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The Degree of Digital Leadership Practice among Public School Principals in the Minors Education Directorate from the Principals' Point of View

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Abstract
The paper aimed to the degree of digital leadership practice among public school principals in the Minors Education Directorate from the principals' point of view. The study sample consisted of (64) principals, and to collect data, a questionnaire was developed to identify the degree of digital leadership practice among public school principals in the Minors Education Directorate from the principals' point of view. Its validity and reliability were confirmed, and the study concluded: A decrease in the effect of the degree of digital leadership practice among government school principals in the Minor Education Directorate from the principals' point of view. In the area of excellence in professional practice, a culture of learning In the digital age and an intermediate degree for the dimension of visionary leadership. The results also showed that there were no statistically significant differences at the significance level ($\alpha = 0.05$) the degree of digital leadership practice among government school principals in the Minor Education Directorate from the principals' point of view, according to gender, educational qualification.
Keywords: digital leadership, education directorate
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INTRODUCTION

Life in the twenty-first century was made more connected and more complicated by the prosperity caused by modern technological advances; Where the world has benefited from ICT for a lot of prosperity ", which requires modern organizations to develop their business pattern to keep pace with these rapid developments, focusing on the creative performance of its employees, the digital transformation refers to changes that relate to the application of digital technologies in all aspects of human society, The digital revolution has increased flexibility in production, increased speed, It also added a recent dimension to the quantity of production and productivity levels provided, and reached high-quality results.(Oberer & Erkollar, 2019).

It Faced with recent challenges and changes that have led to the need to move from traditional society to the ICT revolution, which is characterized by significant growth in all knowledge and information and the severity of the change in different branches of knowledge and science. This has made it very difficult to benefit from this amount of knowledge, unless the individual has the skills to benefit from it (Al-Rashidi, 2015).

An educational system capable of graduating new generations that are aware of and able to cope with new developments must be available. Building an integrated education system is an important requirement for reaching an educational renaissance. Educational School leaders must be in a digital environment just as expected of them in a non-digital environment (Al-Harbi, 2020).

Both are Digital leadership and the educational environment play a very important role in supporting the digital environment development of leadership practices and promotion of learning, and building relationships that work through modern technological methods to reformulate and disseminate knowledge at different levels Many studies have taken care of the important role of digital leadership in public schools in achieving the competitive advantage of developing public schools (Al Kardam, 2020).

STUDY PROBLEM

Through the work of the researcher in the field of school administration in the schools of the Directorate of the Brigade of Minors We felt that the technological revolution that invades the world and Jordanian society must resonate within our schools by paying attention to the opportunities that technological innovations offer to advance and upgrade our educational systems, The MInistry's education reform strategy for education reform has become important. And with the scarcity of Arab studies on digital leadership that may be the current study of studies that help to provide knowledge about digital leadership, The researcher saw the importance of identifying the degree of digital leadership of government school principals in the Directorate of Minors' Education from the point of view of the managers themselves. technological leadership practices ", based on five criteria developed by the International Society for Education Technology to assess the technological leadership practices of education leaders.

OBJECTIVE AND QUESTIONS OF THE STUDY

This study aims at identifying the degree of digital leadership exercised by State school principals in the Directorate of Minors' Education from the point of view of the managers themselves. By answering the following questions:

.What is the degree of digital leadership practice of State school principals in the Directorate of Minors' Education from the point of view of the managers themselves?

.Are there statistically significant differences at the level of $\alpha = 0.05$) to the of digital leadership of State school principals in the Directorate of Minors' Education from the point of view of the managers themselves attributable to variables (sex, scientific qualification).

THE IMPORTANCE OF THE STUDY

The importance of the present study stems from the fact that it is an additional new study of scientific research and Arab studies on the subject of the practice of digital leadership among the managers of government basic schools and specifically in the Directorate of the Education of Minors from the perspective of the managers themselves.

It is hoped that the results of this study will:

1-This study highlights the importance of using information technology to exercise digital leadership in educational institutions.

2-The importance of exercising digital leadership in influencing organizations' overall efficiency and development.

3-Increase the efficiency and effectiveness of enterprises through the use of digital driving.

STUDY TERMS AND PROCEDURAL DEFINITIONS

LEADERSHIP: "is a set of integrated and harmonious concepts and technical, human and cognitive skills that must be available, as well as other interrelated factors related to the structural dimension of an individual's personality, values, trends and motivations that contribute to the overall building of the personality of the leader" (A—Haddad, 2016).

