

THE ROLE OF SCHOOL PRINCIPALS IN FACING THE CHALLENGES OF TECHNOLOGICAL DEVELOPMENT AND DEVELOPING APPROPRIATE SOLUTIONS IN THE EDUCATIONAL PROCESS IN PALESTINE FROM THE POINT OF VIEW OF PRINCIPALS

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Abstract

The current study aimed to identify the role of school principals in facing the challenges of technological development and developing appropriate solutions in the educational process in Palestine from the point of view of principals. Palestine. The results of the study showed that there are many challenges related to the technological development in the field of education in Palestine, which were classified into several domains, and the study also found a set of proposed solutions to reduce the challenges of technological development. In light of the results of the study, the researcher recommended a set of recommendations.

Key words: Technological, Educational, Principals.

 <http://dx.doi.org/10.47832/2757-5403.12.7>

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Introduction:

Technological development in most sectors has saved effort and time in the era of speed, and as a result a new form has emerged in the work environment, where this technology has increased and raised the efficiency of management and employees together in order to achieve the desired goals from various sectors.

It is no secret to many that technology, especially information technology, has invaded various societies, as it helps individuals and societies alike in carrying out their daily activities, whether simple or complex activities, and information technology included various sectors, especially educational ones.

The introduction of technology in education has reduced the dependence of educational institutions on the human element, as the use of information technology was not limited to the development of work methods and procedures, but also to the development of its use in order to provide the information necessary for institutions to perform their tasks and achieve their goals to the fullest, especially with regard to education. Improving performance, as it showed strategic decision support systems, and technology contributed to the development of means of communication between the various administrative levels in the educational institution in all directions.

The spread of the use of information technology has gained an advantage for organizations, in light of the fact that the business environment is characterized by continuous change and development, and technology has become the element supporting the development efforts in the organization, by contributing to the provision of appropriate information at the right time and time (Al-Azzam, 2017).

Since the current era is the era of technological development; The era of the global technological and information revolution, that revolution contributed to the emergence of many achievements and inventions. Modern devices, which have varied and varied forms, uses and applications are one of the means used by the various parties to the educational process, especially since these devices have diversified uses, as it has become possible to use them at any time or place. Also, modern devices are available in educational institutions, so it has become necessary to employ them in what is useful in the field of the educational process and to inform users of their disadvantages and the way to benefit from them in studying and searching for information from reliable sources (Abu Gedi, 2008) .

Modern technology has also come to dominate a large part of life and take up a large amount of time and spread everywhere, in cities, villages, streets, high mountains and in the corners of homes. As a result of this spread, the world is witnessing a development in the telecommunications sector, and every day that passes a new invention or applications are born. New and continuous developments in communication devices, which today are an important factor for many in their daily lives (Al-Mahasna, 2018).

In the era in which communication technology has become the true proof of the endless technological development, which allows the provision of many services in various fields, this has led to an excessive use of communication means. But we cannot ignore or ignore the valuable benefits that modern devices provide in terms of saving a lot of time and effort and facilitating access to information faster and more accurately. Also, modern devices facilitate a lot of correspondence and communication between people around the world in various educational, social and economic contexts. This is directly related to the method of use carried out by the learner (Al-Jamal, 2014).

In addition to the roles that school principals play in the management system, their role includes motivating, encouraging and using technology to manage students and their affairs, managing the dismissal system, attendance, daily schedules, stores, purchases, and private interactive sites in the school on the Internet, storing and preserving all data and certificates, and following up on lessons and plans. The course of the educational process,

monitoring the behavior of students and controlling them inside the school (Al-Harahsheh, 2013).

Al-Saifi (2011) also indicated that school principals are responsible for employing modern technology in the educational process of school students by setting internal laws that students should follow, or adhere to external laws that come from the Ministry of Education so that they work to apply them to Students inside schools. School principals can also add various methods of employment, either through software, applications, educational platforms, online lessons, and work to motivate and honor students who adhere to the laws of use of smart devices and who follow the information and duties that are published on educational platforms, or by conducting awareness sessions and dialogues on how The best use of smart devices in the educational process, or communication with parents and agreement and cooperation with them on a mechanism that enables them to employ modern technology inside and outside schools.

