Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.8, No.11, 2017

Implementation E-learning Among Jordanian School's Management

Khaled Hamadin
School of Arts and Educational Studies, Zarqa University, POBox, 2000 Zarqa13110 Jordan

Abstract
This study is designed to determine the level of E-learning Implementation in Jordan schools management. The study also investigated the Implementation of secondary School management towards the use of e-learning. A survey research design was used. A questionnaire was adopted and sent to secondary School management (N = 250) in Jordan schools in the 2014–2015 school year. Validity and reliability were established for the survey instrument using various methods. The return rate of the survey was (82%; n=210). Frequencies were used to find out the level of e-learningUse by secondary school management. The findings of this study indicated that schools management have average levels of E-learning use in their daily works M = 2.89 with (SD = 0.87).management application were measured using descriptive analysis, the findings of this research indicated that secondary School management have positive attitudes towards the use of of e-learning. In addition, management have average levels of computer use for mainstream applications, but have low levels of E-learning use for more specialized applications.
Keywords: Implementation, E-learning, Jordan

1. Introduction

Jordan is considered a young society, as (37.3) of the population are under 15 years old (National Report, 2007). The qualitative structure of the population indicates that the number of males' is high and, in comparison for every 100 females, there are (106.4%) males in 2005. Also displaced about 2 million refugees from Iraq, Syria, and Jordan has become a burden on the state with limited capacity. In comparison with other third world countries, especially non-petroleum countries, Jordan occupies an outstanding position in the human development criteria, given the limitations of Jordan's natural resources and Gross National Product. With those crises became E-Learning in the field of education requirement to keep up with modern technical advances .And the educational management in Jordan in light of the competition that the electronic system in place to achieve development and overall.

There are three different types of primary and secondary schools in Jordan, These are government schools (public), private schools and UNRWA schools. The School system in Jordan is based on two cycles: basic stage (6-15 year olds, grade 1 to grade 10), secondary (16-17 year olds, grade 11 and grade 12). The first cycle is compulsory for all boys and girls. Thus, the pattern is represented by the ratio of first cycle to the second cycle is 10:2. The number of students is about 1, 38 million placed in of 4675 schools in 1999-2000, 60 percent of these schools is run by the Ministry of Education (MOE), 4.5 percent by (UNRWA), which is responsible for basic stage education within the Palestinian camps, and 35.5 percent are educated through private schools (Risalat Almualim,1999).

In this era rapid changes in the age of technology explosion, technological knowledge and cultural, becoming the need for new strategies in the education path in new era to keep up with scientific and technological progress, the pace of change that in the modern world that affect education, to develop and acquire skills that increase their abilities, or at the level State in spreading the umbrella of education as a human right in the learning and knowledge, Thus contributing to sustainable national development efforts (Tabbak, Hadi 0.2005.).

As a result appeared a lot of new methods and means in education, including E- learning emergence E-learning, (which relies on the use of modern communication tools of the computer, and systems from multiple voice).

Collectively**,** E-learning has become one of the key initiatives in Jordanian schools to deliver their services. Public school systems in Jordan have histories and traditions that have developed over time, and influence policy developments today. School principal plays an important role in developing the school performance at all the levels. A large number of researchers have investigated the values of the new technologies and it is role in developing the educational systems in many countries around the world.

E-learning helps the administration to save the grades of students, certification, clarify degrees students through the graphs, the large role in keeping the school system through modern technology and monitoring devices.

Thus, there is a great need to identify the attitudes of Jordanian management towards the integration of E- learning in their schools. Irrespective of the knowledge, competence and training of teachers, the use of computers in schools will not be successful without the leadership of the principal (Dawson & Rakes, 2003). In

their study Tooms, Acomb and McGlothlin (2004) found that school leadership plays a major role in the implementation of technology in schools. Leadership is critical for the success of the implementation of any technology for instruction (Kearsely & Lynch, 1994). According to Abdel-hamid (2002).