DIGITAL LEADERSHIP: (2016, Bounfour) defines digital leadership as the creation of structural leadership and leadership resources, to persuade community members to access modern ICTs and resources that contribute to the achievement of education goals.

THE DIRECTORATE OF EDUCATION : is a governmental organization concerned with the education of citizens through the establishment of educational institutions: basic and secondary schools. Its role lies in defining the major educational goals and objectives that represent society, stemming from a specific educational philosophy, and monitoring the practical and educational educational process through the preparation of teachers, administrators, educational researchers and everyone involved, as well as the definition of curricula (Tai, 2019).

LIMITS OF STUDY

The current study was confined to the principals of public schools in the Directorate of Minors' Education in 2020/2021.

STUDY DETERMINANTS:

The results of this study are determined in the light of the veracity and degree of consistency of the instrument adopted. The results are circulated only to the society that withdrew from the sample and similar societies. The results are also determined in the light of the respondents' honesty and themes when responding to the paragraphs of the instrument used in this study.

THEORETICAL LITERATURE:

Theoretical literature dealt with the most important topics relevant to the topic of the study:

-DIGITAL DRIVING. Digital leadership is one of the most important concepts that described the role of leadership and it was necessary to distinguish between two categories of leadership of one different relevance, the first: Leadership in the digital age, which indicates that leadership in any organization or sector is an integral part of broad shifts towards a more knowledgeable and evolving society. All leaders in all spheres are aware of modern constraints and are keen to provide ICT opportunities and use them well, The second refers to digital leadership in key sectors of society, and many leadership innovations have emerged in key ICT sectors such as the use of Internet portals to connect customers to suppliers (2015, colin et al).

Digital leadership can be functionally defined by its contribution to the transition to a developed society. These include structural leadership, resource mobilization and leadership processes, and the role of building awareness and persuading members of society to access modern ICTs and resources that can help achieve their goals (2016, Bounfour).

DIGITAL DRIVING DIMENSIONS:

The most important dimensions of digital leadership are: innovation. The study of organizational innovation over the past years has resulted in a wide variety of definitions. In the light of previous studies, it has been found that these definitions do not fall outside the framework of two basic conditions: modernity, and the benefit and usefulness of working within the Organization. Also There is an opportunity for management innovation in all organizations and at all levels in the organizational structure, and past experience has shown that it is rare for leaders to fall under severe pressure that loses their freedom to improve their management practices through their mandated responsibilities. Organizational innovation is an important factor in organizations' success and achieving competitive advantage as well as achieving a good economy at the community level. Today, all organizations face a dynamic environment characterized by rapid technological changes and short-term product life cycles as well as globalization. Such organizations need to be creative and innovative more before they can stay, compete, grow and lead (2009, Gumusluoglu, L).

The second dimension is persuasion. No leader can succeed without practice or mastery of persuasion. Researchers rarely agree on the ideal way to define leadership, but most agree that leaders are the individuals who take over the process.

knowledge is the true nerve of today's organizations and a means of keeping abreast of today's developments. Knowledgeis the most important resource in creating wealth and achieving excellence and creativity in light of the intellectual data within which many concepts of thought have escalated, globalization, privatization, the information revolution and the expansion of different human societies (Hammoud, 2010.

THE IMPORTANCE OF THE EXERCISE OF DIGITAL LEADERSHIP AMONG MANAGERS OF GOVERNMENT BASIC SCHOOLS.

One of the most prominent reasons why digital leadership is used in school management today is to develop performance, save effort and time at times, and because of other crises.

Digital leadership with its tools and applications in management work has taken on great importance and responsibility of school managers to accomplish administrative work accurately and rapidly through the use of technology and the use of computers In administrative work. (Happiness, 2021)

Digital leadership has many different benefits not only for the public and customers but also for companies and institutions.

Digital leadership provides significant cost and effort, improves operational efficiency and regulates it, improves quality and simplifies procedures in traditional ways of providing services to beneficiaries (Sharaf, 2019).

PREVIOUS STUDIES:

Numerous Arab and foreign studies have been conducted on the role of leadership ethics in the development of the functioning of female teachers of public schools.

