



# **WAYS TO IMPROVE DIGITAL LEADERSHIP AMONG ARAB SCHOOL PRINCIPALS IN THE NORTHERN DISTRICT WITHIN THE ISRAEL FROM THE PRINCIPALS AND TEACHERS POINT OF VIEW**

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## **Abstract**

The aim of this study was to identify the degree of digital leadership employment among Arab school principals within the Israel from the point of view of principals and teachers, and ways to improve it, as well as to know the impact of variables (gender, job title, educational qualification, years of experience, type of school) in that degree, a mixed approach (quantitative, qualitative) was used, a questionnaire and interview were used to collect the necessary data to achieve the objectives of the study, the study sample consisted of (572) principals and teachers, selected by an accessible method, The results of the study showed that the degree of digital leadership employment among Arab school principals within the Israel from the point of view of principals and teachers was moderate, The results, further, indicated that there were significant statistical differences at ( $\alpha=0.05$ ) in sample's estimates of the degree of employment of Arab school principal's digital leadership due to job title variable in favor school principals, educational qualification in favor of graduate studies, and type of school variable in favor of private schools, and didn't show any significant statistical differences due to (gender, years of experience).

The results of the study came up with a set of proposed ways to improve the degree of school principals ' practice of digital leadership: ways related to the school infrastructure, ways related to preparation and qualification, ways related to school planning, and ways related to supervision and follow-up. In the light of the results of the study, the researcher concluded a set of recommendations, the most important of which are: inviting decision-makers to develop policies, regulations and regulations related to the employment of digital technology, defining a system for training programs and evaluating workers for the application of modern technology in school leadership, with a focus on the professional development needs of school leaders in light of the dimensions of leadership. Digital, and the need to pay attention to the infrastructure of schools and provide them with the devices, tools and software necessary to raise the level of employment of school principals with digital leadership in their schools.

**Keywords:** Digital leadership, Ways to Improve, Arab School Principals, Teachers, Israel

## **BACKGROUND AND IMPORTANCE OF THE STUDY**

## **INTRODUCTION**

The sources of knowledge in developed societies have varied, and the intellectual, economic, scientific and informatics achievements have multiplied, which led to the expansion of the responsibilities of any country seeking to reach the ranks of developed countries, and its growth in all fields, so that contemporary countries have become distinguished from each other by effective management and practiced leadership behavior, as they represent the appropriate means to achieve comprehensive development in various fields, this is why it has become an urgent need for any educational institution to possess distinguished leaders who are able to keep pace with contemporary educational developments and rapid societal changes in light of technological development, and the knowledge explosion that all countries and societies of the world are witnessing, and dealing with it wisely and rationally in order to achieve the desired educational goals.

The modern technological development that all societies are witnessing has led to changes in the administrative, industrial, economic, political and social systems, and in the daily life of the individual, as the world in light of the era of commerce, industry and the accelerating digital society has become in need of a new leadership with a scientific vision and a new approach commensurate with this digital age and the technological society that is accelerating development, change and development (Al-Taie & Al-Hadrawi, 2019).

Digital leadership is one of the contemporary management concepts that described and clarified the role of leadership, so it was necessary to distinguish between two closely related categories of leadership, the first: leadership in the digital age; which points out that leadership in any organization or sector is an integral part of the broad shifts towards a more knowledgeable and developed society, as most leaders in various fields are familiar with all modern constraints, and are keen to provide opportunities related to information and communication technology and use them effectively. The second is digital leadership, which refers to leadership in the main sectors of society. Many leadership innovations have emerged in the basic information and communication technology sectors, such as: using Internet portals to facilitate communication between all workers in those sectors (Collin et al, 2015).

In view of the school administration in the digital age, the school principal must understand the basics of digital leadership, and understand that digital transformation is not only related to technology, but is related to the competencies possessed by the digital leader, the strategy of employing digital tools and contemporary technical culture and the competencies of using them efficiently and effectively, as well as how to use them to create a competitive advantage, by understanding the behavioral, economic, and social transformations created by contemporary technological means such as: mobile phone, social networks, electronic clouds, and big data, and using these major transformations to raise the level of individual and institutional performance, and distinguish it; digital transformation refers to the changes associated with the application of digital technologies in all areas of human society (Ellis, 2009).

