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Research Article

Use Of E-Learning Skills By School Principals In During Covid-19 Pandemic In Jordan

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ABSTRACT

The study aims to identify the degree of use of e-learning skills by male and female principals of government basic schools in the city of Salt. The descriptive approach was used, and the results of the study showed that the degree of school principals' use of e-learning skills was moderate. The results also showed that there were no statistically significant differences in the degree to which school principals used e-learning skills based on the variable of academic qualification and experience. In light of the results of the study, recommendations were made regarding the results. The study recommended that school principals should use e-learning skills during administrative work. Conducting specialized training courses for managers to provide them with e-learning skills.

Keywords: School administrators, E- learning, skills. Education, COVID-19 pandemic

1. INTRODUCTION

The school principal's responsibility has evolved beyond simply overseeing the school's different operations. Rather, he must analyze the entire educational process and its evolution. One of the main duties of the school principal is to lead the process of renewal and growth in his school, providing various facilities for the staff, and informing them about everything new in light of the quick changes. The worldwide community is seeing fast development in the sphere of information and communication technology, which has had an impact on social institutions, especially educational institutions (Al-Saud, 2007).

Technological advancements have helped to discover a new style of contemporary management that differs from the previous method. Rather, information and communication technology tools have helped to alter the substance of classic administrative processes including planning, organizing, regulating, coordinating, and making decisions. These processes are no longer carried out in the usual manner. From top to bottom (Yassin 2005).

The school's capacity to carry out its objective is determined by the quality of its administration, which controls, organizes, directs, and evaluates the teaching and learning process.

According to Felton (2006), school administration must change its traditional methods and tools, such as personal diligence and intuition in decision-making, and transition to a sophisticated and modern administration capable of using and benefiting from technological technologies, and since the computer is the key to the transformation of the computer and information era, it was necessary to from its use in the development of school administration and upgrading productivity.

E-learning offers a variety of services to the school administration, including supplying the information required by the school director to make choices, as well as saving data and statistics that may be used to organize administrative tasks.

And e-learning skills are used in school administration to coordinate and distribute students, keep their records, follow up on their attendance and absence, prepare school schedules, register and follow up students, school library work, personnel affairs, school budget record (financial record), and school furniture record (Muhanna, 2009).

E-learning encompasses a wide range of educational methodologies and ICT applications for information exchange and knowledge acquisition, as well as web-based technologies (Sife, Lwoga, & Sanga, 2007).

E-learning is a method for facilitating and improving education using computer and communication technology. Personal computers, CDs, televisions, personal digital assistants (PDAs), MP3 players, and mobile phones are some of the devices used for this purpose.

(Arkorful & Abaidoo, 2014) stated that the use of e-learning in education is one of the best methods of education, and one of the benefits of e-learning in education is that it focuses on the needs of individual learners as an important factor in the education process rather than teachers or educational institutions
The adoption of e-learning also allows institutions, students, or learners flexibility in time and place to receive or deliver educational information, and e-learning enhances and improves knowledge and qualifications by facilitating access to a huge amount of information and works to provide opportunities for learners to interact through the use of discussion forums. It also takes into consideration individual characteristics and enables self-education.
Since the application of e-learning benefits the learner and contributes to achieving the desired educational goals in educational institutions, and works to improve teaching and learning processes, most countries have the basic infrastructure of information and communication technology such as the local area network (LAN), the Internet, computers, video, audio, CDs and DVDs. Schools must adopt e-learning techniques to improve educational processes, taking into account the teaching and technical issues, as well as the cost of each specific technology, when integrating information and communication technology into teaching and learning practices (Sife, Lwoga, & Sanga, 2007).
Given the significance of the principal's role in the educational process, educational institutions have been keen on rehabilitating and training him to carry out the tasks entrusted to him, whether before service through programs and courses offered in institutes and universities, or during service through training courses with the aim of developing many of his skills so that he possesses a set of educational competencies that he needs to transfer educational experience.
Al-Enezi (2009,54) categorizes e-learning technologies into: Production strategies, which are programs for writing and integrating the contents of the electronic course, such as a media editor and Front Page; distribution techniques, which are programs for sending learning materials to learners; and management These materials are on the network, and their performance is controlled and monitored to facilitate effective communication between them via chat programs, e-mails, or discussion forums, as well as the wiki, which is a collection of Internet pages cross-linked to allow each user to write and modify their content while keeping each update.
Given the remarkable cognitive progress and the creation of several educational and teaching ideas, education has evolved into a profession with its own set of standards and scientific curriculum. Many advanced trends have emerged in the field of preparing school principals, emphasizing the importance of keeping up with the times and following scientific, educational, and technological developments, including curriculum developments and determining the principles and foundations of principal preparation, such as general, specialized, educational, and pre- and post-service training. The present technological changes also necessitate that the principal be familiar with the ways of dealing with new educational tools such as the computer, its programs, and the Internet, and how to use them effectively with his pupils (Al-Omari, 2009).
In the belief that education is a planned and intentional process that aims to bring about positive and desirable educational and social changes in the learner's behavior, thinking, and conscience, it is necessary to use e-learning skills and specific means unless the director is aware of the technical aspects that aid him in the administration.
In light of the significant role that Jordanian school principals play in the educational process, innovation and development in management techniques are highly valued in Jordanian education. These are based on the recommendations of the Ministry of Education's Educational Development Conference, which stressed the significance of educational technologies in the educational process, the necessity of integrating technology into education, and the necessity of collaborative efforts to Raising the bar for primary performance such that it influences change, and because e-learning is a relatively new idea, this study determines the extent to which Al-Salt's government school administrators employ e-learning resources.