2. Research problem

School management towards the use of e-learning for educational administration in Jordanian schools have seldom been researched. Education is facing a challenge to accumulate a year of the most prominent educational outcomes which are not related to the labor market that relies on the use of computer technology, creating unemployment for some graduates. Therefore, this study intends to investigate management' attitudes towards the use of E-learning in Jordanian schools.

This research study is designed to determine the level of E-learning use by secondary School management in Jordanian public schools. The main objective is to investigate the Implementation of secondary School management towards the use of E-learning in Jordanian public schools. The study attempts to answer the following research questions

1. What is the level of E-learning among Jordanians' school management?
2. What are the principles Implementation towards the use of e-learning in Jordanian schools?'

3. Literature Review

Integrating information and communication technology into the education system is becoming significant for teachers, students and schools management. It is common to use the term technologies to signify things like E-learning overhead projectors, interactive television, hardware, software, and technical equipment are used in schools to promote learning which includes computers, CD, the Internet, television monitors, and video equipment. Information technology is basically a combination of telephones, computers, software, modems, the Internet, E-mail, CD-ROMs, television and radio and has the potential to revolutionize ways in which education is provided (Della & Ken, 2002). The current section reviews related literature on the attitudes of l management towards E-learning in schools in order to describe the research context of the current study. (Al Hadi, 1993).

In the past several years, there has been a strong push to bring technologies into schools. Research indicates that there are a variety of benefits resulting from bringing technologies into the classroom. With the aid of the computers and the advance of technology, information systems are changing the methods that require individuals to manage their jobs (Senn, 1989). It can be asserted that the ultimate goals for schooling are to create the learning environment and to provide education to students. Generally, technology is a system, which refers to the equipment, infrastructure, and the communication used to make information in all its different formats,

According to Rodriguez and Wilson (2000), ICT is referring to "the set of activities which facilitate by electronic means the processing, transmission and display of information". In modern economic society, computers and communications are indispensable factors to corporations and organizations success. According to Friedman (1994), the information technology field may then be defined as the social space structured around the production, use, definition, and control of information technology. Information technology is the base technology for information systems (IS). It includes the designs and characteristic materials used in computer hardware, software, and peripheral equipment as well as the bundle of techniques for developing, implementing, and maintaining computer-based information systems.

In order to organize information in Jordan, the Jordanian government started to establish National Information System Center. The goal of this center is to organize the informatics activities and management in order to serve national interest and objectives. Thus, a national information policy has been put to work. The first section of these policies and strategies consists of studies conducted by international experts with the cooperation with the National Information Center.

E-learning in Schools: Educational systems worldwide face increasing pressure to use E-learning to enhance teaching, learning, and administration jobs. In the high technology revolution of the 1990s, computers, television, the Internet, and allied information technologies (IT) are changing our lives (Rai & Lal, 2000). In many countries computers are becoming increasingly important tools to support educators in designing, stimulating, and controlling teaching and learning processes (Smeets, 2005).

With information technology development and innovation, computers, the Internet, and other information technologies are becoming important learning tools in students' everyday lives. Campus information technology utilization is designed to help students and improve educational quality. Therefore, developing student technology literacy is becoming increasingly important. L management should possess basic information technology skills and literacy (Scott, 2005) to support staff and faculty in preparing students to face information-age challenges.

Computers are one of the most common hardware and are widely used in school administration nowadays. Computer increasingly plays an important role in the way people live, learn, and function in the

workforce. Technology development has historically facilitated progressive human civilization, improved living environments, and increased human welfare (Shen, 2004).

Word processing, spreadsheet and database management systems are some of the commercial computer software that is commonly installed in school computers. Some schools may develop their own programs by teachers or staff. Computers are well suited for information-processing tasks because of their speed, accuracy, and ability to store large quantities of information in an accessible form (Bluhm, 1987). Ward (1995) argues that evolution of information system in the past forty years can be grouped into three continuing and overlapping eras as follows:

1. Data processing
2. Management information systems
3. Strategic information systems

E-learning and information technologies are rapidly becoming important components within societies' and people's lives globally (Coffin & MacIntyre, 1999). Many educators believe that computer use for instructional purposes can be employed effectively to support needed reform in education, and many researchers and public officials have championed computer use for instructional purposes as a benefit to teaching and learning (Violato, Marines & Hunter, 1989). On the other hand, E-learning can be a powerful tool for educational leaders, especially in relation to data driven decision making.

