



## Administrative governance and its relationship to educational and technical challenges for students with disabilities in the distance education system

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### Abstract

This study aimed at exploring the administrative governance and its relationship to the educational and technical challenges of students with disabilities in the distance education system. The descriptive analytical methodology was used, where a questionnaire was designed as an instrument for collecting data from the study sample. The study was applied to a sample of (311) male and female teachers. The results showed that the application of the principles of administrative governance according to teachers' perception was very high with a mean score of (4,2462). The results also showed that the educational challenges in schools came to a medium degree and with a mean score of (2.6592), while the technical challenges came with a medium level with a mean score of (2.8071). The findings revealed that there is an inverse relationship between the degrees of the principles of administrative governance and the educational and technical difficulties, which means that the greater the application of the principles of administrative governance, the fewer educational and technical challenges.

Keywords: administrative governance, students with learning disabilities, distance education, educational and technical challenges.

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## 1. Introduction

The shift towards administrative governance has become an inevitable necessity to develop performance in different sectors, including the education sector, to keep pace with the vast changes that occur in several sectors. The education sector is very important and must keep pace with everything new, to support the educational process and reach the desired educational objectives (Al-Asmar, 2020). Education is gaining increasing attention as it is considered one of the basic building blocks for progress in civilizations and the development of societies. It played an important role in preparing qualified individuals, as it is based on the dissemination, production, storage, and use of knowledge to solve problems that prevent the development of societies. Administrative governance is one of the elements and the task to consider when focusing on education reform trends. This is what makes educational institutions constantly seek to improve and adapt their governance models to meet changing challenges (Kamri & Guqtah, 2020).

Special education has become one of the topics that have taken great interest in the field of psychology and education in the modern era. Educators have focused on extraordinary individuals who are not compatible with the programs offered to ordinary individuals. In addition, there is much interest in students with disabilities alongside the attention to the use of modern technologies to teach them, retrain them and develop their abilities despite their shortcomings, and adapt appropriate methods to each category to achieve their programs and goals (Al-Adra, 2016).

Distance education is one of the modern systems of education, where electronic techniques and means are used in the educational process to manage the interaction between students, teachers, and materials. The distance in education here is the spatial distance outside the educational institution or in the timeframe selected to communicate information to students. Distance education occurs through modern methods and technologies of communication such as computers, multimedia, and networks. The use of all types of technology contributes to the delivery of information to the learner with less time and effort and in a more leading manner, and in a way that allows management and control of the educational process and the ability to measure the performance of learners. There are advantages and characteristics of this type of education, such as shortening the effort, time, and cost, enhancing academic achievement, and supporting the teacher and student in providing an attractive learning environment that is not dependent on place or time (Chung et al., 2020).

### 1.1. Statement of the problem

Given the importance of the issue of administrative governance and its relationship to educational challenges, there has been an increased interest recently to adapt it and develop it in schools to enhance schools and face the pressures and difficulties that surround them. Schools became very interested in implementing new innovative methods to show transparency, integrity, accountability, and justice. The philosophy of educating people with disabilities is based on finding ways that are compatible with the development taking place in the field of education to facilitate the learning process and its success. In conjunction with the distance education system, especially for students with disabilities, they should be trained in communication skills via the Internet, taking into account their educational and social needs, and the preparation of infrastructure that allows the use of technology and training of teachers and students on how to deal with the distance education system to overcome the difficulties that students may encounter while using this system.

### 1.2. Questions of the study

The study answered the following questions:

1. What is the reality of applying the principles of administrative governance (the responsibilities of the board of directors, participation, accountability) in schools for students with disabilities?
2. What is the extent of the challenges (technical and educational) that students with disabilities face in the distance education system?
3. Is there a relationship between the degrees of administrative governance and the degrees of educational and technical challenges facing students with disabilities?
4. Are there statistically significant differences in the average responses of the study sample on administrative governance due to personal variables?
5. Are there statistically significant differences in the average responses of the study sample about educational and technical challenges due to personal variables?

### *1.3. Significance of the study*

The study provides a theoretical framework that highlights administrative governance and the difficulties that students with disabilities face in the distance education system in several technical, social, and educational aspects. The results of this study provide principals, teachers, and researchers with information about the level of administrative governance and the most difficult challenges facing students with LDs in the distance education system. The conclusions and recommendations of this study might help school principals and teachers to improve administrative governance to reduce the educational difficulties that students with disabilities face.