1-2. LITERATURE REVIEW

Following a study of earlier e-learning studies, the researcher made the following order of precedence: oldest to newest.
-The purpose of Cross's study from 2004 (titled "The Roles of Principals in the School of Technology") was to determine the roles of principals in the School of Technology from the perspective of California public school principals. There were 250 managers, both male and female, in the research sample. The following were some of the key findings:
- Most school administrators assist daily decision-making by using the computer linked to the local network for administrative tasks.

Managers utilize computers linked to the local network more frequently as a result of the computer skills they have acquired through training programs. There isn't enough hardware on the market right now to satisfy principals' demands for computer and information management systems.

In a study titled How can school counselors benefit from the solutions provided by electronic administration: a qualitative study, Russell (2004) sought to determine the obstacles facing the use of administration and the contributions of electronic administration to work, as well as the extent of its positive impact on counselors of

students with special needs in Ohio. The researcher relied on books and papers about the study's topic and employed the descriptive and documentary technique.
The study came to several conclusions, some of which are as follows: - The use of electronic management helps to reduce costs, improve participation, satisfy those who benefit from education, increase productivity, improve internal services and operations, do away with paperwork, and provide services automatically, all of which save effort. By giving counselors more time to meet each student's unique needs in person rather than processing paperwork inside offices, electronic administration also has a positive impact on the work that special needs counselors do. As a result, the school gains from the savings on unnecessary paperwork. Additionally, it facilitates the swift and seamless transmission of student papers across schools.
- A research (Kozloski, 2006) called "Administrative Leadership for Technology Employment." The research aims to assess the state of the use of technology in public schools in southeastern Pennsylvania, and the methods and tactics that school administrators use to lead the process of using technology in their schools, as well as the changes that Using technology in these schools, the study took a descriptive approach, with data collected through interviews and questionnaires. All (750) school principals in the southeastern Pennsylvania region were requested to complete the questionnaire electronically, and 50 of them agreed to participate. During a personal phone interview.
The study's findings revealed that while school principals recognize that their role includes employing leadership to use technology, their actual practices continue to focus primarily on their administrative role in using technology in worker development, whereas the technological leader must be aware of all components of the educational system required to lead the use of technology in education.
The research advised that school administrators use technology into their everyday work on both a personal and professional level.
The research advised that school administrators use technology into their everyday work on both a personal and professional level.
A study (Afshari et al., 2008). The study sought to uncover the impact of leadership on the use of information and communication technology in schools, as well as to determine the extent to which Tehran school principals use information and communication technology, as well as their appreciation for their experience with information and communication technology and their own leadership style. The researchers employed the descriptive analytical technique, and a questionnaire consisting of two areas: the first evaluates the extent of school principals' use of information and communication technology, and the second is particular to school principals' expertise with computers.
The study sample consisted of (30) school principals in the Nineteenth District, Tehran Province, Iran. The study found the following results:
-More than half of school administrators (56.7%) use the computer to accomplish administrative activities a few times per week, 23.3 percent use the computer twice per week, and none use the computer daily to perform administrative chores.
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of school administrators reported using the computer two or three times per week, while 36.7% reported using the computer a few times per week.
Half of school administrators (50%) have medium computer expertise, while 36.7% have extensive familiarity with computers.
The research advised that measures be developed to help school principals enhance their performance and knowledge of their influential position in using technology to improve the instructional and administrative processes in their schools.
- Al-Khawaldeh's (2015) study reveals the reality of the implementation of electronic administration in private secondary schools in the capital Amman governorate, as seen through the eyes of the principals. Managers had strong perceptions of the constituent domains (infrastructure, user services, and administrative services). The report encouraged more research in the realm of electronic management.
- Al-Sarayra and Abu Hamid (2016) conducted a study to determine the role of school administration in the use of ICT in the school community from the perspective of assistant principals. The study sample consisted of 74 assistant principals of schools in the Southern Mazar region of the Directorate of Education. The researchers used a questionnaire with 42 items spread over five areas. The study's findings were as follows:
Overall, the administration of the school played an average role in encouraging the use of ICT in the school community, and the findings revealed no statistically significant disparities in any of the sectors. With the exception of the information and communication technology and school principal domains, where disparities were discovered favoring the humanitarian specializations, it is attributable to the gender variable at both the overall and domain levels.