Regarding the importance of the role of school principals in employing students for the proper use of technology, Majiru et al (Maguire& Ball, & Braun, 2010), that the school administration is the main point in employing modern technology, controlling its use, setting internal laws, guidance and counseling, monitoring behavior, correcting errors and applying penalties to students. This role is represented in managing and controlling students' behavior in the classroom, as school principals have the authority to set laws that control the behavior of individuals and penalties within a specific framework that is determined by the Ministry of Education. Also, members of the administrative and teaching bodies can assist school principals in controlling and monitoring the behavior of individuals and informing the administration of any wrong student behavior. It is also their responsibility to educate students and direct them about the seriousness of the things that the school administration prevents them from doing or using, such as smoking, using the smart device in the wrong way, and others .

There are many problems that may occur due to the lack of good use of technology in schools, including autism and isolation while explaining the lesson, sending and receiving messages, exchanging information and joking between students via mobile phones in the classroom, exchanging messages and Bluetooth clips, and the spread of cheating in exams and inventing methods New in transferring and receiving answers to exam questions without the knowledge of others. Educators recommended employing this technology in a beneficial way for students so that it is not used in ways that confuse the educational process within the classroom and confuse the teacher and the rest of the students during the teaching process

(Al-Tamimi, 2011).

Speaking about the role of school principals in responding to educational innovations, Al-Zoubi (2015) emphasized that effective school administration responds to the influences around it and interacts with technological developments and developments that occur in the modern era and contemporary technology and deals with matters positively and improves and develops from its administrative system. She also added that school principals can adjust the educational system, send circulars and alerts, and communicate with students and their families directly within the educational institution and indirectly through electronic administration using the school's website, in which communication with students and their parents is carried out, messages, notes, circulars and the settings required to be adhered to by the students .

In addition to the roles that school principals play in the management system, their role includes motivating, encouraging and using technology to manage students and their affairs, managing the dismissal system, attendance, daily schedules, stores, purchases, and private interactive sites in the school on the Internet, storing and preserving all data and

certificates, and following up on lessons and plans. The course of the educational process, monitoring the behavior of students and controlling them inside the school (Al-Harahsheh, 2013).

Therefore, the practice of school principals of their role in responding to the technical developments that entered the school reality and became a part of it, requires school principals to practice proper employment to use technology as one of the technical developments that have entered educational institutions. School administrators should also guide, educate and guide students in the effective use of technology through dialogue and discussion with students. The trick (2017) considered dialogue as one of the educational methods that administrators and teachers should follow in teaching, organizing school matters, solving problems between students, controlling their behavior and directing them. Dialogue can also persuade students to give up some bad habits and follow some good habits through effective persuasive dialogue that employs convincing evidence and examples and motivates students to follow examples, walk in the right direction, and start applying what they hear advice, because it makes them feel that they are responsible people and have their place, opinion and thinking. Others want to impress and respect their presence and thinking.

In light of the successive developments in the information age, educators seek to keep abreast of developments through the efforts made to transform the normal learning environment by the teacher into a learning environment of diverse sources, and given the development of technological knowledge, employing it in the educational process represents a fundamental goal of contemporary educational reform (Al-Heila, 2017).

The technological means used in learning and teaching have increased significantly in light of the development of the infrastructure of information and communication technology in schools, software for learning, educational digital content, school management, interactive board, as well as portable wired and wireless technology, as its use in schools has increased as a result of its effectiveness, and that Virtual learning has begun to find its way in multiple ways and has begun to be recognized as a complementary tool for traditional learning (Darwaza, 2020).

The success of students' learning process with modern technology depends largely on the degree to which teachers use it and their desire to use it in the teaching process. Teachers who use modern technology in their education feel confident and comfortable, and its practice and training increases their confidence. (Prensky, 2008).

The tremendous development in the means of communication and transportation, has contributed greatly to the movement of scientific information exchange, and the speed of its spread through the global Internet, as well as the rapid spread of technological inventions, so that they have appeared in both developed and developing countries alike, and therefore the intrusive nature of technology, is increasing as more advanced technological systems are expected to appear during the twenty-first century, as a result of the interest of some developed countries in conducting research and studies, in the field of inventing technological devices, and the accompanying production of educational programs (Bin Maaizah, 2018)

There have been many benefits to the use of modern technological means, which led to its spread in various parts of the world, and modern technological means have positively affected students and their achievement, where researchers concluded that students who use modern technological means in the education process, their level of achievement was higher than their colleagues. Those who studied in the traditional way, especially in Arabic, English and science subjects, stressing that modern technological means make the educational process enjoyable, and the student does not feel bored, in addition to other benefits (Kunda, 2018) :

1 - Modern technological means have helped students to be active, interact and explore instead of direct, boring, passive indoctrination.