Digital leadership requires the school principal to play new roles that are no less important than other roles, as the success of the school principal in performing his role by practicing the use of technology in his school enhances his success in other roles. Technology, if properly invested and employed, works to reduce the burdens placed on him, as it provides him with digital tools and media that shorten his time, and save effort in completing the tasks

entrusted to him, in a manner that guarantees his accuracy and speed. In order for the school principal to be able to carry out his work as a digital leader, he must possess a set of skills, summarized by Shaheen (2011) as follows: Realizing the relationship between information and communication technology and empowerment, and having adequate knowledge in determining the times when digital media should be invested and employed as an alternative to traditional procedures, the ability to harmonize with different digital media, and ensure that they are used in the most appropriate manner in exchanging information, including: e-mail, electronic conferences, appreciating and encouraging creativity and technological innovation, having the ability to use technology in school work, being trained and motivated to use it, appreciating the value of supporting electronic support systems, keen to invest in the opportunities provided by communication and information technology and the Internet, and building virtual work teams, preserving and motivating talent, mastering communication and remote communication skills with the various parties to the educational process, and individuals with multiple individual differences, in addition to openness to multiple cultures.

The interest in digital leadership, the adoption of the use of digital media and its accessories, and its employment in school work in a meaningful way and in accordance with a clear vision and strategic plan, has its basic justifications, as Sheninger (2019) referred to several reasons that justify schools adopting digital leadership, which are as follows: Providing a stimulating learning environment for students, helping them achieve success and excellence through teamwork, fluency in technology, and high productivity, and enabling them to master the skills of the twenty-first century, including: learning and creativity skills such as critical thinking and problem solving, communication skills, innovation and creativity, digital culture skills such as information culture, media culture, information and communication technologies culture, career and life skills such as flexibility and adaptation, initiative and self-direction, social interaction and multicultural interaction, productivity and accountability, leadership and responsibility, as well as providing students with the opportunity to actively participate in the educational process.

Mahmoud (2015) indicated that the trend towards employing digital leadership in school work requires a number of changes, including: investing in the human capital of educational institutions, in addition to the technical developments resulting from the information and communication technology revolution, the business and Internet revolution, globalization, and the challenges it imposed on educational institutions, so schools need leaders and teachers who are able to keep pace with these matters by having skills that enable them to deal with them to achieve the desired educational goals.

The main objective of the educational-learning process is to motivate teachers and encourage them to possess knowledge of all kinds, by motivating them and increasing their desire to develop themselves, and working to raise the level of their possession of professional skills and competencies, which enables them to help students in understanding basic scientific concepts and terms such as: Internet and technology due to their importance in their scientific and practical lives; Incentives in education play an important role in guiding learners and guiding them towards acquiring educational material in a fun and interesting scientific way (Karabenick & Conley, 2011).

Technological developments that the world is witnessing today, and what is observed of its techniques in societies, have created the need for a new leadership with a scientific vision

and a new approach that is compatible with the requirements of this digital era. Therefore, the concept of digital leadership emerged to represent a meeting point between two branches of science, namely: leadership, and the science of technology, and accordingly digital leadership is defined as "the process of social influence by means of advanced information technology to bring about a change in attitudes, feelings, thinking, behavior and performance with individuals, groups and institutions, which can occur at any level of the organization's hierarchy" (Avolio, Kahai & Dodge, 2000).

In light of the technological progress, the role of the school principal is no longer limited to managing the various school affairs, but rather he has to take into account the educational process and its development from all aspects, including the local community aspects and its development, and the absorption of modern concepts for his role in leading the process of renewal and development of the educational and learning process in his school to achieve the maximum possible quality, effectiveness and efficiency, and providing all possible facilities and activities for teachers and his endeavor to enroll them in specialized courses and inform them of all that is new in terms of variables in light of technical progress and rapid societal changes in this century to improve their job performance because of its positive repercussions on the academic achievement of students (Al-Saud, 2009).