Shatat Abdul Bari (2019): A research conducted in the governorate of Amman, the country's capital, sought to determine the role secondary school administrators play in implementing e-learning from the teachers' perspective. There were four regions, and 586 male and female instructors made up the research sample.
The study's findings demonstrated that, from the perspective of the teachers, secondary school principals' use of e-learning played a moderate role. They also revealed the existence of statistically significant differences in

relation to the variables of sex, supervising authority, and academic qualification, and the lack of significant differences in relation to these variables.

1-3- Study Problem and Questions:

Given the importance of e-learning skills in improving the performance of school principals. Educational institutions based on preparing and training school principals have sought to provide these skills to meet the challenges of contemporary education. In the educational sector, including school principals, on e-learning skills to employ them in the educational process, in addition to the lack of studies that show the actual reality of school principals' use of e-learning skills in educational management, so this study came to know the degree of principals' use of basic government schools in the City of Salt E-learning skills to provide feedback on the actual use of these skills in the educational process. In light of this, the study problem can be identified in the following main question:

1- What is the degree to which principals of government basic schools in Salt district use e-learning skills from their point of view?

This question is divided into the following sub-questions:

2- Are there statistically significant differences at the level ($\alpha = 0.05$) between the response averages of the study sample members in the degree of using e-learning skills in the Salt district due to the variable (gender, experience and educational qualification)?

1-4- The Importance of Studying:

The study's significance arises from the unique position that school principals play in the learning process, and the following goals are anticipated to be furthered by its findings:

1 .Creating a list of e-learning competencies that Jordanian school principals would employ.

2 .Giving Ministry of Education authorities information to help them diagnose the existing state of employing school principals' e-learning abilities for the foundational stage and fix any issues that may arise so that these skills may be used to better activate the educational process.

3. Addressing the research and studies' suggestions regarding the need for school administrators' educational process to prioritize e-learning abilities.

1-5-Objectives of the study:

1 .Determining, in light of certain criteria, the e-learning competencies and the extent to which school principals employ the basic stage.

.2 Outlining the variations in the use of e-learning abilities.

Definitions of words in procedure:

According to Al-Zaboun (2016), e-learning is an educational system that uses contemporary communication and information technology media, such as computers, networks, computer programs, and multimedia, to enhance student learning and activate the role of the teacher through an electronic curriculum and an electronic environment with technical, administrative, and organizational requirements. Procedure-wise, the researcher defines it as the level of satisfaction that participants in the study sample will get based on their responses to the four sections of the e-learning skills questionnaire:

School Principal: The principal or principal who is entrusted with the task of managing the public school for the basic stage in the Qasbah of Salt for the academic year 2020-2021

1-6- LIMITATIONS:

The following determines the present study:

.1 Time constraints: The study's application started in the 2020–2021 academic year's first semester.

.2 Spatial boundaries: The study was conducted at government schools in the Al-Salt District that are connected to the Directorate of Education.

3. The boundaries of humanity: The study was restricted to a sample of basic school principals, totaling fifty-five principals.

2-METHODS

2.1. Study Design

The descriptive analytical approach was used to show school principals in the Salt region, where a survey and was conducted through the use of the survey method and the application of Managers schools manage the questionnaire to know the views

2.2. Study sample

The study population consisted of all school principals for the basic stage in government schools in the Directorate of Education for the academic year 2020-2021, which amounted to (100) principals, and the study sample consisted of (55) principals, and the sample was chosen by random method, and the table (1) It shows

the frequencies and percentages of the study sample according to the variables of gender, academic qualification, and years of experience.

