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The Effectiveness of the Practice of Digital Leadership and Information Technology among Public School Principals in the Southern Mazar District from Their Point of View

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Abstract
This study aimed to identify the effectiveness of the practice of digital leadership and information technology among public school principals in the Southern Mazar District from their point of view. The study sample consisted of (64) principals, and to collect data, a questionnaire was developed that consisted of three main dimensions (visionary leadership, learning culture in the age of digital technology, excellence in professional practices). Its validity and reliability were confirmed, and the study used the descriptive approach to suit the purposes of this study, and the study concluded: The decrease in the effectiveness of the practice of digital leadership and information technology among government school principals in the Southern Mazar Brigade from their point of view. In the field of excellence in professional practice, learning culture in the age Digital and Medium for visionary leadership. The results also showed that there were no statistically significant differences at the significance level ($\alpha = 0.05$), in the effectiveness of the practice of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view, according to gender, educational qualification. Based on the results of the study, some recommendations were made, including raising the educational level of school workers, working to provide electronic programs for the work environment to keep pace with the development of work in the public and private sectors.
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INTRODUCTION

Life in the twenty-first century has become more connected and more complex due to the boom that has occurred due to modern technological progress; Where the world has benefited from communications and information technology to achieve a lot of prosperity, which required modern organizations to develop their business style to keep pace with these rapid developments, focusing on the creative performance of their employees. The digital transformation refers to the changes related to the application of digital technologies in all aspects of human society. The digital revolution led to increased flexibility in production, increased speed, and added a modern dimension to the quantity of production and levels of productivity provided, and reached high quality results. (Oberer&Erkollar, 2019).

And it faces recent challenges and changes that have led to the need to move from the traditional society to the society of the communications and information technology revolution, which is characterized by the great growth in all knowledge and information and the intensity of change in the various branches of knowledge and science, which made benefiting from this amount of knowledge very difficult, unless the individual possesses the skills that helps him benefit from it (Al-Rashidi, 2015).

Therefore, there must be an educational system capable of graduating new generations who are aware of developments and able to deal with them, and that building an integrated educational system with elements and episodes is one of the important requirements to reach an educational renaissance, and educational school leaders must be in a digital environment just as expected of them in the environment Non-Digital (Al-Harby, 2020).

Digital leadership, information technology and the educational environment play a very important role in supporting the digital environment, especially with regard to developing leadership practices, enhancing learning, and building relationships that work through modern technological methods to reformulate and disseminate knowledge at various levels. Many studies have focused on the importance of the role of leadership. Digital and information technology in public schools in achieving competitive advantage, developing public schools (Al Kardam, 2020).

THE STUDY PROBLEM:

Through the work of the researcher in the field of administration and the Directorate of Education of the Southern Mazar Brigade as head of the General Education Department, I felt that the technological revolution that is invading the world and Jordanian society must have an echo within our schools by paying attention to the opportunities offered by technological innovations in order to advance our educational systems and Improving it,

especially since the education reform strategy launched by the Ministry to reform education has become an important matter, and with the scarcity of Arab studies on digital leadership and information technology, and that the current study may be one of the studies that help provide knowledge about digital leadership and information technology, the researcher saw the importance of identifying the effectiveness of The digital leadership and information technology of public school principals in the Southern Mazar Brigade from their point of view, based on five criteria developed by the International Association for Educational Technology to evaluate the technological leadership practices of education leaders.

STUDY OBJECTIVE AND QUESTIONS:

This study aims to identify the effectiveness of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view, by answering the following questions:

1. What is the effectiveness of digital leadership and information technology for public school principals in the Southern Mazar District from their point of view?
2. Are there statistically significant differences at the level ($\alpha = 0.05$) for the effectiveness of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view due to the variables (gender, educational qualification).

THE IMPORTANCE OF THE STUDY:

The importance of the current study stems from the fact that it is a new additional study for scientific research and Arab studies that relates to the reality of the practice of digital leadership and information technology among principals and principals of public primary schools, specifically in the Southern Mazar Brigade, from their point of view.

It is hoped that this study will inform the following:

1. This study highlights the importance of using information technology and practicing digital leadership and information technology in educational institutions.
2. The importance of practicing digital leadership and information technology in influencing the efficiency and development of organizations in general.
3. Increasing the efficiency and effectiveness of institutions through the use of digital leadership and information technology.