In view of the emergency conditions facing education that require full readiness to deal with them immediately and the negative effects that resulted from the spread of the Corona pandemic, which led to the closure of schools and universities to resort to the option of distance education to ensure the continuity of student learning, as distance education has become the ideal solution, and it is almost the only one to absorb what is sweeping global health, and it has become one of the forms of education that school teachers must master, so it was necessary for school leaders to reconsider the strategies, methods and methods by which they perform their work, and work to find new alternatives that enable it to perform its tasks to the fullest, and it should reconsider the qualification and training of its cadres, reconsider the leadership techniques it uses, and harness technologies and technology to serve their work, hence the idea of this study.

### **STUDY ISSUE AND QUESTIONS**

The researcher, through his work as deputy principal of one of the Arab schools affiliated to the Northern District within the Israel, noticed the lack of some school principals of competencies and technical skills that would enable them to perform their job tasks to the fullest, especially in light of the emergency conditions imposed on them by the Corona pandemic. Through research and investigation through knowledge sources and the Internet, it became clear that there are few studies that looked at employing digital leadership among school principals, and ways to improve it. In addition, the study by each of: (Abu Hayya, 2021; Al-Zahli, Al-Kharousi, & Al-Shuaili, 2021) focused on the degree of school principals employing digital leadership. The study by (Abu Hayya, 2021) showed that the average degree of employability was high, while the study by (Al-Zahli et al., 2021) showed that the degree of digital leadership employment among school principals was significant, which constituted the controversy in their results. As for the study by (Zhong, 2017), it came for the purpose of revealing indicators of digital leadership in general education schools in light of the standards of the International Society for Technology in Education Standards for Administrators (ISTE-A). Hence, the problem of this study is to reveal the degree of digital leadership employment

among Arab school principals within the Israel from the point of view of principals and teachers, as well as to identify ways of improvement. More specifically, the study attempted to answer the following questions:

1. What are the ways to improve the employment of digital leadership among principals of Arab schools in the northern district within the Israel from the point of view of principals and teachers?

### **STUDY OBJECTIVES**

This study sought to achieve the following objectives:

- Identifying ways to improve the degree of digital leadership employment among Arab school principals in the Northern District within the Israel from the point of view of principals and teachers, due to the benefits of this study for all members of the school community.

### **STUDY IMPORTANCE**

The importance of this study stems from its attempt to reveal the degree of digital leadership employment among Arab school principals in the northern district within the Israel. The importance of the study appears as follows:

#### **Theoretical importance:**

- It is hoped that this study will enrich the theoretical aspect in the field of digital leadership among Arab school principals to work on improving the use of digital leadership by Arab school principals, due to its positive effects on the performance of school principals, the productivity of teachers and the performance of their students, and in the hope that this study will enrich the Arab library with the information it provides about the concept of digital leadership.

#### **Applied importance:**

- The applied importance of the current study lies through its findings, which may contribute to directing the attention of decision makers, educational policy makers and supervisors in the Ministry of Education if it is adopted in order to improve practices related to digital leadership by principals of Arab schools in the Northern District within the Israel, in a way that reflects positively on them and their performance, and the performance of their teachers and students. Also, this study may contribute to directing the attention of decision-makers in the Ministry of Education to the need to provide all means that school principals can follow to get rid of the challenges that may hinder their employment of digital leadership. It is hoped that this study will benefit school principals, supervisors, teachers, parents, students, researchers and graduate students.
- The benefit of researchers and graduate students towards conducting more studies similar to the current study and in the light of some other demographic variables, in light of the results of this study.

### **CONCEPTUAL AND PROCEDURAL DEFINITIONS**

The current study included the following conceptual and procedural definitions:

**Digital leadership:** It is “the mobilization of leadership resources and structural leadership, to persuade members of society to gain access to new information and communication technologies and resources that can help achieve the goals of education” (Bounfour, 2016, 134).

**Procedurally;** It is defined as the practices and behaviors of Arab school principals in the Northern District within the Israel through the use of digital tools while performing their job duties such as social media, communication via web applications such as Zoom and video conferencing, and digital educational games such as Padlet, Wordwall and other digital tools that appear every day as a result of successive technical developments to achieve the educational goals sought by the school. It is measured in this study by the total score obtained by the respondents on the tool prepared by the researcher for this purpose.