Table 1 . Distribution of the study sample members according to the variables of gender, educational qualification, and experience.

Variables	Categories	Frequency	Percentage
Gender	Male	**25**	**45%**
	Female	**30**	**55**%
Qualification	BA	**13**	**24**%
	Postgraduate	**42**	**76**%
Years of Experience	Less than 10 years old	**19**	**35**%
	More than 10 years	**36**	**65**%
Total		55	100%

2-3 Study Tool:

The researcher prepared the questionnaire based on her review of educational literature and studies related to the topic, such as the Shatat study, Abdel Bari (2019) and the Khawaldeh study (2015). The tool consisted of two parts:

1-Personal data on gender, educational qualification, and educational experience.

2-: Included of (56) skills formulated in the form of paragraphs and distributed into four areas:

The first field: (e-learning support) and included (14) paragraphs.

The second field: (electronic skills) and included (13) paragraphs.

The third field: (Using networks and the Internet), and it included (11) paragraphs.

Fourth Domain: (The principal's use of e-learning skills) and it included (18) paragraphs

The researcher has adopted a five-point Likert scale: (very large, large, medium, few, and very few), and it corresponds to the numbers in order (1,2,3,4,5), so that the number (5) represents the upper mark of the paragraph, and the number (1) The minimum mark for a paragraph.

2-4- Validity

The instrument was given to four arbitrators with expertise in educational administration, three faculty members with expertise in measurement and evaluation, and three individuals with specialization in educational supervision. The researchers ensured the content validity by asking the participants to provide feedback on the tool's extent. The questionnaire's paragraphs were written with accuracy and linguistic integrity, were acceptable for the fields in which they were included, and certain paragraphs were added or deleted based on the arbitrators' views. The completed tool, which has 56 paragraphs.

2-5- Reliability:

The reliability of the tool was verified using the Cronbach alpha equation, and the reliability coefficient value was reached (0.88), and this indicates a high degree of Stability.

E-learning skill areas	**Reliability**
E-learning support	0.89
The manager's use of e-learning skills	0.86
Use of networks and the Internet	0.83
Electronic skills	0.86
All fields	0.88

2-5- Correction tool:

The five-point Likert scale was used, which is (very large, large, medium, few, and a few). The following numerical estimates (5,4,3,2,1) were given to estimate the degree to which school principals use e-learning skills, and the extent of the scale was calculated As follows:

- Calculating the average relative weight difference to determine the degree of practice according to the quinquennial scale, where 5,4,3,2,1, represent the relative weight values and the degree was determined according to the equation:

- Scale categories value score = highest scale value – lowest scale value score, 5-1 = 0.8 Number of scale categories 5

Adding this value to the lowest value in the scale, which is the correct one (1). Thus, the value of each category becomes as follows:

Table 3. Usage rating score

The value	Degree of use
5- 4,21	Very large
3.41-4.20	Large
2.61-3.40	medium
1.81-2.60	Few
1-1.8	Very few

2-6- Procedures for applying the study tool:

The following were some of the methods the researcher carried out:
Examining several earlier research works on the topic of the study and e-learning abilities.
2 .Selecting the sample and research population.
3 .Giving the balloon to the research participants so they may respond to its questions during the first semester of 2012–2020
4 .The surveys were gathered with the principals' assistance.
5. Applying the proper statistical analyses using the SPSS statistical package for social sciences application.

2. RESULTS and Discussion:

The first question's findings: How much do Qasaba Salt public elementary school leaders use e-learning resources in their opinion?
The researcher sorted the abilities within each area based on their arithmetic averages and standard deviations after extracting the managers' assessments of the extent to which they employ e-learning skills. This allowed the researcher to provide a response to the query. For each of the four domains, Table (4) displays the arithmetic averages and standard deviations of the application of e-learning skills.