- Al-Tai (2019) conducted a study aimed at investigating the impact of digital leadership on the adoption of organizational culture among employees working in the Directorate of Education of Najaf in Al Iraq. The researcher used the descriptive curriculum in the study. The survey tool was distributed to a sample of (85) staff of the Directorate of Najaf Husbandry. The statistical programme (SPSS) was used to analyse the results of the identification. The results showed that the Digital Command Axis had an average year of (3017) and at the dimensional level, it received averages (3. 35, 3. 44, 2. 71) Each, respectively, and the focus of organizational culture received a total average (3). 95), a positive correlation averaging a general average (624). And that there is a positive high-driving digital impact on the achievement of organizational culture, which has been valued (78.), the application of digital leadership serves as the bridge through which the Directorate can develop and develop a strong culture among its staff. In the light of the study's findings, a series of recommendations were made, including the urgent need to address the priorities of the impact of digital leadership elements on organizational culture in order to obtain effective impact.

-Al Kardam (2016) conducted a study aimed at identifying the reality of digital leadership practice among high school principals and principals in Aseer Education District in Saudi Arabia from the point of view of teachers study, the researcher used the descriptive curriculum, promising a questionnaire to collect data from the study sample of 135 teachers from the difficult region and the results of the study showed that the reality of digital leadership practice among high school principals washigh, Most high school principals in the Aasireducation district showed a high level of technological leadership behaviour.

-Tasha (2013) conducted a study aimed at identifying the requirements of the application of e-administration in the Ministry of Education in Kuwait from the point of view of its employees. The researcher used the survey descriptive curriculum and the sample of the study consisted of (380) Persons selected in a random caste manner, from among the employees of the Ministry of Education of Kuwait, in order to achieve the study's objective, have been developed. The results show that the degree of need for the application requirements of e-administration as a whole was moderate, and the areas were arranged as follows (administrative, material, technical and human requirements, respectively). (Tasha, 2013).

-Zhong (2016), aims to learn how to develop digital leadership for engagement and communication skills in Mississippi high schools that relate to the application of job readiness standards. The researcher used the blended curriculum to achieve his study goals. The study sample consisted of 10 government school principals in two education districts and 254 government teachers, and the result of the study was that school principals had used a variety of methods to support teachers' communication and cooperation in matters related to the application of job readiness standards, including digital learning.

-Khan (2016) conducted a study aimed at identifying digitization characteristics and illustrating the impact of these characteristics on senior management leadership In order to achieve the study's objectives, the researcher developed a number of digitization characteristics derived from a broad survey of theoretical literature. The results of the study were that the effects of digitization were widely found in each leadership pattern and could be used by leaders to promote leadership patterns. (khan, 2016).

-Domeny study (2017),which aimed at knowing the relationship between digital leadership and digital application in basic schools and used a prescriptive curriculum researcher,. In order to achieve the objectives of the study, two tools were developed, namely, identification of technological self-competence of teachers, assessment of the digital leadership of school principals, a sample of 260 school principals and 358 teachers in a school in a state (Missouri) In America, the study's outcome was that the relationship between the digital leadership of school principals and the digital application of teachers is weak, and that school administrators with a transformative leadership pattern are capable of generating a creative school climate.

METHOD AND PROCEDURES:

This section contains a description of the research curriculum used and the study community and its sample, study tool, honesty and consistency, statistical treatment **AND STUDY APPLICATION** procedures.

RESEARCH CURRICULUM:

In this study, the descriptive curriculum was used to adapt it to the nature of the study, and the identification was used as a means of collecting data from members of the study sample.

STUDY SOCIETY

The school community consisted of the State school principals of the Directorate of Minors' Education of 2020/2021 (120).

SAMPLE OF THE STUDY

His random sample was obtained from the school community (64) from school principals.

Study tool: The researcher developed the current study tool of identification, after examining the theory.

AUTHENTICITY OF THE TOOL: The studytool was initially composed of (25) paragraphs, presented to (10) arbitrators, and constructive and linguistic modifications were made on the basis of the arbitrators' observations, so that the tool was made up of (18) paragraphs in its final form.

TOOL STABILITY: To verify the stability of the tool, the identification was applied to a sample of (10) managers, from outside the study sample, by giving them serial numbers of (1-10), after three weeks the identification was applied to the sample itself, and the same numbers given the first time, and then the Person coefficient was calculated between the two times.

