the attitudes of the study sample members towards the field due to the age variable. At the (0.05)level of significance, it is thus not statistically significant.

Computer Proficiency Level:

Due to the variable of computer proficiency, there are no statistically significant differences in the responses of the sample members to the role of electronic management systems in improving the quality of educational services in the Ministry of Education.

The results of the analysis of variance (ANOVA) due to the variable level of computer use are shown in Table (10).

the hub		sum of squares	degree of freedom	square of averages	F	Indication level	semantics
The role of electronic management systems in improving the quality of educational services	Between groups	.933	3	.311	.703	.550	not significant
	Within groups	158.675	359	.442			
		159.608	362				

There are no statistically significant differences in Table No. (10). The differences between the fields according to the number of computer sessions variable where the total value of (f) is (703) and the significance level is (0.05) which is not statistically significant at the level (0.05) due to the fact that almost every employee owns a computer and is proficient in its use, which means that it can handle any tool used to improve performance or ignore the role of

complications that characterize some computer programs. As a result of the above,the researcher came to the conclusion that there are no statistically significant differences in improving the quality of educational services due to the computer proficiency variable, which states: There are no statistically significant differences in the responses of the sample members to the role of each. Because of the disparity in computer efficiency, the Ministry of Education's electronic management solutions help improve the quality of educational services.

Conclusions

Table No. (12): Arithmetic averages, standard deviations, order and relative weight of the five axes statements about the role of electronic management systems in improving the quality of educational services.

the hub	medium	standard deviation	relative weight	level for medium
The role of electronic management systems in improving the quality of educational services	4.04	0.66	81%	High

The results of the analysis of the opinions of the study sample:

The following table shows a summary of the analysis of the opinions of the study sample members towards the role of electronic management systems in improving the quality of educational services.

The average was (4.04), the standard deviation was (0.66), and the approval rate was (81%), and this is evidence that electronic management systems have a significant role in the process of improving the quality of educational services.

The results of testing the hypotheses of the study:

The results of the study hypotheses can be summarized in the following table

Hypothesis	The result
Electronic management systems contribute to improving the quality of educational services	Acceptance of the alternative hypothesis
There is a relationship between electronic management systems and improving the quality of educational services	Acceptance of the alternative hypothesis
There are no statistically significant differences in the response of the sample	Acceptance of the alternative

members about the role of electronic management systems in improving the quality of educational services due to the following variables (gender, age, ability to use the computer)	hypothesis

Study conclusions:

1. More female members of the study sample in schools were older than males
2. The lowest level was in Paragraph No. (3) related to: Electronic management systems help in providing solutions to the obstacles faced by the teacher, reaching an approval rate of (77%), and the highest level was in Paragraph No. (8) related to electronic management systems helping to Developing students' skills in dealing with computers and the Internet, with an approval rate of 85%.
3. There are no statistically significant differences at the level (0.05) or less in the direction of the study sample members about (the role of electronic management systems in improving the quality of services), according to the different personal variables (age - gender - computer proficiency).

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