Table - 4. Means averages and standard deviations of e-learning skills domains arranged according to arithmetic averages

The Fields	**Mean**	**SD**	**Degree**	**Ranking**
E-learning support	3.48	1.37	Large	**1**
Electronic skills	3.33	1.63	medium	**2**
Use of networks and the Internet	3.22	1.10	medium	**3**
E- learning skills	3.05	1.25	medium	**4**
Fields mean	3.27	1.06	medium	

Table No. (4) that the degree of principals' use of e-learning skills was average, where the arithmetic average was (3.27), and this means that the degree of use came in all fields at a medium degree, where the first field ranked first with an arithmetic average of (3.48).) The fourth domain came in second place with an arithmetic average of (3.33), and the third domain ranked third with an arithmetic average of (3.22), while the second domain came in the fourth and last rank with an arithmetic average of (3.05).

In order to find out the order of the fields for each field of study, arithmetic averages and standard deviations were used, and the following is a presentation of them

The First field: Support for E-learning

Table 5 Mean and SD of the paragraphs of the degree of principals' use of e-learning skills for each item in the tool within its domain, arranged according to the Means:

N.S	Items	**Mean**	**SD**	**Degree**	**Ranking**
1.	Activate the school website	3.81	1.15	Large	**1**
2.	Issues explicit decisions that support the use of e-learning	3.18	1.22	medium	**2**
3.	Allocates a special budget for e-learning	3.92	1.09	Large	**3**
4.	Knows the duties and roles of the teacher in e-learning	3.61	1.11	Large	**4**
5.	Addresses the problems that prevent the introduction of e-learning	3.50	1.11	Large	**5**
6.	He knows the difficulties that face the application of e-learning	3.38	1.07	medium	**6**
7.	Knowledge of e-learning styles	3.41	1.08	Large	**7**
8.	Motivating teachers who use e-learning	3.72	1.12	Large	**8**
9.	Knowledge of the characteristics of the e-learning student	3.28	1.09	medium	9
10.	Knowledge of the steps to transition to e-learning	3.64	1.15	Large	10
11.	Commitment to implementing e-learning application plans	3.21	1.05	medium	11
12.	Educating students about the importance of e-learning	3.89	1.09	Large	12
13.	Knowledge of hardware and software specifications	3.09	1.28	medium	13
14.	Working to spread the culture of e-learning	3.13	1.31	medium	14
Dimension mean		3.48	1.37		Large

The first field: E-learning support: Table No. (5) shows that the Mean average of the total principals' estimates of the degree of their use of e-learning skills reached (3.48) and the level of the degree of use of medium, and seven paragraphs were equally highly rated and seven items were averaged, and the two paragraphs came No. (3 and 12) ranked first and second with a high rate of (3.92 and 3.89) and stipulates that "a special budget is allocated for e-learning" and "student awareness of the importance of e-learning," while the last two ranks, paragraphs (14 and 13) came in with an average rating of (3.13 and 3.09) and stipulate "working to spread the culture of e-learning", "knowledge of hardware and software specifications".

The researcher explains that the paragraphs of this field came to a great degree of practice among school principals, which may be due to the modernity of the e-learning culture, in addition to the training of managers sufficient training to be familiar with the nature of electronic management, and the full clarity of the picture in educational institutions, including the Ministry of Education, in the appropriate way to start educating managers The result of this study agrees with the result of the study of Al-Khawaldeh (2015) and the study of Al Zayoud (2012), which indicated a high use of e-learning skills, and it differs with the result of the study of Al-Aqili (2013) and Shatat study (2019), which indicated that the culture of E-learning is medium for managers.

2- The second field: the manager's use of e-learning skills

Table - 6 .Means and standard deviations of the degree of the principal's use of e-learning skills

N.S	Items	Mean	SD	Degree	Ranking
1.	Create an electronic file for teachers and administrators	3.78	1.21	Large	**1**
2.	Preparing the school schedule for the weekly classes electronically	3.65	1.29	Large	**2**
3.	Electronically computerizing the work schedule of free classes by full-time teachers	3.84	1.28	Large	**3**
4.	Create an electronic file for teachers' performance and computerize the exchange of visits between them	4.25	1.12	Large	**4**
5.	Organizing school exams and their results electronically	3.91	1.24	Large	**5**
6.	Online follow-up of students' absence and interruption	3.58	1.23	Large	**6**
7.	Computerizing the school's financial budget according to business needs	3.69	1.19	Large	**7**
8.	Communicates with parents via e-mail	3.39	1.34	Large	**8**
9.	Organizing electronic files to save incoming and outgoing mail	3.71	1.32	Large	**9**
10.	Organizing and managing educational meetings electronically	3.86	1.09	Large	**10**
11.	Follow up the management of the school library and link it electronically with the central library	3.41	11.2	Large	**1**
12.	Managing and organizing school building equipment with electronic files	3.07	1.50	medium	**12**
13.	Taking care of students' health affairs using electronic student records	3.08	1.38	medium	**13**
14.	Create electronic files for school volunteer donations	3.22	1.33	medium	**14**
15.	Issuing school certificates and documents for students electronically	3.00	1.32	medium	**15**
16.	Activate the incoming and outgoing mail with the responsible party electronically	1.42	1.42	Few	**16**
17.	Managing the necessary maintenance programs for school construction and organizing them electronically	2.71	1.54	medium	**17**
18.	Correspond with the Financial Audit Department to follow up the audit electronically by the responsible authority	1.9	1.18	Few	**18**
Dimension mean		3.05	1.25	medium	