STUDY TERMS AND PROCEDURAL DEFINITIONS:

Leadership: "It is a set of integrated, harmonious concepts and technical, human and cognitive skills that must be available, in addition to other overlapping factors related to the structural dimension of the individual related to his personality, values, trends and motives that contribute in total to building the personality of the leader" (Al-Haddad, 2016).

Digital leadership and information technology: (2016, Bounfour) defines digital leadership and information technology as creating the structural leadership and leadership resources, to persuade members of society to access modern information and communication technology and resources that contribute to achieving education goals.

The Directorate of Education: It is a governmental organization concerned with educating citizens through the establishment of educational institutions: primary and secondary schools. Its role lies in defining the major educational goals and objectives that represent the community stemming from a specific educational philosophy, and monitoring the practical and educational process by preparing teachers, administrators, educational researchers and everyone who has Relationship, as well as defining academic courses (Altaie, 2019).

THE LIMITS OF THE STUDY:

The current study was limited to principals of public schools in the Southern Mazar District during the year 2022/2021

STUDY LIMITATIONS:

The results of this study were determined in the light of the validity of the tool that is adopted and the degree of its stability, and that the results are generalized only to the community from which the sample was drawn and similar communities, and the results were determined in the light of the honesty and objectivity of the respondents when answering the paragraphs of the tool that were used in this study.

LITERATURE REVIEW:

The theoretical literature dealt with the most important topics related to the subject of the study:

DIGITAL LEADERSHIP AND INFORMATION TECHNOLOGY:

Digital leadership and information technology is one of the most important concepts that describe the role of

leadership and it was necessary to distinguish between two categories of leadership with one different relationship, the first: leadership in the digital age, which indicates that leadership in any organization or sector is an integral part of broad transformations Towards a more knowledgeable and developed society, as all leaders in all fields are aware of modern restrictions and are keen to provide opportunities related to information and communication technology and use them well, while the second is digital leadership and information technology and refers to leadership in the basic sectors of society, many innovations have arisen Leadership in core ICT sectors such as using internet portals to connect customers with suppliers (colin et al, 2015).

Digital leadership and information technology can be defined functionally through its contribution to the transformation towards a developed society. This awareness includes structural leadership, resource mobilization and leadership processes, and its role is to build awareness and persuade community members to access modern information and communication technology and resources that can help achieve their goals (Bounfour, 2016).

DIMENSIONS OF DIGITAL LEADERSHIP AND INFORMATION TECHNOLOGY:

The most important dimensions of digital leadership and information technology are: Innovation The study of organizational innovation over the past years has resulted in a wide variety of definitions, and in the light of previous studies it was found that these definitions do not fall outside the framework of two basic conditions: modernity, and the benefit and benefit it achieves for working within the organization.

There is an opportunity for innovation in management in all organizations and at all levels in the organizational structure, and experiences in the past have indicated that it is rare for leaders to fall under severe pressure to lose the freedom that makes them able to improve the management practices they implement through the responsibilities entrusted to them. Organizational innovation is an important factor in the success of organizations and achieving competitive advantage as well as achieving a good economy at the level of society, and all organizations today face a dynamic environment characterized by rapid technological changes, short-term product life cycles, as well as globalization, and such organizations need to be creative and innovative more than before in order to be able to Survive, Compete, Grow and Lead (Gumusluoglu, L, 2009).

As for the second dimension, it is persuasion. No leader can succeed without practicing or mastering the art of persuasion, as researchers rarely agree on the best way to define leadership, but most of them agree that leaders guide and motivate them (Altaie, 2019).

The dimension of knowledge, and knowledge is the real nerve for today's organizations and a means to keep pace with the developments of the times, as knowledge is the most important resource in creating wealth and achieving excellence and creativity in light of the intellectual data in which many intellectual concepts have escalated, globalization, privatization, information revolution and the expansion of the various human societies (Hammoud, 2010).

The importance of practicing digital leadership and information technology among principals of public primary schools.

One of the most prominent reasons for using digital leadership and information technology in school administration at the present time is to develop performance and save effort and time sometimes, and sometimes because of crises. Management with great accuracy and speed through the use of technology and the exploitation of computers in the completion of administrative work. (Saadah, 2021)

Digital leadership and information technology have many different benefits, not only for the public and customers, but for companies and institutions as well. Digital leadership and information technology also significantly save cost and effort, improve and organize operational efficiency, improve quality and simplify procedures in a way from traditional methods of providing services to beneficiaries (Sharon, 2019).

