



Modeling Of Digital Media In The Management Of Educational Performance In Morocco School's

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Abstract:

Faced with the increasing opening of the education and training sector on the digital world, the actors of this sector are called to develop alongside the disciplinary and pedagogical skills other strategic and technological skills that allow to offer the adequate conditions to manage their establishments.

Today, the pedagogical director is called to master an important set of technical and technological tools and this for two complementary reasons, the first is the knowledge of educational and pedagogical and the second is innovation in managerial practices

Our intervention is part of a comparative approach in which we will verify the degree of use of technological tools by our population of directors (123) private and public

Then, we will try to model the different IT tools and check their impact on managerial practices.

Finally, we point out all the human, technical, social and cultural constraints that hinder the process of the integration of ICT in managerial practices by proposing a set of suggestions likely to attach the motivation and will of managers in technology. of their practices

Keywords: management, modeling, digital tool, quality, constraints.

INTRODUCTION

"E-learning is a catalyst that reflects the image of education, networking academic institutions, responding to government directions, and forcing the teacher to think about his new role" L'autrice

The increasing evolution of the digital world has led educators in the education system to think seriously about the integration and generalization of information and communication technology (ICT) in the teaching process. The aim would be to provide the participants in the education system with their contribution, their technological tools and their means to improve their academic performance and to combat the problem of dropping out[1].

Morocco is one of the countries that has recently mobilized to put a national strategy for integrating information and communication technology into the educational process. These efforts began with the introduction of the GENIE program, which was launched in 2004 and aimed at improving the infrastructure and quality of computer equipment. The project is part of an international vision endorsed by UNESCO 2004. The INJAZ program, which was able to equip teachers with personal and sophisticated teaching materials (with an affordable price), is now available. Finally, it is interesting to note the project "MOS program", which aimed at the continuing education of computer teachers. Finally, the Moroccan education system recently adopted the MASSAR program, which emphasizes the computerization of formative and summative evaluation. However, it is important to highlight technical problems and ending with PLAN 2020 promoting the integration of ICTs " [2].

It is true that the successful integration of ICT in the field of education can contribute to the improvement of the quality of educational practices. The aim would be to optimize students 'learning

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by raising students' desire and interest, favoring positive investment conditions and perseverance. However, several parameters are involved in this technological project in this sector, first of all by the material level represented by the equipment and the nature of the means used. The technical aspect of education practitioners will be assessed by measuring the effect and impact on the quality of training.

Although the use of ICST has shown its direct impact on the improvement of teachers' didactic-pedagogical practices and the students' learning process. The use of ICTs by professors in the Moroccan education system is characterized by three main points [3]. : The first difference is the use of ICT between disciplines. The second is the material and technical contradiction between the two private and public sectors from the technology point of view. The third is the unbalanced computer equipment endowment.

We descriptive and investigative study fits into the process of researching the quality development of teachers' teaching practices in computer-based teaching. The project to integrate ICT into teaching practices in initial and continuing education is part of the modernization paradigm of the system. As a result, the analysis would focus on the analysis of factors influencing the virtual design of learning objects, pedagogical activities, and formative and summative evaluation modalities.

The research findings show very significant differences in the use of ICT between education disciplines in educational practices (planning, management, evaluation). The two domains of social training activities "private and public" show different correlative results with respect to the variables: the nature of the equipment available and used, the level of technical and technological skills of the participants and the nature of the training received.

CADRE MÉTHODOLOGIQUE

a. The target sample

The sample was constructed probabilistically. It is made up of 208 teachers from the public and private sectors. (Four French, Arabic, Islamic education, geo-history and four scientific subjects: SVT, physics and chemistry, maths). To carry out this survey and to carry out our study, we made sure to distribute the questionnaire personally and personally to the interested parties.