The second field: Principals' use of e-learning skills: Table No. (6) shows that the arithmetic average of the total estimates of principals and school principals for the degree of their use of e-learning skills reached (3.05) and the level of the degree of average use, and paragraph No. (18) obtained a degree of appreciation Very large in the first place with a percentage of (4.25) and stipulates "creating an electronic file for the performance of teachers and computerizing the exchange of visits between them." "Activate the incoming and outgoing mail with the responsible authority electronically"

The researcher shows that managers' practice of e-learning skills is an important stage and requires administrative and training capabilities that many managers do not personally master. Rather, the required degree can be reached by enrolling in advanced training courses so that he can practice his administrative work using e-learning skills. Therefore, the Ministry of Education was keen to provide its cadres, including teachers

and school principals, with e-learning skills, by motivating them to enroll in free courses such as the ICDL course, which qualifies them for salary increases. As a result of the study of Al-Sarayrah and Abu Hamid (2016), the study of Abu Rabie (2015), and the study of Abu Sharkh, which indicated that the use of e-learning skills came to a moderate degree, and that this differs with the result of the study of Al-Zayyoud (2012) and the study of Al-Khawaldeh (2015), which concluded that there was a degree High use of e-learning skills among school principals.

3- The Third field: The use of networks and the Internet

Table 7 . Means averages and standard deviations of the responses of the study sample on the field of network and Internet use

N.S	Items	Mean	SD	Degree	Ranking
1.	He has the ability to establish an email and deal with it	3.65	1.19	Large	**1**
2.	It deals with search engines to browse the site	3.68	1.17	medium	**2**
3.	Learn how to connect a computer to the Internet	3.57	1.21	medium	**3**
4.	Can register and participate in educational and specialized forums	3.35	1.54	medium	**4**
5.	Uses programs available via websites in management	3.31	1.50	medium	**5**
6.	Download books and programs from the Internet	3.43	1.47	medium	**6**
7.	Checks network connectivity malfunctions	3.38	1.41	medium	**7**
8.	Uses a program to compress and decompress files downloaded from the network	2.20	1.43	medium	**8**
9.	The ability to communicate in voice and image with others via chat programs on the Internet	3.11	1.47	medium	**9**
10.	Deals with independent electronic libraries or attached to educational authorities	2.75	1.49	medium	**19**
11.	It can electronically control the display of administrative programs through the computer lab network	2.95	1.53	medium	**11**
Dimension mean		3.22	1.10	medium	

Principals and school principals to the degree of their use of e-learning skills in the field of network and Internet leadership reached (3,22) and the level of the degree of use is average. Three items received a high degree of appreciation, seven items received an average degree of appreciation, and one paragraph received a low degree of appreciation, while Paragraphs (34) (33) ranked first and second with a ratio of (3.68) (3.65) and stipulate “deals with search engines to browse the site” “has the ability to establish and deal with e-mail”, and paragraph No. (40) came in the last rank with a low degree of appreciation And by (2.2) and states, "A program is used to compress and decompress files that have been downloaded from the network."

The researcher shows this result to the fact that many experiences and transactions at the present time are carried out through the Internet, and this leads to the ability of managers and directors to deal with networks and the Internet, as they have an average amount of knowledge that enables them to enter the digital world and view it through the Internet connection. It agrees with the result of the study of Abu Sharekh (2009) and the study of Al-Aqili (2013), and it differs with the result of the study of Al-Khawaldeh (2015) and the study of Al-Lami (2009).