PREVIOUS STUDIES:

Several Arab and foreign studies have been conducted on the role of leadership ethics in developing the job performance of public-school teachers.

Al-Taie (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 Governorate in Iraq. The researcher used the descriptive approach in the study, and the study tool was a questionnaire distributed to a sample of (85) employees in the Najaf Education Directorate The statistical program (SPSS) was used to analyze the results of the questionnaire, and the results showed that the digital leadership and information technology axis had a general average of (3017) and at the level of dimensions, it obtained averages (3.35, 3.44, 2.71) for each of them on Respectively, the organizational culture axis obtained a total average of (3.95), and a positive correlation with a general average of (624.), and that there is a high positive impact of digital leadership and information technology on achieving organizational culture, its value was (78.), and the application of leadership is considered Digital and information technology is the bridge through which the Directorate can create and develop a strong culture among its employees. Therefore, it is necessary to prioritize the dimensions of digital leadership and information technology to achieve the goals of the organization.

Al Kardam (2016) conducted a study aimed at identifying the reality of digital leadership practice among secondary school principals in the Asir educational region in Saudi Arabia from the teachers' point of view in it. From the Asir region, and the results of the study showed that the reality of the practice of digital leadership among secondary school principals was high, and that most of the secondary school principals in the Asir educational region showed a high level of technological leadership behavior.

Al-Tasha (2013) conducted a study aimed at identifying the requirements for the application of electronic management in the Ministry of Education in the State of Kuwait from the point of view of its employees. Among the employees of the Ministry of Education of the State of Kuwait, and to achieve the goal of the study, a questionnaire was developed, and the results showed that the degree of need for the requirements of the application of electronic management as a whole reached a medium degree, and the order of the fields was as follows (administrative, material, technical, and human requirements, respectively). (Al Tasha, 2013).

The study (zhong, 2016) aimed to find out how digital leadership develops the skills of sharing and communication in secondary schools in the state of (Mississippi), which is related to the application of criteria for job readiness. The study sample consisted of 10 public school principals in two educational districts and 254 government teachers. The result of the study was that school principals have used various methods to support teachers' communication and cooperation in matters related to the application of job readiness standards, including digital learning.

Khan (Khan, 2016) also conducted a study aimed at determining the characteristics of digitization and clarifying the impact of these characteristics on the leadership of senior management. The effects of digitization are widely found in every type of leadership, and leaders can use it to enhance leadership styles. (khan, 2016).

Domeny's study (2017), which aimed to know the relationship between digital leadership and digital application in primary schools, and the researcher used the descriptive approach. In order to achieve the objectives of the study, he developed two tools, namely the technological self-efficacy questionnaire for teachers, and the evaluation of digital leadership and information technology for school principals. The study sample consisted of 260 school principals and 358 teachers in a school in the state of (Missouri) in America. Information technology for school principals and digital implementation for teachers are weak, and principals with a transformational leadership style are able to generate an innovative academic climate.

METHOD AND PROCEDURES:

This part included a description of the research method used, the study population and its sample, the study tool, its validity and reliability, the statistical treatment and the study application procedures.

RESEARCH METHOD:

The descriptive approach was used in this study, due to its relevance to the nature of the study, and the questionnaire was used as a means of collecting data from the study sample members.

STUDY COMMUNITY

The study population consisted of (120) school principals, principals of government schools in the Southern Mazar District for the year 2022/2021.

THE STUDY SAMPLE

A random sample was obtained from the study population (64) of school principals.

STUDY TOOL: The researcher developed the current study tool, which is a questionnaire, after reviewing the theory.

VALIDITY OF THE TOOL: The study tool in its initial form consisted of (25) items, which were presented to (10) arbitrators, and structural and linguistic modifications were made based on the referees' observations, so that the tool became in its final form of (18) items.

The stability of the tool: To verify the stability of the tool, the questionnaire was applied to a sample of (10) managers, from outside the study sample, by giving them sequential numbers from (1-10), and after three weeks the questionnaire was applied to the same sample, with the same numbers that Given the first time, then the Pearson coefficient was calculated between the relationship obtained in the two times.