STUDY VARIABLES:

THE STUDY INCLUDED THE FOLLOWING VARIABLES:

1- Independent variables: study sample perceptions of the reality of the degree of digital leadership practice of State school principals in the Directorate of Minors' Education from the perspective of the managers themselves

2-Moderate independent variables: The study included the following median variables

A-Sex has two categories: male and female Scientific qualification: has three levels (Intermediate diploma, bachelor's degree, postgraduate studies).

B- Subordinate variables: The study included one subordinate variable, Hodge's digital leadership practice with State school principals in the Directorate of Minor Education from the point of view of the managers themselves.

STATISTICAL TREATMENT:

1- To answer the first question: computational averages and standard deviations have been extracted.

2- To answer the second question: t-test analysis was used and One Way Anova variance analysis was used to extract differences.

CRITERION FOR JUDGING ARITHMETIC AVERAGES.

For the purpose of judging the degree of digital leadership practice of government school principals in the Directorate of Minors' Education from the point of view of the managers themselves, the researcher adopted a

scale for the quintuplet by applying the following formula:
Range = (5-1) = 4 (number of categories = 5), category length = range ÷ number of categories
Category length = 4 ÷ 5 = 0.8 (add each time 0.79).
The first category is less than 1.80 not available/very weak.
Category II: (1.80- 2.59) weak.
Category III: Medium (2.60- 3.39).
Category IV: (3.40- 4.19) High.
Category V: (5- 4.20) Very high

Presentation and discussion of results:

THE PRESENT STUDY'S FINDINGS ARE PRESENTED BY ANSWERING ITS QUESTIONS, AS FOLLOWS:

First: The results of the first question, which reads: What is the degree of digital leadership exercised by State school principals in the Directorate of Minor Education from the managers' own point of view?

To answer this question, calculation of averages of calculation and standard deviations and grading was determined.

TablE (1): CALCULATION OF STANDARD DEVIATION AND CALCULATION AVERAGES AND GRADING.

field	Dimension	Arithmetic Average	Standard deviation	Rank	Grade
A	**Visionary Leadership**	2.62	.57	1	**Low**
B	**Learning culture in the digital age**	2.10	61.	2	**Weak**
C	**Excellence in professional practice**	1.92	57.	**3**	**Weak**
	Dimension as a whole	1.97	.53		**Weak**

The results of table (1) show that the degree of digital leadership practice of State school principals in the Directorate of Minors' Education is from the point of view of the managers themselves? Came to a low degree; on average Calculated (1.97) and standard deviation (.53), after visionary leadership came first with average arithmetic (2.62) and moderate deviation (.57), after learning culture in the digital age came second with average arithmetic (2.10) and standard deviation (61). To a low degree, after excellence in professional practice came last with an average arithmetic (1.97) and a standard deviation (53). to a weak degree.

THE FOLLOWING IS AN EXPLANATION OF EACH OF THE FOLLOWING DIMENSIONS:

FIRST: EXCELLENCE IN PROFESSIONAL PRACTICE.

TABLE (2) :TO ANSWER THE PARAGRAPHS IN THIS AREA, CALCULATION OF THE CALCULATION OF AVERAGES, STANDARD DEVIATIONS .

The paragraph number	Paragraphs	Arithmetic Average	Standard deviation	Rank	Grade
Four	The headteacher communicates with teachers anytime and from anywhere using available digital media	2.70	71.	1	Low
Three	Encourages teachers to implement supportive classroom and school activities to integrate digital tools into education and learning	2,14	88.	2	Weak
Six	The necessary time and resources are devoted to the professional development of teachers in the field of integrating digital tools into the improvement of the implementation of different curricula	2.11	96.	3	Weak
Five	Collaborates with technology experts and teachers in designing and updating the school's digital portal to enhance continuous communication with all parties involved in the educational process	1.97	87.	4	Weak
One	Instructs teachers to select new digital tools based on their ability to improve the student's level of learning	1.79	74.	5	Weak
Two	Determines the model of technology use that teachers expect by agreeing with them	1.76	81.	6	Weak
	Dimension as a whole	1,92	572.		Weak

Table (2) shows that the paragraphs of excellencedl dimension in professional practice as a whole averaged poorly with an average arithmetic (1.92), and topped the paragraph (the headmaster communicates with teachers

anytime and anywhere using available digital media). The first is because of the manager's ability to communicate with teachers in simple and fast ways, including telephone and apps such as WhatsApp and others. This paragraph (instructs teachers to select new digital tools based on their ability to improve the level of learning of the student.) Last place at a low level because teachers' officials are not aware of what is new in digital management and how to communicate with students through it.