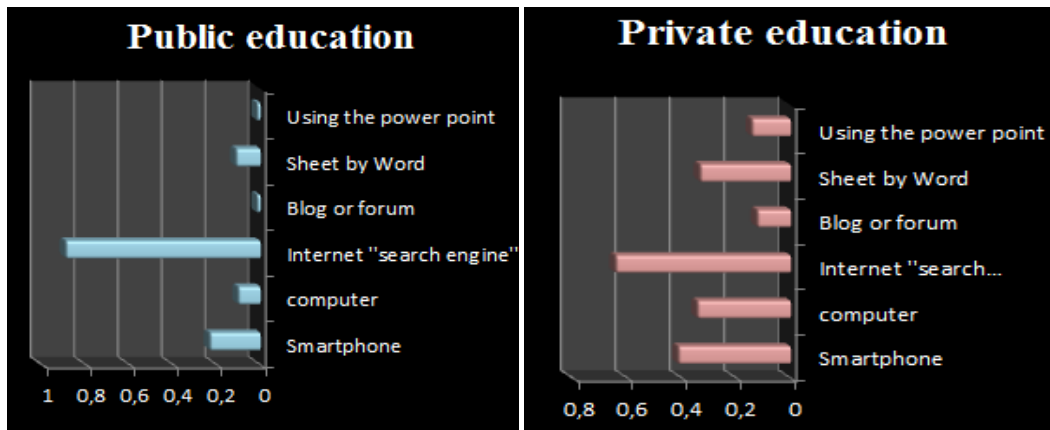
The technological means used are Smartphone, PC. Internet " search engine " Blog or forum. Sheet by Word. Using Power Point, BI, Video Projector, Video Conferencing, Digital Camera, Student Tracking E-book, E Portfolio, E Learning, Email, and Excel [4].

Undoubtedly, the training of teachers of literary disciplines is different from that of scientific subjects in several stolen technical and technological. However, the point of convergence between the two courses is the use of new technologies or to plan or implement contents or also to evaluate and regulate the objectives:

The typology of supports used in planning in both systems of education: "public and private"

The results of the Survey show the following statistics:.

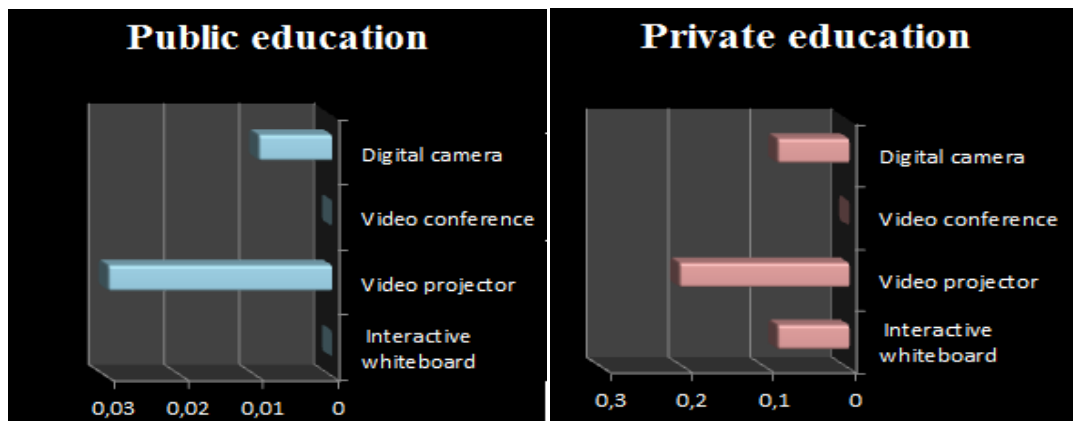
Sector	Tools					
	Smartphone	computer	Internet "search engine"	Blog or forum	Sheet by Word	Using the power point
Public education	24%	11%	90%	2%	12%	2%
Private education	42%	35%	65%	13%	34%	15%



The typology of the supports and the means used in the management and animation of the learning lessons

The survey yielded the following results :

