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RESEARCH ARTICLE

Digital Empowerment for High School Principals in Tulkarm Governorate – Palestine

Jafar Wasfi Abu Saa[1*], Abeer Mohammed Sukker[2], Mahmoud Abu Samra[3]

[1] Palestine Technical University- Kadoorie

[2] Department of Curriculum and Teaching Methods, An-Najah National University, Nablus, Palestine.

[3] Al-Quds University

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***Corresponding Author**

j. abusua@ptuk.edu.ps

ABSTRACT

This study aimed to measure the digital empowerment of secondary school principals in the Tulkarm Governorate in Palestine. The study aimed to measure the opinions of all secondary school principals in the Tulkarm Governorate. To achieve this purpose, a questionnaire was created and distributed to all 52 secondary school principals through the Ministry of Education, and 38 responses were obtained from school principals. The study found there is a lack of readiness in the technical infrastructure in secondary schools from the point of view of school principals. In addition, there is a lack of training for teachers to use e-learning programs in secondary schools. Also, there is a general weakness in digital empowerment in secondary schools due to the lack of capabilities in public schools and the lack of integrated programs to implement digital empowerment. The study recommended the necessity of equipping secondary schools with the elements of digital empowerment, including infrastructure and the Internet, in addition to computers. Additionally, there must be training for teachers to use conversational programs and e-learning programs. Also, there must be full support from the Ministry of Education for digital empowerment in secondary schools in the Tulkarm Governorate in Palestine.

1. INTRODUCTION

The global community is witnessing an accelerating change in the field of information and communication technology, which has become a feature of this era, which in turn has been reflected in the institutions of society, including higher education institutions. From traditional education to modern learning. Digital education is a type of education through which technological means and multimedia are used to deliver information to students, and the importance of digital education and the introduction of technology into the educational system is due to its characteristics and advantages in developing the student's ability on self-education (Siljebo, 2020).

Accordingly, the digital transformation in schools has become a modern trend that corresponds to the nature of the changes of the era and its requirements and is a necessary condition for building knowledge in society. and the doors of the thought of work and production, and confidently plan for a prosperous future, contributes to creativity and innovation, prepares cadres, and builds knowledge partnerships with various institutions; At the internal and external levels, and with the spread of the Internet, there has become a growing awareness to participate in the knowledge society at the global level, and digital education has become one of the effective tools for digital transformation, and this transformation has become in need of an effective digital administrative system that facilitates the process of making the right decisions at the appropriate times, all This forces schools to work on a similar shift in educational and administrative practices; To achieve the goals of digital transformation (Siljebo, 2020).

And since school principals represent the most important elements of the educational process, they have to rely on implementing the ministry's policy, vision and mission, and they areresponsible for bearing the primary responsibility before the educational community. They have the greatest responsibility to apply the digitization of education and to follow up on its implementation in the educational field and schools (Farah, 2013).

Then the educational administration is the basic entry point for the development and formation of society, and its re-formation atpresent and in the future, by following the development of society and the development of the personality of the creative and innovative individual and his contributions in all aspects of economic, social, and political life.... etc. (Al-(Osaili,2006

Digital empowerment in education is defined as the ability to employ information and communication technology in the educational-learning process and its supporting and related processes, in a safe and responsible employment, with skill, efficiency, effectiveness, trust, interest, integrity, control, and control; This is to build national competencies capable of producing digital educational content, graduating generations capable of creativity, innovation and leadership, and the production of competitive qualitative digital knowledge. Digital empowerment is also a way to achieve comprehensive ,growth for individualsinstitutions, societies, technology, and information, to adapt and control life skills .(Hans, 2018)

The school administration is considered an essential component of the educational system, as it is the one that draws landmarks and ways and illuminates ways for workers in the educational field. The school operates and opens channels of communication between the school and other educational institutions in the community. It also encourages and helps to develop innovative thinking among teachers and students, and develops their ability to self-evaluate and use scientific thinking to solve problems inside and outside the school (Al-Abri, 2010).

This study, discusses the digital empowerment of secondary school principals in the Palestinian governorate of Tulkarm, where digital empowerment is one of the enhancers of e-learning. School principals are the most important component of digital empowerment and contribute to the promotion of e-learning.