Second dimension: Culture of learning in the digital age.

TABLE (3): TO ANSWER THE PARAGRAPHS IN THIS AREA, CALCULATION OF CALCULATION AVERAGES AND STANDARD DEVIATIONS.

The Paragraph	The Paragraphs	Arithmetic Average	Standard deviation	Rank	Grade
Ten	Plans and carries out workshops and meetings to spread the digital culture of teachers to promote their digital learning to meet the student's needs	2.75	74.	1	Low
Nine	Encourages teachers to innovate in teaching using modern technology	2.30	85.	2	Weak
Twelve	Exemplifies the sustainable and effective use of technology for learning	2.27	97.	3	Weak
Eleven	Plans and implements the process of enriching the computer and information technology curriculum to enhance students' use of different digital tools in their learning	2.11	88.	4	Weak
Eight	Publishes the success stories of teachers and students in using technology in learning through available digital tools	2.05	94.	5	Weak
Seven	Consistently rewards students, guardians and teachers who show employment of available digital tools to enhance students' learning	1.94	76.	6	Weak
	Dimension as a whole	2,10	.61	---	

Table (3) shows that the resolution paragraphs as a whole were averaged at a low average arithmetic (2.10), and topped the paragraph (plans and carries out workshops and meetings to disseminate the digital culture of teachers to promote their digital learning to meet the student's needs. (In the first place, it indicates that training courses for teachers on digital culture and their importance in administrative work are promoted and conducted. (Consistently rewards students, guardians and teachers who demonstrate the use of available digital tools to enhance students' learning) In the last place at a low level, principals are not encouraged to promote and support teachers and students to employ digital tools in learning.

THIRD DIMENSION: VISIONARY LEADERSHIP.

TABLE (4): TO ANSWER PARAGRAPHS IN THIS AREA, CALCULATION OF AVERAGES AND STANDARD DEVIATIONS.

The paragraph number	Theparagraphs	Arithmetic Average	Standarddeviation	Rank	Grade
Eighteen	Sets high expectations for the overall integration of technology into the school	3.18	65.	1	Low
Sixteen	Involves stakeholders in the educational process such as teachers, students and parents in the development of a shared vision to integrate technology into the school	3.17	69.	2	Low
Fiveteen	Showcases successful success stories and school experiences in using digital tools in the learning process	3.00	97.	3	Low
Seventeen	Determines the needs of teachers' professional development in relation to the use of modern digital tools and works to meet them	2.89	98.	4	Low
	directed leaders of various school committees to integrate technology into the committees' plans and activation	2.65	1.16	5	Low
Fourteen	Enhances the desire for change for teachers to move to integrating technology into their practices by persuading them of its benefits on a continuous basis	2.6	827.	6	Weak
Thirteen	Dimension as a whole	2.62	57.	--	Low

Table (4) shows that paragraphs after visionary leadership as a whole were averaged at an average arithmetic (2.62). The paragraph "sets high expectations for the overall integration of technology into the school" was topped with the principal's confidence in teachers and the sensitization and promotion of everyone interested in using and activating technology in education. The paragraph (promotes the desire for change for teachers to move towards the integration of technology into their practices by persuading them of its benefits on a continuous basis) was last at a low level in order to encourage some managers' traditional work, rejection of technology, computerization of administrative work and confinement to paper work.

SECOND, THE RESULTS OF THE SECOND QUESTION:

The results of the second question, which reads: Are there statistically significant differences at an indicative level (α = 0.05), to the degree of digital leadership exercised by State school principals in the Directorate of Minors' Education from the point of view of the managers themselves attributable to variables (sex, scientific qualification)?

To answer this question, the calculation of calculation averages and standard deviations was carried out, as was the analysis of the bilateral discrepancies between estimates of whether there are statistically significant differences when indicative (α = 0.05), to the degree of digital leadership exercised by government school administrators in the Directorate of Minor Education from the perspective of the managers themselves attributable to variables (sex, scientific qualification)?

Depending on the gender variable, the results are as follows:

A-ACCORDING TO THE VARIABLE NAMED SEX:

Computational averages and standard deviations have been calculated, and the "T" test of independent samples of individual study-appointed responses to estimates of the degree of digital leadership practice of State school principals in the Directorate of Minors' Education has been extracted from the perspective of the managers themselves?