2 - Technological means helped to draw the attention of the students and at the same time reduced the students who get distracted from their thinking and attention because it is attractive and allows asking all the questions that revolve in their minds through simulation.

3 - The use of modern technological means has reduced the individual differences between students, as there are many educational situations and experiences that suit all students so that students can learn remotely individually and at any time.

4 - Modern technological means have contributed to finding solutions to problems related to place and time. There are places that cannot be traveled to due to their danger and high material costs. Through these means, the student is able to reach them while he is in his homeland.

5 - Modern technological means have contributed to solving the problem of the shortage of qualified teachers. Through these means, the student is able to reach all qualified teachers and learn remotely, and this is what happened in light of the spread of the Corona virus.

Despite the importance of using technology in education, there are obstacles that prevent its use. I found many studies that show the obstacles that prevent the use of modern technology in education, most notably the lack of conviction among the majority of teachers of the importance of using modern technology and its introduction in the educational process, and the lack of Qualified and trained teachers to use it, which causes some teachers to make mistakes while using it, some teachers fear using modern technological means because they believe that it will replace them one day, and this is what we see today during the spread of the Corona virus (Covid-19 weak capabilities in obtaining some programs necessary for the educational process, due to their financial cost, in addition to the fact that schools are somewhat not equipped to use such technologies, and the lack of sufficient financial support from the competent authorities, in addition to the view of some teachers that the use of technological means in Education distracts the student (Al-Anzi, 2018).

As a result of the development in all areas of life, where “the world has become a small village,” the technology used faces many difficulties and obstacles that prevent its use and its rapid and wide spread, including: the material cost, the weak role of teachers in the process of integrating information and communication technology into the educational process, but its use It enriches the educational process and makes it more effective, as the role of the student has changed from a passive non-participant to an interactive positive (Yulia, 2020).

Technology has many positives, in the field of life, and in the field of education, but it has suffered from difficulties that have limited its application at the global or Arab level. Among the most prominent of these difficulties in the field of education, as indicated by (H.E., 2003): the absence of sufficient awareness of the importance of introducing technology in the field of education, especially in developing countries, as some educators believe that the use of technology will become the educational process far from humane .

He adds (Al-Tamimi, 2004) that the difficulties arise in the absence of planning for good preparation before the lesson. Some schools lack the necessary infrastructure to use them .

Previous studies:

Harry 's, (2011) in the United States of America with a study aimed at knowing the extent to which modern technology is employed by teachers in the educational process and determining the factors that affect its employment. teachers. The study sample consisted of (133) male and female teachers. In this study, the descriptive survey method was used to collect data. The results showed that the highest percentage of use of technology in the Internet, and word processors to prepare educational materials, and teaching students in the classroom. While the results showed the use of a small number of Teachers have ready-made software other than word processor in their classrooms. The results also showed the teachers' need for training and qualification to develop their abilities to employ modern technology in the classroom, and the results indicated that the use of modern technology is low, as a result of the lack of capabilities that contribute to its functionality .

And the study of Al-Ajlouni and Al-Jarrah (2012) aimed to identify the degree to which kindergarten teachers practice information and communication technology in kindergartens in Amman and to identify the obstacles that prevent its use. The study sample included (43) kindergartens in the city of Amman, which were randomly selected in the second semester of the academic year (2007/2008), and the study tool was distributed to all female teachers working in those kindergartens, with a number of (172) female teachers. (157) completed questionnaires were retrieved from them. The results indicated the lack of availability of equipment and software in many kindergartens in the Amman study, in addition to the weakness of kindergarten teachers in general in the use of information and communication technology. The results also indicated that there are many obstacles that prevent kindergarten teachers from using information and communication technology, most notably the lack of equipment and software, the lack of time and the lack of material incentives.