**Ways to improve the employment of digital leadership:** It is defined procedurally as the solutions proposed by the sample members of school principals and teachers in the Arab schools in the Northern District within the Israel to reduce or overcome the challenges facing the employment of Arab school principals in the Northern District within the Israel of digital leadership in their schools, revealed by interviews conducted with a sample of principals and teachers, measured by frequencies and percentages reflected by their responses to these methods.

### **STUDY DETERMINANTS**

The generalization of the results of this study depends on the objectivity and seriousness of the responses of the study sample, the instruments used to collect data, and their acceptable psychometric characteristics (validity and reliability).

### **METHODS AND PROCEDURES**

A purposive sample of (20) principals and teachers was also selected, in order to obtain their views on ways to improve the degree of Digital leadership employment among Arab school principals within the Israel.

### **STUDY INSTRUMENTS**

In collecting the necessary data to achieve the objectives of the study, the researcher used two instruments: a questionnaire, which consisted of two parts, the first part included the respondent's personal data, and the second part to measure the degree of digital leadership employment among Arab school principals within the Israel; The second instrument is the interview, where an in-depth interview was conducted with (20) principals and teachers, including (10) principals and (10) teachers with experience and competence, to get their views on ways to improve the degree of digital leadership employment among Arab school principals within the Israel. Here is an overview of both instruments:

### **STUDY OUTCOMES**

***Outcomes discussion: “What are the ways to improve digital leadership employment among principals of Arab schools in the northern district within the Israel from the point of view of principals and teachers?”***

To answer this question; an interview was conducted with (20) school principals and teachers to identify ways to improve the degree of digital leadership employment among Arab school principals in the Northern District within the Israel. Then the content of the interviews was analyzed and turned into (16) topics, then these topics were divided into (6) categories that ended up in (4) patterns, namely:

**Firstly; Ways related to the technical infrastructure of the school, as follows:**

- **Financial**, represented in the following: "Motivating civil society institutions to provide financial support that would make the process of employing digital leadership successful in schools." And "work to provide sufficient funding sources by the Ministry to help school administrations provide digital media and accessories necessary to employ digital leadership in their schools and in their administrative work." These methods were suggested by (18) out of (20) respondents, with a percentage of (90%). The school principal (S) says: "In my opinion, the Ministry of Education should allocate sufficient budgets for schools so that school principals can provide an incubating digital educational environment equipped with all digital media and accessories to employ digital leadership in their schools and in their administrative work." The teacher (M.) said: " Adequate budgets should be provided so that school principals can purchase the necessary digital equipment and tools so that school administrations can employ digital leadership in their administrative work".
- **Technical**, represented in the following: "Providing computer equipment in the schools of the Northern District, especially in the administration room and classrooms, in a manner commensurate with the employment of digital leadership," in addition to "providing a digital environment equipped with all digital and technological tools necessary for the continuity of the students' learning process." As well as "providing digital software necessary for school work", "cooperating with the State Council and local committees in order to provide poor students with tablets to ensure the continuity of their learning", and "'Communicating with the concerned authorities to provide schools' needs for digital and technological tools such as computers, interactive whiteboards, projectors, and other tools and accessories." In addition, "guidance guides should be provided that explain to teachers the mechanism of operation of the digital devices and tools available in the school so that they can use them easily and smoothly in the process of teaching students, and in their fulfillment of the functional tasks entrusted to them," "providing school subscriptions to computer Internet applications, and providing a permanent and strong Internet network that meets the needs of teachers, students, and all elements of the school staff." (15) Out of (20) respondents answered these ways, with a percentage of (75%). Where the teacher (S.) said: "School principals must work to provide all the necessary equipment to employ digital leadership in schools, including computers and accessories, interactive whiteboards, projectors, and others." The teacher (A) stated, "It is the responsibility of the school principal to intensify his efforts and communicate with the local community institutions and the State Council to provide the necessary financial support to purchase the necessary computers, taking into account the need to connect these devices to the Internet due to the importance of the Internet in the process of communication with students and with their parents to inform them of the results of their children and their behavior within the school.