4- Fourth field: Electronic Skill:

Table -8 . Mean and standard deviations of the responses of the study sample in the field of electronic skill

N.S	Items	Mean	SD	Degree	Ranking
1.	Ability to manage files, from creating, saving, copying and modifying	3.98	1.28	Large	**1**
2.	It can operate devices attached to a computer such as a printer, a scanner	3.65	1.37	Large	**2**
3.	Use of word processing software.	4.11	1.14	Very Large	**3**
4.	Use of power point presentation software.	3.81	1.28	Large	**4**
5.	Uses antivirus software to scan and remove viruses	2.32	1.49	medium	**5**
6.	Deals with graphics and digital photo editing programs	3.53	1.39	medium	**6**
7.	Handles multimedia programs	3.18	1.45	medium	**7**
8.	It uses a spreadsheet program (excel)	3.67	1.28	medium	**8**
9.	It installs and removes computer programs	2.17	1.51	Few	**9**
10.	Uses memory devices for storage inside and outside the device	3.51	1.41	Large	**10**
11.	Possesses basic Windows operating skills.	3.61	1.32	Large	**11**
12.	He can compare devices and determine the most suitable ones	2.43	1.32	medium	**12**
13.	Uses database software (Access)	3.32	1.37	medium	**13**
Dimension mean		3.05	1.25	Medium	

Table (8) shows that the arithmetic mean of the total estimates of principals of schools for the degree of their use of the skills of this field reached (3,33) and the level of the degree of use is average. It received a low degree of appreciation, as paragraphs (46) and (44) got the first place with a high degree of appreciation with a percentage of (4.11) and (3.98), and a text on "using a word processing program" "the ability to manage files, from creating, saving and copying and an amendment" in paragraphs (48) and (52) in the last two places with a ratio of (2.32), (2.17), where it states "Uses protection programs to check and remove viruses" "Installs and removes computer programs"

The researcher explains this result that most managers, if not all of them, own computers, whether laptops or desktops, and therefore their ability and leadership are acceptable in dealing with computer programs, especially Microsoft, which do not require high skills to master them, and the friction between managers and the exchange of experiences and the availability of computer laboratories through The presence of electronic presentation rooms in most schools would raise the degree of enthusiasm among principals in dealing with computers, although this interaction is still with simple programs that do not require advanced computer skills. (2013) and it differs with the result of the study of Al-Khawaldeh (2015).

2-The result of the second question: Are there statistically significant differences at the significance level (α = 0.05) between the response averages of the study sample members in the degree of using E-learning skills in the Salt district due to the following variables: Gender, Educational Qualification and administrative experience?

Table 9 shows the arithmetic averages, standard deviations, and the t-test for the responses of the study sample according to the variables of social gender, educational qualification and experience.:

Fields	Variance	N	Mean	Std. Deviation	T		sig
	Gender						
E-learning support	Male	25	3.63	.37	.936	53	.34
	Female	30	3.47	3.7			
The manager's use of e-learning skills	Male	25	3.43	.37	3.18	53	.002
	Female	30	3.04	.54			
Use of networks and the Internet	Male	25	3.55	.56	-.013	53	.97
	Female	30	3.78	.81			
Electronic skill	Male	25	3.43	.36	2.29	53	.01
	Female	30	3.59	.57			
Total fields	Male	25	3.37	.29	2.11	53	.05
	Female	30	3.78	.51	.936		
Qualification							
E-learning support	less than ten years	13	3.19	.71		53	
	ten years or more	42	3.52	.61			
The manager's use of e-learning skills	less than ten years	13	3.43	.71		53	
	ten years or more	42	3.29	.59			
Use of networks and the Internet	less than ten years	13	3.59	.89		53	
	ten years or more	42	3.38	.84			
Electronic skill	less than ten years	13	3.77	.83		53	
	ten years or more	42	3.59	.87			
Total fields	less than ten years	13	3.50	.88			
	ten years or more	42	3.45	.75			
Years of Experience							
E-learning support	Bachelor	19	3.58	.45	.207	53	.84
	Postgraduate	36	3.52				
	Bachelor	19	3.38	.50		53	

The manager's use of e-learning skills	Postgraduate	36	3.20	.54			.32
Use of networks and the Internet	Bachelor	19	3.55	.61	.438	53	.66
	Postgraduate	36	3.44	.77			
Electronic skill	Bachelor	19	3.73	.541	.762	**53**	.44
	Postgraduate	36	3.61	.52			
Total fields	Bachelor	19	3.56	.37	.778	**53**	.84
	Postgraduate	36	3.44	.48			

