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E-Governance and Its Impact on Public and Private Schools Case Study Governorate of Buraimi from the Perspective of Principles and Their Assistants

Fawaz Ali Thawabieh[*]
Modern College of Business and Science, Oman

Mohammed Wahish Hashim
University of Buraimi, Oman

Abstract

At this time, e-governance transformation is considered as one of the most important and biggest challenges among and within the IT-related sector from the scale and complexity perspective. In this respect, the researches have reviewed and studied some of the factors that affect implementing the e-governance for Public and private schools in Governorate of Al Buraimi, Oman. The aim of the study was to determine whether there existed organizational differences that demanded different approaches and strategies for the implementation of e-governance. The research considered three organizational factors, which included, the type of the organization (public or private), size of the organization and the work experience of the employees of the organization. In addition, the research considered the some of the requirements needed for the implementation of e-governance. These requirements included, physical, financial, administrative and management requirements. Through the research it was evident that the different types of requirements needed for the implementation of e-governance varied by the organizational factors. In other words, the findings indicated that the approaches and strategies that needs to be adopted will differ with the organizational characteristics. This differences needs to be considered at the time of implementation and should be incorporated when developing the implementation plans by the implementing organization.

Keywords: E-Governance; Private schools; Governorate of Buraimi.

1. Introduction

The term governance is the broad process of making decisions and allocating responsibility among economic and social agents in the areas of sate administration, politics and bureaucracy (Ciborra and Navarra, 2005). Electronic governance can be defined as the performance of the governance through the use of electronic mediums with the aim of achieving efficiency and transparency of the administrative activities and thereby achieve good governance (Sharmin and Samiul Islam, 2013a). E- Governance is also known for its use of information communication technology (ICT) to support the activities of the public services in its administration and build relationships among the different stakeholders of the sate (Dawes, 2008). When understanding the concept of e-governance, one should take into consideration the complete scope, which would include electronic governance, online governance, dutiful governance, transformational governance, connected governance etc (Sharmin and Samiul Islam, 2013b). The term E-government is narrowly understood as a technology that increases transactional efficiency (Navarra and Cornford, 2012), but rather understood as providing public services, democracy and gaining the participation of stakeholders (Neamțu and Nichifor, 2013).

In recent years, many countries around the world have launched e-government programs as they have identified implementation of these programs as a key policy priority (Bhatnagar *et al.*, 2008). These governments who has committed them self's to implement e-government programs are making significant efforts towards operationalizing of these programs (Neamțu and Nichifor, 2013). Over the last twenty years the evolution and development of Information and Communication technology have enabled nearly every aspect of government to embrace this technology (Dawes, 2008).

2. Theoretical Framework
2.1. Reasons for Poor E-Governance

It has been argued that poor governance is among the most important causes of failure of a state in underdeveloped counties (Ciborra and Navarra, 2005). There have been numerous studies and literature which has identified the reasons that has led to poor acceptance and implementation of e-government platforms in developing countries (Neamțu and Zaiț, 2013). However the problem of implementation of e-government is not limited to the developing world, but common to all countries. We will consider some of the key factors that hider the implementation of e-government programs. At the strategic level the incorrect use of Information and Communication Technology strategic models implemented by some of the developed counties and not having unitary vision has contributed to this problem (Neamțu and Zaiț, 2013). The lack of coherent strategic framework in the development of electronic governance is also another main factor that hinder implementation of such programs (Rabaiah and Vandijck, 2009). According to some of the studies carried out between 2005-2007, the poor

*Corresponding Author

operationalization of e-governance in developed counties was due to the lack of orientation towards the new information and communication technologies (Arogyaswamy and Koziol, 2005). Some of the other factors that are affecting the implementation of E- governance are stakeholder factors such as human attitudes, fraudulent activities, interdepartmental rivalry, lack of skilled labor and low computer literacy (Yallaprgada and Vitukuru, 2012).

An important factor that is overlooked when implementation of e-governance programs is the differences in economic, cultural and political conditions in different counties (Carter and Weerakkody, 2008). This factor is further confirmed with the fact that strategic models and tools used in e-government programs in developed counties cannot be used in transition counties (Roztocki *et al.*, 2007).