Objectives of the study

The study aimed to study the case of digital empowerment of secondary school principals in Tulkarm Governorate – Palestine. This objective is divided into several sub-objectives, as follows:

1. For the current work, it is sufficient to point out to which extent the culture of digital empowerment is disseminated among secondary school principals.
2. Identifying the contribution of secondary school principals in strategic planning for digital empowerment.
3. The extent of the interest of secondary school principals in preparing the infrastructure for digital empowerment.
4. Studying the role of secondary school principals in meeting the training needs of teachers and qualifying them to enhance digital empowerment.

Importance of the study

In light of the electronic acceleration and the extent of the need for education to keep pace with the tremendous technological development in the world, the importance of this study is:

1. To know the digital empowerment of secondary school principals in Tulkarm Governorate.
2. To know the ability of secondary school principals to spread a culture of digital empowerment among teachers.
3. Realization of the role to know the role of secondary school principals in strategic planning for digital empowerment.
4. This study contributes to the measurement of the role of secondary school principals in preparing the infrastructure for digital empowerment
5. This study contributes to the measurement of the ability to achieve the training needs of teachers and qualifying them to enhance digital empowerment.

6. The results of this study contribute to the promotion of digital empowerment of secondary schools and draw the attention of officials to the importance of digital empowerment of schools.

Research problem

Despite the efforts made by the Ministry of Education in Palestine to develop the education system and digital empowerment of schools and the popularized e-learning, the actual level of digital empowerment in secondary schools in the Tulkarm governorate is not at the required level.

In Tulkarm, it was found that there are no proper guidelines for following digital education. This is primarily due to the Palestine government's lack of knowledge or little effort towards improving the country's education. Even without a clear guideline, many higher secondary schools and universities have managed to set up their digital classes and regular meetings and discussions. However, reaching that stage has had a lot of challenges along the way.

In the beginning phase of digital education implementation, many school staff were hesitant about this process and acted against it. It was because of their lack of efficiency and knowledge in a digital environment of education. This was a big challenge in implementing E-education in Tukaram secondary schools (Kemp, 2022). Lack of vision and goal made it harder for the schools to embrace the digital education procedures and for school authorities such as principals to extract its full potential in providing children education. Besides, it is also found that there has been a lack of required information technology infrastructure in Tukaram secondary schools, which created a lot of challenges in adopting the e-learning systems. It was also noticed that the internet connection in areas of Palestine is not stable, which leads to issues in conducting digital education classes. According to a report, there were 1.55 million people in Palestine at the start of 2022 that did not use the internet (Odeh et al., 2022). This report shows the position of Tukaram that it suffers from poor technological implementation.

Questions of the study

What is the extent of digital empowerment of secondary school principals in Tulkarm Governorate – Palestine?

The main question is divided into the following questions:

1. To What extent do school principals contribute to spreading a culture of digital empowerment?
2. To What extent do school principals contribute to strategic planning for digital empowerment?
3. How prepared is the infrastructure and technology to support digital empowerment?
4. To what extent do managers contribute to achieving the training needs of teachers and qualifying them to support digital empowerment?

2. LITERATURE REVIEW

Digital empowerment is one of the modern topics that concern those responsible for the educational process in many countries, as many studies dealt with this topic and e-learning) Hastutiningsih, 2022).

2.1 Studies related to school principles

The results of Afouneh and Jalad, 2021 the role of school principals in applying the digitization of education is great, and the results of the study showed that the obstacles to digitizing education are also great, while the results of the interview revealed that the number of schools in which the digitization of education has been applied (11%) and the percentage of obstacles is large (75%) obstacles related to Internet networks The results also showed that there were no statistically significant differences between the average responses of the principals of the higher basic public schools in the application of the education digitization policy due to the variables of years of experience. Teachers and educational supervisors on the use and use of interactive devices

Additionally, the study (Al-sayed, 2020) concluded that the requirements for digital empowerment of secondary school teachers in Menoufia Governorate in Egypt are knowledge requirements, skill requirements, technical requirements, human requirements, security requirements, and administrative requirements. The study presented a proposal to achieve digital empowerment in secondary schools. In addition, the study of Mufaeerh (2018) concluded that there is a direct and moderate relationship between the reality of digital education in schools and teachers' attitudes towards it in the Bethlehem Governorate. The study recommended the necessity of equipping classrooms with digital education techniques, including digital content in a multi-media environment and increasing the activation of computers for use in digital education.