And Awad's study (2014) aimed to reveal the reality of learning resource centers in the governorates of Gaza and ways to raise them from the point of view of the technology teacher. Two questionnaires were designed specifically for the purposes of the study. The first questionnaire was concerned with revealing the reality of the use of educational materials, devices and technological innovations in the learning resource centers, and the second questionnaire was concerned with revealing the reality of the availability of materials, devices and educational technological innovations in the learning resource centres. Educational materials, devices and technological innovations at the tool level as a whole were average, and the degree of use of educational materials and devices and technological innovations at the tool level as a whole was medium .

Hamdi's study (2011) also aimed to know the degree of willingness of teachers in Jordan to cope with the future challenges arising from the use of information and communication technology in the educational field. The study sample consisted of 360 male and female teachers who study in public schools. To achieve the objectives of the study, a special scale was prepared for the future challenges resulting from the application of information technology in teaching. A scale was also prepared to identify the nature of teachers' attitudes towards the various roles related to the use of information and communication technology in teaching. When collecting and analyzing data, the results resulted in the following: 1) Teachers have a high degree of readiness that enables them to cope with the future challenges of using information and communication technology in the educational field. 2) Teachers of all academic levels have a high willingness to accept their future roles as presented by information and communication technology. However, there are differences in the degree of readiness that appeared in the variables of sex and experience in favor of males and newcomers, respectively.

Nair (2012) also conducted a study aimed to identify the degree teachers use modern technology in teaching English, the researcher used a questionnaire as a tool for data

collection and study consisted sample of (60) teachers studying English language in basic schools in the Sawak area in Malaysia, were randomly selected, showed the results of the study The degree of English language teachers' use of modern technology was satisfactory. The results also indicated that the younger teachers (20-30) years used more modern technology compared to the older teachers (41-50 years), and the teachers who attended his training courses were more use of modern technology. Compared with teachers who did not attend training courses .

Al-Azzam's study (2017) aimed to reveal the degree of use of smart devices in the educational process, and the study data was collected from school students through a questionnaire on the use of smart devices in the educational process. The results of the study showed that students use mobile phones moderately to little in the educational process. The study recommended the necessity of holding special courses for both students and teachers to employ the use of smart devices in the educational process and how to benefit from them and not waste time using them to reduce its negative effects on students .

Deronian (2017) conducted a study on the use of smart devices in the classrooms and the negative impacts. The data was collected using a questionnaire to study the pros and cons of smart devices. The results revealed that the majority of students use smart devices for entertainment, games, communication with others, taking pictures, accessing social networking sites, or following the news and publications of their favorite stars or those who want to follow them. It was found that few or even rare students use smart devices to search for information or to find sites that provide scientific information that supports their understanding of what they have learned in the lessons. Also, there are many students who request to go to private lessons after school to improve their academic level or to understand their lessons, but this step also does not add to their level or academic achievement. The researcher recommended the need to strengthen the effective aspects of smart devices, which would enhance the academic materials and information received by students. He also recommended that useful and effective ways be found to employ smart devices in educational institutions and that there should be cooperation between principals, teachers and educational supervisors on finding effective ways to employ smart devices in education .

Konda's (2018) study aimed to identify the reality of the uses of information and communication technology in the field of school sports, by addressing the various modern technological techniques that help teachers in physical education to present their lessons and deliver them to the student to the fullest. The researcher used the qualitative approach based on the interview tool that was conducted with teachers of physical education and sports in the intermediate and secondary stages in the municipality of Saleh Bey. The result concluded that information and communication technologies in the field of physical and sports education are many and varied, including computers, slide projectors and multimedia..etc.

In addition, information and communication technology contributes significantly and effectively to the development of school sports by facilitating the process of explaining and absorbing physical movements from one side. The student

The study of Ben Maiza (2018) aimed to identify the challenges and difficulties facing the application of educational technology in primary schools from the point of view of teachers in Algeria (mobile education as a model), according to several axes: (the degree of possession of these devices and the need for training, the field of employment and time use of these devices The negatives and positives that it leaves on children's behavior, difficulties in integrating mobile education). Where the study followed the descriptive analytical approach and the semi-directed interview was used with (30) teachers in primary schools, and during our analysis of its results we used the content or content analysis tool (L'analyse de contenu), As the results of the study indicated that there is a weak integration of mobile learning in primary schools as a result of several difficulties (subjective, administrative,

technical, material, security), and the study concluded that a set of suggestions and solutions.