### *1.4. Limitations of the study*

the spatial limitations of the study included its application only to public schools in the Hashemite Kingdom of Jordan. The human limits included the study sample, which was selected from teachers working in public schools in Irbid city, Jordan. The study was conducted during the second semester of the 2021/2022 school year.

## **2. Literature review**

### *2.1. Administrative Governance*

Khader (2012) defined administrative governance as “a set of rules that regulate the mutual relations between the company and the various stakeholders in the company, within a framework of accountability and transparency, the adoption of which leads to business sustainability, raising the company’s efficiency in managing its operations and improving its competitiveness in the markets” (p. 86). Abul-Nasr (2015) defined it as “a method of exercising the powers of institutional management or institutional governance, which aims to combat corruption and achieve accountability, transparency, and justice” (p. 39).

Al-Adwan (2017) argued that governance standards include participation, which is giving everyone the right to participate in making decisions. Transparency is also a standard, where information is accessible to those concerned with it. Accountability is to hold the decision-makers accountable to the public and to those who are concerned. Finally, he stressed that strengthening the rule of law is a major standard, which is to respect the rule of law and its use as a reference for all.

Diab (2014) indicated that there are specific elements of governance. The first is the existence of a set of systems that are concerned with monitoring the performance of organizations. The second is

arranging the relationships between managers, the board of directors, stakeholders, and shareholders. The third is emphasizing that organizations must implement the interests of the beneficiaries. Finally, the presence of a set of rules by which organizations are managed and controlled according to a specific structure, including the distribution of duties and rights among participants in the management of organizations such as the board of directors, executive managers, and shareholders.

## *2.2. Distance education*

Al-Khafaji (2015) defined distance education as a “phenomenon that renews formal education and its service and is based on the use of means of communication, which was called in the past learning for distant people and their assistance, guidance, and support, which was also applied to their progress and understanding through a team of mentors (p. 13). Azmi (2015) defined it as “formal education in which education groups are separated and interactive communication systems are used to link learners, educational resources, and teachers together” (p. 1).

Distance education has a set of principles that distinguish it from other learning and teaching methods (Aqel, 2014). Availability in education means that the educational opportunity is available to a large number of members of the community of all kinds. Education must be democratic, which is a principle whose core is that education is a right for all members of society. Another principle is programming and individualizing education, which means that the education process takes into account the individual's abilities, preparations, tendencies, and speed of learning. Choosing delivery systems to include computers, correspondence, software, and meetings, and they are chosen by the teacher.

Learning instead of teaching is another element that allows the learner to learn independently and rely on himself, and the learner becomes the focus of the educational process, not the teacher. The learner controls the learning procedures and chooses the method that suits him for learning, and has the freedom to arrange the subjects of the curriculum. Education development and its continuity is a very important element, as the process of learning and education is advanced and continuous for life, so the individual may wish to develop and improve himself professionally, scientifically, or culturally through the perpetuation of learning. Another element is provoking intrinsic motives, which is the learner's ability to learn with self-motivation and a real desire to learn without being affected by other motives such as acquaintances or parents.

Abu Seif (2017) described the characteristics of distance education as follows. The separation between the participant of the education process in time and space, giving the learner the freedom to choose the appropriate time for learning and using a set of multiple methods in presenting the educational material. Distance education should meet the functional, educational, personal, professional, and social needs of individuals and should provide freedom for students to study and learn in proportion to their preparations and abilities to learn.

## *2.3. Previous studies*

Al-Salman (2021) identified the perception of students in basic schools in Jordan towards distance learning and the difficulties facing them during its implementation. A questionnaire was administered to a sample of 746 male and female students. The study found that the average Jordanian students' attitudes toward distance learning came within the medium level. The study also revealed the existence of several difficulties in the implementation of distance learning. Some of these challenges were the slow internet speed and the incompatibility of materials presented in the online classes. The students suggested diversifying the styles of the lessons to be suitable for different students.

Al-Samadi and Al-Hashimi (2020) revealed the level of practice of professional education teachers of the principles of governance in the educational learning process, in the field of vocational education in the basic stage from the professional education supervisors' perceptions in Jordan. The study utilized the descriptive method, and the researchers used a questionnaire to collect data. The study sample was (39) supervisors. The findings revealed that the level of teachers' practice of the principles of governance as a whole was average, and the principles (commitment to integrity, values, and morals) got the highest degree, and the principle of (teacher's relationship with school administration) the lowest.

