THE ROLE OF GOVERNMENT SECONDARY SCHOOL PRINCIPALS IN RAISING THE LEVEL OF JOB PERFORMANCE OF TEACHERS WITHIN THE GREEN LINE IN LIGHT OF SMART DEVELOPMENTS

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Abstract

This research aims to study the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments. The research highlights the most important roles that school principals can play in supporting teachers and motivating them to reach their fullest potential, with a focus on the skills and capabilities needed to deal with the rapid smart developments in the field of education. The research includes a comprehensive review of the theoretical literature related to the role of school principals in improving the performance of teachers in government secondary schools within the Green Line, with a focus on the skills and capabilities necessary to deal with smart developments. The research also includes designing and conducting a field study on a sample of public secondary school principals and their teachers within the Green Line. The research relies on the descriptive analytical method, where data was collected through a questionnaire distributed to a sample of teachers. The results showed that the role of school principals has a significant impact on the level of teachers' job performance, and that smart developments play an important role in improving this performance. The study aims to evaluate the role of principals of government secondary schools within the Green Line in supporting and motivating teachers in light of smart developments, and to identify the most important skills and abilities that school principals need to improve the performance of teachers in government secondary schools within the Green Line. Finally, the research provides practical recommendations to enhance the role of school principals in supporting teachers and improving their performance in light of smart developments in public secondary schools within the Green Line.

Keywords: School Principals, Job Performance, Smart Developments.

INTRODUCTION

Teachers play a vital part in the educational process, hence enhancing their job performance is one of the most important goals that educational institutions pursue. In light of the world's smart advances, it has become important for instructors to keep up with them and incorporate new smart innovations into their job.

Given the changing nature of education, a flexible leadership style is required, particularly in public secondary schools (Al-Barbari, Qasim, and Metwally 2023). According to Saleh (2021) in The Green Line, school principals confront unique challenges in defining school culture and fostering student success. They must not only handle the intricacies of a multicultural setting, but also face the challenges of incorporating "smart developments" - the quick introduction of cutting-edge teaching methods and technology - into their educational ecosystems. This essay investigates the crucial role that Green Line public high school principals play in assisting teachers to perform better at work in the face of these opportunities and challenges.

Successful principals motivate rather than just supervise. Motivation promotes a classroom atmosphere that values effective teaching and student development (Hamdan & Shaheen 2011). The use of smart tools necessitates several key measures, including capacity building: instructors should be provided opportunity to become experienced in using smart tools and teaching methodologies, and school principals should actively encourage professional development (Al-Adwan, 2023). Peer learning events, conferences, and workshops can equip instructors with the skills they need to flourish in the ever-changing world of smart learning (Al-Baqami, Al-Salamat, and Mohammed 2023). Teachers may build a culture of creativity by encouraging trial and error as well as taking measured risks. Al-Barbari cited Shaaban Qasim and Metwally (2023). By providing a platform for teachers to discuss their innovative teaching ideas and celebrate accomplishments, school administrators may establish a collaborative climate that encourages continual progress. According to Al-Haj (2012), school principals guide and affect students. They create a fantastic example for instructors to emulate by implementing smart advances, effectively showing smart teaching approaches, and encouraging ownership. Directives from the top rarely have a long-term influence. Encourage teachers to participate. The decision-making process for smart development integration fosters a sense of accountability and ownership, resulting in more enthusiastic and efficient implementation.

The Green Line brings unique opportunities and challenges, and to guarantee that all students and instructors have equal access to resources and opportunities, school administrators must be aware of their schools' racial composition (Herzallah & Stavissky, 2023). This necessitates cultural competency, a dedication to inclusivity, knowing the individual needs of various communities allows school principals to bridge the gap between government mandates and the realities of their schools (Zaid, 2023). They can help with successful implementation by advocating resources and policies that, within the context of the Green Line, stimulate smart development projects and necessitate smart upgrades. Modernization is an update to the traditional core skill set (Agbariya, 2022). School principals must understand the pedagogical applications of educational technology. This allows them to assist teachers in quickly selecting and implementing smart technologies, resolving technology issues, and ensuring ethical technology use. Data analysis is necessary to find opportunities for development. Principals that are good at monitoring, evaluating, and using data to inform decision-making can help to develop a data-driven culture in schools, allowing teachers to continuously assess and improve their techniques. Flexibility and flexibility are necessary for navigating rapid change, and school principals must be able to welcome new concepts, deal with challenges, and urge instructors to adapt to the dynamic area of smart education (Zaid, 2023).

Principals of public secondary schools on the Green Line are in a critical condition, and teachers' work performance can be considerably improved by focusing on developing talents, encouraging creativity, and setting a positive example, all of which will ultimately benefit students. School administrators may unlock the potential of smart technologies and transform their schools into lively learning centers for the twenty-first century by navigating the Green Line's complex configuration and equipping themselves with the necessary competencies.