Noreen's study (2018) aimed to identify the obstacles that limit the use of computerized programs in the College of Education, determine the availability of devices and equipment necessary for the use of computerized programs, determine the readiness of faculty members to employ computerized programs in teaching, and understand the obstacles facing the use of computerized programs in the College of Education. Education. In order to reach these goals, the study used the descriptive analytical approach, and the study used the questionnaire and the interview as means of collecting data from a sample of faculty members and educational technology experts. The study reached several results, the most important of which is that the devices and equipment are insufficient and do not match the specifications required for the use of computerized programs in the College of Education, and that faculty members are ready to employ computerized programs in teaching in terms of skill capabilities, but there are obstacles facing the employment of computerized educational programs in the College of Education, such as (The lack of sufficient budget for the application of computer programs, the lack of strategic plans for the employment of computerized programs, and the material cost of employing computerized programs constitutes an obstacle to its use. Accordingly, the study recommended the necessity of developing computer labs, and taking into account the possibility of computerizing curricula when designing them. Also, teachers should be trained to use technology in education and prepare plans and strategies that clarify the various activities that can be practiced, as well as overcoming the existing obstacles in terms of administrative, financial and organizational aspects.

Al-Saud's study (2019) aimed to investigate the role of technological development in the effectiveness of educational administration, through a survey of the opinions of educational supervisors affiliated with the First Amman Education Directorate. For the purpose of achieving the goal of the study, the descriptive analytical method was relied on, and a questionnaire was prepared and distributed to the study sample, which numbered (66) supervisors. To test the hypotheses of the study and answer its questions. The study concluded that there is a role for technological development in the effectiveness of educational management in terms of strengthening the educational institution's connection with the community, creating the appropriate climate for cooperation and joint work between educational supervisors, providing educational means and materials necessary for teaching operations, students' educational attainment, teachers' competencies and skills, and preserving the cultural heritage of the community. To prepare a generation capable of meeting the needs and requirements of society.

The study recommended the necessity of directing educational supervisors towards access to scientific and educational information and training programs presented by technological media and technologies in order to benefit from them in updating their information, improving their performance level, and holding workshops of interest to students dealing with scientific research curricula and scientific ways of thinking using technology, and encouraging educational supervisors and those concerned with administration Educational institutions To use social networks to educate and guide students, correct misconceptions, and promote ethical aspects and values.

Study problem

Technological development and the rapid spread of it has become a danger to young people in the absence of clear guidance from the family, the surrounding environment and the school, where students find themselves voluntarily or unwillingly drawn to the use of this technology. The researcher noticed this through her work in the Ministry of Education, where the widespread, comprehensive and rapid use of technology by educational

institutions and students appears, especially since many students still use this technology in a way that is far from the goals of this technology. There is also an unorganized employment of the use of technology in the educational process. Based on the foregoing, and in view of the importance of keeping pace with educational developments in light of the development of technology, and their strong attachment to it, and their continued use; It has become necessary to employ this technology in the educational learning process in schools in a safe and secure manner based on guidance, guidance and supervision by the school administration, especially since achieving effective employment of technology is directly related to the process of training teachers and guiding students and using educational applications or platforms that encourage students to employ technology. Modern learning for learning inside and outside the school by developing a conscious sense of the way it is used and employed .

Accordingly, this problem is crystallized by seeking to reveal the role of school principals in facing the challenges of technological development and developing appropriate solutions in the educational process in Israel from the point of view of the principals .

This is done by answering the study questions. More specifically, this study attempts to find answers to the following questions:

What are the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals?

What are the proposed solutions to meet the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals?

Significance of the study:

The importance of the study can be divided into theoretical and practical importance as follows:

Theoretical importance: The theoretical importance of the study is in the following aspects:

It deals with an important educational topic, which is revealing the challenges resulting from the technological development in the educational process in educational institutions in Israel from the point of view of principals and principals. Within the limits of the researcher's knowledge.-

Its addition to educational literature involves new educational knowledge about the proposed solutions to meet the challenges resulting from the technological development in the educational process in educational institutions in Israel from the point of view of principals, which embodies its importance in filling the shortage in educational literature related to the topic.