Al-Hadidi (2020) explored the impact of administrative governance in fighting corruption in educational organizations in Palestine. The descriptive-analytical methodology was used and a questionnaire was designed for data collection. The results revealed that the reality of administrative governance in the Palestinian MOE came in the following order: rule of law (61.53%), accountability (61.14%), justice, and equality (59.35%), participation (58.45%), and transparency (58.29%). The results showed that the absence of significant differences in the role of administrative governance in combating administrative corruption in the Palestinian Ministry of Education and Higher Education due to gender, educational qualification, and experience.

Muhanna (2020) identified the degree of application of the principles of governance by principals of private schools in Amman as perceived by teachers. The study found that all areas of the study (participation, accountability, transparency, sustainability, justice and equality, efficiency, effectiveness) came with a medium level. The findings also showed significant differences in the areas of (participation, efficiency, and effectiveness), due to the years of experience and in favor of workers with more than ten years, and there were no differences due to the years of experience in the areas (accountability, Transparency, Justice, Sustainability).

Alshaerb et al (2017) explored the impact of governance at the university level on strengthening partnerships with NGOs operating in the Gaza Strip. The study was applied to (228) university employees. The results of the study showed that there is a relationship between governance in all its dimensions, combating corruption, and strengthening the relationship with civil society institutions.

Hatamleh and Salameh (2017) investigated the degree of application of accountability and governance in educational institutions in Jordan. The study selected 272 educational leaders, who work in 6 educational directorates. The results revealed that the application of administrative accountability and organizational governance was medium in the education directorates in Jordan. The findings also revealed the existence of a positive, statistically significant relationship between the degree of application of administrative accountability and the application of administrative governance in the education directorates.

Yirdaw (2016) identified governance and leadership factors in private higher education institutions in Ethiopia and their impact on the quality of education. The study used a qualitative case study methodology. Several managers in six private higher education institutions in Ethiopia were interviewed to compare their views with other publicly available information. The results showed that these institutions face an ongoing challenge to balance governmental and stakeholder requirements in an environment where lack of funding, scarcity of qualified trainers, poor infrastructure, weak qualified students, and a biased regulatory environment are presented. More effective governance can significantly improve the quality of education.

### 3. Methodology

The methodology implemented in this study was the descriptive-analytical approach. Harizi and Gharbi (2017) defined the descriptive approach as “the approach concerned with collecting, summarizing, and categorizing the studied information and facts related to the behavior of a sample of people, several things, a series of events, or an intellectual system that the researcher analyzes, interprets, and determines the relationship between the independent variable and the dependent variable” (p. 27).

#### 3.1. Sampling

The study population consisted of ten public schools in Irbid city, Jordan, and the study sample consisted of (311) male and female teachers in the schools that were selected during the study year 2021/2022.

Table 1. Distribution of the study sample

	Variable	Frequency	Percentage
Gender	Male	189	%60.8
	Female	122	%39.2
Years of experience	Less than 5 years	78	%25.1
	From 5 to 10 years	138	%44.4
	More than 10 years	95	30.5%
	Total	311	100%

Table (1) shows that most of the study sample consisted of males (189) and a percentage of (60.9%), while the number of females was 122 and a percentage of (39.2%). As for the years of experience variable, most of the study sample was represented by those whose experience ranges from (5 to less than 10 years).

#### 3.2. Instrument of the study

To answer the questions of the study, the researcher designed a questionnaire to identify the administrative governance and its relationship to educational and technical challenges for people with disabilities in the distance education system in Irbid Governorate, Jordan.

#### Validity of the instrument

The study tool was presented to a group of judges consisting of faculty members in several universities and their number was (15). The purpose was to take their suggestions to amend or delete the wording of the phrases, and accordingly, the amendment was made.

### 4. Results

#### 4.1. Results of the first question:

To answer the first question, the mean scores and standard deviation were calculated for all dimensions of the questionnaire as shown in the following table.

Table 2. The mean scores and standard deviations for the domain of board responsibilities in schools for people with disabilities

	N	Mean	Std. Deviation
The school is keen to apply professional ethics	311	4.2219	1.23874

The school draws up work policies with the cooperation of teachers	311	4.3505	1.13989
The school informs the teachers of all the basic instructions that help in organizing the work of the school.	311	4.2251	1.24466
The school makes clear that its performance rests with all teachers.	311	4.3473	1.10497
The school supports teachers who have high academic qualifications.	311	4.0707	1.30067
Total	311	4.2431	.87404

The results of the table showed that the responses of the study sample about the domain of board of directors' responsibilities came with a very high degree of approval, as the general mean score for the field as a whole was (4.2431) .

