E-Administration as an Approach to Improving the Academic Performance of Law Faculty Members: An Experience at the University of   Misan

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Abstract: The study sought to find the effect of E-administration in its various aspects on functional performance in the University of Misan/ College of Law. The target population was all members of the College of Law, N=40. The questionnaire was used as a tool for data collection, and distributed to the research groups, of which 33) questionnaires were collected and statistically analyzed. Data Processing and Analysis The SPSS 26 software was used to process and analyze the questionnaire information to calculate the arithmetic mean, standard deviation, correlation coefficient, and impact coefficient. One of the very significant findings was that "there is a statistically significant relationship between the research variables, and this will lead to satisfactory results that would contribute to solving and handling the problems which the researched college may encounter. At the end of the research, it was concluded that the recommendations which was concluded for the need for (Continuous Updating of the Software of Electronic administration systems according to the needs of work).

1. Introduction

Electronic administration is one of the technical means in the current era, which is considered the era of modernity and technology. These developments in the field of management have led to the generation of advanced management methods, and countries and governments have benefited from these methods as a technological revolution. By relying on computers and internet applications to achieve transactions and provide services to customers electronically, it helps to solve many of the difficulties, the most important of which are waiting and standing for long periods in front of employees in institutions, in addition to that, avoiding routine and other elements that stand as a barrier to the development of current administrative systems.

As a result of this development in the field of technology, Electronic administration systems have become very important in most fields, especially in the field of management. Electronic governance systems have improved rapidly and their applications have surpassed all administrative levels. Electronic governance is one of the most successful technological means that managers in institutions rely on to improve performance.

Academic performance plays a critical role in the performance of institutions. An incompetent worker has a low academic performance. In addition, an individual's ability to communicate information is estimated to be an indicator of their performance at work, as those who have this skill will reflect positively on the results of their work, and strengthen the connection with their direct manager. Academic performances one of the important concepts for institutions in general, and it represents the general part among management scientists. It is almost becoming the most comprehensive phenomenon and a central factor for all fields of administrative knowledge. In addition, it is the most important dimension for different institutions, around which the existence of the institution revolves.

1.1. Problem of The Study

The research problem Electronic administration and academic performance has become the concern of different administrative levels of institutions, 1nview of its significant relevance in building these institutions. This research was conducted to ascertain the state of the utilization of Electronic administration and its effects on academic achievement.

Efficient implementation of Electronic administration also needs to be a constant evaluation process to ascertain its effectiveness and how it matches with the expected goals in institutions. The final step is to develop and deploy to the field a system that can be used without significant performance penalties compared with what's already been set up, but this implies that there may be a gap between what can be achieved and what these systems require. One of the leading aspects of the work of the electronic administration that its implementation has an impact on it is academic achievement as the most prominent indicators of success of electronic administration. This study was aimed at determining the influence of electronic governance on the academic performance and the extent to which it enhances academic performance. In relation to this, the following central question is formulated by the investigator as his or her main question: Does the application of the Electronic administration contribute positively to the enhancement of the academic performance of the researched organization?