The new technologies such as computers might affect the schooling system if they are used in the right way because its provide users with different resource of knowledge and information. Moreover, E-learning becomes as a valuable tool for supporting learning and teaching, and the ultimate goal of technology integration into schools is to help students to develop their achievement, help teachers to vary their methods of teaching and help the school administrators to achieve their work.

Ultimately, Bean and James (2001) claim that the following points are the reasons for investing in technology: (1) to increase students ability and interest in applying authentic settings, what district and s states have identified as learning and tasks that students should know and able to do; (2) to prepare students for success in a technology centered world of work, and; (3) to prepare students to manage and use information so they can be productive life long learners and responsible citizens.

E-learning *Use in Schools*: Research into the role of E-learning in schools is still a pressing need in order to better understand how computer-based technologies are influencing learning opportunities, and how the local conditions of schooling impact on school staffs in an attempt to integrate these technologies in their schools. Politicians, policy makers, school leaders, teachers and parents are starting to develop more critical understandings of the issues associated with integrating ICT in schools (Hayes, 2007).

The successful integration of E-learning is not simple because it depends on interlinking variables, such as: (1) educator preparation and development, (2) administration and support services, (3) infrastructure for technology, (4) number of computers, network access, and (5) stakeholders' attitudes towards E-learning . Stakeholders consist of school board members, school management, school superintendents, teachers, students and parents. One of these variables is developing positive attitude among schools leaders.

E-learning *in Education* The impact of technology on education has been and continues to be of importance to researchers. According to Rakes and Casey (2002:1) "the ultimate goal of instructional technology integration into PK-12 education is improved student achievement, but teachers must view technology in a positive manner, be comfortable with the technology, and use it effectively before improved student achievement can occur". Sandlot and Straker (2001) argued that, IT use is increasing in nearly all facets of life in the developing world and its use is now progressing rapidly in many schools.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2002), described the importance of technology as: Information and Communication Technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing, and numeracy (p. 8). A history of computers in education and description of the use of computers in education was included, the current state of computer implementation for learning, issues regarding computer access, computer use, and student achievement, using technology to enhance higher level reasoning and problem solving, teacher training (professional development) in technology integration, the digital divide, and questioning the value of technology implementation.

4. Research Procedures

This section explicates the methodology employed to carry out the study explorations. A detailed account of the respondents and the research setting is provided. In addition, the design of instruments, procedures for data collection and data analysis are also outlined. A theoretical elucidation of the fieldwork methodology is also addressed wherever relevant. The purpose of this study is to investigate the level of e-learning use among Management in Jordanian public schools. Methodology and design of any research are determined by the

purposes of the research itself, and the design should be fit for the research purposes. This study is quantitative in nature employing the survey research design. The survey carried out using a questionnaire addressed to the sample respondents.

Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Survey research design involves gathering data on a one-shot and generating numerical data which provides descriptive, inferential and explanatory information. This leads to gather standardized information (i.e. using the same instruments and questions for all participants) and establish correlations (e.g. to find out if there is any relationship between gender /age and scores). In this design, data can be captured from multiple choices, closed questions, or test scores.

4.1 The Sample of the Study

The sample of the study was randomly chosen from all public schools l managementin Al-karak province during the school year (2013-2014). The total number of the research sample was 350 schools principals. School management' demographic characteristics are presented in the table (1) below.