Table 3. The mean scores and standard deviations of the participation domain in schools for people with disabilities

	N	Mean	Std. Deviation
Teachers collaborate to manage crises.	311	4.0707	1.30067
The school supports teachers to provide creative ideas.	311	4.2315	1.16027
Teachers partner with parents to design development plans.	311	4.2090	1.13509
The school encourages participation in school activities.	311	4.3344	1.10603
The school allows teachers to formulate strategic plans	311	4.2765	1.16981
Total	311	4.2244	.86161

The results of the table showed that the responses of the study sample about the field of participation came with a very high degree of agreement, as the general mean score for the field as a whole was (4.2244).

Table 4. The mean scores and standard deviations of accountability in schools for people with disabilities

	N	Mean	Std. Deviation
The school allows teachers to review any matter at any time.	311	4.1801	1.21006
The school implements the accountability system at the collective level.	311	4.3023	1.15506
The school provides teachers with feedback on the school's performance.	311	4.3601	1.06205
The school uses many methods to evaluate the school performance.	311	4.2669	1.17068
Total	311	4.2773	.84699

The results of the table showed that the responses of the study sample about the accountability field came with a very high degree of agreement, as the general mean score for the field as a whole was (4.2773).

Table 5. The mean scores and standard deviations of the domains of administrative governance in schools with disabilities

	N	Mean	Std. Deviation
Board members' responsibilities	311	4.2431	.87404
participation	311	4.2244	.86161
Accountability	311	4.2773	.84699
Administrative governance	311	4.2462	.78641

The table shows that the field of accountability ranked first with a mean score of (4.2773) and a very high degree of importance, then the field of responsibilities of the board of directors came in the second place, with a mean of (4.2431) and a very high degree of importance, and in the third-place came the field of participation with a mean of (4.2244) and a high degree of importance. The results showed that the level of administrative governance came with a very high degree of importance, with a mean score of (4,2462). This result differs from previous studies (Al-Samadi & Al-Hashimi, 2020; Al-Hadidi, 2020; Muhanna, 2020; Salame & Hatamleh, 2017).

#### 4.2. Results of the second question:

To answer the second question, the mean scores and standard deviation were calculated for the technical and educational challenges as shown in the following table.

Table 6. The mean scores and standard deviations of the technical challenges in schools for students with disabilities in the distance education system

	N	Mean	Std. Deviation
The internet at school is weak.	311	2.9775	1.27107
The internet is constantly interrupted during the lesson.	311	2.7846	1.26308
Video lessons are small and unclear.	311	2.8360	1.26062
Lack of computer software appropriate to the nature of the courses.	311	2.6302	1.29076
Total	311	2.8071	1.09607

The results of the table showed that the responses of the study sample about the technical challenges in schools of students with disabilities in the distance education system came with a medium degree of approval, where the general mean score was(2.8071) .

Table 7. The mean scores and standard deviations of the educational challenges in schools for students with disabilities in the distance education system

	N	Mean	Std. Deviation
Students find it difficult to understand the lessons correctly.	311	2.5434	1.29660



Distance education requires a great deal of effort during the learning process.	311	2.5241	1.23337
It is difficult to provide educational content for people with disabilities through distance learning.	311	2.6238	1.30134
The inability to assign students to implement the lessons practically.	311	2.5723	1.27775
Students' inability to acquire key skills in distance learning	311	3.0322	1.28475
Total	311	2.6592	1.04151

The results of the table showed that the responses of the study sample about educational challenges in schools of students with disabilities in the distance education system came with a medium degree of approval, where the general mean score was(2.6592) .

#### 4.3. Results of the third question:

To answer the third question, the Pearson coloration was calculated for the level of administrative governance in schools of students with LDs as shown in the following table.

Table 8. The results of the Pearson correlation coefficient test to find out the relationship between the degrees of administrative governance and the degrees of educational and technical difficulties

Variable	Technical	Educational
Board members' responsibilities	-.166*	.252*-
participation	-.343*	-.321*
Accountability	-.258*	-.269*
Administrative governance	-.317*	-.301*

Table 8 shows that there is an inverse relationship between the degrees of the responsibilities of the board of directors and the degrees of technical and educational difficulties. This result indicates that the greater the application of the responsibilities of the board of directors in schools, the fewer the technical and educational difficulties. There is an inverse relationship between the degrees of participation and the degrees of technical and educational difficulties, and this result indicates that the greater the application of participation in schools, the less technical and educational difficulties.