STUDY VARIABLES:

The study included the following variables:

1- **INDEPENDENT VARIABLES:** the study sample's perceptions of the reality of the effectiveness of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view.
2- **MEDIAN INDEPENDENT VARIABLES:** The study included the following median variables.
   A. Gender has two categories: male and female.

B. Academic qualification: It has three levels (intermediate diploma, bachelor's degree, postgraduate studies).

3- **DEPENDENT VARIABLES:** The study included one dependent variable, which is the effectiveness of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view.

STATISTICAL PROCESSING:

1. To answer the first question: the arithmetic means and standard deviations were extracted.
2. To answer the second question: t-test analysis and One Way Anova were used to extract the differences.

STANDARD FOR JUDGING ARITHMETIC AVERAGES.

For the purposes of judging the effectiveness of digital leadership and information technology among public school principals in the Southern Mazar District from their point of view, the researcher has adopted the Kart five-point scale by applying the following equation:

Range = 5-1 = 4 (number of classes = 5), class length = range ÷ number of classes
Category length = 4÷5 = 0.8 (add 0.79 each time).
The first category: less than 1.80 is not available / very weak.
The second category: (1.80-2.59) is weak.
The third category: (2.60-3.39) is average.
Fourth category: (3.40 - 4.19), high.
Fifth category: (5-4.20) very high

PRESENTATION AND DISCUSSION OF THE RESULTS:

The following is a presentation of the results of the current study by answering its questions, as follows:

FIRST: THE RESULTS RELATED TO THE FIRST QUESTION, WHICH STATES: WHAT IS THE EFFECTIVENESS OF DIGITAL LEADERSHIP AND INFORMATION TECHNOLOGY AMONG GOVERNMENT SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT FROM THEIR POINT OF VIEW?

To answer this question, the arithmetic means and standard deviations were calculated and the rank was determined

TABLE (1): CALCULATION OF THE STANDARD DEVIATION, ARITHMETIC AVERAGES, AND DETERMINATION OF THE RANK

NO.	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
3	visionary leadership	2.62	.57	1	Average
2	Learning culture in the age of digital technology	2.10	61.	2	Low
1	Excellence in professional practice	1.92	57.	3	Low
The overall score of the dimensions as a whole		1.97	.53		Low

As it was shown from the results of Table (1) that the effectiveness of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view? It came with a weak score, with a mean (1.97) and a standard deviation (.53), and it came after visionary leadership in the first place with an arithmetic mean (2.62) and a standard deviation (.57) with a medium degree, and it came after the learning culture in the digital age in the second place with an average Arithmetic (2.10) and standard deviation (.61) with a weak degree, and after excellence in professional practice came the last rank with an arithmetic mean (1.97) and a standard deviation (.53) with a weak degree.

The following is an explanation of each of the previous dimensions:

FIRST: EXCELLENCE IN PROFESSIONAL PRACTICE

TO ANSWER THE PARAGRAPHS RELATED TO THIS FIELD, THE ARITHMETIC AVERAGES AND STANDARD DEVIATIONS WERE CALCULATED, AND TABLE (2) SHOWS THIS.

NO.	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
4	The school principal communicates with teachers at any time and from anywhere using the available digital media	2.70	.71	1	Average
3	Encourages teachers to implement classroom and school activities that support the integration of digital tools into teaching and learning.	2.14	.88	2	Low
6	Allocates time and resources to develop teachers professionally in the field of integrating digital tools in improving the implementation of different curricula.	2.11	.96	3	Low
5	Collaborates with technology experts and teachers in designing and updating a school digital portal to enhance continuous communication with all parties involved in the educational process	1.97	.87	4	Low
1	It directs teachers to select new digital tools based on their ability to improve student learning.	1.79	.74	5	Low
2	Sets out the model of technology use expected of teachers, in agreement with them	1.76	.81	6	Low
	The dimension as a whole	1.92	.572		Low

It is evident from Table (2) that the items after excellence in professional practice as a whole had their averages at a weak degree with an arithmetic average (1.92), and topped the item (the principal communicates with teachers at any time and from anywhere using the available digital means of communication). In the first place, due to the director's ability to communicate with teachers in simple and fast ways, including the phone and its application from WhatsApp and others. And teachers' officials' knowledge of what is new in digital management and how to communicate with students through it.