An effective school principal is the one who uses his skills and experiences in applying modern scientific methods of management in a manner that is commensurate with the nature of the administrative work he practices, which consists in making decisions and assuming responsibilities; Therefore, the weakness of the administrative leadership, represented by the school principal, will lead to a decrease in the efficiency of administrative work (Gamal & Salama, 2000).

In addition to the study of Abdul Bari (2017), the results showed that the role of employing secondary school principals for e-learning from the teachers' point of view in the Amman governorate was average on the total score, and the survey fields in all fields were averaged, and the field of "technical infrastructure readiness" came in the first rank. ".

2.2 Importance of digital education

The study of Cherner and Curry (2017) which addressed the importance of employing the digitization of education, added that there is an effect of digital educational technologies in training teachers and developing their digital education skills. The results of the study (Schmoelz, 2018) showed the effectiveness of digital stories in developing the creative activity of students in composing and telling digital stories using the available technical tools. The digital story technology also led to an increase in interactions and classroom activities among learners, and students showed their enjoyment of learning through the digital story technology.

Here is the importance of digital empowerment for secondary schools, which has become an imperative in educational institutions now through a strong digital infrastructure, building electronic digital platforms, and spreading cultural awareness of the importance of digital empowerment, and digital practices between the teacher and the learner, and this, in turn, makes the school a strong and attractive technical competitive environment Check the highest quality (Costa et. al., 2018).

By reviewing previous studies and reviewing the literature, it was found that most of the studies focus on the role of teachers and the effectiveness of digital education tools and that a few studies targeted the views of principals and their readiness for digital empowerment. Therefore, this study targets school principals in Tulkarm Governorate - Palestine and measures the extent of their digital empowerment.

3. METHODOLOGY

Research design

To achieve the purpose of the study, the researchers used a quantitative approach to collect the data. AbuHamda, et al., (2021) stated "Quantitative and qualitative methods are the engine behind evidence-based outcomes". The quantitative approach is considered the baseline for further research and is usually used to answer questions such as what, where, when, and how.

Data analysis

The data was collected through a questionnaire that was distributed to secondary school principals in Tulkarm Governorate, encoding data entry into the computer was done using the statistical program (SPSS), and several appropriate statistical methods were used from the program, and the following are the methods that were used:

1. Methods of frequencies, percentages, and ranks to identify the initial data of the search terms, and to determine the opinions of its members towards the main dimensional phrases included in the research tool.

2. The arithmetic means (Mean) to find out the extent to which the opinions of the research sample are high or low for each phrase of the questionnaire, as well as to arrange the phrases in terms of the degree of response according to the highest arithmetic mean.
3. Cronbach's Alpha coefficient (Cronbach,alpha) was used to extract the stability of the search tool.

Participants and context

The study sample includes all secondary school principals in Tulkarm Governorate, where they are 54 school principals. All those principles have at least five years of experience and received intensive training. The context of the study covered all schools in Tulkarm.

Research tool

The researcher used the questionnaire to measure the digital empowerment of secondary school principals in Tulkarm Governorate, where "the questionnaire is the main appropriate tool for the field study to obtain information and data that is being filled out by the respondent. The researcher developed this questionnaire to obtain the data for the study. It consists of two main sections. The first one covers personal data about the respondent. (Gender, specialization, educational qualification, supervisory authority, years of experience in school administration). The second section represents the fields of study and includes (20) paragraphs distributed into four areas: The first field: spreading the culture of digital empowerment and consists of (5) paragraphs. The second field is strategic planning and consists of (4) paragraphs. The third field is the availability of technical infrastructure, and it consists of (6) paragraphs. The fourth field is achieving the training needs of teachers and rehabilitating them, and it consists of (5) paragraphs.

Tool design

The researchers developed the questionnaire by themselves. They used apparent honesty by presenting the questionnaire in its initial form to specialized faculty members, whose number reached (5) faculty members, to ensure the clarity of the questionnaire's paragraphs and its validity to measure what it was designed to measure.

The experts were asked to express their opinions and observations regarding the validity of these paragraphs, and their suitability for measuring the degree of "digital empowerment of secondary school principals in Tulkarm Governorate. The researchers obtained the approval of (80%) of the arbitrators, and the necessary action was taken with the paragraphs that were proposed to be amended, drafted, or deleted.