Table (9) shows that there are statistically significant differences α (α = 0.05) due to the effect of gender. The results of the t-test of the responses of the study members to the study areas according to the gender variable showed that there were statistically significant differences (α = 0.05) due to the effect of gender in In all fields, the differences were in favor of males, with the exception of the field of e-learning support and the use of networks and the Internet, where there is no statistically significant difference, where the value of (T) for the field of electronic skill amounted to (2.29) with a statistical significance of (.019) and for the field of the director's use of e-learning skills amounted to (. 3.18) with statistical significance (.002) and for the field and use of networks and the Internet amounted to (.013) with statistical significance (.977) for the field of e-learning support (.936) with statistical significance (.347) and for the fields as a whole it amounted to (2.11) with statistical significance (.051) The researcher explains this result that males are more willing than females to acquire e-learning skills, because they have enough time to develop themselves compared to the burdens placed on females, which often hinder the process of developing themselves and attending training courses, which enable them to acquire and use e-learning skills.In school administration, . This result is consistent with the result of the Shatat study (2019), which indicated that there are differences attributable to gender, and this result differs with the study of Abu Rabei' (2015) and Saraira, Abu Hamid (2016).

Table 9 shows that there are no statistically significant differences (α = 0.05) due to the effect of experience. The results of the t-test of the answers of the study members to the study areas according to experience showed that there were no statistically significant differences (α = 0.05) due to the effect of experience in all fields. As a whole, the value of (T) for the field of students was (.207) with statistical significance (.840) and for the field of the director's use of e-learning skills amounted to (.989) with statistical significance (.325) and for the field of network and internet use it amounted to (.438) with statistical significance) 662.) And for the field of electronic skill it amounted to 762 (.) with statistical significance (.447) and for the fields as a whole it amounted to (.778) with statistical significance (.438), and the researcher explains this result that all managers of multiple years of experience face the same conditions, in terms of computer knowledge and ability This indicates that the experience has nothing to do with the use of e-learning skills, and that these skills are related to the manager, his efficiency and his practice of e-learning skills, regardless of their years of service or experience. 2012) and it differs with the study of Shatat (2019), which confirmed the existence of differences due to the variable of experience.

Table 9 shows that there are no statistically significant differences (α = 0.05) due to the effect of the educational qualification. The results of the t-test for the answers of the study members on the fields of study by educational qualification showed that there were no statistically significant differences (α = 0.05) due to the effect of the educational qualification in All fields, where the value of (T) for the field of e-learning support amounted to (1.538) with statistical significance (129.) and for the field of the director's use of e-learning skills amounted to (.458) with statistical significance (.638), and for the field of using networks and the Internet amounted to (.611) with statistical significance (.539) for the electronic skill field amounted to (.748) with statistical significance (.457) and for the fields as a whole amounted to (.046) with statistical significance (.938), and this indicates that the academic qualification has nothing to do with the degree of using e-learning skills, as the arithmetic averages came In close proportions and to a moderate degree among managers, all of them, whether they are bachelor's or graduate studies, all use the same skills in different fields, and this result is consistent with the result of the Diaspora study (2019), which indicated that there are no differences due to the educational qualification variable.

5. CONCLUSION

The purpose of this study was to determine the extent to which Qasaba Salt government basic school principals apply e-learning skills from their perspective. Fifty-five principals were included in the study sample, which was chosen at random during the first semester of 2020–2021. Descriptive, in which the researcher created a questionnaire with 56 paragraphs that were broken down into four categories related to e-learning skills (managers' usage of e-learning abilities, e-learning assistance, e-skills, and utilizing networks and the Internet).

Findings from the study indicated that school principals used e-learning skills to a moderate extent. They also revealed that there were statistically significant differences in principals' use of e-learning skills based on

gender, but no statistically significant differences were found in the degree of use due to the variable Academic qualification and experience.

6. Recommendations

1- The necessity for school principals to use e-learning skills during administrative work.
2- Conducting specialized training courses for managers to provide them with e-learning skills.
3- Paying attention to the continuous training of male and female managers with long experience in order to develop and refine their skills in e-learning.
4- Conducting more research in identifying the reality of the use of e-learning skills among managers and linking them to many variables such as quality of performance, job satisfaction, achievement motivation.
5- Conducting studies dealing with the obstacles to applying e-learning in government basic schools from the point of view of school principals.
6- Enrolling students and teachers in courses that develop their knowledge and skills in the use of computers, because this facilitates the application of e-learning by managers.

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