1.2. Important of The Study

The relevance of this topic is justified by the knowledge of the contribution that Electronic administration has given to the employee in the institution, since it is a powerful instrument for the development of Public Administration, as well as for the search for improvements and positive changes in the sense of completing tasks well. The matter of Electronic administration is known to be hot on modern important topics Where it has drawn the lights of attention in the modern thinking of administrations due to its role in assisting organizations to accomplish their required targets and goals with the minimum time, exertion and cost. The relevance of this investigation is based in its capacity to collaborate to the enrichment of the studies on Electronic administration and on its influence over the academic performance. This study is also a part of efforts to enhance Electronic administration technological culture in the community in general and for employees in the institutions in specific through which their capabilities and self-potentials were exercised and their work horizons were expanded.
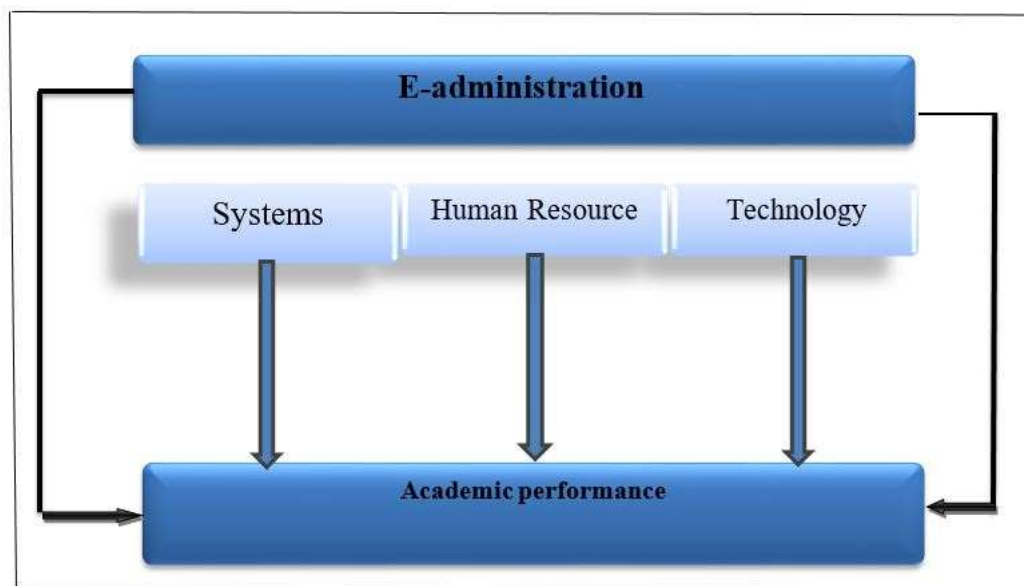
1.3. Framework of The Study

Figure 1. The Framework of Study

1.4. Hypotheses of The Study

The first hypothesis: There is a significant relationship between Electronic administration and academic performance in the researched organization. The following hypotheses are derived from it:

a. There is a statistically significant relationship between technology and academic performance in the researched organization.

b. There is a statistically significant relationship between human resources and academic performance in the researched organization.

c. There is a statistically significant relationship between systems and academic performance in the researched organization.

The second hypothesis: There is a significant effect of the adoption of Electronic administration on improving academic performance in the researched organization. The following hypotheses are derived from it:

a. There is a statistically significant effect of technology on academic performance in the researched organization.

b. There is a statistically significant effect of human resources on academic performance in the researched organization.

c. There is a statistically significant effect of systems on academic performance in the researched organization.

1.5. Data Collection and Analysis Methods

The research adopted the descriptive-analytical approach in choosing its hypotheses, by studying the relationship between the independent variables and the dependent variable through collecting data related to the organization and analyzing it, using the following mechanical means: personal interviews and questionnaires with the researched individuals in order to clarify the questionnaire items in case of need to ensure the correct answer.

2. Theoretical Framework Electronic Administration

2.1. Concept of Electronic Administration

E-administration is one of the fruits of the modern technology club. The progress achieved in the communications sector and the introduction of new communication technologies have put governments under a great deal of pressure to exploit the gains of the technological revolution and make the use of computers and the Internet an effective means for performing tasks and offering services electronically to citizens. This could then successfully contribute to tackling several problems, including in particular the problem of crowding and long queues with the employees at state departments, as well as bypassing bureaucracy, mediation, and other obstacles that impede the development of the current administrative systems. Moreover, it is considered by speed in accomplishing the work and saving time and efforts (Al-Sheikh, 2015c: 76).

E-government was born as a practical solution to applying computer applications in the area of public services to develop traditional working dealing with the transformation of traditional methods containing traditional systems and units based on mechanisms that were derived from the requirements in the interaction of the human element in the community and on the other side benefit from what technology has accomplished in time, effort saving for performance and money saving. The government and its branches and citizens are supposed to communicating via the internet. The internet has facilitated the absence of the endpoint as a way to connect computer systems since it became becomes convenient to make contacts between computers that use the internet, and that has helped the toppling of the orientation of the state and public administration (Abdel Dayem, 2017: 42).

The foregoing enables a simple working definition of Electronic administration, for operational purposes, as: "a group of organizational processes which links the beneficiary with information sources by utilizing electronic systems or networks in order to assist the institution to attain its planning, production, operation, monitoring and development goals"..