In light of the study problem and the objectives of the study field, a questionnaire was designed for secondary school principals in the Tulkarm governorate, to monitor the reality of digital empowerment for secondary school principals in Tulkarm governorate.

Stability of the study tool:

To ensure the stability of the study tool, the test-retest method was used, as the questionnaire was applied to a pilot sample consisting of (15) managers, with an interval of two weeks, and the reliability coefficient was calculated using the Cronbach-Alpha, Table (1) shows the resolution stability coefficients:

Table-1: The internal consistency coefficient of the questionnaire

No.	Field	Number of paragraphs	Cronbach's alpha coefficient
1.	Spreading A Culture of Digital Empowerment	5	.867
2.	Strategic Planning	4	.715
3.	Infrastructure Readiness	6	.909
4.	Achieving The Training Needs of Teachers and Qualifying Them	5	.696
	Total	20	.898

It is evident from the previous table that the values of the reliability coefficient of the questionnaire for all its dimensions using Cronbach's alpha coefficient ranged between (0.715- .909), which are statistically acceptable values, which indicate that the questionnaire is suitable in terms of reliability.

4. RESULTS

This part of the study deals with a presentation of the results and their discussions, which were presented according to the sequence of research questions, as follows:

a. Personal information

In this part of the analysis, we review the description of the personal questions of secondary school principals in the Tulkarm Governorate

- **Gender**

Table 2: Description frequency of gender

Type		Male	Female	Total
Gender	N	22	16	38
	%	57.9	42.1	100

By looking at Table -2, it is clear that the number of males is greater than the number of females, as the number of males reached 22, at a rate of 57.9%, and the number of females was 16, at a rate of 42.1%.

- **Specialization**

Table-3: Description of frequency of specialization

Type		Scientific	Literary	Total
Specialization	N	16	22	38
	%	42.1	57.9	100

By looking at Table-3, it is clear that the number of Literary is greater than the number of scientific specializations, as the number of Scientific reached 16, at a rate of 42.1%, and the number of Literary is 22, at a rate of 57.9%.

- **Academic qualification**

Table 4: Description frequency of academic qualification

Type		Bachelor's degree or less	Postgraduate studies	Total
Academic qualification	N	16	22	38
	%	42.1	57.9	100

In Table -4, it is clear that the number of the principals who had Postgraduate studies greater than the number of principals who had a Bachelor's degree or less, as the number of principals who had a Bachelor's degree or less reached 16, at a rate of 42.1%, and that the number of the principals had Postgraduate studies is 22, at a rate of 57.9%.

- **Supervising authority**

Table-5: Description frequency of supervising authority

Type		Governmental	Private	Total
Supervising authority	N	37	1	38
	%	97.4	2.6	100

By looking at Table-5, it is clear that the number of schools affiliated with the government is predominant, as the number of schools affiliated with the government reached 37 out of the 38 schools that are the sample of the study.

- **Number of years of experience**

Table 6: Description frequency of number of years of experience

Type		Less than 5 years	5 to less than 10 years	10 years or more	Total
Number of years of experience	N	9	4	25	38
	%	23.7	10.5	65.8	100

By looking at Table -6, it is clear that the majority of school principals have more than 10 years of experience, at a rate of 65.8%.

b. The questionnaire data

During this part of the questionnaire, the four topics of the questionnaire are discussed as follows:

- **Analysis of the paragraphs of the first field "Spreading A Culture of Digital Empowerment"**
  The first question states, "To what extent do school principals contribute to spreading a culture of digital empowerment?" To answer this question, frequencies, percentages, arithmetic averages, relative weight, and ranks were extracted from the sample members' responses to the questionnaire regarding the dimension of spreading a culture of digital empowerment, and Table (7) shows this.

