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THE EXTENT TO WHICH THE DIGITAL ENVIRONMENT IS EMPLOYED BY THE PUBLIC ELEMENTARY SCHOOL PRINCIPALS WITHIN THE GREEN LINE AND ITS RELATIONSHIP TO THE DEGREE OF THEIR JOB PERFORMANCE EFFECTIVENESS AS PERCEIVED BY PRINCIPALS AND TEACHERS

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Abstract

The study aimed to identify the extent to which the digital environment is employed by the public elementary school principals within the green line and its relationship to the degree of their job performance effectiveness as perceived by principals and teachers. The study used the correlative descriptive approach, and questionnaires were used as tools for data collection, as they were applied to a simple random sample of (353) principals and teachers. The results showed that the extent of employment of the digital environment among the public elementary school principals within the Green Line was high, the absence of statistically significant differences regarding the extent to which school principals employ the digital environment due to the variables (gender, years of experience, and academic qualification), and the presence of significant differences due to job title variable, in favor of principals.

The results also showed that the degree of job performance effectiveness among the public elementary school principals within the Green Line was high, the absence of statistically significant differences regarding the degree of job performance effectiveness due to the variables (gender, years of experience, and academic qualification), and the presence of significant differences due to job title variable, in favor of principals. Besides, the results revealed an existence of a positive correlation between the extent of employment of the digital environment and the degree of job performance effectiveness.

The study recommended evaluating the experiences of employing the digital environment in educational institutions and exchanging knowledge between these institutions and technological leaders, in order to enhance the development of these experiences and expand the scope of their application, also, the provision of sufficient feedback to employees

about their performance evaluation to enable employees to identify their strengths and weaknesses.

Keywords: Digital environment, Job performance, Public elementary schools, School principals, The Green Line.

CHAPTER ONE
BACKGROUND AND IMPORTANCE OF THE STUDY

INTRODUCTION

School administration is an important pillar in society, as it is the first basis for the success of the educational process. Therefore, it needs a distinguished and highly qualified principal to lead the educational process towards the better and achieve the desired educational goals. Today, the world has witnessed a great revolution and development in the field of communication and information technology, and there is no doubt that they created a race among the countries of the world to introduce these technologies to their institutions to improve workflow, especially educational institutions in terms of upgrading the level of their administrations and employees and increasing and improving productivity.

It is noted that the modern administration has been affected by this progress in communication and information technology, and the shift from traditional methods of management to electronic methods is an essential feature of modern administrative work, and hardly today a government, commercial or educational institution can complete its transactions without using one form or another of this technology (Utair, 2017).

Abu Jilban (2002) believes that the principal is primarily responsible for the school's success in achieving its goals and educating its students, and he is the link between all working staff, including teachers, students, supervisors and parents, and the burden of responsibility falls on him to obtain the best possible results. Therefore, we find that the leadership behavior of the school principal is very important to increase the effectiveness of the school, and in this respect, he sees that the leadership behavior is what guides teachers and students, coordinates their efforts towards achieving the goals of the school, and builds good relations with teachers and colleagues.

And we should not forget that the growing role of information and communication technology in improving the quality and management of education is pushing for the study of the Eduwave digital environment system, as it represents a gateway to e-learning and other supportive administrative services that this system carries, which is the goal that the schools within the Green Line have always strived to achieve to be among the advanced countries in the education and information technology sector, in order to make the public schools within the Green Line the region's gateway to education and information technology (Ministry of Education, 2020).

Al-Talwani (2009) believes that the digital environment is a method of teaching that depends in providing educational content and communicating skills and concepts to the learner on information and communication technologies and their multimedia in a way that allows the student to actively interact with the content, the teacher, and colleagues, synchronously or asynchronously, in a time, place, and speed that suits the learner's circumstances and ability, in

addition to managing all educational and scientific activities and their requirements electronically through the electronic systems designated for this.

Hence, the digital environment has played a key role in changing the features of life activities and the school environment. What distinguishes this technological progress, and the formation of the so-called digital environment, where the interaction is through making great efforts for improvement, development and renewal; The concept of the digital environment has gone beyond the use of technology in education to distance learning, e-learning, and online learning, in addition to integrating educational practices in them to enhance student learning; The students of this age differ from the previous ones, as they see this environment as an essential part of their lives, as its importance has become parallel to the importance of literacy, and employing the digital environment in the school has become an essential matter. The elementary school is considered the first stage of education, which the student enrolls in after reaching the age of six, and finishes it at the age of twelve, and extends from the first grade to the sixth of elementary school (Al-Khasawneh & Al-Amayreh, 2016).

(Al-Sartawi & Sa'adeh, 2003) explain that the scientific and technological progress that the world is witnessing today has straddled the educational system with rapid steps of upgrading and development, represented in creating distinct qualitative patterns of scientific progress and administrative systems, such as strategic management, quality management, and finally employing the digital environment or the so-called comprehensive management of the future, which attracted the attention of many who are interested in education and management issues in diligent thinking to develop and reform the educational system in the educational situation.

The Future School employs the digital environment in designing educational plans and programs, distributing educational services and e-mails, planning and distributing forces within the school according to the various specializations, linking to local and global information networks, organizing and distributing administrative and technical work in schools, responding to inquiries from other schools, parents, administrations, educational districts and their institutions, and up-to-date information related to educational curricula (Mustafa, 2005).

Employing the digital environment is the backbone of the school system, as it differs in its philosophy and roles from the school administration in its traditional sense. Perhaps the desired transformation in school administration work requires the formation of administrative cadres capable of leading the e-school and employing and managing the digital environment (Metwally, 2005).

To increase competition between institutions, public elementary schools sought the necessity of having mechanisms for excellence to achieve competition among them by switching to employing the digital environment. The importance of utilizing the digital environment is manifested here in a number of benefits at the level of individuals and the institution itself, the most prominent of which is the simplification of procedures within any institution, and this is reflected positively in terms of the level of services, completion of tasks, facilitating communication and ensuring accuracy and objectivity of the institution's work; therefore, there are plans to develop the individual's performance and to determine the courses of action to be followed to improve performance. Achieving the goals of these plans may

contribute to empowering employees and keeping pace with changes in the surrounding environment, with an emphasis on the employee's strengths and identifying areas for improvement, so that strengths are translated into development plans and weaknesses into opportunities for improvement (Abdullah, 2019). Here, the school principal, who is considered a leader in the educational process, must have leadership skills to better practice his work, improve his performance, and raise his level. Job performance is the outcome of the interaction between three factors: the individual's motivation, the work environment, and the ability to complete the work (Al-Harhasheh, 2012).

Among the skills necessary for the educational leader's job performance: Self-skills, which include personal and mental features, initiative and innovation, and technical skills, which include the principal's possession of the knowledge and experience gained in his field of specialization, and human skills which include the principal's efficiency in recognizing the requirements of working with individuals, dealing well with them, gaining their trust and raising their morale, and interactive (intellectual) skills, which are the principal's ability to plan, think and predict the possibility of the contribution of each department of the organization and its dependence on each other in achieving consistency between the requirements of the institution and the needs of its environment (Al Mashaqbeh, 2014).

Job performance represents the organized description of the strengths and weaknesses related to the job, whether individually or combined, to serve two main purposes in schools, which are developing the performance of job workers, in addition to providing principals and workers with the information necessary to make decisions. Hence, we find that the performance appraisal process refers to that continuous and essential function of human resources management that seeks to know the strengths and weaknesses of collective or individual performance during a certain period, and judge performance to indicate the extent of work progress to provide an objective basis for making decisions related to many Human resource policies in the school (Al-Maghraby, 2007).

Thus, job performance represents the net effect of an individual's efforts that begin with decisions, and awareness of the role (tasks), which means that performance in a particular situation, can be seen as the product of the interrelationship between effort, capabilities, and awareness of the role. And where the effort resulting from the individual's obtaining of incentives refers to the physical and mental energy that the individual exerts to perform his task, capabilities refer to the personal characteristics used to perform the job over a short period of time, while the awareness of the role or task reflects the direction in which the individual directs the effort through it, this is represented in a set of activities and behaviors that the individual performs in performing his duties, and to achieve a satisfactory level of performance by having a minimum level of proficiency in each component of job performance (Bin Brikah & Bin Qasmi, 2015).

(Muhammad & Abdul-Karim, 2015) explained that job performance occupies a special place within any institution as the final product of the outcome of all its activities, because the organization is more stable and longer lasting when the performance of the staff is distinguished, and then it can be said in general that the school administration and leadership's interest in the level of performance usually exceeds the interest of the staff in it.

Accordingly, the importance of the school's functional performance is due to its connection with its life cycle in its various stages: the stage of emergence, the stage of survival and continuity, the stage of stability, the stage of reputation and pride, the stage of excellence, then the stage of leadership, so the school's ability to pass a stage of growth and enter a more advanced stage depends on its performance levels (Aal Murad, 2013).