2.2. The Emergence of Electronic Administration

The rapid development of information and communication technologies (ICTs) has led to the emergence of a new model and pattern of management in the face of increasing competition and challenges facing bureaucratic administrations, in order to improve the level of their work and the quality of their services. This is what is called digital management or e-government management. Electronic administration came after the rapid qualitative development of e-commerce and the spread of the internet (Yassin, 2014: 78).

The emergence of Electronic administration was the result of a long-term development that spanned the last five decades of the last century. The beginnings of its emergence were represented in the spread of the use of computers in business activities since the end of the 1950s and 1960s, where most organizations and public institutions found that their use of computers would require the completion of work, shortening effort, time and resources (Samir, 2019: 13).

Electronic administration began in 1960 when IBM coined the term "word processor" for the capabilities of its electric typewriters. The reason for coining this term was to draw the attention of office management to the production of these printers when they were connected to a computer and used as a word processor. And the first proof of the importance of what this company put forward appeared in 1964 when the company produced a device it launched in the markets called the magnetic tape, and the selected printer. The emergence of many technologies in office organization and reducing paper use as much as possible followed, and the application was called office automation (Munwar et al., 2016: 165).

2.3. The Important of Electronic Administration

Electronic administration is one of the greatest imperative types of organization and has many benefits, and it can be said that the most prominent of its importance are (Kafi, 2013: 22):

1. Developing the level of performance of government institutions:
    One of the most important areas of Electronic administration lies in the management of government institutions. Institutions can be developed using it as follows (Paul, 2017:98):
    *   Developing and simplifying government services for citizens.
    *   Simplifying the work and transactions that are provided to citizens, thus achieving communication between the institution and the citizen.
    *   It helps the institution to display models and procedures for providing its services to citizens in a better way.
    *   Simplifying the movement of dealing with employees in government institutions.
    *   It provides an opportunity to open new channels of communication between the residents of the institution's management and the citizen, which facilitates government work and transactions and ends many of the complaints and difficulties associated with them.
    *   Transitioning to electronic government leads to improving the performance of government services in a shorter time and with higher quality.

2. Reducing production costs and increasing the organization's profit:
    The traditional form of the organization, which relies on the use of a large number of employees and the use of complex organizational structures, differs from the electronic form of the organization, which requires a small workforce without commitment to specific geographical locations, and this in turn reflects on the cost and leads to its reduction (Aidouni, 2018: 222).

3. The expansion of the scope of markets in which the organization deals, due to the large coverage of electronic communication networks, through which geographical restrictions are removed, and this enables the buyer to acquire a greater percentage of choice and preference among the various products (Al-Mismari, 2014: 40).

4. Improving the quality of products and increasing the degree of competitiveness by providing information about the desires of customers and buyers in relation to the production of the required products, and this in turn enables the organization to develop the quality of the products, as well as developing the levels of service provided (Saman, 2020: 91).

2.4. Dimensions of Electronic Administration

Upon what was illustrated in the current study the researcher will raise three dimensions which was highlighted by most scholars of E-administration. Any organization that wishes to convert itself into an Electronic administration should initially identify the applications of Electronic administration and attempt to obtain and secure these applications as efficiently as possible. Electronic administration is composed of the following elements: PORTUGUÊS The influence on Portuguese public administration may be characterized as follows:

A. Technology

There are important elements that technology must have, which are: (Al-Omari, 2018: 78)

- Computer hardware components, networks, and attached devices.
- Computer programs (Software) can be divided into two categories:
    a. System-related programs: such as operating systems, network management systems, etc.
    b. Programs related to applications: They can be divided into: (Hamad, 2016: 19)
- General application programs: for example, web browser programs, e-mail programs, database programs, and others.
- Special programs for applications: They vary depending on the function required of them, such as administrative programs, programs for accounting for organizations, and others.
- Internet networks: such as the extranet and the Internet.
- General application programs: for example, web browser programs, e-mail programs, database programs, and others.