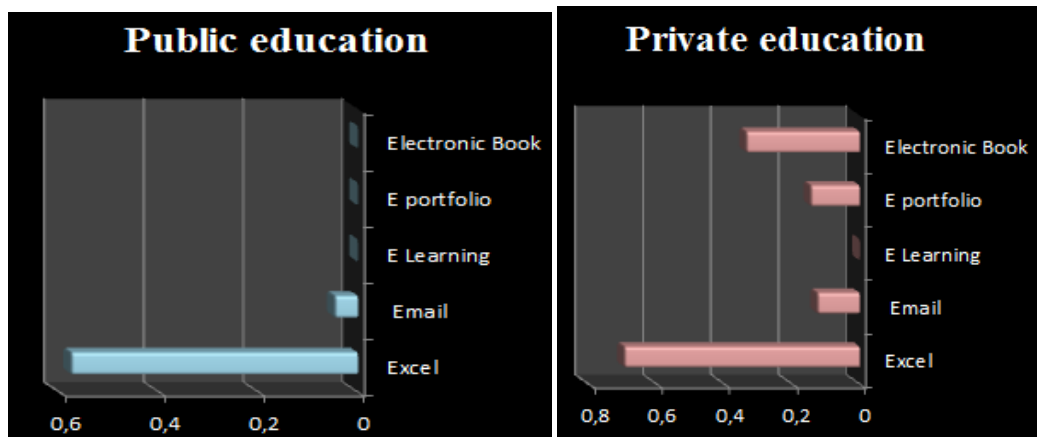
Sector	Tools			
	Interactive whiteboard	Video projector	Video conference	Digital camera
Public education	0%	3%	0%	1%
Private education	9%	21%	0%	9%



The typology of the supports and the means used in the evaluation of learning:

The results of the Survey show the following statistics:

Sector	Tools				
	Excel	Email	E Learning	E portfolio	Electronic Book
Public education	58%	5%	0%	0%	0%
Private education	70%	13%	0%	15%	34%



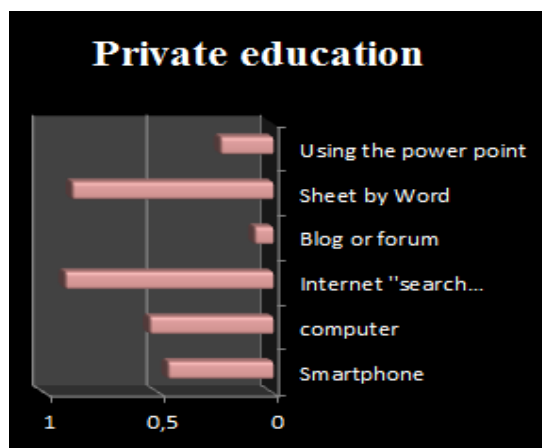
b. The Use of TICE in the Literary Block:

We will precede to standardize the analyzers to consolidate the measures of integration of ICT in the scientific block:

The typology of the media used in the planning of learning in the two sectors: "public and private"

The survey carried out in this register noted the following measures:

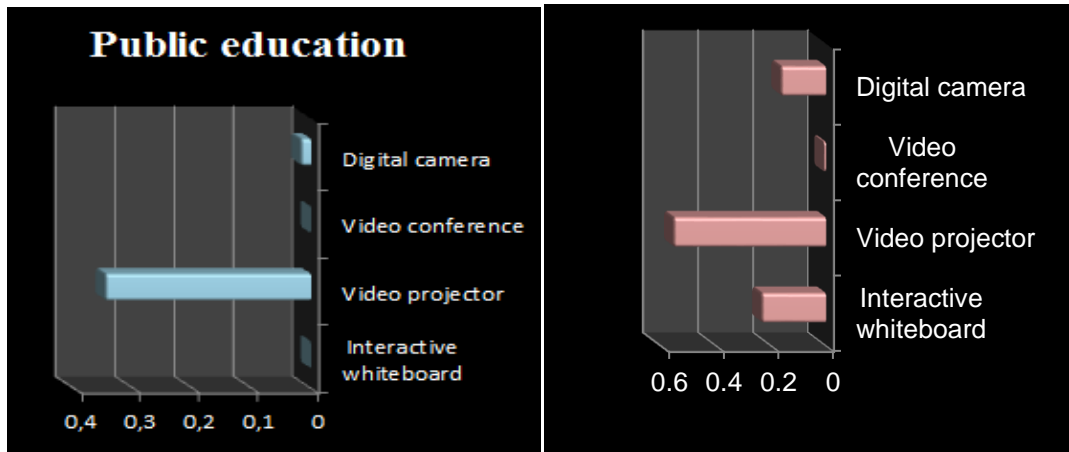
Sector	Tools					
	Smartphone	computer	Internet "search engine"	Blog or forum	Sheet by Word	Using the power point
Public education	20%	19%	80%	7%	24%	3%
Privat education	47%	55%	92%	9%	89%	24%



The typology of the supports and the means used in the management and the animation of the teaching - learning sessions