Table 7: Frequencies, percentages, arithmetic averages, relative weight, and ranks of the respondents' responses to the questionnaire regarding the dissemination of a culture of digital empowerment (N=38)

No.	Phrases		Degree of Approval					Mean	Relative Weight	Std. Deviation	Level
			Strongly Agree	Agree	Medium Agree	Weak Agree	Poor Agree				
1.	The school's e-learning style is adopted.	N	5	13	14	3	3	2.6316	52.632	1.0760	1
		%	13.2	34.2	36.8	7.9	7.9				
2.	Commitment to implementing e-learning application plans	N	2	15	18	3	0	2.5789	51.578	.72154	2
		%	5.3	39.5	47.3	7.9	0				
3.	Educating teachers about the importance of using e-learning	N	6	21	8	2	1	2.2368	44.736	.88330	4
		%	15.8	55.3	21.1	5.3	2.6				
4.	Motivating teachers who use e-learning	N	5	21	10	1	1	2.2632	45.264	.82803	3
		%	13.2	55.3	26.3	2.6	2.6				
5.	Addressing the problems that prevent the introduction of e-learning to the school.	N	6	20	10	1	1	2.2368	44.736	.85216	5
		%	15.8	52.6	26.3	2.6	2.6				
Weighted Mean									**2.3895**		**47.79**
Std. Deviation									**.71122**		

It is noted in Table-7:

The relative weight of the paragraphs in the field of spreading the culture of digital empowerment ranges between (44.7 - 52.7%). Where the paragraph that stated that the school's e-learning style is adopted took first place. With a relative weight (52.6) with a moderate approval rating by the managers. The paragraph Commitment to implementing e-learning application plans occupied the second place with a relative weight of (51.5), while the fifth and last paragraphs occupied the addressing the problems that prevent the introduction of e-learning to the school with relative weight (of 44.7).

In addition, the relative weight of all the paragraphs on the first axis: Spreading a culture of digital empowerment is 47.79 percent, which is a weak percentage less than the average. Therefore, there

is a weakness in spreading a culture of digital empowerment among secondary school principals in Tulkarm Governorate due to the following:

- The lack of motivation from the Ministry of Education and private school owners to school principals to increase digital empowerment measures.
- There is no awareness among principals of the importance of digital empowerment in schools.
- The lack of integrated plans to introduce digital empowerment to secondary schools.

c. Analysis of the paragraphs of the second field "Strategic Planning"

The second question states, "To what extent do school principals contribute to strategic planning for digital empowerment?" To answer this question, frequencies, percentages, arithmetic averages, relative weight, and ranks were extracted from the responses of the sample members to the questionnaire regarding the dimension of spreading the culture of digital empowerment, and Table (8) shows this.

Table-8: Frequencies, percentages, arithmetic averages, relative weight, and ranks of the respondents' responses to the questionnaire regarding Strategic Planning (N=38)

No.	Phrases		Degree of Approval					Mean	Relative Weight	Std. Deviation	Level
			Strongly Agree	Agree	Medium Agree	Weak Agree	Poor Agree				
6.	Establishing and forming work teams of teachers to plan for e-learning.	N	5	22	10	0	1	2.2105	44.21	.77661	4
		%	13.2	57.9	26.3	0	2.6				
7.	Holding periodic meetings to determine future directions in the field of e-learning	N	1	21	13	3	0	2.4737	49.474	.68721	2
		%	2.6	55.3	34.2	7.9	0				
8.	Define the procedural steps for introducing e-learning with a timetable.	N	4	23	9	2	0	2.2368	44.736	.71411	3
		%	10.5	60.5	23.7	5.3	0				
9.	Develop an integrated plan for the application of e-learning in the school	N	3	17	14	4	0	2.5000	50	.79695	1
		%	7.9	44.7	36.8	10.5	0				
Weighted Mean									**2.3553**		**47.106**
Std. Deviation									**.54720**		

It is noted in Table-8:

The relative weight of paragraphs in the field of strategic planning ranges between (44.2 - and 50%). Where the paragraph "Developing an integrated plan for the application of e-learning in the school" ranked first with relative weight (50%) with a moderate approval rating by secondary school principals. The paragraph "Convening periodic meetings to determine future directions in the field of e-learning" came in second place, with a relative weight of (49.47%), while the paragraph "Establishing and forming work teams of teachers to plan for e-learning" ranked fourth and last at the axis level. with relative weight (44.21).