Applied importance: The practical importance of this study is as follows :

Benefiting from the results of the current study in the service of all officials related to the study from the Ministry of Education, especially through their awareness of the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of managers and directors, and the proposed solutions to meet the challenges resulting from technological development The educational process in educational institutions in Israel from the point of view of principals.

It helps provide an initial conception of appropriate alternatives to decision makers and responsible authorities to address challenges and keep pace with technological development.

This study discusses the challenges of technological development and the proposed solutions, showing the causes, effects and dangers of these challenges. It also proposes solutions to get rid of these challenges, reduce them, or reduce their negative impact on the educational process.

Study limits :

The limits of the study include the following:

Objective limits: The subject of the study is limited to its title, which focuses on the challenges, and the proposed solutions to meet the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals.

Human limits: This study is applied to a selected sample of principals in educational institutions in Israel.

Time limits: This study was conducted in the first semester of the academic year 2021/2022.

Spatial boundaries: This study was conducted in Israel.

The study tool is limited to conducting interviews with principals to reveal the challenges resulting from the technological development in the educational process in educational institutions in Israel, and the proposed solutions to meet the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals and directors .

Methodology:

The use of a qualitative approach to study the role of school principals in the face of the challenges of technological development and the development of solutions appropriate in the educational process in Israel from the point of view of managers, so that this methodology works on the description of the role of school principals and analysis in the face of challenges and develop solutions proposed, and by interviewing managers and managers.

Study popilation

The study community consists of all principals working in Arab schools inside Israel, in the North.

The study sample:

An intentional sample representing the study community was selected, which included (30) male and female principals .

The Interviews:

The interview tool was prepared in order to identify the role of school principals in facing the challenges of technological development and to develop appropriate solutions in the educational process in Israel from the point of view of principals in the northern region. The interview questions were built in their initial form to include two main questions: They are :

- 1 - What are the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals?
- 2 - What are the proposed solutions to meet the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals?

More clearly, interview data was collected by audio recording, and the duration of each interview ranged from (25 to 35) Minutes, and it included interviews questions on two questions, and verified the authenticity of the interview questions through a presentation to a group of arbitrators in order to ascertain the suitability of the study, in order to express their views and suggestions, and in order to ensure the stability of the questions the interview, four interviews made with The study members from outside the study sample twice, in order to know the clarity of the questions and their suitability in obtaining the study data, and then those interviews were analyzed in order to identify the differences between the responses between the first and second interviews, and the differences were minor, and the percentage of congruence in the responses between the two times very high. This provides an indication that the interview questions are clear and appropriate for the study, and therefore reliance on them in data collection .

The interviews were analyzed using the qualitative research methodology represented by critical reading of the responses of the interview sample, then doing the coding operations, and then the code operations were classified into categories where these categories were presented in the form of axes.

Presentation and discussion of the results:

The first study question stated: What are the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals? To answer this question, a semi-structured interview was conducted with thirty school principals in northern Israel, to identify the challenges. The results of the analysis of the interviews revealed a set of challenges, which are represented in the following domain:

The Physical Domain

The results of the data analysis showed that the study members confirmed that the Arab schools inside Israel suffer from a lack of funding to keep pace with the developments of the times. The budgets of our Arab schools lead to a weakening of our ability to purchase equipment and follow developments." Another said: "There is a great shortage of electronic devices and equipment in our Arab schools ".

The Technical Domain

Many managers, with a rate of 80%, expressed that there are many problems and difficulties in the infrastructure, such as coverage and poor Internet coverage, and difficulties in maintaining these devices. In this regard, one of them said: "We face many problems with the coverage of the Internet, as there are often interruptions in the lesson until the problem is fixed." Another said: "The Internet in schools is weak".

Cognitive Competencies Domain

The interview sample members complained of not keeping pace with the use of different programs and their technologies, and their use in the teaching-learning process, and that there is a major obstacle in the inability of teachers and students to the English language, which is a prevalent language in the use of computers. Perhaps what confirms this is that 70% of the interview sample confirmed by saying: "The teachers' lack of knowledge of the various applications and programs makes it difficult for them to access this field." One of them said: "The difficulty is due to the inability of students and teachers to speak foreign languages when using the devices".