The job performance of teachers is the final outcome of the efforts of the institution, where job performance is seen as one of the most important goals of institutions, as the performance of organizations is measured by the final results of their work as all administrative processes and decisions taken by the institution aim to improve the job performance of employees and teachers in order for institutions to carry out their work effectively (Yaseen, 2014).

And the elementary schools within the Green Line: Governmental public schools, Jewish religious public schools, and private schools that operate under the supervision of various international religious bodies, all receive the largest investment in preparing and selecting elite administrators for leadership in line with the requirements of the twenty-first century (Amram, 2018).

Accordingly, and based on what was recommended by previous studies on the necessity of developing school management in the light of recent developments and trends in employing the digital environment, and due to the absence of studies on the principals' employment of digital environment in public elementary schools within the Green Line and in the North District in particular, the researcher adopted this research to reveal the extent to which public elementary school principals employ the digital environment, and its relationship to the effectiveness of their job performance. The researcher relied on four variables, which she believes meet the requirements to measure the extent to which the digital environment is employed by public elementary school principals within the green line. These variables are gender, academic qualification, years of experience, and job title, and to know the impact of each variable on principals and teachers' estimations on employment of the digital environment and its relationship to the degree of effectiveness of the principals' job performance. Hence the importance of this study, which came to reveal the relationship of the degree of effectiveness of the job performance of public elementary school principals within the green line with the degree of their employment of the digital environment from the point of view of principals and teachers.

STUDY ISSUE AND QUESTIONS:

The twenty-first century was characterized by an information revolution and a cognitive acceleration that affected all aspects of scientific, economic, social and cultural life, where the information passed through decisive stages beginning with the first stage of writing, then followed by the second stage of printing, and after the accumulation of quantitative and qualitative intellectual production, it became difficult to control the sources of information and secure them in an appropriate manner; therefore, a radical transformation was necessary in the field of information storage, processing and retrieval, and the third stage appeared, which is the era of information and communication technology (Al-Halfawi, 2006).

The current era is described as the era of functional organic cohesion between ICT programs and the human mind (Al-Far, 2002). Al-Hussaini's study (2016) also emphasized the interest in utilizing the digital environment because it improves schoolwork and its development, and the necessity of using it in administrative and technical schoolwork, raising the competencies of principals and urging the Ministry of Education to set clear laws and legislations for electronic administrative work.

Despite the importance of employing the digital environment in administrative work, and the Ministry of Education's keenness within the Green Line to keep abreast of developments and innovations in the digital environment regarding administration, teachers, and students, however, the results of some studies indicated a disparity and controversy about the extent to which school principals employ the digital environment. And due to the absence of studies dealing with the employment of the digital environment in public elementary schools in the North District within the green line, and its relationship to the degree of effectiveness of their job performance, this study came to reveal the extent to which public elementary school principals within the green line employ the digital environment in the performance of their job tasks, and to know the relationship of this employment to the degree of effectiveness of their job performance. This study attempts to shed light on the dimension of employing the digital environment in the principals' job performance, and the extent of its contribution to influencing job performance in terms of the school's productivity level in the information society, to enhance, evaluate and benefit from it, reduce negatives, address them and verify their effects, by answering the following questions:

1. To what extent do principals of public primary schools within the Green Line employ the digital environment from the point of view of principals and teachers?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members about the extent of the employment of digital environment by public elementary school principals within the green line due to the variables (gender, years of experience, academic qualification, job title)?
3. What is the degree of effectiveness of the job performance of public elementary school principals within the green line from the point of view of principals and teachers?
4. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members about the job performance of public elementary school principals within the green line due to the variables (gender, years of experience, academic qualification, and job title)?
5. Is there a statistically significant relationship between the degree of employment of digital environment by public elementary school principals within the green line and the degree of effectiveness of their job performance?

STUDY OBJECTIVES:

Given the importance of employing the digital environment in schools, the study aimed at the following:

- Detecting the extent to which the public elementary school principals within the green line employ the digital environment from the point of view of principals and teachers,

to promote the employment of the digital environment by school principals, and to employ it effectively.

- Identifying the extent to which there are statistically significant differences in estimating the employment of the digital environment by public elementary school principals within the green line from the point of view of principals and teachers due to the variables (gender, years of experience, academic qualification, and job title), to encourage principals to make the digital environment a cornerstone of work within the school.
- Detecting the degree of effectiveness of the job performance among public elementary school principals within the green line from the point of view of principals and teachers, by revealing the areas in which the degree of performance is low and highlighting them to improve performance in them.
- Identifying the extent to which there are statistically significant differences in the level of job performance among public elementary school principals within the green line from the point of view of principals and teachers due to the variables (gender, years of experience, academic qualification, and job title) to enhance and motivate teachers and principals to improve their performance.
- Ensuring the existence of a statistically significant correlation between the extent of the digital environment's employment, and the degree of effectiveness of the job performance of public elementary school principals within the green line; To enhance employment and thus influence the level of effectiveness of job performance.

STUDY IMPORTANCE:

The importance of the study is as follows:

Theoretical importance:

The theoretical importance of the current study lies in:

- The study dealt with the disclosure of the extent of employment of the digital environment by public elementary school principals within the green line, and the relationship of employment with the degree of effectiveness of their job performance from the point of view of principals and teachers. The study also constitutes a source that supports the knowledge side through the information it provided regarding the digital environment, employment fields, the performance of principals and previous studies.
- It also constitutes a source for scholars and researchers in the field of employment of the digital environment, and the job performance of principals by informing them about the results of the study, its methodology and tools.
- It is hoped from this study to identify the concept of the digital environment and its clear role in providing services and achieving goals quickly and accurately, and then focus on the effectiveness it performs in achieving the competitive advantage between schools, reducing costs, and its relationship to the level of job performance of the school

principal, who is considered one of the most important factors influencing the work of the institution and reaching the required efficiency.

Applied importance:

- It is hoped that the results of the study will benefit the administrators in the Ministry of Education and provide a clear vision for the public elementary school principals within the green line of the importance of employing the digital environment, provided that this study is to improve and develop the level of job performance.
- It is hoped that the results of this study will contribute to providing a scientific view of the degree of employment of the digital environment in educational institutions and its impact on the job performance of principals.
- It is hoped that school principals and educational decision-makers will benefit from the results of this study in order to improve the reality by planning and designing appropriate programs to reflect positively on the effectiveness of job performance.

STUDY LIMITS

The study was limited by the following limits:

- **Objective limits:** the extent of employment of the digital environment by public elementary school principals in the North District within the green line, and its relationship to the effectiveness of their job performance.
- **Time limits:** This study was conducted in the field during the second semester of the academic year 2022/2021.
- **Spatial limits:** This study was limited to public elementary schools, in the North District, within the Green Line.
- **Human limits:** This study was limited to a sample of principals and teachers in public elementary schools, in the North District, within the Green Line.

CONCEPTUAL AND PROCEDURAL DEFINITIONS:

The current study included the following terms:

The digital environment: "It is an integrated whole of a group of modern concepts such as: direct contact search systems, electronic publishing, databases on CD-ROMs, and automated indexes" (Al-Kimishi, 2016, 302).

Procedurally: The researcher defines the digital environment as the electronic environment with the latest information technologies and the international information network that is used by school principals in the areas of planning, organization, coordination, and control, to develop their performance in the educational supervisory field, and in the administrative field. It was measured in this study through the tool that was developed for this purpose.

Job performance: It is: "The practices and roles that the school principal is expected to perform during his administration of the school, whether in the administrative, technical, or social fields, considering administrative technology, with the aim of making the educational process successful in the school, (Abu-Sharkh, 2009, 10).

Procedurally: The researcher defines job performance as all the tasks that the principal performs in the educational administrative and supervisory aspect. The degree of effectiveness of the job performance of school principals in this study was measured through the tool that was developed for this purpose.

CHAPTER TWO
METHODS AND PROCEDURES

STUDY METHODOLOGY

The correlative survey descriptive approach was used, due to its relevance to the nature and objectives of the study.

STUDY POPULATION

The study population consisted of all male and female public elementary school principals within the green line in the North District, whose number is (137) principals, and of all male and female teachers of public elementary schools within the green line, whose number is (4882).

STUDY SAMPLE

The study sample consisted of (353) principals and teachers, they were chosen by a simple random method, and Table (1) shows the distribution of the study sample according to the independent variables.

Table (1): Distribution of the sample members by gender, academic qualification, years of experience, and job title

Independent variable	Levels of an independent variable	Number	Percentage
Gender	Male	95	26.9
	Female	258	73.1
	Total	353	100
Academic Qualification	Bachelor	70	19.8
	Postgraduate	283	80.2
	Total	353	100
Experience	Less than 10 years	94	26.6
	10 years and more	259	73.4
	Total	353	100
Job title	Teacher	240	68
	Principal	113	22
	Total	353	100
	Total	**353**	

STUDY TOOLS

Two tools were developed for the study, as follows:

First: A questionnaire measuring the degree of employment of the digital environment

The first study tool was developed after referring to the theoretical literature and previous related studies. The validity and stability of the tool were also verified, as follows:

Content validity:

To verify the validity of the content of the questionnaire, it was presented to a group of arbitrators with expertise and competence, with the aim of expressing their opinions and observations about the relevance of the questionnaire paragraphs in terms of their suitability for the field under which they fall, the clarity of the paragraphs, the accuracy and integrity of their linguistic formulation and their belonging to the field under which they fall. After arbitration of the tool, amendments were made to it, according to the recommendations of the arbitrators, where the questionnaire in its final form consisted of (28) paragraphs divided into four areas, the field of electronic planning, the field of electronic regulation, the field of electronic coordination, and the field of electronic control.