THE SECOND DIMENSION: THE CULTURE OF LEARNING IN THE DIGITAL AGE

TABLE (3): TO ANSWER THE PARAGRAPHS RELATED TO THIS FIELD, THE ARITHMETIC MEANS AND STANDARD DEVIATIONS WERE CALCULATED.

NO.	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
10	Plans and implements workshops and meetings to spread digital culture among teachers to enhance digital learning for them to meet student needs.	2.75	.74	1	Average
9	Encourages teachers to innovate in teaching using modern technology.	2.30	.85	2	Low
12	Set an example in the sustainable and effective use of technology for learning.	2.27	.97	3	Low
11	Plans and implements the process of enriching computer and information technology curricula to enhance students' use of various digital tools in their learning.	2.11	.88	4	Low
8	It publishes the success stories of teachers and students in employing technology in learning through the available digital tools	2.05	.94	5	Low
7	Consistently rewards students, parents and teachers who demonstrate use of available digital tools to enhance student learning	1.94	.76	6	Low
	The dimension as a whole	2.10	.61		Low

It is evident from Table (3) that the questionnaire items as a whole had their averages in a weak degree with an arithmetic average (2.10), and the paragraph came to the fore (planning and implementing workshops and meetings to spread digital culture among teachers to enhance their digital learning to meet the needs of students.) In the first place, it indicates Until the promotion and conduct of training courses for teachers regarding digital

culture and its importance in administrative work, the paragraph (continuously rewarding students, parents and teachers who demonstrate the use of available digital tools to enhance student learning) ranked last at a weak level to not encourage school principals to Enhancing and supporting teachers and students to employ digital tools in learning.

THE THIRD DIMENSION: VISIONARY LEADERSHIP

TABLE (4): TO ANSWER THE PARAGRAPHS RELATED TO THIS FIELD, THE ARITHMETIC AVERAGES AND STANDARD DEVIATIONS WERE CALCULATED

NO	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
18	Sets high expectations for the comprehensive integration of technology into the school.	3.18	.65	1	Average
16	Involve the concerned parties in the educational process (such as teachers, students and parents) in developing a common vision for integrating technology in the school.	3.17	.69	2	Average
15	It presents success stories and successful school experiences in employing digital tools in the educational process.	3.00	.97	3	Average
17	It identifies the needs of teachers' professional development with regard to the use of modern digital tools and works to meet them	2.89	.98	4	Average
14	Directs the leaders of the various school committees to integrate technology into the committees' plans and activate them	2.65	1.16	5	Average
13	Fosters the desire for change among teachers to shift to incorporating technology into their practices by continuously convincing them of its benefits	2.06	.827	6	Low
	The dimension as a whole	2.62	.57		Average

Table (4) shows that the paragraphs after the visionary leadership as a whole averaged a moderate degree with an arithmetic average (2.62), and the paragraph (setting high expectations to achieve the comprehensive integration of technology in the school) came in the first place due to the director's confidence in teachers and the awareness and promotion he does for everyone who shows an interest in using technology in education and activating it. The paragraph (reinforces the desire for change among teachers to switch to integrating technology in their practices by constantly persuading them of its benefits) came last at a weak level, in order to encourage some managers to traditional work, reject technology, computerize administrative work, and limit themselves to paper work.

SECOND, THE RESULTS OF THE SECOND QUESTION:

THE RESULTS RELATED TO THE SECOND QUESTION, WHICH STATES: ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE LEVEL OF SIGNIFICANCE ($\alpha = 0.05$) **FOR THE EFFECTIVENESS OF DIGITAL LEADERSHIP AND INFORMATION TECHNOLOGY AMONG PUBLIC SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT FROM THEIR POINT OF VIEW DUE TO THE VARIABLES (GENDER, EDUCATIONAL QUALIFICATION)?**

To answer this question, arithmetic averages and standard deviations were calculated, and a binary analysis of variance was conducted for the differences between the estimates of Are there statistically significant differences at the level of significance ($\alpha = 0.05$), for the effectiveness of digital leadership and information technology among public school principals in the Southern Mazar Brigade from the point of view of the directors themselves are attributed to the variables (gender, educational qualification).?