B. Human resources

Human resources are considered the most important element of Electronic administration and include the organization's management, technicians, knowledge resource analysts, leaders and programmers with specialization who contribute their extensive experience to the development of Electronic administration in an important way (Yassin, 2015:45).

C. Systems

These mean the regulations and laws that regulate the work of electronic administration, and combat and prevent its harmful violations. In addition to the state's political, economic, and social systems, the style of electronic administration and the methods according to which it operates. (Abu Mughayd, 2004: 65).

3. Academic Performance
3.1. Concept of Academic Performance

The academic performance. One of the most important managers' jobs or activities that it does in the organization levels is from the top to the lowest job and personnel in the production lines. It is one of the useful tools in administrative control, under which the actual performance and the target performance are compared. It is an incentive that stimulates management to act with zeal and urgency because the measure of the work done by employees is starkly evident to their supervisors. It also encourages subordinates to work dynamically and effectively to be a good worker in the eyes of their superiors, and to reach additional ranks in the evaluation to receive the pre-planned incentives and allowances. The process should be handled in an organized and accurate approach, engaging all the stakeholders who may benefit from the final outcomes of the evaluation (Hassan, 2013: 142).

Organizational performance is very much dependent on academic performance. An employee who is academically weak will be an incompetent. Moreover, a person's capability to have a dialogue can be an indication of academic performance in the organization since the use who possess professional conversational competence, will have higher perform romance in their work and beneficia l relations with their immediate superior (Farooqui and Nagendra, 2014,:73).

The academic performance is the crucial subject for institutions as well in the whole organizations. It is the lingua franca of the scope of interest of management scholars. It is

nearly a universal phenomenon and a fundamental in almost all branches and areas of the administrative sciences, and it is also the most vital field for the various organizations and around which the life of the organization goes on or not (Salah, 2019: 63).

From the foregoing, educational performance may be operationally conceptualized by the researcher "as the energy, ability, or endeavor used by a person, physical or mental, to accomplish the required tasks on the job. This behavior is a difference in which efficiency and effectiveness are realized based on the system's objectives."

3.2. Objectives of Academic Performance

The goals of educational excellence. The goals of academic performance are many and include the following (Saqr 2015: 38-39): 1.

1. To assist in organization senior management to see a complete picture in order to review of comprehensive assessment.
2. How to allocate resources efficiently in order to secure the greatest return at the minimum expense, and at good quality.
3. To make a full assessment of the national economy based on the results of the appraisals of each project.
4. Establish a comprehensive database that contributes to drafting scientific, integrated, and realistic policies and plans.
5. Determine the weak points and defects in the organization's performance and work to get rid of them by offering proper solutions based on study and investigation.

3.3. Benefits of Academic Performance

The following succinctly describes the advantages that the company or the worker can obtain from academic achievement (Al-Sirifi, 2018: 231):

1. Enhancing and growing worker performance.
2. Increasing employees' sense of accountability by making them aware that their work will be evaluated.
3. Improving the overall quality of services offered by the company to achieve functional effectiveness.
4. Offering input on management procedures, such as hiring, training, workforce planning, job design, and selection.
5. Enhancing organizational communication between the supervisor and subordinates by gaining a better understanding of their staff members and by ensuring that employees feel fairly evaluated and treated.

3.4. Dimensions of Academic Performance

In current research, three dimensions of academic performance were adopted, as emphasized by Schmitt et al. (2013: 92-93), Motowidlo (1993: 37), and Koopmans et al. (2013: 7). These are:

1. Task performance: Task performance was defined as a form of role performance and refers to the specific duties that employees are assigned to perform (Motowidlo, 1993: 37). It was also defined as individual work competence, which refers to the degree of task accomplishment under organizational expectations, that is, it is a type of role-based behavior, which will directly affect company performance (Koopmans et al., 2013: 7).
2. Context performance: Context performance was defined as the employee's willingness to perform organizational activities, which are informally organizational and serious to continue to accomplish organizational tasks as well as cooperate and maintain a good relationship with colleagues and communicate to achieve better performance, and these behaviors support the organizational, social, and psychological environment in which the technical basis must work, quoting (Koopmans et al., 2013: 7). This concept was consistent with the definition of context performance by (Yeh& Hong ,2012: 53) that employees will help organizational processes voluntarily without any internal coordination or control system, and this type of performance can lead to the intensification of the effectiveness of the company or group and to a greater impact on academic performance (Cavanaugh, 2011: 2).
3. Adverse behavioral performance: These behaviors are represented at the lower end of both task performance and contextual performance. They are distinguished from other dysfunctional behaviors by requiring that counter-productive work behaviors be intentional. Task performance and contextual performance may also refer to unintentional, careless, or accidental behaviors that have an expected negative value, as