If we consider some of the issues faced in implementation of e-government in developing counties, low interest for innovation and research approaches has been identified as an important factor (Neamţu and Nichifor, 2013) . In addition developing counties consider that it is important to have a mere presence in the online space and with very little focus on the impact of efficiency (Irani *et al.*, 2008). There has been several studies by Roztocki and Weistroffer (2008); and Klaus *et al.* (2003), which identified that that management style as a obstacle in developing counties in the implementation of e-government platforms.

The environment presents continuously evolving opportunities and risks for the public service (Dawes, 2008), which should be taken in to account in the implementation of any e-government program. In addition the complexity and vulnerability of the networked society may threaten the stability ,security, privacy and stewardship (Dawes, 2008).

2.2. Benefits of E-Governance

It has been confirmed in many countries that e-governance is an effective tool for achieving accountability, transparency and motivate the public to participate in responsible governance, this in turn will make the services available to citizens on-line (Sharmin and Samiul Islam, 2013b). It is widely accepted that efficiency of information dissemination to stakeholders and transparency and accountability of academic and educational administrative activities could achieved (Yallaprgada and Vitukuru, 2012) with the use of e- governance in the educational and academic context. With the global movement by citizens demanding the legal rights and fulfilling obligations from the sate , e-governance programs can help cater these demands and fulfill its obligations to its stakeholders(Sharmin and Samiul Islam, 2013b). In addition e-government can effective communication and efficient services and thereby build people's confidence in the government (Sharmin and Samiul Islam, 2013b).

2.3. E- Governance and Digital information

Over the last few decades we have witnessed an explosion in digital information in terms of volume and diversity (Dawes, 2008). It is a accepted fact that the new information and communication technology can significantly contribute to achieving good governance goals (Sharmin and Samiul Islam, 2013b). In today's digital information age, every stakeholder whether in the private or public sector is expecting freedom of information (Yallaprgada and Vitukuru, 2012), which has become a fundamental right in many developed counties and developing countries and the right of access to information has attracted a great amount of attention in society (Yallaprgada and Vitukuru, 2012). With the advent of globalization the communication networks has span the globe, enabling groups, organizations   and individuals to interact regardless of location and time (Dawes, 2008), this phenomena has helped the wider use of e-governance among the public. It has turned into a common point of dialogue as to how innovative applications of Information Communication technology has helped public services to be taken to the citizens for their convenience (Sharmin and Samiul Islam, 2013a).

2.4. The Importance of Studying

E-governance is important in creating a new pattern of management, leaving its wide impact on institutions and their areas of work, management, strategy and functions. These effects are not only due to the technological dimension of digital technology but also to the administrative dimension of developing managerial concepts Which has accumulated for many decades and has become more administrative flexibility. The introduction of information and communication technologies is a real revolution in management, because of the change in management style, effectiveness and performance. The Ministry of Education seeks to keep abreast of recent developments and developments. The exchange of information using the computer and its networks contributes to the development of the efficiency of the school administration from Educational and educational aspects, as well as communication between the educational agencies to reduce the economic burden of money spent on paper and transport and save time.

3. Research Hypothesis

The researchers would like to propose the following hypotheses to be tested

The implementation of e-governance is equally important for the private and public primary and secondary educational institutions. The question arises whether these institutions are different in characteristics which will demand different approaches and strategies in implementation of e-governance. Therefore, the following hypothesis and sub-hypothesis was developed to test whether there are differences in terms of physical, managerial, financial and administrative requirement.

H1: Requirements needed for the implementation of E-governance will differ by the type of organization (Public Vs Private)

H1a: The Physical requirements needed for the implementation of e-governance will differ by the type of organization

H1b: The Management requirements needed for the implementation of e-governance will differ by the type of organization

H1c: The Financial requirements needed for the implementation of e-governance will differ by the type of organization

H1d: The Administrative requirements needed for the implementation of e-governance will differ by the type of organization

The second hypothesis is developed to test the idea that the approaches and strategies that needs to be adopted in the implementation of e-governance will differ with the size of the organization. We will test through the four hypothesis whether there are differences in terms of physical, managerial, financial and administrative requirements and organizational size.