According to the gender variable, the results were as follows:

A) ACCORDING TO THE GENDER VARIABLE:

Arithmetic averages and standard deviations were calculated, and the "T" test was extracted for independent samples of the answers of the study sample for estimates of the degree of digital leadership practice and information technology among public school principals in the Southern Mazar District from the principals' point of view. According to the gender variable, and table (5) shows this.

TABLE (5): CALCULATION OF THE STANDARD DEVIATION AND THE ARITHMETIC MEAN ACCORDING TO THE SEX VARIABLE

Field	Gender	NO.	Arithmetic Mean	Standard Deviation	T Value	Indication level
visionary Leadership	Male	24	1.92	60.	078.	180.
	Female	40	1.91	52.		
Excellence in professional practice	Male	24	2.11	61.	266.	726.
	Female	40	2.08	61.		
Learning culture in the age of digital technology	Male	24	2.60	59.	378.	968.
	Female	40	2.64	56.		
Total	Male	24	1.97	.53	078.	180.
	Female	40	1.91	.52		

The results in Table (5) indicate that there are no statistically significant differences at the significance level (α = 0.05) for the degree of digital leadership and information technology practice among government school principals in the Southern Mazar District from their point of view depending on the gender variable, and the researcher may attribute the reason to the absence of differences Statistically significant Failure to provide the necessary requirements to activate digital leadership and information technology in schools from the culture of learning in the digital age and excellence in professional practice and visionary leadership.

ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE:

The arithmetic means and standard deviations of the estimates of the practice of digital leadership and information technology among the principals of public schools in the Southern Mazar District were calculated from the point of view of the principals themselves? According to the educational qualification variable, and table (6) shows this.

TABLE (6): CALCULATION OF THE STANDARD DEVIATION AND THE ARITHMETIC MEAN ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE.

Field	Qualification	NO.	Arithmetic Mean	Standard Deviation
visionary leadership	High Diploma	18	1.83	45.
	Bachelor	34	1.79	61.
	Post graduate	12	2.25	72.
Excellence in professional practice	High Diploma	18	2.13	56.
	Bachelor	34	1.88	61.
	Post graduate	12	2.41	76.
Learning culture in the age of digital technology	High Diploma	18	2.72	49.
	Bachelor	34	2.72	56.
	Post graduate	12	2.62	48.

The results in Table (6)indicate that there are apparent differences between the arithmetic averages of the estimates of the practice of digital leadership and information technology among government school principals in the Southern Mazar District from their point of view? According to the educational qualification variable, as the owners of the category (postgraduate studies) got the total score on the highest arithmetic mean of (2.27) and to determine whether the differences between the averages were statistically significant at the level (α = 0.05) the one-way analysis of variance was applied and the results of the analysis of variance came on as shown in Table(7).

TABLE (7): THE RESULTS OF THE ARITHMETIC ONE-WAY ANALYSIS OF VARIANCE TEST PRACTICE OF DIGITAL LEADERSHIP AND INFORMATION TECHNOLOGY AMONG PUBLIC SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT FROM THEIR POINT OF VIEW ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE.

Field	Contrast Source	Squares Sum	Freedom Degree	Squares Mean	F value	Level indication
visionary leadership	Between Groups	2.079	3	693.	2.197	093.
	Within Groups	30.281	61	315.		
	Total	32.360	64	-		
Excellence in professional practice	Between Groups	3.160	3	1.053	2.975	075.
	Within Groups	33.988	61	354.		
	Total	37.147	64	-		
Learning culture in the age of digital technology	Between Groups	1.319	3	440.	1.329	269.
	Within Groups	31.741	61	331.		
	Total	27.910	64	-		
Total	Between Groups	2.015	3	672.	2.440	069.
	Within Groups	26.423	61	275.		
	Total	28.438	64	-		

The results in Table (7) showed that there were no statistically significant differences at the level (α = 0.05) on the degrees of digital leadership and information technology practice among government school principals in the Southern Mazar District from their point of view? The duties required of school principals are similar and are based on the directives of the directorate for each school and according to its basic needs, as it is characterized by generality in the request.

RECOMMENDATIONS

1. Using digital leadership and information technology to raise the performance of managers.
2. Raising the educational level of school workers.
3. Working to provide electronic programs for the work environment to keep pace with the development of work in the public and private sectors.

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