well as behaviors that are performed with the intent of having a positive impact on productivity or the work context but ultimately have an expected negative value because the employee lacks the task-specific knowledge, context-specific knowledge, or skill necessary to execute an effective behavior (Schmitt et al., 2013: 111).

4. Practical Framework

One of the main axes through which the study's practical and applied aspects are accomplished is its methodology and methods. By doing so, the necessary data is gathered for statistical analysis, which leads to results that are interpreted in the context of the study literature on the topic covered in the theoretical framework. This helps the study accomplish its goals. Based on this, this part describes the technique utilized, the study's community and sample, the study instrument, its preparation process, how it was constructed and evolved, and its accuracy and stability. The statistical procedures used to examine the data and derive the findings are presented in the third section.

4.1. Research Questionnaire

A questionnaire was prepared to explore the opinion of the research sample on the concept of Electronic administration and to explain its impact on academic performance, through the teaching staff at the College of Law/University of Misan. This questionnaire consists of three main sections:

The first section: consists of five questions related to the personal data of the respondent (gender, age, educational attainment, age, number of years of service in the current job, and total number of years of service).

The second section: It consists of three axes:

a- The first axis: It relates to measuring the opinion of the researched sample regarding the technical capabilities provided by the researched organization for Electronic administration and consists of 5 questions.

b- The second axis: It examines the opinion of the research sample regarding the existing human capabilities of the organization under study and its ability to deal with Electronic administration, divided into 5 questions.

c- The third axis—which consists of five questions—relates to the research sample's perception of the systems that are available in the organization under study in relation to the use of electronic administration.

The third section: It is related to measuring the research sample's opinion about academic performance and consists of 15 questions.

Research scale: The questionnaire form and the research scale were designed based on the triple Likert scale (agree, neutral, disagree). The data was also analyzed using the statistical analysis program IBM SPSS Version 22 in cooperation with a number of specialists in this field and was subjected to the following tests:

a. Consistency and stability of the research scale: The researcher verified the consistency and stability of the research scales using the Cronbach's alpha coefficient method. The value of the reliability coefficient reached (0.882), which is statistically acceptable in administrative and behavioral research because its value is greater than (0.70), and indicates the internal consistency of the scale .

Table 1. The Cronbach's Alpha Coefficient for The Questionnaire
Reliability Statistics

Cronbach's Alpha	N of Items
.882	30

b. The apparent validity of the research scale: The final version of the research scale was shown to the doctor overseeing the study as well as other university professionals to guarantee its seeming validity. Following the researcher's approval of their observations, the questionnaire's paragraphs were changed to reflect the previously described suggestions.

4.2. Descriptive Statistics

(40)questionnaire forms were distributed, of which (33) questionnaires were retrieved. The valid one that was used in the analysis was (33) questionnaires. By analyzing the personal data of the research sample, we find that the percentage of male participation in the

research sample reached 73%, while the percentage of female participation reached 27%, while the participation rate was distributed according to age: 18% for the age group of thirty years and under, 55% for the age group between 31 and 40 years, 21% for the age group of 41-50 years, and finally 6% for the age group over 50 years, and this percentage is consistent with The reality of the distribution of age groups in public employment. The distribution of the participation rate in the questionnaire according to educational attainment was 33% for holders of a doctorate degree, and 67% for holders of a master's degree.

According to the total number of years of service, the research sample's distribution percentage was 24% for the segment of 10 years and under, 48% for the segment of 11–15 years, and 28% for the segment of 16–20 years. These percentages are also in line with the target sample's and the study's goals.