There is an inverse relationship between the degrees of accountability and the degrees of technical and educational difficulties, and this result indicates that the greater the application of accountability in schools, the less technical and educational difficulties. There is an inverse relationship between the degrees of administrative governance and the degrees of technical and educational difficulties, and this result indicates that the greater the application of administrative governance in schools, the less technical and educational difficulties.

#### 4.4. Results of the fourth question:

To answer the fourth question, the t-test was used to calculate the differences in the responses of the study sample on the administrative governance according to the personal variable as shown in the following table.

Table 9. The results of the T-test to find the differences between the average responses of the study sample on administrative governance due to the gender variable

Variable	Gender	N	Mean	Std. Deviation	t value	Sig.
Board members' responsibilities	Male	189	4.2180	.96706	-.630	.529
	Female	122	4.2820	.70828		
participation	Male	189	4.1958	.95760	-.730	.466
	Female	122	4.2689	.68840		
Accountability	Male	189	4.2897	.95776	.320	.749
	Female	122	4.2582	.64197		

The table shows no statistically significant differences between the average responses of the study sample about the variables, responsibilities of the board of directors, participation, and accountability due to the gender variable.

Table 10. The results of the (Anova) test to find the differences between the average responses of the study sample on administrative governance due to the variable years of experience

		Sum of Squares	df	Variable	F	Sig.
Board members' responsibilities	Between Groups	.656	2	Less than 5 years	.428	.652
	Within Groups	236.167	308	From 5 to 10 years		
	Total	236.823	310	More than 10 years		
participation	Between Groups	.271	2	Less than 5 years	.181	.834
	Within Groups	229.863	308	From 5 to 10 years		
	Total	230.134	310	More than 10 years		
accountability	Between Groups	.121	2	Less than 5 years	.083	.920
	Within Groups	222.272	308	From 5 to 10 years		
	Total	222.393	310	More than 10 years		

The table shows no statistically significant differences between the average responses of the study sample about the variables, responsibilities of the board of directors, participation, and accountability due to the years of experience variable.

#### 4.5. Results of the fifth question:

To answer the fifth question, the t-test was used to calculate the differences in the responses of the study sample to the educational and technical challenges according to the gender variable as shown in the following table.

Table 11. The results of the T-test to find the differences between the average responses of the study sample on technical and educational challenges due to the gender variable

Variable	Gender	N	Mean	Std. Deviation	t value	Sig.
Educational challenges	ذكر	189	2.8360	1.12438	4.056	.000
	أنثى	122	2.3852	.83088		

Technical challenges	ذكر	189	2.9947	1.19422	4.122	.000
	أنثى	122	2.5164	.84961		

Table 11 shows the existence of statistically significant differences between the averages of the responses of the study sample about the educational and technical challenges according to the gender variable, in favor of males.

Table 10. The results of the (Anova) test to find the differences between the average responses of the study sample on technical and educational challenges due to the variable years of experience

		Sum of Squares	df	Variable	F	Sig.
Educational challenges	Between Groups	39.199	2	Less than 5 years		
	Within Groups	297.072	308	From 5 to 10 years	11.615	.000
	Total	336.271	310	More than 10 years		
Technical challenges	Between Groups	26.120	2	Less than 5 years		
	Within Groups	346.304	308	From 5 to 10 years	20.320	.000
	Total	372.424	310	More than 10 years		

The table shows the existence of statistically significant differences between the averages of the responses of the study sample about educational and technical difficulties to the variable years of experience, and in favor of the age group (from 5 to less than 10 years).

### 5. Conclusion:

The study aimed at identifying the relationship of administrative governance with educational and technical difficulties in schools for people with disabilities in the distance education system. The results showed a high level of administrative governance among schools in Irbid city, Jordan. This indicated that schools apply the administrative governance represented in the responsibilities of the board of directors, participation, and accountability. The results also showed that the educational and technical difficulties came to a medium degree, and this indicates that schools in Irbid Governorate provide all the requirements that enable them to teach students remotely to ensure the continuation of the educational process to reach the desired goals. The results also showed that the more the principles of administrative governance were used, the fewer the educational and technical difficulties in schools and vice versa, as the less the principles of administrative governance were used, the greater the educational and technical difficulties.

### 6. Recommendations:

The study recommends increasing schools' keenness to support teachers who have the high scientific expertise to reach the best performance of the school and achieve the goals it seeks to achieve. It is also important to spread a culture of cooperation between teachers and the administration to avoid falling into crises that hinder the work of the school and prevent the achievement of goals. Schools

should pay attention to providing a high-quality internet network to enable teachers to use the distance education system more effectively and efficiently and to provide students with different skills that enable them to use the distance education system.

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