**Secondly; Ways related to preparation and rehabilitation, which are as follows:**

- **Training and rehabilitation**, represented in: "Working to provide qualified and trained human cadres of principals to be able to keep abreast of all developments in the digital world", and "Holding training courses to provide school principals and teachers with computer skills to enable them to employ digital leadership in school work", and " Intensifying training courses and school completions that would raise awareness among

school principals and teachers of the importance of using digital media in school work”, “dissemination of digital knowledge among school workers in light of the digital transformation imposed on schools”, and “conducting dialogue sessions with teachers through The platform to train them on how to computerize school curricula and create electronic tests”, as well as “attention to professional development programs for teachers in general and those related to the employment of digital media and tools in school work in particular.” In addition, "provide teachers with the latest educational and technical developments, and encourage them to educate themselves technologically to support student learning," and "enable school principals and teachers to acquire English language skills as the main language in dealing with digital tools and accessories." (16) Out of (20) respondents answered these ways, with a percentage of (80%). School principal (A) says: “The Ministry of Education should pay attention to vocational programs for the rehabilitation of school principals, as well as teachers, related to how to employ digital tools in school work by holding courses and school completions that enable them to acquire technical skills and English language skills, as the dominant language in Arab society is Hebrew, and many principals and teachers suffer from a weakness in the English language and its skills.” Teacher (R) says: "The Ministry of Education should pay school principals more attention in the domain of employing technology and digital tools, as it is noted that some of them lack the skills and competencies necessary to deal with these tools, so the Ministry must organize training courses and completions to enable them to acquire these skills so that they can employ digital leadership in their administrative work.

- **Rewards and incentives**, as follows: “Rewarding school principals, teachers and students who demonstrate meaningful and innovative employment of technology tools in teaching and learning”, “Increasing material incentives provided by school principals to distinguished teachers in the domain of employing e-learning”, and "reducing the teaching burden and reducing the educational quotas placed on the shoulders of teachers to motivate them to exert their utmost energies to achieve the desired educational goals and objectives of the school", as well as "encouraging and motivating teachers to see all that is new in their field of specialization, and discuss it during the periodic meetings that are held in the school," "motivating school principals to employ digital leadership in administrative work to get rid of routine procedures that delay school work." These methods were suggested by (18) out of (20) respondents, with a percentage of (90%). Director (M.) says: "The Ministry of Education should allocate sufficient budget to provide material and moral support to principals, teachers, and students who demonstrate meaningful use of technological tools in the teaching process, even if the support is with a certificate of appreciation or at least a simple moral incentive that encourages teachers and students to exert more effort in order to achieve the goals of the school. It is also the responsibility of school principals to inform male and female teachers of technical developments and their latest developments and to encourage them to review the latest educational developments in their field of specialization”. As for teacher (A), she adds, “School principals and principals should honor male and female teachers who demonstrate excellence in employing digital and technological tools while teaching their students, as well as honoring distinguished and creative students. The burdens placed on teachers should also be reduced



to encourage them to exert more effort in order to improve their schools and achieve their goals”.

**Thirdly; Ways related to school planning, which are as follows:**

- "Forming work teams of experienced and competent teachers to plan for the implementation of e-learning in all its forms", setting a clear vision with appropriate digital content in light of the digital tools available in the school, and working to involve teachers in planning school work, and that “School principals provide models in electronic planning for teachers to simulate them,” “hold dialogue sessions with teachers through educational platforms to determine future directions in the field of e-learning,” and “plan the computerization of school curricula, and enrich them with activities that take into account individual differences among students.” (14) Respondents out of (20) respondents answered these ways, with a percentage of (70%). Teacher (N) says: "School principals must establish a specialized unit in the school and form work teams that contribute effectively to planning in order to employ e-learning in all its forms, and the school principal must provide e-planning models for teachers to simulate during lesson planning." Principal (N) says: "Workshops and dialogue sessions should be held with male and female teachers in order to plan the computerization of school curricula and direct them towards including activities that take into account individual differences between high-achieving and low-achieving students. Also, during these sessions, future directions in the field of e-learning in all its forms must be determined, and everyone knows what happened in the recent period as a result of the spread of the Corona pandemic and the transformation of schools in various countries of the world to distance learning.