H2: Requirements needed for the implementation of E-governance will differ with the size of the organization

H2a: The Physical requirements needed for the implementation of e-governance will differ with the number of employees of the organization.

H2b: The Management requirements needed for the implementation of e-governance will differ with the number of employees of the organization.

H2c: The Financial requirements needed for the implementation of e-governance will differ with the number of employees of the organization.

H2d: The Administrative requirements needed for the implementation of e-governance will differ with the number of employees of the organization. The third set of hypothesis will test whether there exists a difference in terms perceptions of physical, managerial, financial and administrative requirement by employees of institutions with different levels of work experience.

H3: Employees with greater work experience perceive that the organization will need to have greater requirements for the implementation of E-governance

H3a: Employees with greater work experience perceive that the organization will need to have greater physical requirements for the implementation of E-governance

H3b: Employees with greater work experience perceive that the organization will need to have greater management requirements for the implementation of E-governance

H3c: Employees with greater work experience perceive that the organization will need to have greater administrative requirements for the implementation of E-governance

H3d: Employees with greater work experience perceive that the organization will need to have greater financial requirements for the implementation of E-governance

4. Method

In order to test the hypothesis, a survey was conducted among 69 administrative and academic staff of private and public schools in the governorate of Buraimi, Oman, during the month of November 2017.

The study is based on the descriptive analytical method, which includes the use of the field method through collecting the information by questionnaires, which the researchers developed and analyzed statistically to test hypothesis validity. The design of the research was quantitative and a survey research approach was used to gather the data. This research design was used due to the convenience data gathering, high representativeness and with little or no observer subjectivity. A non-probability, convenient sampling was adopted where the researcher selected the easiest population members from which to obtain information.

A structured questionnaire was used as the survey instrument, which included two sections, first section gathering identification and classification data such as the respondents gender, work experience, educational qualifications etc. While the second section aimed at gathering subject data by using a 5 point Likert scale (1-Strongly disagree, 2-Disagree, 3- Neutral, 4- Agree, 5-Strongly agree) was used to gather the responses from the respondents.

The section that gathered subjective data was divided into Four areas. first area contained 11 questions on physical resource requirements, second area focused on administrative requirements with 19 questions, third area contained 7 questions on management requirements, while the forth area looked at financial requirements with 4 questions.

The data was analyzed using Kruskal-Wallis Test. The value (p) was used to take decisions on the hypotheses. If the p-value is less than or equal to 0.05, the null hypotheses is rejected, and if p-value greater than 0.05, the null hypotheses is retained

5. Results

The results of the research are considered under this section. Table 1 illustrates the results of the Kruskal-Wallis Test between the independent and dependent variables that showed a significant relationship. As an example there was a statistically significant difference between the physical requirements for e-governance by the type of organization (Chi- Square = 5.197, p = 0.023), with a mean rank of 27.04 for Public Institutes, 31.50 for private institutes.

Table-1. Kruskal-Wallis Test between independent and dependent variables with significant relationships

Variables	Chi Square	df	P- value
Physical requirements - Type of organization	5.197	1	0.023
Management requirements - Type of organization	9.789	1	0.002
Financial requirements - Type of organization	5.796	1	0.016
Physical requirements – Size of Organization	10.281	3	0.016
Management requirements - Size of Organization	16.472	3	0.001
Financial requirements - Size of Organization	18.803	3	0.000
Physical requirements- work experience	9.071	3	0.028
Administrative requirements - work experience	10.626	3	0.014
Management requirements - work experience	8.381	3	0.039
Financial requirements - work experience	8.696	3	0.034

The second table given below illustrates the results of the Kruskal-Wallis Test between the independent and dependent variables that did not show a significant relationship. There was no statistically significant difference between the Administrative requirements for e-governance by the type of organization (Chi- Square = 1.632, p = 0.201), with a mean rank of 22.63 for Public Institutes, 35.76 for private institutes. In addition, There was no statistically significant difference between the Administrative requirements for e-governance by the Size of the organization (Chi- Square = 6.666, p = 0.083), with a mean rank of 15.30 for 1-20 employees, 37.22 for 21-40 employees, 38.56 for 41-60 employees, 31.04 for over 60 employees.