Attitudes and tendencies of teachers, students and parents

The results of data analysis revealed that many teachers, students and parents refuse to deal with modern technology and are afraid to deal with it for fear of changing and corrupting its software or getting into a dilemma from which it is difficult to get out. The attachment of the young generation to these devices has also become worrying, and the cadres lack motivation to use them. In this context, one of the principals said: "The biggest challenge in keeping pace with technological development is the lack of motivation among teachers to use them".

Strategic planning domain

Many respondents expressed that our schools suffer from strategic planning and emergency planning, and the problem has become clear in light of the Corona pandemic. There is no vision and philosophy about integrating modern technology into the teaching and learning process. One of them said, "There should be a clear plan, especially for emergency times".

Evaluation domain

Many respondents expressed that if computers are used in the teaching-learning process, there is great difficulty in conducting assessment of students, and in preparing teaching materials and teaching units especially teaching physics and mathematics. In this context, one of them said: "There is a contradiction between the methods of learning and the method of assessment through these devices".

Presenting the results of the second question, which states: What are the proposed solutions to meet the challenges resulting from technological development in the educational process in educational institutions in Israel from the point of view of principals?

The respondents suggested various solutions to address the challenges, which are detailed in the following axes:

- 1 - The role of the Ministry of Education and local authorities
- 2 - The interview sample confirmed that there is a major role that falls on the shoulders of officials in the Ministry of Education, in defining binding instructions for principals and teachers to use and keep pace with technology in the education process, and their role in allocating budgets and preparing infrastructure in schools, including: providing equipment, maintaining and updating it, and strengthening world Wide Web. In this regard, 70% of principals said: "If sufficient budgets and funding are available, devices can be used in the education process."

Some of them said: "setting clear laws and instructions for schools on how to use technology for all".

Professional development

80% of the principals expressed that there is a necessity and an urgent need to carry out continuous professional development and training and guidance for cadres and teaching staff. In this context, 40% of the principals said: "Prepare teachers and encourage them to increase knowledge in this field, through complements, and communication with the two computing centers, to acquire new teaching methods".

Planning

Several members of the study sample mentioned the importance of having an educational vision, a philosophy, and strategic planning for education and assessment by school principals for learning using modern technology in all its forms, throughout the year,

especially in emergency situations. In this regard, 60% of managers said: "The need for strategic planning and a special action plan in emergency situations".

Awareness of Parents, Students And Teachers

All members of the interview sample stressed the need to educate parents, teachers' cadres and principals to change their negative attitudes towards using modern technology, and prepare school staff to deal with it, by guiding them in choosing what suits their students. Parents must also be educated and urged to use it to communicate with the school, and guide and train students to carry out various school tasks through different devices in normal days and emergency situations.

Perhaps what confirms this is that 30% of the principals said: "Awareness texts should be sent to parents to learn about the behavior and achievement of their children through the use of available technology, and to send educational tasks and instructions to students through various devices".

Although the results of the interview revealed a positive role for school principals in coping with the challenges of technological development in the educational process from the point of view of principals in the north, the results of the semi-structured interview showed the existence of a set of challenges related to the role of school principals in the effective use of technology in the educational and learning process. The results of the semi-structured interview revealed that cognitive problems related to the proper way to use technology is one of the most prominent of these challenges. Emphasis on this problem came from school principals' lack of focus on educating all parties in the educational process on the effective use of technology in a correct manner. Perhaps the reason for this can be attributed to the lack of knowledge of school principals of the proper procedures for using advanced technology.

Recommendations

In light of the study results, the study recommended the following:

- 1 - Continuous dialogue and awareness-raising for all about keeping pace with the technological development taking place.
- 2 - Organizing ongoing training and workshops To keep pace with modern technological developments in the field of education.
- 3 - Bridging the knowledge gap between teachers and students in the use of technology, and changing teachers' attitudes and attitudes towards it.
- 4 - Take advantage of the advantages of using technology in achieving the goals of education in the classroom and in distance learning.
- 5 - Eliminate the use of paper by communicating with parents and students through the use of various applications.
- 6 - Equipping schools with technological devices and setting awareness controls for their use.
- 7 - Designing curricula and the contents of scientific content electronically.
- 8 - Developing the teacher's technical skills in the knowledge society and his training needs in the electronic age.

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