The questionnaire was also applied to an exploratory sample consisting of (25) respondents and they were excluded from the study sample. The Pearson correlation coefficient between the item score and the total score for its domain (R1) was calculated, and the corrected item-total correlation (R2) was calculated. Table (2) shows this.

Table (2): Pearson's correlation coefficients between the paragraph degree and the total score of its domain (R1), and the corrected correlation coefficient between the paragraph's degree and the total degree of its domain (R2) for the employment of the digital environment degree scale

Domain	Paragraph	R1	R2
Electronic planning	1	.759**	0.69
	2	.712**	0.636
	3	.838**	0.789
	4	.809**	0.745
	5	.764**	0.691
	6	.813**	0.756
	7	.761**	0.69
	8	.814**	0.761
	9	.783**	0.714
Electronic Regulation	10	.783**	0.723
	11	.817**	0.763
	12	.830**	0.779
	13	.830**	0.782
	14	.821**	0.773

Domain	Paragraph	R1	R2
	15	.802**	0.741
	16	.755**	0.672
	17	.777**	0.715
	18	.836**	0.784
Electronic coordination	19	.783**	0.684
	20	.790**	0.694
	21	.655**	0.541
	22	.809**	0.738
	23	.820**	0.747
	24	.804**	0.72
	25	.851**	0.791
Electronic control	26	.836**	0.621
	27	.845**	0.645
	28	.820**	0.586

***** Statistically significant at (α=0.01)***

It is clear from Table (2) that the correlation coefficients (Pearson R1) between the paragraph degree and the total degree of its domain ranged between (0.712) and (0.838) for the field of electronic planning, and between (0.755) and (0.836) for the field of electronic regulation, and between (0.655) and (0.851) for the field of electronic coordination, and between (0.820) and (0.845) for the field of electronic control.

The corrected correlation coefficients between the paragraph degree and the total degree of its domain (R2) ranged between (0.636) and (0.789) for the field of electronic planning, and between (0.672) and (0.784) for the field of electronic regulation, and between (0.541) and (0.791) for the field of electronic coordination, and between (0.586) and (0.645) for the field of electronic control, which indicates the validity of the questionnaire construction.

Stability

To check the stability of the questionnaire, Cronbach's alpha coefficients (internal consistency) were calculated for the fields of the questionnaire, and the repetition coefficient was calculated, as shown in Table (3).

Table (3): Indicators of stability of the sub-scales of the employment of the digital environment degree scale

Domain	Cronbach's alpha	Repetition
Electronic planning	0.92	0.88
Electronic regulation	0.93	0.84
Electronic coordination	0.9	0.91
Electronic control	0.78	0.8
Total		**0.93**

It is noted from Table (3) that the internal consistency stability coefficient (Cronbach's alpha) for the field of electronic planning (0.92), for the field of electronic regulation (0.93), for the field of electronic coordination (0.90), for the field of electronic control (0.78), and (0.97) for the scale as a whole. While the repetition stability coefficient was (0.88) for the field of electronic planning, (0.84) for the field of electronic regulation, (0.91) for the field of electronic coordination, and for the field of electronic monitoring (0.80), and (0.93) for the scale as a whole, which indicates the stability of the questionnaire.

Second: A questionnaire measuring the level of effectiveness of the job performance of principals

The second study tool was developed after referring to the theoretical literature and previous related studies, and the validity and stability of the tool were verified, as follows:

Content validity:

To verify the validity of the content of the questionnaire, it was presented to a group of arbitrators with expertise and competence, with the aim of expressing their opinions and observations about the relevance of the questionnaire paragraphs in terms of their suitability for the field under which they fall, the clarity of the paragraphs, the accuracy and integrity of their linguistic formulation and their belonging to the field under which they fall. After arbitration of the tool, amendments were made to it, according to the recommendations of the arbitrators, where the questionnaire in its final form consisted of (30) items divided into four domains: the field of task completion, the field of assuming responsibilities, the field of work relations, and the field of evaluation effectiveness.

The questionnaire was also applied to an exploratory sample consisting of (25) respondents and they were excluded from the study sample. The Pearson correlation coefficient between the item score and the total score for its domain (R1) was calculated, and the corrected item-total correlation (R2) was calculated. Table (4) shows this.

Table (4): Pearson's correlation coefficients between the paragraph degree and the total score of its domain (R1), and the corrected correlation coefficient between the paragraph's degree and the total degree of its domain (R2) for the measure of the level of effectiveness of the job performance of principals

Domain	Paragraph	R1	R2
Task completion	1	.660**	0.53
	2	.840**	0.772
	3	.783**	0.707
	4	.763**	0.656
	5	.854**	0.791
	6	.819**	0.748
	7	.812**	0.735
Assuming responsibilities	8	.835**	0.787
	9	.806**	0.757

Domain	Paragraph	R1	R2
	10	.841**	0.798
	11	.870**	0.833
	14	.840**	0.793
	13	.895**	0.862
	14	.858**	0.813
	15	.851**	0.806
	16	.809**	0.755
work relations	17	.865**	0.817
	18	.891**	0.85
	19	.878**	0.829
	20	.875**	0.82
	21	.906**	0.871
	22	.890**	0.848
	23	.847**	0.793
Evaluation effectiveness	24	.853**	0.799
	25	.899**	0.86
	26	.900**	0.859
	27	.891**	0.847
	28	.876**	0.829
	29	.836**	0.778
	30	.810**	0.733

***** Statistically significant at (α=0.01)***

It is clear from Table (4) that the correlation coefficients (Pearson R1) between the paragraph degree and the degree for its domain as a whole ranged between (0.660) and (0.854) for the domain of task completion, and between (0.806) and (0.895) for the domain of assuming responsibilities, and between (0.847) and (0.906) for the field of work relations, and between (0.810) and (0.900) for the field of evaluation effectiveness.

The corrected correlation coefficients between the degree of the paragraph and the degree for its domain as a whole (R2) ranged between (0.530) and (0.791) for the field of task completion, and between (0.757) and (0.862) for the field of assuming responsibilities, and between (0.793) and (0.871) for the field of work relations, and between (0.733) and (0.859) for the evaluation effectiveness domain, which indicates the validity of the questionnaire construction.

Stability

To verify the stability of the questionnaire, Cronbach's alpha coefficients (internal consistency) were calculated for the fields of the questionnaire, and the repetition coefficient was calculated as shown in Table (5).

Table (5): Indicators of stability of the sub-scales of the measure of the effectiveness level of the job performance of principals

Domain	Cronbach's alpha	Repetition
Task completion	0.9	0.87
Assuming responsibilities	0.95	0.91
work relations	0.95	0.86
Evaluation effectiveness	0.94	0.93
Total		**0.96**

It is noted from Table (5) that the internal consistency coefficient (Cronbach's alpha) for the domain of task completion (0.90), for the domain of assuming responsibilities (0.95), for the domain of work relations (0.95), for the domain of evaluation effectiveness (0.94), and (0.98) for the scale as a whole. The repetition stability coefficient reached (0.87) for the domain of task completion, (0.91) for the domain of assuming responsibilities, (0.86) for the domain of work relations, (0.93) for the evaluation effectiveness domain, and (0.96) for the scale as a whole, which indicates the stability of the questionnaire.

CORRECTION OF THE STUDY TOOLS

The following statistical criterion was adopted to judge the degree of employment of the digital environment:

Value	Degree
1.00-2.33	**Low**
2.34-3.67	**Medium**
3.68-5	**High**

STUDY VARIABLES

The current study included the following variables:

First: the main variables

- The extent to which the digital environment is employed by school principals.
- The degree of effectiveness of job performance of public elementary school principals within the green line.

Second: intermediate variables

- **Gender:** It has two categories (male and female).
- **Years of experience:** It has two levels: (less than ten years, 10 years and more).
- **Academic qualification:** It has two levels: (Bachelor, Postgraduate).
- **Job title:** It has two levels: (teacher, principal)

CHAPTER THREE
STUDY OUTCOMES

Outcomes of the first question: "To what extent do principals of public primary schools within the Green Line employ the digital environment from the point of view of principals and teachers?"

To answer this question, the arithmetic averages, standard deviations, and order were calculated for the study sample estimates on the extent to which digital environment is employed by public elementary schools' principals within the green line from the point of view of principals and teachers. Table (6) shows this.