Table 1. Sample Demographic Structure

Gender	Male	Female		
Age	Less than 39	40-45	46-50	More than 51
Educational level	B.A	High Diploma	M.A	phD
Experience (years)	1-5	6-10	1-15	More than 16

The 250 surveys were submitted to l management in Al-Karak schools in which the response to the questionnaire items was highly acceptable with two hundred and ninety four replies being received. Of these, only two hundred and ninety respondents actually completed the principals' questionnaire resulting in approximately an 83% response rate. In addition, L management were asked to respond to a variety of demographic questions, including: age; gender; educational level; and years of work experience (Table 1). Participants were distributed according to their educational level into three classifications; Bachelor degrees (71.4 %), master degree (24.1%), and PhD degree (4.5%). The majority of participants also possessed 6-10 years of experience (48.6 %), (13.4%) of participants within 1-5 years of experience, (26.2%) of participants within 11-15 years of experience, and (11.7%) of participants were more than 16 years of experience as shown in figures1, 2, 3 and4.

The selection of the sample of the study came according to the following technique, in which Jordanian main 12 provinces were given number starting from 1 to 12, which were written on slips of papers and were put in a bowl. Later, the slips were shuffled thoroughly and a slip of paper was randomly selected to form the sample of the study and it was number 4 carrying the name of (AL-Karak Province). The sample size of the current study was all public schools l management in Al-Karak province which consists of 350 schools. A quantitative method was implemented as the main tool to collect the research data in the current study and it was in the form of (principals' questionnaires).

In her study Sekaran (2003) defines questionnaire as a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Basically, "A questionnaire is an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects" (Nunan, 1992:231). Moreover, other researchers argued that questionnaires are documents that enquire the same questions of all individuals in the sample, and it is considered to be one of the most used and foundational means of data collecting information (Gray, 1998). The questionnaire requires the respondents to indicate their agreement or disagreement along a Five-point likert scale (1=Strongly Disagree 2=Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree). The use of the likert type was based on the fact that such questions allowed for diversity of responses from the subjects, based on their own frames of reference (Ary, Jocobs and Razavieh, 1990).

The respondents had to fill the background information before attempting to respond to the remaining questions, which include personal questions on sex, qualification and years of experience. In addition, 36 items were adapted from Akbaba-Altun (2001) who developed a questionnaire in an attempt to measure principals' attitudes towards the use of E-learning .

Moreover, the questionnaire was translated into Arabic language. The purpose for translating the questionnaire into Arabic language is related to respondents' language background as they use Arabic language as a medium language of communication. Another aim for translating the questionnaire is to ensure that l

management of all different levels understood exactly what they had to do and to avoid any sort of difficulties in reading and understanding the questionnaire items.

4.2 Pilot Study

The pilot study was conducted in a previous stage before the actual collection of data, in order to test the instruments consistency and accuracy. Thus, three steps were taken under consideration in the pilot study. Firstly, the adapted research instruments were checked according to research questions and objectives. Secondly, the instruments were translated from English language into Arabic language and then were translated back from Arabic into English, in order to make easier for respondents to understand the questionnaire items. Thirdly, the instrument was adequately reviewed by four experts in the field of education technology to assess its contents.

5. Results

In this research, a random sampling method has been used to select the schools, so that all members in the population have the same probability of being selected. Gay and Airasian (2000) recommended that a simple random sample is "the best single way to obtain a representative sample" (p. 140). Therefore, the data necessary to answer the research questions was collected during the current academic year (2013-20

The printed survey instruments were sent to 250 l management in Al-Karak province. In addition, the cover letter will request the research respondents to complete the questionnaire by recording their answers on the questionnaire itself. L management will be requested to complete the questionnaires and return it back to the researchers.

This study investigation was guided by two research questions. These questions are followed by related findings.

Results Related to Question Number One: What is the level use of E-learning among Jordanians' school management?

Table (2) shows the frequencies, percentages, means, standard deviation, and the overall averages for the participants' responses. The principals' level use of E-learning is interpreted using the scale shown in table (2).