In addition, the relative weight of all paragraphs on the second axis: strategic planning is 47.1%, which is weakly below the average. Therefore, there is a weakness in the strategic planning for the digital empowerment of secondary school principals in the Tulkarm Governorate, due to the following:

- Not developing integrated plans for the application of e-learning in the school.
- Lack of awareness of some school principals of the importance of digital empowerment in schools.
- The Ministry of Education's lack of interest in enabling strategic digitalization in schools.

d. Analysis of the paragraphs of the third field "Infrastructure Readiness"

The third question states, "How prepared is the infrastructure and technology to support digital empowerment?" To answer this question, frequencies, percentages, arithmetic averages, relative weight, and ranks were extracted from the responses of the sample members to the questionnaire regarding the dimension of Infrastructure Readiness, and Table (9) shows this.

Table-9: Frequencies, percentages, arithmetic averages, relative weight, and ranks of the respondents' responses to the questionnaire regarding Infrastructure Readiness (N=38)

No.	Phrases		Degree of Approval					Mean	Relative Weight	Std. Deviation	Level
			Strongly Agree	Agree	Medium Agree	Weak Agree	Poor Agree				
10.	Providing computers and accessories	N	5	21	6	6	0	2.3421	46.842	.90871	2
		%	13.2	55.3	15.8	15.8	0				
11.	Communicate with parents through e-mail or Whats App	N	5	20	12	1	0	2.2368	44.736	.71411	5
		%	13.2	52.6	31.6	2.6	0				
12.	Electronic storage of information and data for students	N	8	19	6	4	1	2.2368	44.736	.99822	6
		%	21.1	50	15.8	10.4	2.6				
13.	Analyzing information and data for students and benefiting from them electronically	N	6	20	7	4	1	2.3158	46.316	.96157	3
		%	15.8	52.6	18.4	10.5	2.6				
14.	Create comprehensive school databases.	N	6	20	8	4	0	2.2632	45.264	.86005	4
		%	15.8	52.6	21.1	10.5	0				
15.	Use the school's available databases when making decisions	N	5	19	8	6	0	2.3947	47.894	.91650	1
		%	13.2	50	21.1	15.8	0				
Weighted Mean									**2.2982**		**45.964**
Std. Deviation									**.74451**		

It is noted in Table 9:

The relative weight of paragraphs in the field of technical infrastructure readiness ranges between (44.7 - 47.8%). Where the paragraph "Use the school's available databases when making decisions" ranked first with relative weight (47.8%) with lower than the average rating from secondary school principals. The paragraph "Providing computers and accessories" came in second place with relative weight (46.8%), while the paragraph "Electronic storage of information and data for students" The sixth and last rank at the level of the axis. With the relative weight (44.7%).

In addition, the relative weight of all paragraphs on the third axis: Infrastructure Readiness is 45.9%, which is a weak percentage less than the average. There is a weakness in the readiness of the technical infrastructure for secondary schools, according to the opinions of secondary school principals in Tulkarm Governorate, due to the following:

- There is a failure on the part of the Ministry of Education in providing schools with computers and infrastructure for digital empowerment, due to the current conditions of the occupation and the Israeli restrictions on the Palestinian government.
- There is a failure on the part of the school administrators in communicating with parents of students through modern technological means.

e. Analysis of the paragraphs of the fourth field "Achieving the Training Needs of Teachers and Qualifying Them"

The fourth question states, "To what extent do managers contribute to achieving the training needs of teachers and qualifying them to support digital empowerment?" To answer this question, frequencies, percentages, arithmetic averages, relative weight, and ranks were

extracted from the responses of the sample members to the questionnaire regarding the dimension of achieving the Training Needs of Teachers and qualifying them, and Table (10) shows this.

Table 10: Frequencies, percentages, arithmetic averages, relative weight, and ranks of the respondents' responses to the questionnaire regarding Achieving the training needs of teachers and Qualifying Them (N=38)

No.	Phrases		Degree of Approval					Mean	Relative Weight	Std. Deviation	Level
			Strongly Agree	Agree	Medium Agree	Weak Agree	Poor Agree				
16.	Facilitate continuous training programs for teachers in the field of information technology	N	7	22	7	2	0	2.1053	42.106	.76369	4
		%	18.4	57.9	18.4	5.3	0				
17.	Assisting in introducing teachers to teaching methods that are appropriate for e-learning	N	6	20	10	2	0	2.2105	44.21	.77661	2
		%	15.8	52.6	26.3	5.3	0				
18.	Training teachers to use chat programs and the web	N	7	22	8	1	0	2.0789	41.578	.71212	5
		%	18.4	57.9	21.1	2.6	0				
19.	Establishing an internal education centre to develop teachers' skills in the field of information technology	N	5	14	14	5	0	2.5000	50	.89292	1
		%	13.2	36.8	36.8	13.2	0				
20.	Helping teachers familiarize themselves with appropriate e-learning applications	N	7	22	6	3	0	2.1316	42.632	.81111	3
		%	18.4	57.9	15.8	7.9	0				
Weighted Mean								**2.2053**		**44.106**	
Std. Deviation								**.53319**			