Table (6): Arithmetic averages and standard deviations of the study sample's estimates on the extent to which the digital environment is employed by public elementary school principals within the green line in the four domains

Domain	Arithmetic average	Standard deviation	Rank	Degree of approval
Electronic planning	3.93	0.68	1	High
Electronic Regulation	3.89	0.7	2	High
Electronic coordination	3.89	0.66	2	High
Electronic control	3.84	0.7	4	High
Total	**3.9**	**0.63**		**High**

It is noted from Table (6) that the total mean was (3.90) and the standard deviation was (0.63) with a high degree, where the field of electronic planning ranked first and with a high degree, and the fields of electronic organization and electronic coordination ranked second and with a high degree, and the field of electronic control came in the fourth rank, with a high degree.

The arithmetic averages, standard deviations, and ranks were also calculated for the study sample estimates for the fields of the degree of employment of the digital environment, each separately, and tables from 7 to 10 show this.

1. The field of electronic planning

Table (7): Arithmetic averages, standard deviations, and ranks of the study sample estimates in the field of electronic planning

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
2	The school announces the services it provides through its websites	4.05	0.82	1	High
1	The school determines its future goals in the light of electronic variables	4.04	0.85	2	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
3	The administration sets a time plan to activate the employment of the digital environment	3.97	0.85	3	High
7	The administration forms a special team for electronic administration in the school	3.95	0.88	4	High
8	The administration reconciles the objectives of education and e-management	3.9	0.82	5	High
4	The administration involves teachers in the planning of electronic programs	3.9	0.94	5	High
6	The administration creates the appropriate environment for the electronic planning process	3.88	0.87	7	High
5	The administration benefits from electronic plans in developed countries	3.87	0.91	8	High
9	The administration provides incentives for the use of modern technologies	3.86	0.92	9	High
	Overall	**3.93**	**0.68**		**High**

As it is noted from Table (7), the arithmetic average as a whole for the field of electronic planning was (3.93) and the standard deviation (0.68) with a high degree, where paragraph (2) ranked first and with a high degree, while paragraph (9) ranked last and with a high degree.

2. The field of electronic regulation

Table (8): Arithmetic averages, standard deviations, and ranks, of the study sample estimates in the field of electronic regulation

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
10	The administration provides modern methods of communication	4.04	0.82	1	High
17	The administration maintains information security	4	0.83	2	High
14	The administration is aware of the concept of digital environment	3.97	0.8	3	High
15	The administration offers training courses that help clarify the concept of the digital environment for employees	3.94	0.89	4	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
11	The administration employs workers specialized in computer maintenance	3.92	0.86	5	High
12	The administration organizes the different functional roles of employees to ensure that there is no conflict between them	3.89	0.86	6	High
13	The administration updates the organizational forms and records necessary for the work	3.87	0.82	7	High
18	The administration specializes in infrastructure commensurate with the development of the digital environment	3.83	0.9	8	High
16	The administration seeks to reduce the burden placed on teachers	3.54	1.01	9	Medium
	Overall	**3.89**	**0.7**		**High**

It is noted from Table (8), that the total arithmetic average of the field of electronic regulation was (3.89) and the standard deviation was (0.70) with a high degree, where paragraph (10) ranked first and with a high degree, while paragraph (16) ranked last and with a medium degree.

3. The field of electronic coordination

Table (9): Arithmetic averages, standard deviations, and ranks, of the study sample estimates in the field of electronic coordination

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
25	The administration verifies the correctness of the information by taking into account its documentation	3.95	0.79	1	High
23	The administration employs electronic files for teachers and students	3.94	0.82	2	High
21	The administration adopts the manual method in addition to the computerized method in dealing with data.	3.92	0.79	3	High
22	The administration ensures the easy exchange of information between its departments	3.91	0.77	4	High
24	The administration seeks to computerize all administrative and financial transactions	3.88	0.86	5	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
20	The administration uses anti-virus software to protect information and data	3.84	0.92	6	High
19	The administration actively participates in online forums	3.77	0.92	7	High
	Overall	**3.89**	**0.66**		**High**

It is noted from Table (9), that the total mean of the electronic coordination field was (3.89) and the standard deviation was (0.66) with a high degree, where paragraph (25) came in the first rank and with a high degree, while paragraph (19) came in the last and with a high degree.

4. The field of electronic monitoring

Table (10): Arithmetic averages, standard deviations, and ranks, of the estimates of the study sample in the field of electronic control

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
27	The school connects its facilities to an electronic intranet	3.88	0.82	1	High
26	The school uses security programs to counter any electronic intrusions	3.87	0.84	2	High
28	The administration determines the powers of teachers electronically	3.77	0.85	3	High
	Overall	**3.84**	**0.7**		**High**

As it is noted from Table (10), the arithmetic average of the field of electronic control was (3.84) and the standard deviation was (0.70) with a high degree, where paragraph (27) ranked first and with a high degree, while paragraph (28) ranked last and with a high degree.

Outcomes of the second question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members about the extent of the employment of digital environment by public elementary school principals within the green line due to the variables (gender, years of experience, academic qualification, job title)"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates on the extent to which the digital environment is employed by public elementary school principals within the green line according to the variables (gender, years of experience, academic qualification, and job title) were calculated. Table (11) shows this.

Table (11): Arithmetic averages, and standard deviations, of the study sample's estimates on the extent to which school principals employ the digital environment, according to gender, years of experience, academic qualification, and job title

Domain	Independent variable	Levels of the independent variable	Arithmetic average	Standard deviation
Electronic planning	Gender	Male	3.98	0.71
		Female	3.92	0.68
	Experience	Less than 10 years	3.87	0.68
		10 years and more	3.96	0.69
	Academic qualification	Bachelor	3.73	0.71
		Postgraduate	3.99	0.67
	Job Title	Teacher	3.79	0.72
		Principal	4.24	0.49
Electronic Regulation	Gender	Male	3.97	0.69
		Female	3.86	0.7
	Experience	Less than 10 years	3.81	0.67
		10 years and more	3.92	0.71
	Academic qualification	Bachelor	3.69	0.72
		Postgraduate	3.94	0.68
	Job Title	Teacher	3.72	0.71
		Principal	4.25	0.5
Electronic coordination	Gender	Male	3.94	0.69
		Female	3.87	0.65
	Experience	Less than 10 years	3.81	0.6
		10 years and more	3.91	0.68
	Academic qualification	Bachelor	3.77	0.62
		Postgraduate	3.92	0.67
	Job Title	Teacher	3.74	0.66
		Principal	4.2	0.55
Electronic control	Gender	Male	3.9	0.73
		Female	3.81	0.68
	Experience	Less than 10 years	3.8	0.64
		10 years and more	3.85	0.72
	Academic qualification	Bachelor	3.71	0.66
		Postgraduate	3.87	0.7
	Job Title	Teacher	3.71	0.7
		Principal	4.11	0.61
Total	Gender	Male	3.96	0.66
		Female	3.87	0.62
	Experience	Less than 10 years	3.83	0.59
		10 years and more	3.92	0.64
	Academic qualification	Bachelor	3.72	0.63
		Postgraduate	3.94	0.62
	Job Title	Teacher	3.75	0.64
		Principal	4.22	0.49

It is noted from Table (11) that there are apparent differences in the four domains, individually and combined, according to the variables of gender, experience, academic qualification, and job title.

To determine the statistical significance of the differences in the four domains (linear structure), a four-way MANOVA was used, using the Hotelling's Trace test. Table (12) shows this.

Table (12): Results of the Hotelling's Trace of the impact of gender, academic qualification, years of experience, and job title on the estimates of the study sample on the extent to which school principals employ the digital environment in the four domains (linear structure)

Variable	Value	F Value	The degree of freedom	The degree of freedom of error	Statistical significance	ETA Square (effect size)
Gender	0.005	0.453	4	345	0.77	0.005
Experience	0.002	0.215	4	345	0.93	0.002
Academic Qualification	0.017	1.492	4	345	0.204	0.017
Job Title	0.13	11.23	4	345	0	0.115

The results of the Hotelling's Trace test showed that there was no statistically significant effect due to the variables of gender, experience, or academic qualification, while there was a statistically significant effect due to the job title variable.

To determine the statistical significance of the apparent differences in the four domains separately, the four-way analysis of variance (Univariate Analysis: Four-way ANOVA) was used. Table (13) shows this.