Table 2: Scale for Level use of school L management

Mean score	Level use scale
1.00 1.65 1.66	Very low
2.31	Low
2.32.2.97	Average
2.98- 3.63	Above average
3.64- 4.92	High
4.30-5.00	Very High

As shown in the below table, (5.70 %) of the participants had responded to "never" on Likert scale for the level of use of E-learning ,(24.46 %) of the participants had responded to "rarely" , (36.60 %) of the participants had responded to "sometimes", (25.93 %) of the participants had responded to "often", and (7.31 %) of the participants had responded Computer Technology to "very often". The highest mean among the items was M = 3.05 to item number two, "I use computer for personal affaire" with standard deviation (SD=.872). Principals' level use of computer is above average in this statement, whereas the lowest mean was (M=2.46) with standard deviation (SD=.945) to item number six "I use Database Management for designing, creating, manipulating, updating, and querying data ". Principals' level use of computer is average in this statement. The overall average for the means for principals' level of use was (M=2.89 and the standard deviation (SD=0.87999) which indicates that the principals' level of use of the E-learning is average. See Table 4 for frequency data.

Table 3. Descriptive Analysis for management' Level use of E-learning

Qs	N	%	R	%	S	%	O	%	VO	%	Mean	SD	Level Use of computer
Q1	17	5.86	91	31.38	108	37.24	61	21.03	13	4.48	2.8034	0.9071	Average
Q2	10	3.45	59	20.34	120	41.38	73	25.17	28	9.66	3.0586	0.87206	Above Average
Q3	17	5.86	91	31.38	114	31.72	72	24.83	18	6.21	2.8517	0.93124	Average
Q4	7	2.41	57	19.66	111	38.38	91	31.38	24	8.28	3.0386	0.81932	Above Average
Q5	7	2.41	68	23.45	98	33.79	90	31.03	27	9.31	3.0379	0.84137	Above Average
Q6	54	18.62	61	21.03	109	37.59	46	15.86	20	6.9	2.469	0.94525	Average
Q7	5	1.72	75	25.86	91	31.38	99	34.14	20	6.9	3.0345	0.84357	Above Average
Average		5.7		24.46		36.6		25.93		7.31	2.8975	0.87999	Average

Results Related to Question Number Two: What are the mangment' attitudes towards the use of E-learning in Jordanians' schools?

The principals' attitudes towards the use of E-learning are interpreted using the scale shown in table (4). In the scale of principals' attitudes toward the use of E-learning , (2.73%) of the respondents strongly disagreed with the questionnaire statements, (22.36%) of the respondents disagreed with the statements, (38.87%) of the respondents had neutral opinion, (27.12%) of the respondents agreed with the statements, and (8.92%) of the participants strongly agreed with the statement.

The highest means among the items were: M = 4.49 with standard deviation (SD = 0.923) for the statement number 15 "I think that using of e-mail is convenience" principals' attitudes were very high in this statement, M = 4.05 with standard deviation (SD = 0.805) for the statement number 11 "I enjoy following the current publications on technology", principals' attitudes were high in this statement , M = 4.02 with standard deviation (SD = 0.832) for the statement number 18 "I enjoy being informed by my colleagues about the development in technology", principals' attitudes were high in this statement, M = 3.883 with standard deviation (SD = 0.915) for the statement number 2 "I encourage people to benefit from technology", principals' attitudes were high in this statement , and M = 3.81 with standard deviation (SD=0.463) for the statement number 13 "I enjoy watching tech related television programs", principals' attitudes were high in this statement.

The lowest means among the items were: M=2.37 with standard deviation (SD=0.653) for statement number 24 "I think about that technology will take the place of mankind", principals' attitudes were average in this statement , M = 2.43 with standard deviation (SD=0.800) for the statement number 21 "learning the developments in technology seemed to be a burden on me", principals' attitudes were average in this statement, M=2.43 with standard deviation (SD=0.723) for the statement number 6 "I feel happy making conversations with my colleagues on technology", principals' attitudes were average in this statement, M=2.50 with standard deviation (SD=0.662) for the statement number 29 "seeing the implementation of new instructional technology in my school make me happy", principals' attitudes were average in this statement, and M=2.52 with standard deviation (SD=0.934) for statement number 34 "I believe that technology is under our control", principals' attitudes were average in this statement

The overall average for the means was (3.17) and the standard deviation (0.736) which indicates that the principals' attitudes towards the E-learning were positive. See Table (4) for frequency data.