**Fourthly; Ways related to supervision and follow-up, as follows:**

- **Rewards and incentives**, represented in the following: “Motivating school principals and teachers who are keen to employ digital media in school work”, “Encouraging school principals and teachers to employ digital media and tools in their work to get rid of routine procedures that delay school work”, and for principals to share the most effective practices in using technology in their school with the leaders of other schools to exchange experiences. (14) Out of (20) respondents answered these ways, with a rate of (70%). Teacher (K) says: "The Ministry of Education must provide material and moral incentives to school principals and teachers who are keen to employ digital leadership in their schools." Principal (M) says: "Financial rewards should be allocated to school principals who are keen to employ technical developments and digital tools in their school work, as well as providing them with moral reinforcement, which would contribute effectively to their employment of digital leadership while carrying out the job tasks entrusted to them."
- **Evaluation and evaluation**, which are represented in the following: “school principals employing digital tools to evaluate the performance of employees due to its speed, saving time and effort, and maintaining an updated electronic record to document teachers’ performance,” and “following up on the progress of school exams and experimental tests through educational platforms.” and "Ensuring the readiness of teachers for e-learning, especially newly appointed teachers, and following up on the continuous entry of teachers and students to educational platforms through digital tools." (8) Out of (20) respondents answered these ways, with a rate of (40%). Principal (K) says: "There is an absence and weak investment in digital tools in following up on the course of school tests and

experimental tests carried out by male and female teachers. Perhaps this is due to the preoccupation of male and female principals with administrative work and official correspondence with the educational district. From this standpoint, I believe that school principals should invest in digital tools in these communications because they have a great role in saving time and effort, and they should also invest them in evaluating the performance of teachers, and following up on their entry and students on educational platforms. As for the teacher (M): "She believes that there is a lack of skills and competencies necessary to employ digital tools among some teachers, especially newly appointed or old ones, therefore school principals must ensure that teachers are ready for e-learning, and perhaps this is what the Corona pandemic revealed when schools switched to distance education, as it was noticed that some teachers do not have sufficient ability to deal with digital tools and their accessories.

- **The relationship between the school and the local community**, represented in the following: "Encouraging school principals and teachers to continuously communicate with parents of students and through social networking sites to inform them of the school's achievements and their participation in its activities." (10) Out of (20) respondents answered this way, with a rate of (50%). Principal (Y) says: "There is a weakness in the relationship and communication between school principals, teachers, and parents of students, perhaps because parents are preoccupied with their work and jobs. Therefore, school principals must invest in digital tools to consolidate the process of communication with parents of students to inform them of the school's achievements, and their participation in its activities, even if it is through social networking sites, such as the school administration publishing the school's achievements through social networking sites such as Facebook.

## **RECOMMENDATIONS AND OUTCOMES DISCUSSION**

This chapter includes a discussion of the results of the study, and their interpretation in light of the order of the questions, in addition to presenting some recommendations related to the results:

***Outcomes discussion: "What are the ways to improve the employment of digital leadership among principals of Arab schools in the northern district within the Israel from the point of view of principals and teachers?"***

The result of the question showed that there are a set of proposed ways to improve the employment of digital leadership among Arab school principals in the northern district within the Israel: ways related to the technical infrastructure of the school, ways related to preparation and qualification, ways related to school planning, and ways related to supervision and follow-up. The researcher can attribute this result perhaps to the fact that principals and teachers see that there are many challenges facing the employment of principals of Arab schools in the Northern District within the Israel digital leadership while performing the job tasks entrusted to them, including: Principals of Arab schools within the Israel practice leadership styles that are not compatible with the digital world and its requirements due to the difficulty of coping with the shift towards digital leadership and conducting work with paper procedures, as some of the principals of those schools lack the technical and technical skills and competencies necessary to employ digital leadership, so they prefer routine work and a pattern based on the use of paper procedures while performing their job duties, and the lack of budgets allocated by