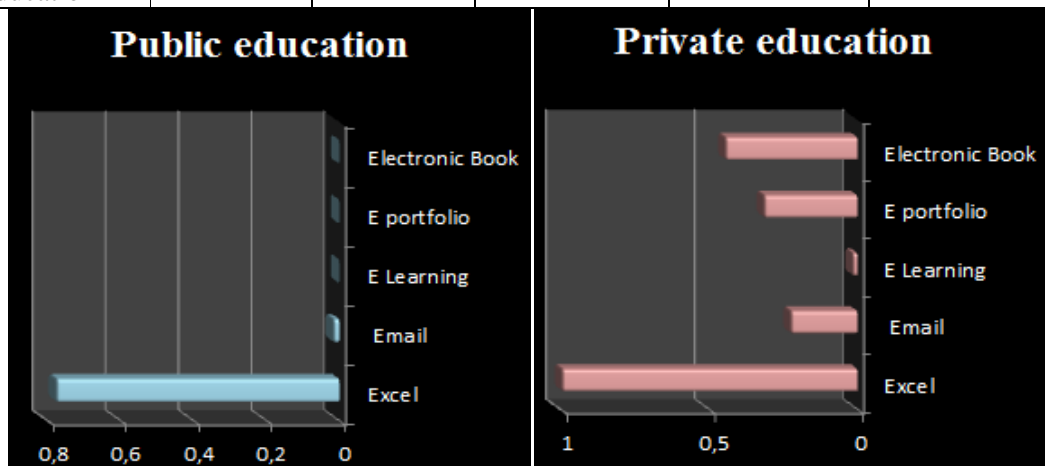
The results of the survey were as follows:

Sector	Tools			
	Interactive whiteboard	Video projector	Video conference	Digital camera
Public education	0%	35%	0%	2%
Privat education	24%	56%	1%	17%



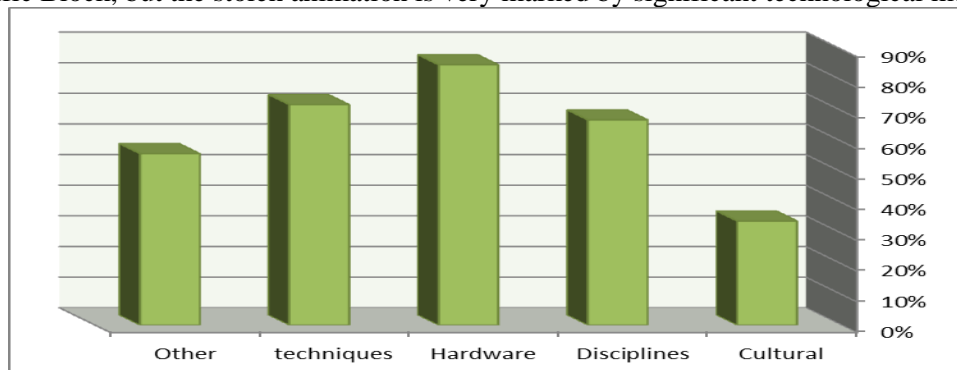
The typology of the supports and means used in the evaluation of learning:
 The survey carried out in this context highlights the following results

Sector	Tools				
	Excel	Email	E Learning	E portfolio	Electronic Book
Public education	78%	2%	0%	0%	0%
Private education	100%	23%	2%	32%	45%



c. Discussion and Recommendation:

From the results mentioned in the tables, we can see that the use of ICT in literary disciplines is very timid among professors. In addition, most teachers use digital mediation tools only to plan or evaluate their training programs. It is interesting to note that the percentage is approximately approximated in the scientific Block, but the stolen animation is very marked by significant technological means



First, the planning and development phase of learning objects. We find that the majority of actors use the Internet as a privileged means of research to prepare the contents. However, the quest for information is varied and diverse. Moreover, the use of Smartphones has replaced the use of PCs. However, this means directly that the preparation of the session cards in the world or in PTT is only possible for the last category, which reduces the quality of the sheet or of teaching projects.

At the same time, in the animation phase of the courses at the literary pole. The use of new technologies is very limited to a few research activities. The adoption of these technologies remains a reflection of the teacher's conception and the nature of the disciplines: teaching support, which sometimes does not offer opportunities to introduce these tools into their learning devices. The geography history of which the historical documentaries and the digital geographical schemes " map, stratum ...) are very used and much solicited. This reality is amplified in scientific and technical disciplines, which exploit technological means as experimental methods, using simulation techniques, virtual reality, augmented reality and 3D visualization.