Table 4. Descriptive Analysis for management' Attitudes Towards E-learning

Qs	SD	%	D	%	N	%	A	%	SA	%	M	SD
q1	2	0.7	15	5.2	267	92.1	6	2.1	0	0	2.9552	0.3136
q2	1	0.3	14	4.8	92	31.7	94	32.4	89	30.7	3.8828	0.9151
q3	1	0.3	51	17.6	135	46.6	20	6.9	83	28.6	3.4586	1.0942
q4	3	1	6	2.1	37	12.8	244	84.1	0	0	3.8	0.5142
q5	41	14.1	3	1	124	42.8	122	42.1	0	0	3.1276	0.9918
q6	2	0.7	199	14.5	53	18.3	35	12.1	1	0.3	2.4276	0.7228
q7	2	0.7	2	42	115	39.7	171	59	0	0	3.569	0.549
q8	2	0.7	8	2.8	42	14.5	238	82.1	0	0	3.7793	0.5191
q9	3	1	134	46.2	58	20	12	4.1	83	28.6	3.131	1.2955
q10	20	0.7	11	3.8	269	92.8	8	2.8	0	0	2.9759	0.3047
q11	2	0.7	15	5.2	29	10	163	56.2	81	27.9	4.0552	0.8047
q12	1	0.3	133	45.9	140	48.3	16	5.5	0	0	2.5897	0.6004
q13	1	0.3	6	2.1	39	13.4	244	84.1	0	0	3.8138	0.463
q14	2	0.7	13	4.5	113	39	162	55.9	0	0	3.5	0.6183
q15	1	0.3	8	2.8	57	19.7	7	2.4	217	74.8	4.4862	0.9234
q16	3	1	5	1.7	180	62.1	91	31.4	11	3.8	3.3517	0.6339
q17	1	0.3	139	47.9	123	42.4	15	5.2	12	4.1	2.6483	0.7672
q18	3	1	16	5.5	31	10.7	162	55.9	78	26.9	4.0207	0.8316
q19	2	0.7	9	3.1	33	11.4	246	84.8	0	0	3.8034	0.5121
q20	1	0.3	12	4.1	272	93.8	5	1.7	0	0	2.969	0.2678
q21	1	0.3	208	71.7	45	15.5	26	9	10	3.4	2.4345	0.8006
q22	3	1	12	4.1	190	65.5	4	1.4	81	27.9	3.5103	0.9781
q23	5	1.7	142	49	53	18.3	90	31	0	0	2.7862	0.9089
q24	3	1	203	70	59	20.3	25	8.6	0	0	2.3655	0.6531
q25	4	1.4	4	1.4	262	90.3	20	6.9	0	0	3.0276	0.371
q26	10	3.4	34	11.7	199	68.6	47	16.2	0	0	2.9759	0.6466
q27	16	5.5	140	48.3	81	27.9	19	6.6	34	11.7	2.7069	1.0752
q28	2	0.7	91	31.4	188	64.8	9	3.1	0	0	2.7034	0.5343
q29	13	4.5	132	45.5	131	45.2	14	4.8	0	0	2.5034	0.6616
q30	45	15.5	23	7.9	123	42.4	25	8.6	74	25.5	3.2069	1.3305
q31	8	2.8	158	54.5	64	22.1	60	20.7	0	0	2.6069	0.8426
q32	16	5.5	27	9.3	196	67.6	21	7.2	30	10.3	3.0759	0.8927
q33	5	1.7	83	28.6	54	18.6	148	51	0	0	3.1897	0.9124
q34	28	9.7	143	49.3	59	20.3	59	20.3	1	0.3	2.5241	0.9344
q35	4	1.4	22	7.6	189	65.2	75	25.9	0	0	3.1552	0.6057
q36	17	5.9	21	7.2	227	78.3	16	5.5	9	3.1	2.9276	0.6947
Average		2.73		22.36		38.87		27.12		8.92	3.1679	0.7357