It is noted in Table 10:

The relative weight of paragraphs in the field of technical infrastructure readiness ranges between (41.5- and 50%). Where the paragraph "Establishing an internal education center to develop teachers' skills in the field of information technology" ranked first with relative weight (50%) with the average rating from secondary school principals. The paragraph "Assisting in introducing teachers to teaching methods that are appropriate for e-learning" came in second place with relative weight (44.2%), while the paragraph "Training teachers to use chat programs and the web" The fifth and last rank the level of the axis. With the relative weight (41.5%).

In addition, the relative weight of all paragraphs on the fourth axis: Achieving the Training Needs of Teachers and qualifying them is 44.1%, which is a weak percentage less than the average. There is a weakness in the Achieving the Training Needs of Teachers and Qualifying Them for secondary schools, according to the opinions of secondary school principals in Tulkarm Governorate, due to the following:

- There is a shortcoming on the part of secondary school principals in Tulkarm Governorate: Achieving the training needs of teachers and rehabilitating them is due to the Ministry of Education not supporting clear programs to train principals and teachers on the mechanisms of digital empowerment in schools.

5. DISCUSSION

This study aimed to measure the digital empowerment of secondary school principals in the Tulkarm Governorate in Palestine. To achieve this purpose, a questionnaire was created and distributed to all 52 secondary school principals through the Ministry of Education, and 38 responses were obtained from school principals. Where the questionnaire included four axes (the first axis spreading a culture of digital empowerment, the second axis strategic planning, the third axis the readiness of technical infrastructure, and the fourth axis achieving the training needs of teachers and their qualifications).

The results of the questionnaire were analyzed through the use of the statistical program SPSS, and the study concluded with the following results:

- There is moderate approval by secondary school principals in adopting the e-learning style in secondary schools.
- There is a weakness in creating and forming work teams of teachers for electronic planning.
- There is a lack of readiness in the technical infrastructure in secondary schools from the point of view of school principals
- There is a lack of training for teachers to use e-learning programs in secondary schools
- There is a general weakness in digital empowerment in secondary schools due to the lack of capabilities in public schools and the lack of integrated programs to implement digital empowerment.

6. CONCLUSION

The following are the conclusion of the study:

- There is moderate approval by secondary school principals in adopting the e-learning style in secondary schools.
- Secondary school principals see the inability to address the problems that prevent the introduction of e-learning in schools.
- There is a medium degree of approval from secondary school principals on the existence of an integrated plan for the application of e-learning in secondary schools.
- There is a weakness in creating and forming work teams of teachers for electronic planning.
- There is a lack of readiness in the technical infrastructure in secondary schools from the point of view of school principals
- Secondary school principals agreed to establish an internal education center to develop teachers' skills in the field of information technology.
- There is a lack of training for teachers to use e-learning programs in secondary schools
- There is a general weakness in digital empowerment in secondary schools due to the lack of capabilities in public schools and the lack of integrated programs to implement digital empowerment.

7. RECOMMENDATIONS

By reviewing the results of the study, the researcher recommends the following:

- The need for an integrated plan by secondary school principals and the Ministry of Education.
- The necessary of having a work team in every school to enable e-learning in secondary schools.
- The necessity of equipping secondary schools with the elements of digital empowerment, including infrastructure and the Internet, in addition to computers.
- There must be training for teachers to use conversational programs and e-learning programs.
- There must be full support from the Ministry of Education for digital empowerment in secondary schools in the Tulkarm Governorate in Palestine.

8. LIMITATIONS OF THE STUDY

The limitations of the study are the following:

- The study was applied to 38 secondary school principals in the Tulkarm governorate, representing 73% of the total secondary school principals in the governorate.
- To generalize the results of the study, the study must be conducted in all the governorates of Palestine.
- The inability to reach all sample members due to the precautionary measures for Covid 19.

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