Table (13): Results of the Four-way ANOVA to compare the arithmetic averages of the study sample's estimates on the extent to which school principals employ the digital environment in the four domains (each separately: individually), according to the variables: gender, academic qualification, title, years of experience,

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	Electronic planning	0.399	1	0.399	0.94	0.333	0.003
	Electronic Regulation	0.191	1	0.191	0.45	0.503	0.001
	Electronic coordination	0.461	1	0.461	1.169	0.28	0.003
	Electronic control	0.13	1	0.13	0.288	0.592	0.001

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Experience	Electronic planning	0.004	1	0.004	0.009	0.924	0
	Electronic Regulation	0.02	1	0.02	0	0.994	0
	Electronic coordination	0.049	1	0.049	0.125	0.723	0
	Electronic control	0.035	1	0.035	0.078	0.78	0
Academic Qualification	Electronic planning	1.703	1	1.703	4.011	0.046	0.011
	Electronic Regulation	1.249	1	1.249	2.943	0.087	0.008
	Electronic coordination	0.157	1	0.157	0.4	0.528	0.001
	Electronic control	0.343	1	0.343	0.757	0.385	0.002
Job title	Electronic planning	13.058	1	13.058	30.749	0	0.081
	Electronic Regulation	18.396	1	18.396	43.37	0	0.111
	Electronic coordination	14.781	1	14.781	37.517	0	0.097
	Electronic control	11.308	1	11.308	24.942	0	0.067
Error	Electronic planning	147.78	348	0.425			
	Electronic Regulation	147.608	348	0.424			
	Electronic coordination	137.107	348	0.394			
	Electronic control	157.773	348	0.453			
Adjusted Total	Electronic planning	164.983	352				

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	Electronic Regulation	170.654	352				
	Electronic coordination	153.835	352				
	Electronic control	170.913	352				

Table (13) shows that there are no statistically significant differences according to the variables of gender or experience, and the presence of statistically significant differences according to the variables of academic qualification and job title.

To determine the statistical significance of the differences in the four domains (combined), four-way ANOVA was used. Table (14) shows this.

Table (14): The results of the interquartile analysis of variance to compare the arithmetic averages of the study sample's estimates on the extent to which school principals employ the digital environment in the four domains (combined), according to the variables: (gender, academic qualification, years of experience, and job title)

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	0.305	1	0.305	0.872	0.351	0.002
Experience	0	1	0	0.001	0.977	0
Academic qualification	0.885	1	0.885	2.532	0.112	0.007
Job title	14.912	1	14.912	42.675	0	0.109
Error	121.601	348	0.349			
Adjusted Total	**139.819**	**352**				

Table (14) shows that there are no statistically significant differences in the four (total) domains, according to the variables of gender, experience, or academic qualification, while there are statistically significant differences according to the job title variable in favor of principals.

Outcomes of the third question: "What is the degree of effectiveness of the job performance of public elementary school principals within the green line from the point of view of principals and teachers?"

To answer this question, the arithmetic averages, standard deviations, and ranks were calculated for the estimates of the study sample about the degree of effectiveness of job performance for public elementary school principals within the green line from the point of view of principals and teachers. Table (15) shows this.

Table (15): Arithmetic averages and standard deviations of the study sample estimates for the domains of the degree of job performance effectiveness

Domain	Arithmetic average	Standard deviation	Rank	Degree
Assuming responsibilities	4.03	0.73	1	High
Task completion	3.99	0.68	2	High
work relations	3.92	0.79	3	High
Evaluation effectiveness	3.86	0.79	4	High
Total	**3.96**	**0.7**		**High**

It is noted from Table (15), that the arithmetic average of the study sample estimates about job performance effectiveness level domains the combined was (3.96) and the standard deviation (0.70) with a high degree, where the field of assuming responsibilities ranked first and with a high degree, the field of task completion ranked second and with a high degree, the field of work relations ranked third, with a high degree, and the field of evaluation effectiveness ranked fourth, with a high degree.

The arithmetic averages, standard deviations, and ranks were also calculated for the estimates of the study sample on the areas of the level of effectiveness of the performance of principals separately, and tables from 15 to 18 show this.

1. The field of task completion

Table (16): Arithmetic averages, standard deviations, and ranks of the study sample estimates in the field of task completion

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
6	The principal adheres to the instructions and procedures when carrying out the work entrusted to him	4.12	0.82	1	High
2	The principal proposes new methods of guidance	4.05	0.87	2	High
5	The principal's actions are consistent with the school's vision and objectives	4.03	0.86	3	High
7	The principal is committed to what is agreed upon by the team	4.01	0.85	4	High
1	The principal prefers to devote himself completely to the management profession	4	0.91	5	High
3	The principal employs technological systems to accomplish tasks	3.95	0.77	6	High
4	The principal employs social media sites to develop the personal aspects of teachers	3.78	0.96	7	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
	Total	**3.99**	**0.68**		**High**

It is noted from Table (17), that the total arithmetic average of the task completion area was (3.99) and the standard deviation (0.68) with a high degree, where paragraph (6) came in the first rank and with a high degree, while paragraph (4) came in the last and with a high degree.

2. The field of assuming responsibilities

Table (17): Arithmetic averages, standard deviations, and ranks, of the study sample estimates in the field of assuming responsibilities

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
9	The principal adheres to the working hours strictly	4.1	0.79	1	High
16	The principal motivates talented students	4.09	0.86	2	High
13	The principal does his best in planning the work	4.08	0.9	3	High
10	The principal organizes his work on an ongoing basis	4.08	0.81	3	High
8	The principal demonstrates his skills while leading the school	4.07	0.87	5	High
11	The principal develops a sense of responsibility in teachers	4.04	0.85	6	High
14	The principal handles business problems rationally	3.96	0.92	7	High
12	The principal pays enough attention to all comments	3.95	0.88	8	High
15	The principal develops the creative thinking of teachers	3.93	0.91	9	High
	Total	**4.03**	**0.73**		**High**

It is noted from Table (17), that the total arithmetic average of the area of assuming responsibilities was (4.03) and the standard deviation (0.73) with a high degree, where paragraph (9) came in the first rank and with a high degree, while paragraph (15) came in the last and with a high degree.

3. The field of work relations

Table (18): Arithmetic averages, standard deviations, and ranks, for the estimates of the study sample in the field of work relations

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
17	The principal maintains good relations with his colleagues	4.04	0.86	1	High
21	The principal builds positive relationships with teachers	3.99	0.86	2	High
22	The principal appreciates and respects the opinions of others	3.95	0.9	3	High
18	The principal shares experiences with colleagues	3.94	0.89	4	High
23	The principal informs his colleagues about his ideas and achievements	3.92	0.86	5	High
19	The principal participates with his colleagues in educational research	3.86	0.94	6	High
20	The principal accepts constructive criticism	3.76	1.02	7	High
	Total	**3.92**	**0.79**		**High**

It is noted from Table (18), that the total arithmetic average of the field of work relations reached (3.92) and the standard deviation (0.79) with a high degree, where paragraph (17) came in the first rank and with a high degree, while paragraph (20) came in the last and with a high degree.

4. The field of evaluation effectiveness

Table (19): Arithmetic averages, standard deviations, and ranks, of the study sample estimates in the field of evaluation effectiveness

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
29	The principal assigns teachers tasks that take into account their specialties	3.95	0.87	1	High
24	The principal masters the evaluation methods related to objectives	3.93	0.88	2	High
28	The principal provides feedback to teachers about their performance of their work	3.86	0.89	3	High
26	The principal diversifies in the use of evaluation methods	3.85	0.93	4	High
27	The principal takes into account individual differences in the evaluation process	3.83	0.93	5	High
25	The principal designs appropriate tools for evaluating teachers	3.83	0.9	5	High
30	The principal identifies teachers' strengths and weaknesses	3.76	0.98	7	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
	Total	**3.86**	**0.79**		**High**

It is noted from Table (19), that the total arithmetic average of the evaluation effectiveness domain was (3.86) and the standard deviation (0.79) with a high degree, where paragraph (29) ranked first and with a high degree, while paragraph (30) ranked last and with a high degree.

Outcomes of the fourth question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the sample members about the job performance of public elementary school principals within the green line due to the variables (gender, years of experience, academic qualification, and job title)?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates were calculated on the degree of effectiveness of the job performance of public elementary school principals within the green line, according to the variables (gender, years of experience, academic qualification, and title). Table (20) shows this.

Table (20): Arithmetic averages, and standard deviations, of the study sample's estimates on the degree of effectiveness of the principals' job performance, according to the variables: gender, academic qualification, years of experience, job title

Domain	Independent variable	Levels of an independent variable	Arithmetic average	Standard deviation
Task completion	Gender	Male	4.06	0.7
		Female	3.97	0.67
	Years of experience	Less than 10 years	3.96	0.62
		10 years and more	4	0.7
	Academic Qualification	Bachelor	3.88	0.71
		Postgraduate	4.02	0.67
	Job title	Teacher	3.88	0.72
		Principal	4.25	0.51
Assuming responsibilities	Gender	Male	4.05	0.75
		Female	4.03	0.72
	Years of experience	Less than 10 years	4.05	0.66
		10 years and more	4.03	0.76
	Academic Qualification	Bachelor	3.96	0.74
		Postgraduate	4.05	0.73
	Job title	Teacher	3.92	0.78
		Principal	4.27	0.56
work relations	Gender	Male	3.94	0.82
		Female	3.92	0.77
	Years of experience	Less than 10 years	4	0.61
		10 years and more	3.9	0.85
		Bachelor	3.97	0.68

Domain	Independent variable	Levels of an independent variable	Arithmetic average	Standard deviation
	Academic Qualification	Postgraduate	3.91	0.82
	Job title	Teacher	3.79	0.84
		Principal	4.21	0.61
Evaluation effectiveness	Gender	Male	3.94	0.77
		Female	3.83	0.79
	Years of experience	Less than 10 years	3.89	0.67
		10 years and more	3.85	0.83
	Academic Qualification	Bachelor	3.79	0.7
		Postgraduate	3.88	0.81
	Job title	Teacher	3.71	0.83
		Principal	4.17	0.59
Total	Gender	Male	4	0.72
		Female	3.94	0.69
	Years of experience	Less than 10 years	3.98	0.59
		10 years and more	3.95	0.74
	Academic Qualification	Bachelor	3.9	0.67
		Postgraduate	3.97	0.71
	Job title	Teacher	3.83	0.74
		Principal	4.23	0.51

It is noticed from Table (20) that there are apparent differences in the four domains, individually and combined, according to the variables of gender, experience, academic qualification, and job title.