the Ministry to schools, which constitute an obstacle to providing them with tools and digital media such as smart computers, interactive whiteboards, projectors and other tools, equipment and software necessary to employ such a style of leadership based on the use of technology and its various media, in addition to the lack of financial support provided by civil society organizations to these schools, which is an important factor in the success of the administrations of these schools employing digital leadership in their schools, not to mention the weakness of the Internet and its continuous interruption, and this was clearly evident during the Corona pandemic and the shift of schools towards the distance education system, and the lack of digital software and school Internet computer subscriptions due to the lack of resources and budgets allocated by the Ministry to those schools. In addition, some principals and teachers lack the skills to deal with digital tools and innovations and their accessories, especially those newly appointed or old, who reject the idea of dealing with technology for fear of the health effects of using it, as well as for their fear of increasing school workloads with the use of digital technology, and increasing anxiety among school principals as a result of the change in work methodology and the increasing demands of administrative work. Also, among these challenges is the lack of qualified and trained human cadres in the use of technology in general education schools, and the weakness of the English language skills of these cadres, as it is the dominant language in dealing with digital tools and accessories, which hinders the employment of digital leadership in their schools, and the ambiguity of the concept of digital leadership and its requirements among workers in Arab schools within the Israel, their lack of the necessary skills to employ them in school work, and the weak motivation of both moral and material types provided to school administrations and teachers for their use of technology in their work. Likewise, among the challenges facing the administrations of Arab schools within the Israel employing digital leadership is the lack of a clear strategic plan for implementing digital leadership in their schools, bureaucratic control over administrative work in schools, and the absence of exchanging experiences and benefiting from successful experiences in applying digital leadership in neighboring school environments. This is indicated by Ahmed (2022), where she indicated that there are many obstacles facing the application of digital leadership in schools, including: human obstacles represented by the lack of qualified and trained human cadres in the field of technology, and their lack of the necessary skills to deal with it, and organizational obstacles, including: the lack of a strategic plan with digital content, the scarcity of training courses provided to school leaders, the lack of motivation, and guides explaining the mechanism for applying digital tools and software, and technical obstacles, including the weak infrastructure of the communication system within the school, and the lack of equipment (hardware, software, and technologies) necessary to implement digital leadership in schools. Therefore, the responses of the participants called for the need to work on providing qualified and trained human cadres of school principals who are able to employ digital applications in their schools, and to intensify training courses and school completions that would increase their awareness of the importance of digital leadership and its role in accomplishing the job tasks entrusted to them easily. In addition, it is necessary to provide sufficient sources of funding by the Ministry of Education to help Arab school administrations within the Israel provide the digital media and accessories necessary to employ digital leadership in their schools and in their administrative work, and enable them to provide material and moral support to teachers and students who show purposeful and innovative employment of technology tools in

education and learning to motivate and urge them to carry out their job duties to the fullest, and to stimulate civil society institutions to provide financial support that would make the process of employing digital leadership successful in schools, and work to form work teams of experienced and competent teachers to plan for the implementation of e-learning in all its forms, developing a clear vision with appropriate digital content in light of the digital tools available in the school, holding dialogue sessions with teachers through educational platforms to determine future directions in the field of e-learning, computerizing school curricula, and enriching them with activities that take into account individual differences among students, and building a real partnership with students' parents and continuous communication with them, informing them of the school's achievements, inviting them to participate in its activities, as well as informing them of the individual and group plans for their children and motivating them to participate in their implementation, to mitigate the problems of their children, and to hold dialogue meetings with them to urge them to accept the idea of employing digital leadership in schools because of its positive impact in facilitating and accelerating the process of communication between them.

### **RECOMMENDATIONS:**

In light of the results of the study, the researcher recommends the following:

- Inviting decision makers to set policies and regulations related to the employment of digital technology and define a system for training programs and employee evaluation for the application of modern technology in school leadership, with a focus on the professional development needs of school leaders in light of the dimensions of digital leadership.
- The need to pay attention to the infrastructure of schools and provide them with the devices, tools and software necessary to raise the level of employing digital leadership among school principals in their schools.
- Encouraging school principals to continue the strategic planning of school work electronically.
- Inviting school principals to follow up and supervise teachers electronically to ensure the proper functioning of the educational process.
- Holding training courses for school principals to enable them to acquire the skills necessary for them to be trainers in charge of training teachers in their schools.
- Adopting the solutions proposed by principals and teachers to improve the degree of principals' digital leadership employment in Arab schools while performing their job duties.
- Inviting researchers to conduct more studies on the same topic and from other aspects different from what the current study dealt with by looking at its results and recommendations, by linking digital leadership employment with some administrative concepts such as motivation, organizational climate and job performance, on different samples, and in the light of other demographic variables such as: the location of the school, the number of training courses in the use of digital tools.

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