As for the distribution of the sample according to academic title, we find that the percentage of those holding the title of assistant teacher reached 6.09%, the percentage of those holding the title of teacher reached 12%, the percentage of those holding the title of assistant professor was 46%, and the percentage of those holding the title of professor reached 36%.

Table 2. Research Sample Distribution Based on Personal Characteristics

Gender							
Female				Male			
%		No.		%		No.	
%27		9		%73		24	
Age							
50 or more		50-41		40-31		30 years or less	
%	No.	%	No.	%	No.	%	No.
%6	2	%21	7	%55	18	%18	6
Scientific title							
Professor		Assis. Professor		Lecturer		Assis. Lecturer	
%	No.	%	No.	%	No.	%	No.
%36	12	%46	15	%12	4	%6	2
Academic achievement							
PhD				Master			
%		No.		%		No.	
%33		11		%67		22	

4.3. Testing Research Hypotheses

The researcher relied on the Pearson correlation coefficient in order to test the hypotheses and the following results were revealed:

a. Testing the first main hypothesis: There is a significant relationship between Electronic administration and academic performance:

Correlations

		Electronic administration	Academic performance
Electronic administration	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	33	33
Academic performance	Pearson Correlation	. 736**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Table No. (3) shows that the value of the Pearson correlation coefficient for the relationship between Electronic administration and academic performance reached 0.736.

This indicates the existence of a strong, significant relationship at the level of 0.01, that is, the existence of a strong direct relationship between Electronic administration and academic performance.

Testing the validity of the first sub-hypothesis: There is a significant relationship between technology and academic performance. Pearson correlation analysis of the relationship between technology and academic performance shows that the value of the correlation coefficient reached 0.726, which is significant at the 0.01 level, which means that there is a strong direct relationship between technology and academic performance.

Table 4. Pearson Correlation Coefficient for The First Sub-Hypothesis of the First Main Hypothesis

Correlations

		Technology	Academic performance
Technology	P Pearson Correlation	1	.726**
	Si g. (2-tailed)		.000
	N	22	22
Academic performance	Pe arson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	22	22

**. Correlation is significant at the 0.01 level (2-tailed).

Testing the validity of the second sub-hypothesis: There is a significant correlation between human resources and academic performance. Pearson correlation coefficient analysis of the relationship between human resources and academic performance showed that the value of the coefficient reached 0.536 (as shown in Table 5), which is a significant value at the significance level of 0.01, which means that there is a direct relationship between human resources and academic performance.

Table 5. Pearson Correlation Coefficient for The Second Sub-Hypothesis of the First Main Hypothesis

Correlations

		Academic performance	Human Resources
Academic performance	Pearson Correlation	1	.536**
	Sig. (2-tailed)		.000
	N	33	33
Human Resources	Pearson Correlation	.536**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Testing the validity of the third sub-hypothesis: There is a significant relationship between systems and academic performance. Pearson correlation coefficient analysis of the relationship between systems and academic performance (Table 6) showed that the value of the coefficient reached 0.510, which is a significant value at the significance level of 0.01, which means that there is a direct relationship between systems and academic performance.

Table 6. Pearson Correlation Coefficient for The Third Sub-Hypothesis of the First Main Hypothesis

Correlations

		Academic performance	Systems
Academic performance	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.000
	N	33	33
Systems	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

b. Testing the validity of the second main hypothesis: There is a significant effect of adopting Electronic administration in improving academic performance.

Table 7. Results of The Correlation Coefficients of the Regression Model for The Second Main Hypothesis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736a	.715	.713	.14492

a. Predictors: (Constant), Electronic administration

Source: SPSS

According to Table (7), there is a direct positive correlation between the independent variable of electronic administration and the dependent variable of academic performance. The effect value of the relationship between the process of implementing electronic administration in the organization under study and the improvement of academic performance that was used is R = 0.736, a high positive value. The ratio that explains the change in academic performance with the change in electronic administration was R2 = 0.715 for the coefficient of determination and 0.713 for the modified coefficient of determination. The remaining two ratios are the result of further alterations that were not noted throughout the investigation. The findings of the analysis of variance to determine the significance of the regression model that was determined by the study are displayed in Table No. (8).