To determine the statistical significance of the differences in the four domains (linear structure), (Four-way MANOVA) was used, using the Hotelling's Trace test. Table (21) shows this.

Table (21): Results of the Hotelling's Trace test for the effect of gender, academic qualification, years of experience, and job title on the estimates of the study sample about the degree of effectiveness of principals' job performance in the four domains (linear structure)

Variable	Value	F Value	The degree of freedom	The degree of freedom of error	Statistical significance	ETA Square (effect size)
Gender	0.015	1.288	4	345	0.274	0.015
Experience	0.014	1.246	4	345	0.291	0.014
Academic Qualification	0.038	3.273	4	345	0.012	0.037
Job Title	0.092	7.922	4	345	0	0.084

The results of the Hotelling's Trace test showed that there was no statistically significant effect due to the variables of gender or experience, while there was a statistically significant effect due to the variables of academic qualification and job title.

To determine the statistical significance of the apparent differences in the four domains separately, the four-way analysis of variance (Univariate Analysis: Four-way ANOVA) was used. Table (22) shows this.

Table (22): Results of the interquartile analysis of variance to compare the arithmetic averages of the study sample's estimates on the degree of effectiveness of the principals' job performance in the four domains (each separately: individually), according to the variables: gender, academic qualification, years of experience, and job title

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	Task completion	0.043	1	0.043	0.099	0.754	0
	Assuming responsibilities	0.514	1	0.514	1.005	0.317	0.003
	work relations	0.853	1	0.853	1.45	0.229	0.004
	Evaluation effectiveness	0.064	1	0.064	0.112	0.739	0
Experience	Task completion	0.061	1	0.061	0.141	0.707	0
	Assuming responsibilities	0.426	1	0.426	0.832	0.362	0.002
	work relations	1.614	1	1.614	2.745	0.098	0.008
	Evaluation effectiveness	1.049	1	1.049	1.815	0.179	0.005
Academic Qualification	Task completion	0.361	1	0.361	0.829	0.363	0.002
	Assuming responsibilities	0.048	1	0.048	0.094	0.76	0
	work relations	0.821	1	0.821	1.396	0.238	0.004
	Evaluation effectiveness	0.025	1	0.025	0.044	0.834	0

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Job title	Task completion	9.288	1	9.288	21.336	0	0.058
	Assuming responsibilities	9.756	1	9.756	19.082	0	0.052
	work relations	16.429	1	16.429	27.936	0	0.074
	Evaluation effectiveness	16.053	1	16.053	27.776	0	0.074
Error	Task completion	151.491	348	0.435			
	Assuming responsibilities	177.929	348	0.511			
	work relations	204.666	348	0.588			
	Evaluation effectiveness	201.124	348	0.578			
Adjusted Total	Task completion	162.553	352				
	Assuming responsibilities	188.254	352				
	work relations	222.035	352				
	Evaluation effectiveness	218.835	352				

Table (22) shows that there are no statistically significant differences according to the variables of gender, experience, or academic qualification, while there are statistically significant differences according to the job title variable.

To determine the statistical significance of the differences in the four domains (combined), four-way ANOVA was used. Table (23) shows this.

Table (23): Results of the interquartile analysis of variance to compare the arithmetic averages of the study sample's estimates on the degree of effectiveness of the principals' job performance in the four domains (combined), according to the variables: gender, academic qualification, years of experience, and job title

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	0.305	1	0.305	0.872	0.351	0.002
Experience	0	1	0	0.001	0.977	0
Academic qualification	0.885	1	0.885	2.532	0.112	0.007
Job title	14.912	1	14.912	42.675	0	0.109
Error	121.601	348	0.349			
Adjusted total	**139.819**	**352**				

Table (23) shows that there are no statistically significant differences according to the variables of gender, experience, or academic qualification, while there are statistically significant differences according to the job title variable in favor of principals.

Outcomes of the fifth question: "Is there a statistically significant relationship between the degree of employment of the digital environment by public elementary school principals within the green line and the degree of effectiveness of their job performance?"

To answer this question, Pearson's correlation coefficients were calculated between the degree of employment of the digital environment by public elementary school principals within the green line and the degree of effectiveness of their job performance. Table (24) shows this.

Table (24):

Pearson's correlation coefficients between the extent to which the digital environment is employed by public elementary school principals within the green line and the degree of effectiveness of their job performance

Employing digital environment	Job Performance Effectiveness				Total
	Task completion	Responsibility	Work relations	Evaluation effectiveness	
Electronic planning	.759**	.712**	.627**	.658**	.732**
Electronic Regulation	.766**	.720**	.663**	.693**	.755**
Electronic coordination	.752**	.708**	.627**	.659**	.730**
Electronic control	.718**	.637**	.634**	.627**	.693**
Total	.819**	.765**	.694**	.723**	.797**

***** Statistically significant at (α = 0.05).***

It is noticed from Table (24) that the four domains of the degree of employment of the digital environment by the public elementary school principals within the green line, individually and combined (combined) are related with a statistically significant positive correlation with the four domains of job performance individually and combined (combined). Accordingly, the level of effectiveness of job performance increases, with the increase in the

level of employment of the digital environment by public elementary school principals within the green line.

CHAPTER FOUR
RECOMMENDATIONS AND OUTCOMES DISCUSSION

Outcomes discussion of the first question: "To what extent do principals of public primary schools within the Green Line employ the digital environment from the point of view of principals and teachers?"

It is noted from Table (6) that the arithmetic averages of the study sample estimate about the employment of digital environment by public elementary school principals within the green line in the four domains ranged between (3.84-3.93) with a high degree. This may be attributed to the interest of public elementary school principals in fully utilizing the digital environment as it is the approved way to achieve their goals and ambitions with high efficiency. The researcher attributes this result to the courses that public elementary school principals received, the technical support and the necessary training on how to use the computer and its software, and their belief that employing the digital environment came to enhance their role in the educational process.

The following is a presentation to discuss the areas of the digital environment separately:

The first field: electronic planning

Table (7) shows that the field of electronic planning came with a high degree. This may be attributed to the elementary school principals' possession of planning skills related to the digital environment, as schools strive to compete and excel, and this requires effective planning to accomplish school administrative work according to various plans far from monotony and failure to implement work. Paragraph (9) ranked last and with a high degree. This result may be attributed to the principals' reliance on the experiences and skills that the teacher has in advance to deal with technology to achieve the desired goals within the needs of the teacher and student. This result may be attributed to the fact that principals are keen to ensure equal access to and use of technology in the school.

This result may be due to the fact that the principal is always keen to raise the level of the teaching staff professionally and technologically in the school; Therefore, he relies on qualified teachers to improve schoolwork and develop it for the better, and the principals' conviction that teamwork is one of the school's components to obtain the best results, and that depends mainly on organization and coordination.

The second field: electronic regulation

Table (8) shows that the field of electronic regulation came with a high degree, as paragraph (10) ranked first and with a high degree. The result may be attributed to the courses held for principals within the framework of the educational development project towards a knowledge economy, in addition to the presence of modern electronic technologies imposed by modern technology on administrative work, which requires the public elementary school principals to know and employ them in the practice of their school activities, and in the

distribution of responsibilities and tasks to those in charge of them according to their abilities, in addition to the availability of material and human conditions for the success of the process of technological progress in school administrative work. Paragraph (16) ranked last, with a high degree. The researcher attributes this result to the commitment of principals and administrators to provide a digital environment that helps teachers to accomplish all teaching responsibilities, and the desire of principals to provide an atmosphere that ensures psychological comfort for them, to ensure that they complete their work accurately and on time.

The third field: electronic coordination

Table (9) shows that the arithmetic averages of the study sample estimate for the field of electronic coordination came to a high degree. This is due to the administration's realization of the importance of being fully aware of the teachers' needs and requirements. This requires principals to know the needs of teachers and organize them into groups based on their tendencies and interests, because this facilitates dealing with them and creates a school atmosphere of giving and understanding, and the employment of the digital environment makes it easier for principals to classify these groups.