Table-2. Kruskal-Wallis Test between independent and dependent variables with no significant relationships

Variables	Chi Square	df	P- value
Administrative requirements - Type of organization	1.632	1	0.201
Administrative requirements - Size of Organization	6.666	3	0.083

6. Findings and Discussion

The research objective of this study was to ascertain the whether there was a difference between organizations that possessed different characteristics and the requirements to implement e-governance in the governorate of Buraimi, Oman. The findings of the research could be summarized, as there is a significant relationship between the organizational characteristics and the requirements for the implementation of e-governance.

There was a significant relationship between the type of the organization and the physical requirement, management requirement and financial requirements. Therefore, for Hypothesis H1a, H1b and H1c, we reject the null hypothesis and accept the alternative hypothesis. There was no significant relationship between the size of the organization (number of employees) and the administrative requirements. Therefore, Hypothesis H1d, we accept the null hypothesis and reject the alternative hypothesis.

There was a significant relationship between the size of the organization (number of employees) and the physical requirement, management requirement and financial requirements. Therefore, for Hypothesis H2a, H2b and H2c, we reject the null hypothesis and accept the alternative hypothesis. There was no significant relationship between the size of the organization (number of employees) and the administrative requirements. Therefore, Hypothesis H1d, we accept the null hypothesis and reject the alternative hypothesis.

There was a significant relationship between the work experience of the managerial and administrative employee's perceptions and the physical requirement, management requirement, financial requirements and administrative requirement. Therefore, for Hypothesis H3a, H3b, H3c and H3d, we reject the null hypothesis and accept the alternative hypothesis.

Based on the above findings, the conceptual model shown on Figure 1 was developed for clear understanding of the results of the research.

Figure-1. Conceptual Model
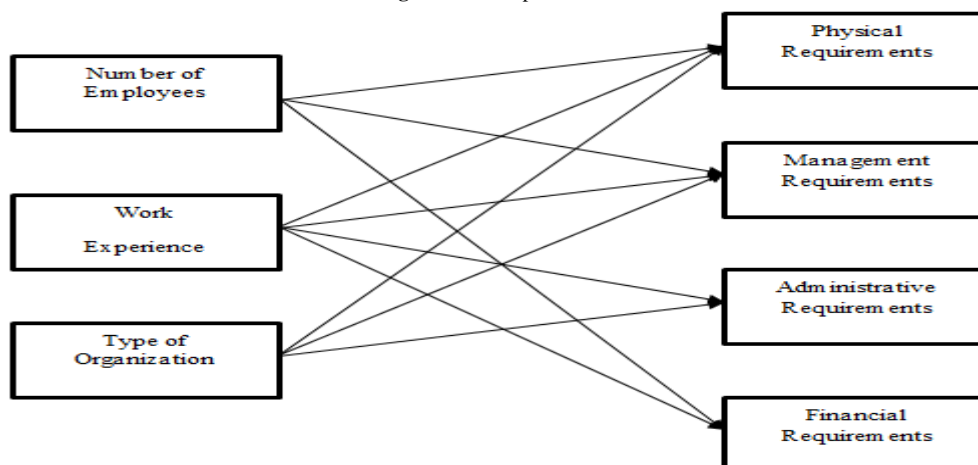
7. Conclusion

Having a good education system that meets the needs of society is of paramount importance. Therefore, the need for the educational systems in particular primary and secondary education changing to the environment has become important. One of the areas that change is taking place is in the area of Information Communication Technology (ICT). Within this area e-governance have grown in importance. Based on these findings of this research the following recommendations are made to help improve the implementation of E-governance at primary and secondary schools.

1. The physical, managerial and financial requirement would be different at primary and secondary educational institutes depending on the number of employees. Therefore, the need to customize the implementation of e-governance strategies and plans will be important to achieve set goals.
2. The work experience of the academic and administrative staff has a impact on the implementation of e-governance at primary and secondary educational institutes. This would mean that the implementers of e-governance will need to assess the experience of the workers of the institute prior to the implementation and develop different programs depending on the overall level of the employees work experience.
3. The type of the organization that being public or private, will have a influence on the physical, managerial and administrative requirements needed for the implementation of e-governance. The implication of this is that different implementation strategies will be needed to be adopted for the successful implementation of e-governance in government and private institutions.

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