Table 8. Significance Test of the Regression Model for The Second Main Hypothesis

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.957	1	5.957	283.646	.000b
Residual	2.373	33	.021		
To	8.330	32			

a. Dependent Variable: academic performance

b. Predictors: (Constant), Electronic administration

Testing the validity of the first sub-hypothesis: There is a significant effect of technology on academic performance.

Table 9. Significance Test of the Regression Model for The First Sub-Hypothesis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726ᵃ	.527	.523	.18678

a. Predictors: (Constant), Technology

Through analyzing the results of the questionnaire, it was found that the value of the relationship between the technology used in the organization in question and Electronic administration was (R = 0.726), which is a high positive value, which indicates a positive, direct relationship between the independent variable technology and the dependent variable academic performance , and the value of the coefficient of determination was (R2 = 0.527) and the value of the adjusted coefficient of determination (0.523), which is the ratio that explains the change in academic performance with the change in technology, while the remaining two ratios are due to other changes not observed in the study, as shown in Table (9).

Testing the validity of the second sub-hypothesis: There is a significant effect of human resources on career management. Through analyzing the results of the questionnaire, it was found that the value of the relationship between improving academic performance in the organization under study and the availability of human capabilities was (R = 0.536), which is an acceptable positive value, which indicates a direct positive relationship between the independent variable human resources and the dependent variable academic performance , and the value of the coefficient was Determination (R2 = 0.287) and the value of the adjusted coefficient of determination (0.281), which is the ratio that explains the change in academic performance with changes in human resources, while the remaining two ratios are due to other changes not observed in the study.

Table 10. Shows The Significance Test of the Regression Model for The Second Sub-Hypothesis of the Second Main Hypothesis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536ᵃ	.287	.281	.22928

a. Predictors: (Constant), Human resource

Source: SPSS

Testing the validity of the third sub-hypothesis: There is a significant effect of systems on academic performance. By analyzing the results of the questionnaire, it was found that the value of the relationship between academic performance in the organization under study and the systems (as shown in Table 11) was (R = 0.510), which is an acceptable positive value, which indicates a direct positive relationship between the independent variable, systems, and the dependent variable, academic performance. The value of the coefficient of determination was (R2 = 0.260) and the value of the modified coefficient of determination was (0.253), which is the ratio that explains the change in the academic performance with the change of systems, while the remaining two ratios are due to other changes not observed in the study.

Table 11. Shows The Significance Test of the Regression Model for The Third Sub-Hypothesis of the Second Main Hypothesis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510ᵃ	.260	.253	.23356

a. Predictors: (Constant), Systems

:
 SPSS

5. Conclusions and Recommendations

5.1. Conclusions

1. The majority of the research sample members are male and hold master's degrees, and most of the respondents' ages are between the ages of 41 and 50, and their years of service were between 11 and 20 years. This is evidence that the college relies heavily on teachers in this category of personal variables.
2. The researchers concluded that there is a strong correlation between the research variables and that this matter will generate good results that will help in developing and addressing the dilemmas that the college will face.
3. The electronic administration has many devices and equipment that help teachers in the College of Law perform their various tasks.
4. Academic achievement in the College of Law is significantly correlated with electronic administration. The facilitation of communication and the exchange of ideas and information helped to establish a productive workplace.
5. The idea of electronic administration, which is based on cutting-edge and contemporary information and communication technologies, must be activated. It serves as a motivator for teachers' professional growth through training and development.

5.2. Recommendations

1. It is necessary to support the College of Law's interest in using the concept of Electronic administration with all its components and elements, as it is an important variable that contributes to influencing the academic performance of teachers.
2. Keeping up with technical advancements in the field of electronic administration is essential, as is concentrating on the usage of cutting-edge, contemporary equipment in the University of Misan's faculties.
3. Increasing the support of the Deanship of the College of Law/University of Misan for users by encouraging them to use electronic administration, clarifying their various needs, and knowing their opinions regarding the difficulties they face when using electronic administration to overcome them.
4. The necessity of updating the software for Electronic administration systems on an ongoing basis and following the business need.
5. The College of Law must train teachers in Electronic administration systems in order to improve work.

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