6. Recommendations.

The diffusion of the use of E-learning use in the field of education has been widely studied. Gaining an appreciation of the principals' attitudes towards computer use may provide useful insights into technology integration and acceptance in the field of education. Based on the findings of this study the level of E-learning among schools managements still in its initial stage. Even schools management are holding positive attitudes towards the use of E-learning in their daily works; still the actual use of computer is not reaching expected level.

Information technologies in general and E-learning in particular become a promising mechanism for national development, and, on the other, it necessitates new capacity building and development in human resources. Furthermore, the purpose of the current research was accomplished by examining the degree of relationship between the variables in the study.

The instruments have been used in a number of previous studies and had been reported to be both valid and reliable. Five-point likert scale (1=Strongly Disagree 2=Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree). was implemented. Additional demographic information regarding gender, age, and experience were added to the instrument.

The concept of computer level of use and the concept of users' attitudes towards E-learning were examined through a review of the literature and analysis of previous research studies. The determination of the level of computer use and the attitudes of l management towards the use of E-learning is of great benefit to decision makers in addressing the challenges of E-learning implementation so greatly demanded by public officials.

The findings suggest that participants engaged in high levels of E-learning use for some applications, while they reported low levels of E-learning use for other applications. The highest mean among the items was $M = 3.05$ to item number two, "I use computer for personal affaire "with standard deviation ($SD = .872$).

Principals' level use of computer is above average in this statement, whereas the lowest mean was ($M = 2.46$) with standard deviation ($SD = .945$) to item number six "I use Database Management for designing, creating, manipulating, updating, and querying data ". Principals' level use of computer is average in this statement. The overall average for the means for principals' level of use was $M = 2.89$ (and the standard deviation ($SD = 0.87999$) which indicates that the principals' level of use of the E-learning is average.

This suggests that principals have average levels of computer use for mainstream applications, but have low levels of computer use for more specialized applications. Specialized applications increase the complexity of the innovation, thus supporting Rogers' theory of diffusion (1995) in terms of complexity being a hindrance to adoption. Whereas mainstream applications are compatible with the adopter's existing values and therefore confirm Rogers' theory stating compatibility improves adoption.

Moreover, users' attitudes toward E-learning have been universally recognized as an important factor for the success of technology integration in education (Gressard & Loyd, 1985; Watson, 1998). Principals' attitudes towards E-learning were examined from Rogers' (1995) diffusion of innovation theoretical framework. According to Rogers, people's acceptance or rejection of any new technology depends largely on their attitudes. He identified five main attributes of technology that affect the innovation decision process: relative advantages, compatibility, complexity, observe ability, and triangle edibility. Only the first three attributes were investigated in this study.

The principals were asked to respond by their level of agreement or disagreement to 36 statements that reflected their attitudes toward computers technology. Findings from the survey data suggest that participants had positive attitudes toward E-learning in their schools. This confirms Rogers' theory through the attributes of relative advantage and compatibility. When principals see a relative advantage in computer use their attitudes are generally positive towards computers. Those attitudes would also be compatible with their existing values and so adoption of computer use for instructional purposes may occur more readily. Overall, the participants showed positive attitudes towards the computer. This finding is goes in line with the findings of (Albirini, 2006; Isleem, 2003and Zienab, 2007), in which attitude was an influential factor related to computer use.

Based on the results of this study, the following recommendations were developed and are addressed to the group having the greatest responsibility for implementation:

E-learning helps the administration to save the grades of students, certification, clarify degrees students through the graphs, the large role in keeping the school system through modern technology and monitoring devices.