Paragraph (25) came in first rank with a high degree. The researcher attributes this result to the fact that the principal's portal, which is available on the e-learning system, enables the principal to follow up on teachers by adding their files electronically and following up on their updating, as well as encouraging teachers and promoting them positively in line with the electronic system, conducting study sessions, entering student grades and continuous evaluation as well as encouraging teachers to computerize and analyze the curriculum, benefit from the lessons presented on the system, and document all their work. Paragraph (19) ranked last and with a high degree. This is since the administration uses multiple supervisory means to raise teachers' cognitive adequacy, such as educational seminars and meetings, and it relies on the teacher to be informed of the latest developments related to the educational process in general and specialization, due to the availability of information networks and e-learning for all at the present time. Participation in the forums is also due to the principals' realization that this field is one of the most important fields of work for the school administration because it is related to the provision of qualified manpower, setting the necessary conditions for selecting, directing, supervising, and evaluating them, providing opportunities for professional growth and acquiring various skills and experiences.

The fourth field: electronic control

Table (10) shows that the field of electronic control came to a high degree. This result may be attributed to the fact that principals and administrators are aware of the importance of employing the digital environment in education to save time and effort, and to achieve the desired results, and that communication with the school environment has become conditioned by the use of modern technology.

Paragraph (27) came in first rank with a high degree. This result may be due to the fact that the principals are very keen on the optimal use of the platforms and systems affiliated with the Ministry of Education, to follow up the progress of the educational process, and to have access to the data of students and teachers, as well as the principals' interest in providing

educational bulletins, and directing teachers on a continuous basis to follow the website of the Ministry of Education and its educational platforms, to follow all that is new and serve the educational process in how to employ technology in education. Paragraph (28) ranked last and with a high degree. This may be due to the availability of professional skills of school principals, which in turn qualifies them to perform their leading role in follow-up and supervision with high efficiency. This result may be due to the principals and administrators' keenness that the development plan be within the vision of the Ministry of Education, and that it does not emanate from another policy or within a personal vision. It may also be attributed to the fact that the field of control takes a great deal of effort from principals, and that some principals lack sufficient experience in how to deal with the various types of control.

Outcomes discussion of the second question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the sample members about the extent of the employment of digital environment by public elementary school principals within the green line due to the variables (gender, years of experience, academic qualification, job title)"

The results of this question showed that there was no statistically significant difference between the arithmetic averages of the study sample's estimates on the extent of employment of the digital environment by public elementary school principals within the green line according to the variables (gender, years of experience and job title). The results also showed the existence of a statistically significant difference between the arithmetic averages about the extent to which elementary school principals employ the digital environment according to the academic qualification variable and in favor of the postgraduate category. The researcher explains this to the fact that all school principals possess the skill of dealing with the computer and the e-learning system, because they all have ICDL courses, which is one of the basic requirements in schools. This may also be due to the infrastructure and the fact that the conditions of the schools in the area are similar in terms of material capabilities and equipment.

Below is a discussion of all the variables separately:

First: the gender variable:

There were no statistically significant differences due to the gender variable. This may be since male and female principals have been subjected to similar training programs, and they are present in government schools that are similar in the type of equipment used in them and the type of administrative work they perform.

The reason may be attributed to the male and female teachers' interest in employing the digital environment, learning everything new, and paying attention to technological courses and workshops that reduce the burden, effort, and time, and aim to employ the digital environment in the school. Also, all male and female teachers of the study sample, of all genders, have a similar view of the role of elementary school principals in employing the digital environment.

Second: the years of experience variable

The results indicate that there are no differences according to the years of experience variable, so the researcher attributes this result to the fact that the use of technology does not require long teaching experience, especially since information technology has entered most of the affairs of human life at the present time, and everyone is dealing with it as a part of our time.

This may be attributed to the fact that principals are chosen in an objective manner and are accepted by their fellow teachers, and they possess high technical and administrative skills in updating and predicting decisions as a result of keeping pace with the era of communications and information technology, and their mastery of the skill of dealing with modern educational methods produced by computer technologies towards computerization of education as one of the objectives of the Ministry of Education.

Third: The academic qualification variable

The results indicate that there are no statistically significant differences according to the academic qualification variable, in all fields. The researcher attributes this result to the fact that technology does not require a high qualification to use it, as technology is often self-learning, as considering its entry into all aspects of life, the majority has the ability to deal with it and use it even in a limited way according to their needs.

This result can be explained by the fact that the principals, with the diversity of their academic qualifications, are aware of the employment of the digital environment in their schools to carry out the tasks assigned to them. The reason for this may be attributed to the interest of principals in government schools, regardless of their academic qualifications, in the digital environment, and the use of technology in school work, where the interest is as a result of the availability of school infrastructure and equipping them with modern equipment, participation in periodic training courses in the digital environment, and the presence of close academic qualifications under similar educational conditions and systems such as academic qualification as a basis for appointments in addition to the university qualification in the position of principal, as most of them hold similar university qualifications and according to unified selection criteria.

Fourth: Job title variable

The results of the study showed that there are statistically significant differences between the arithmetic averages of the study sample estimates about the extent to which school principals employ the digital environment in the four domains according to the job title variable and in favor of the principals. This result is attributed to the principals' awareness of their administrative duties that enhance their roles in properly performing their duties, in addition to the necessity of integrating with the nature of the school's applicable regulations. The researcher may also attribute this to the fact that the actions and behaviors practiced by principals stem from an internal feeling they have that confirms the importance of the work they do and generates in them a sense of confidence, enhances the provision of services to work, and a sense of achievement, creativity and competition, which leads the school to excellence. This may be due to principals' realization that employing the digital environment at work enables workers to participate in various activities.

Outcomes discussion of the third question: "What is the degree of effectiveness of the job performance of public elementary school principals within the green line from the point of view of principals and teachers?"

It is noted from Table (15) that the arithmetic averages of the study sample estimate for the domains of the level of effectiveness of the performance of the principals came to a high degree. This may be attributed to the high standards set by elementary school administrations when selecting male and female teachers to work in their schools, as the administration selects the best qualified cadres to teach. The result may also be attributed to the existence of systems for accurate and diligent follow-up of teachers' performance in schools, and activating the principle of teacher accountability, which makes teachers perform their tasks to the fullest, and provide opportunities for professional development and growth for teachers through the training programs provided by those schools to their teachers. The result may be attributed to the high motivation of elementary school teachers towards their job performance because they feel comfortable because of the material incentives offered by those schools.

The result may also be attributed to the elementary school administrations' belief in the need to focus on the educational process and improve it to reach distinct educational outcomes capable of facing university and practical life with confidence. Also, the fear of these administrations for their academic reputation among schools leads them to provide all facilities and provide full support to teachers and students to work on improving and upgrading their performance. In addition, its keenness to create an environment that allows teachers to present new ideas and encourages them to apply them in the classroom, inevitably improves the performance of teachers and increases their enthusiasm, which reflects positively on student achievement. This may be attributed to the fact that school principals possess sufficient academic expertise to manage the school in an appropriate manner, because their possession of these academic qualifications helps them in directing their behavior, relationships, and intellectual and social trends, and helps them develop a view of the educational process, directing and coordinating efforts, as well as understanding those who deal with them including teachers, students, parents, or workers, so that an atmosphere of good relations prevails among them.

Below is a discussion of the results for each area separately:

First: The area of assuming responsibilities:

The results showed that the field of assuming responsibilities came to a high degree, as paragraph (9) came in first rank, with a high degree. This may be due to the fact that the school principal has sufficient academic expertise to manage his school in an appropriate manner and with extreme accuracy, and within the framework of achieving quality in education, and that his possession of these academic qualifications helps him in directing his behavior, his relations, and his intellectual and social trends, and helps him in developing a view of the educational process, directing and coordinating efforts, improving teaching methods, evaluation and guidance, as well as understanding those with whom he deals, such as teachers, students, parents, and workers, so that an atmosphere of good human relations prevails among them, and commitment to work schedules. Paragraph (15) ranked last and with a high degree. This may be attributed to the fact that the process of developing creativity is dependent on the

job of the principal, as it comes through an evaluation form developed by the Ministry of Education. This result is attributed to the principals' awareness of the necessity of teachers' commitment to the prescribed curriculum, and their follow-up to the developments of science in their field of specializations and the impact of this on students' understanding and assimilation of academic courses. Perhaps this high result came due to the principals considering the individual differences between teachers in creativity and innovation, and its positive impact on the teachers themselves. This result may be attributed to the fact that the principals work continuously to stimulate the teachers' thinking during their work, and the positive results achieved by the school and the introduction of creative ideas associated with this process. This result may be due to the principals' awareness of the necessity of diversity in their teaching methods, and what gives the classroom a kind of positive interaction between students and their teachers on the one hand, and between students with each other; as it is possible to generate a state of honorable competition during interaction, and discussion of scientific matters and issues that arise in the classroom and reflect positively on the school.