Similarly, the use of video conferencing or the Interactive TBI Whiteboard is virtually absent for public sector institutions, but this figure has seen a rational increase in the private sector whose BIT has begun to take place in the practices of the " Even for literary purposes.

Finally, for the evaluation, we noted at the outset that the MASSAR program launched by the Ministry of National Education to oblige teachers to consult their accounts to introduce, modify and regulate the evaluation notes. But since the use of Excel did not expect these 100% we confirm the idea that intelligent tutoring and community work between professors and administrators would be a vector of efficiency.

Not forgetting to comment on the strength of private schools lies in e-books and software monitoring results and develop skills by all players in the education sector:

d. . Problem and constraints related to the use of ICTs:

Dans la même enquête mené, nous avons relevé des problèmes ou des obstacles 'illustrés dans le tableau' qui entravent et ridicules l'emploi des technologies de l'information et de communication dans les pratiques de l'enseignement.

Percentage	Problems				
	Cultural	Disciplines	Hardware	techniques	Other
	34%	67%	85%	72%	56%

Cultural Problems

The first problem identified by the teachers is the marked difference between the students' mentality and their level of economics, which allows them to join in the computer fields or not, this fact clearly explains the level of private schools or students have developed a culture Digital technologies in their teaching practices.

In the same perspective, PCs and Smartphones are ways to entertain most teachers who are very difficult to apply them to plan.

Adding cultural resistances to change management and the psychological fear of integrating these new technologies into the pedagogical action [5] Mohamed Mastafi. (Adjective analyzes ICT research, April 2013) , contenting themselves with sheets and paper documents instead of electronic learning booklets.

Finally, several teachers find inappropriate excuses and prejudices such as "students are provocateurs of conflicts in the case where we use digital tools, for that does not deserve animations in video projector ..."

Disciplinary Problems:

The majority of teachers not adhering to ICT use justify their actions by the nature of the discipline itself, which does not offer sufficient numerical resources in quantity and quality.

Material Problems.

In the majority of experimental establishments. We note that the equipment in computer equipment is very small and sometimes lacks the means of projection and the tools of animation of the learning

sessions. We also underline a significant difference between the public and Private rooms where the rooms are well equipped, reflecting a state of modern technology teaching

Technical Problems:

Several speakers have shown their ambitions to teach with ICTs, admitting a follow-up and piloting during the apprenticeship.

We question the implementation of a centralized or regionalized, but not generalized, continuing education, which does not meet the requirements of the school context, the expectations of the teachers and the demise of the global technological market.

Other constraints and problems:

On the other hand, problems persist and hamper the use of ICT in educational practices, namely:

- The refusal of the majority of the files conceptualized by the computer means by the inspectors "pedagogical supervisors" for cultural and organizational reasons.
- The lack of motivation and perseverance of professors who exploit these tools in their practices despite the efforts provided.

III. Conclusion

The current evolution of conceptions of the integration of technology as an object and means of education poses an epistemological, cultural, didactic and managerial dilemma. The use of ICT in schools suggests that the use of ICTs has become a very strong institutional and pedagogical obligation in order to optimize students' learning conditions and develop their cultural, methodological and Technological developments.

At the same time, the efforts made, the educational system has not been able to improve teachers' performances so far, hoping to promote the use of ICT in our educational institutions.

It is true that technological didactic material, population culture and digital resources are more favorable in disciplines more than others and in premises better than others. But the ambition, motivation and creativity that will mark the competence of teachers to introduce ICT into their educational practices in a rational and pragmatic way.

In addition, initial teacher training remains a crucial area in the continuous improvement of classroom practices, in particular in relation to the introduction of an innovative thinking and technological culture. In this context, we classify the speakers into three main categories: first, teachers resistant to the use of ICT in their practices, second to those who adhere to the novelties, and thirdly, to professors who have undergone training on top and Finds ambition and originality in using these new tools.

Today, we believe that planning, managing or evaluating learning with new technologies has become not a demand of the teachers more than it is a demand of the actors of the educational system (Parent - pupils - association of the parent ect) , As well as the dynamics of the needs and the expectations of the companies for a better employability.

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