The need for more training opportunities to develop schools management' level of E-learning use and their attitudes. The Ministry of Education should ensure that all management receive adequate training. The study recommended that it is important to bring in additional researches, which examine the effect of these factors on the level of E-learning use and the attitudes of management' towards E-learning .Further research is needed to study the various educational levels, such elementary, in order to compare and contrast their findings with the secondary schools.

Considerably more research is required to identify the barriers that schools management would experience in trying to use E-learning in their works. Policy makers should take more initiatives regarding allocating funds to provide a number of computer to schools management, and most importantly to provide management with enough resources and equipments for professional development.

Ministry of Education came in addition to the drawn policies and to develop education plans .Develop a plan to set up IT administration at each school because the administrative work depends on the amount of data available for decision making. The e-learning should be courses in the early years of school and find out programs training for management education, teacher and student.

E-learning use is increasing in nearly all facets of life in the developing world and its use is now progressing rapidly in many schools. The results of this study confirm that e-learning and information technologies are rapidly becoming important components within the field of education. The findings will present a consistent picture, which establishes those management' attitudes towards e-learning play an important role in the integration of computer in the schools.

References

Albirini, A. (2006). An exploration of the factors associated with the attitudes of high school EFL teachers in Syria toward information and communication technology. Unpublished doctoral dissertation. Ohio State University. AAT 3141718.

Bluhm, H. P. (1987). *Administrative uses of computers in the schools.* N.J.: Prentice-Hall.

Campbell, K.E. & Jackson, T.T (1979). The role and the need for replication research in social psychology.

Replications in Social Psychology, 1, 3-14.
Chin, S., & Hortin, A. (1994). Teachers' perceptions of instructional technology and staff development. *Journal of Educational Technology Systems*, *22*(2), 83-98.
Flanagan, L., & Jacobsen, M. (2003). Technology leadership for the twenty-first century principal. *Journal of Educational Administration, 41* (2). 124-142.
Friedman, A.L. (1994).The information technology field: Using fields and paradigms for analyzing technological change. *Human Relations, 47*(4), 367-393.
Gressard, C.P., & Lloyd, B. H. (1987). An investigation of effects of math anxiety and sex on computer attitudes. *School Science and Mathematics, 87*(2), 125-135.
Handler, M.G. (1993). Preparing new teachers to use E-learning : Perceptions and suggestions for teacher educators. *Computer Education, 20*(2), 147-156.
Harrison, A. W. & Rainer, R. K. (1992). The influence of individual differences on skill in end-user computing. *Journal of Management Information Systems, 9*(1), 93- 111.
Hubbard, R. (1994). Replications and extensions in marketing. *International Journal of Research in Marketing, 22(5).*
Iding, M., Crosby, M., & Speitel, T. (2002). Teachers and technology: Beliefs and practices. International Journal of Instructional Media, 29(2), 153-170.
Kendel, M. M. (1995). Computer attitudes and use of public and secondary school teachers in Kentucky. Unpublished Ed D dissertation. University of Kentucky. AAT 9523940.
Koohang, A. A. (1989). A study of the attitudes toward computers: anxiety confidence, liking, and perception of usefulness. *Journal of Research of Computing in Education, 22* (2), 137-150.
Marshall, J. & Bannon, S. (1986). Computer attitudes and computer knowledge of students and educators. *AEDS Journal*, 20(2), 270-286.
Massoud, S. L. (1991). Computer attitudes and computer knowledge of adult students. *Journal of Educational Computing Research, 7*(3), 269-291.
Ministry of education Jordan. (2007). The National Report on Adult Education in Jordan. Risalat Almualim. Amman. Jordan.
Rogers, E. M. (1995). *Diffusion of innovations* (4th ed.). New York: The Free Press.
Scott, G. (2005). *Educator perceptions of principal technology leadership competencies*, Unpublished doctoral dissertation, The University of Oklahoma, USA.
Senn, J. A. (1989). *Analysis and design of information systems.* New York: McGraw-Hill.
Ward, J. (1995). *Principles of information systems management.* London ; New York:Routledge.