Second: The field of task completion

The results showed that the field of task completion came with a high degree, as Paragraph (6) came in the first rank and with a high degree. This may be attributed to the fact that the school principal directs teachers to the necessity of adhering to instructions and procedures, and explains to them the consequences of non-compliance, so he should set an example for teachers and abide by all procedures. This may also be due to the principals' awareness of the importance of adhering to the instructions that would improve the administrative and schoolwork. Paragraph (4) came in the last rank with a high degree, and this high result may be attributed to the fact that the principal devotes his efforts to the educational process and gives much attention to relations with teachers, based on his commitment to the duty assigned to him. Perhaps this result reflected the principal's commitment to administrative legislation and adherence to its contents, to ensure that the work is performed in the best way. This result may lead to that the principal strives to create a comfortable atmosphere for teachers within the school and to ensure that the educational process achieves its objectives, and at the same time works to create an appropriate educational environment that helps achieve better learning, as well as treat teachers in a fair manner, so that teachers feel comfortable him, and this is reflected in their performance and acceptance of the work. Perhaps this result came because the principal encourages teachers to achieve their goals. Or that this result is due to the principal's ability to achieve effective communication with teachers through his mission to convey meaning and achieve understanding, and the principal's possession of communication skills.

Third: The field of work relations:

The results showed that the field of work relations came with a high degree, as paragraph (17) came in first rank. The researcher attributes these results to the fact that the principal, being entrusted with a leadership position, requires him to be careful and follow-up on relations with teachers, so that he realizes that it may benefit the school or may be a successful method that benefits the school. Paragraph (20) ranked last and with a high degree. This result may be attributed to a number of positive behavioral practices that principals

perform during their work. It seems that the feature of cooperation is essential in dealing between individuals in any institution, no matter how big or small. This feature may take on a special importance in the educational institution, which is responsible for preparing the new generation. Since the principal is a role model for teachers, the cooperation shown by principals with others, they may be affected by it, and perhaps they may adopt it as a positive practice among them. This result may be attributed to the positive human relations that dominate the school atmosphere and which are reflected in teachers' interactions and communications, and respect may play a role in these interactions, and achieve many positive results for all members of the school community. This result may be since principals accept the criticism directed at them, especially the constructive criticism practiced by the employees during the issuance of decisions. This may be since follow-up to mental health is very important in order to create a healthy environment in the school.

Fourth: The field of evaluation effectiveness

The results showed that the arithmetic averages were high in the field of evaluation effectiveness, as paragraph (29) ranked first and with a high degree. This may be attributed to the ability of elementary school principals to set high academic standards and strive to achieve those standards by setting clear systems for evaluating teachers and raising their professional level, keeping them informed of what is new in this field and trying to employ it in a practical way in the school, and their constant communication with parents, students and teachers, and their awareness of the importance of competition between schools, as parents always look to schools whose students achieve outstanding academic results.

This may be since there is a great deal of knowledge in the school principal's skills in laying the foundations of scientific evaluation.

Paragraph (30) ranked last and with a high degree. This result may be attributed to the conviction of elementary school principals of the importance of training and their awareness of the need for a qualified and well-prepared teacher, who is able to achieve high quality educational outcomes. The result may also be attributed to principals having the ability to invest human and material resources to train teachers and to transform their schools into professional development institutions through the development of systematic training programs by identifying and increasing strengths and identifying and avoiding weaknesses.

Outcomes discussion of the fourth question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the sample members about the job performance of public elementary school principals within the green line due to the variables (gender, years of experience, academic qualification, and job title)?"

The results showed that there were no statistically significant differences between the arithmetic averages of the study sample's estimates regarding the degree of effectiveness of the principals' job performance in the four domains according to the variables of gender, years of experience, academic qualification, and job title.

Below is a discussion of each variable separately:

First, the gender variable:

The results of the study indicated that there were no statistically significant differences due to the gender variable, and this may be since the degree of attention and adherence to instructions were similar for males and females. This may be due to the fact that males and females are keen to follow up on new developments in the field of work, and perhaps this is due to the excellence of males and females in diagnosing problems and working to address them and working in a team spirit. The reason for this may be since both genders need to evaluate performance to the same extent, in addition to the fact that the evaluator does not differ in his view of the results according to the gender. The reason for this may be attributed to the fact that both genders seek to develop themselves and know the importance of developing job performance to achieve the desired goals.

Second: Years of experience variable:

The results of the study indicated that there were no statistically significant differences due to the variable years of experience. This is since managers, regardless of their working years, have a great knowledge of the level of effectiveness of job performance, in addition to undergoing training courses, and participating in seminars and lectures related to job performance at the Ministry of Education center. This is since the principals are very familiar with the degree of job performance, as well as their participation in training courses, and their participation in seminars and lectures related to job performance at the Ministry of Education center in the field of principals and administrators.

Perhaps the reason for this is that principals need to be evaluated by the ministry in addition to the law that requires principals to be evaluated, so the principal, whatever his years of experience, will be subject to evaluation. Perhaps the reason for this is that principals always need to improve their job performance.

Third: Academic qualification variable:

The results of the study indicated that there were no statistically significant differences due to the academic qualification variable, and this may be due to the fact that administrators express a desire to perfect their work by looking at the regulations and instructions in the ministry, and to the Ministry of Education using the system to develop the performance of administrators, and perhaps this is due to the desire of administrators to join training courses on job performance, regardless of their academic qualifications. Perhaps this is since the principals and administrators in the center of the Ministry of Education are more familiar with the work programs established at the level of the organizational unit, and they develop plans and executive work programs in the light of the strategic plan, regardless of their academic qualifications.

Fourth: Job title variable

The results of the study showed that there was a statistically significant difference according to the job title variable and in favor of principals. The researcher attributes this result to the fact that principals offer the best of their experiences and competencies to compete in their workplaces; the principal seeks to distinguish and advance his administration and advance his school among other schools by giving a distinct image of the achievements of his school and teachers and their excellence in performance. Principals also seek to update and develop

their expertise, face the problems they encounter, and work to solve them, and the goal is to reach satisfaction with himself and his work, because the better his job performance is, the more he feels reassured, secure, confident, aware of himself and his abilities, and the more he can instill confidence in those working with him, and thus work to achieve all the desired goals.

Outcomes discussion of the fifth question: "Is there a statistically significant relationship between the degree of employment of digital environment by public elementary school principals within the green line and the degree of effectiveness of their job performance?"

The results showed that the four domains, of the degree of employment of the digital environment by public elementary school principals within the green line, individually and combined are related with a positive, statistically significant correlation with the four domains of job performance, individually and combined, and accordingly, the level of effectiveness of job performance increases with the increase in the employment of the digital environment by public elementary school principals within the green line.

This may be due to the fact that planning may be based on sound methods, through the identification and clarity of objectives for the school's plans, which makes the vision clear to the school principals in the process of forecasting and anticipating the future when making decisions, in addition to that, the relationship between planning and implementation bodies in most schools, which has positive effects that help in developing the level of performance.

This result may be attributed to the positive climate prevailing in the school, which is dominated by the nature of human relations, which affects the employment of the digital environment, providing all the teachers' needs and overcoming the difficulties in front of them, and this in turn affects the performance of these workers, which is ultimately reflected in job performance.

RECOMMENDATIONS

- The necessity of developing alternative plans to implement the digital environment in schools, with the development of procedures that ensure its effectiveness to achieve the desired goals.
- The necessity of training school staff on the use of modern digital environment means and employing it in their work.
- The necessity of continuing to maintain the degree of practicing the digital environment and increasing the level of job performance.
- Deepening and raising awareness among principals of the practice of the digital environment by training them and informing them about global experiences and keeping abreast of all technological developments.
- The necessity of providing educational technology resources in schools that lack the least technological tools.
- Make an extra effort to improve the skills of employing the digital environment among school principals.

- The necessity of providing electronic copies of educational brochures on how to employ the digital environment in school administration and education in general.
- The necessity of providing a variety of educational opportunities, based on the use of technology to meet the needs of the teacher and student.
- Evaluating the experiences of applying the digital environment in various educational institutions, sharing and transferring knowledge between these institutions and technological leaders, in a way that enhances the development of these experiences and expands their spread.
- Implementing the digital environment in all circumstances in educational institutions, according to scientific and technical foundations and standards that guide the principals of the different schools.
- The necessity of paying attention to the concept of job performance, which results in the performance of the required tasks in accordance with the required quality standards, and the adoption of flexibility in the application of instructions.
- Building the capacities of the Ministry of Education's employees within the green line, where the human resource is considered the capital for the Ministry of Education, and the higher management must motivate and provide an environment that enables administrators to perform well in a job.
- The necessity for school principals to continue to arrange their priorities, so that the process of improving education and improving its quality is the first of these priorities.
- Providing the necessary moral and financial support to spread the culture of using information and communication technology in the school community.
- Enriching the programs for preparing principals in schools within the green line with courses related to e-learning and the use of computers and the Internet in education.
- That the school principal enrolls teachers in training courses, which in turn work on developing teachers' job performance.
- Providing sufficient feedback to employees about their performance evaluation to enable employees to identify their strengths and weaknesses.

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