Depending on the gender variable, table (5) shows this.

TABLE (5): CALCULATION OF STANDARD AND AVERAGE COMPUTATIONAL DEVIATION ACCORDING TO SEX VARIABLE

Filed	Gender	Number	Arithmetic Average	Standard deviation	T value	Level Connectedness
Visionary Leadership	Male	24	1.92	.52	.078	180.
	Famle	40	1,91	.61		
Excellence in professional practice	Male	24	2,11	.61	266.	
	Famle	40	2,08	.59		726.
Learning Culture in the Digital Age	Male	24	2,60	.56	378.	.968
	Famle	40	2,64	.46		
Whole score	Male	24	1,97	.53	078.	.180
	Famle	40	1.91	.52		

The results in table (5) indicate that there are no statistically significant differences in the level of indication (α=0.05) to the degree of digital leadership exercised by government school principals in the Directorate of Minor Education from the managers' own point of view? Depending on the gender variable, the researcher may attribute the reason why there are no significant differences in the statistical failure to provide the requirements for the activation of digital leadership in schools from the learning culture of the numerical age and excellence in professional practice and visionary leadership.

According to the scientific qualification variable.

Computational averages and standard deviations of the estimates of digital leadership practice of State school principals in the Directorate of Minors' Education have been calculated from the perspective of the managers themselves?

Depending on the scientific qualification variable, table (6) shows

TABLE 6: CALCULATION OF STANDARD AND AVERAGE COMPUTATIONAL DEVIATION ACCORDING TO SCIENTIFIC QUALIFICATION VARIABLE

Filed	Dgree N.	number	Arithmetic Average	Standard deviation
Visionary Leadership	Intermediate Diploma.	18	1.83	..45
	Baccalaureate	34	1.79	.61
	Postgraduate Studies	12	2.25	.72
	Intermediate Diploma.	18	2,13	.56
Excellence in professional practice	Baccalaureate	34	1,88	..61
	Postgraduate Studies.	12	2,41	..76
	Intermediate Diploma	18	2,72	.49
	Baccalaureat.	34	2,72	.56
Learning Culture in the Digital Age	Postgraduate Studies.	12	2,62	.48
	Intermediate Diploma.	18	1,88	.42
	Baccalaureate	34	831,	59.
	Postgraduate Studies.	12	2,27	67

The results in table 6 indicate that there are apparent differences between the calculation averages to estimate the practice of digital leadership by government school principals in the Directorate of Minors' Education from the point of view of the managers themselves? The holders of the category (higher studies) received the overall score at the highest calculation average of 2.27 and to determine whether the differences between the averages were statistically significant at the level of(α=0.05).

TABLE (7): RESULTS OF THE MONO-COMPUTATIONAL DISPARITY ANALYSIS TEST OF DIGITAL LEADERSHIP PRACTICE OF STATE SCHOOL PRINCIPALS IN THE DIRECTORATE OF MINORS' EDUCATION FROM THE PERSPECTIVE OF THE MANAGERS THEMSELVES DEPENDING ON THE SCIENTIFIC QUALIFICATION VARIABLE.

Dimension	SourceVariance	Total boxes	Freedom Grades	Average boxes	"F" Value	The connotation level
Visionary Leadership	Intergroup	2,079	3	693.	2.197	093.
	Withingeoups	30.281	96	315.		
	Total	32.360	99			
Excellence in professional practicee	Intergroup	3.160	3	1.053	2.975	075.
	Withingeoups	33.988	96	354.		
	Total	37.147	99			
Learning Culture in the Digital Age	Intergroup	1.319	3	440.	1.329	269.
	Withingeoups	31.741	96	331.		
	Withingeoups	25.891	96	270.		
	Total	27.910	99			
Whole score	Intergroup	27.910	3	672.	2.440	069.
	Withingeoups	2.015	96	275.		
	Total	28,438	99			

The results in table (7) showed no statistically significant differences at the level of (α=0.05) in the digital leadership practice scores of government school principals in the Directorate of Minors' Education from the perspective of the managers themselves? And may be due to the fact that the tasks and duties required of school principals are similar and are based on the Directorate's circulars of each school and according to its basic needs,

as they are generalized in demand.

Recommendations

1-Use digital leadership to boost managers' performance
2-Raising the educational level of school staff
3-Work to provide electronic programs for the working environment in keeping with the evolution of work In the public and private sector

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