THEORETICAL LITERATURE

The educational landscape is undergoing a seismic shift, driven by the rapid integration of "smart advances" - technology, innovative teaching methods, and data-driven approaches, and public high school principals along the Green Line face a unique challenge in navigating this dynamic environment while promoting high-quality teaching and student learning (Abu Asab, 2022). This study investigates the function of school principals in improving teacher performance, concentrating on the Israeli setting and special factors within the Green Line.

The Manager as a Motivator for Performance

According to Al-Barbari, Qasim, and Metwally (2023), effective managers are more than just managers; they inspire professional growth and performance. Research confirms their critical role in creating a school culture that prioritises excellence, and the principal's role as a catalyst for job performance in government secondary schools within the Green Line is a decisive factor in raising teacher performance, particularly in light of the smart transformations taking place in the educational process (Shaheen, 2024). The principal's function as a motivator is visible in providing a pleasant work environment, as he strives to foster an atmosphere of cooperation and support among teachers, as well as to instill a sense of belonging and happiness in their job (Agbaria, 2022). The director also provides teachers with professional development opportunities and workshops, as well as the advice they need to consistently enhance their performance. Furthermore, the director encourages the use of smart technologies in education and offers instructors support and guidance in this respect (Zaid, 2023).

According to Shaheen (2024), the principal's responsibility includes providing constructive criticism by evaluating teachers' performance fairly and objectively and providing them with the guidance they need to enhance their performance and build their teaching skills. The principal can also encourage teachers by using praise, gratitude, prizes, and incentives, as well as participating in decision-making to increase teachers' sense of responsibility and belonging. With ongoing smart innovations, the principal's position as a motivator for job performance becomes increasingly important, as he assists teachers in adapting to technology changes and encourages them to innovate. The principal's function as a motivator for work performance is critical for enhancing the quality of teaching and learning in government secondary schools along the Green Line (Abdel Salam, 2023; Ghanem and Afnan, 2022). The principle can help teachers develop their skills and achieve their educational objectives by providing a stimulating work environment and ongoing support (Abu Assab, 2022).

Green Line Context

The Green Line is regarded as a symbolic and political dividing line within Israel, separating regions under Israel's control prior to the 1967 war from those occupied during the conflict (Ghanem and Afnan, 2022). In this regard, public secondary schools along this corridor play a significant role in addressing the specific issues associated with its cultural and linguistic diversity (Samri and Safwat, 2021).Shaheen (2024) reports that the Green Line brings distinct problems and opportunities.School administrators must be sensitive to the varied ethnicities and cultural backgrounds of their students, guaranteeing equal access to resources and

encouraging inclusive teaching approaches. Furthermore, understanding policy frameworks and government directives unique to the Green Line environment necessitates strong advocacy abilities and the ability to bridge the gap between official instructions and the lived experiences of their school communities (Samri and Safwat, 2021).

Cultural diversity is a major difficulty for these schools, as the Green Line comprises varied groups of Arabs and Jews from various cultural and religious origins (Samri and Safwat, 2021). Furthermore, linguistic issues at many levels, as Arabic and Hebrew are official languages, must be addressed efficiently (Shahin, 2024). In addition to cultural and language problems, the ongoing political situation and the Israeli-Palestinian conflict have an impact on the education environment within the Green Line, putting additional strain on teachers and school administrators (Abu Assab, 2022).

As a result, school principals play an important role in increasing teacher job performance and educational quality. Their purpose is to facilitate communication amongst the school's diverse cultural and language components, as well as to provide a secure and inclusive educational environment for all (Abu Khait, 2019). They must also assist teachers in incorporating smart advancements into the educational process, give appropriate training, and promote innovation and creativity (Zaid, 2023).

In light of smart advancements, contemporary smart development tools represent a significant chance to improve education inside the Green Line by creating a more dynamic and comprehensive educational environment (Abu Assab-Agbariya, 2022). In short, the work of public secondary school principals inside the Green Line is critical to improving educational quality and rising teacher job performance (Abu Khait, 2019). School administrators can help the process of accomplishing educational goals within this particular context by understanding and effectively dealing with the obstacles of cultural and linguistic diversity, as well as leveraging technological tools in novel ways (Shahin, 2024).

Smart Manager Skill Set

According to Shaheen (2024), in the age of smart development, the traditional core skill set requires an upgrade. Leaders must be skilled and proficient in this subject, as school principals require a thorough understanding of educational technology and its pedagogical applications. This enables them to assist teachers in efficiently selecting and implementing smart technologies, debugging technical issues, and guaranteeing responsible technology use (Abu Assab-Agbariya, 2022).

According to Saleh (2021), managers must rely on data analysis to discover opportunities for improvement. Principals who effectively analyze, evaluate, and use data to inform decision-making can create a data-driven culture in their schools, allowing teachers to constantly reflect on and improve their work.

Managing fast change necessitates adaptability and agility. School administrators must be comfortable with accepting new ideas, overcoming obstacles, and inspiring instructors to adapt to the changing landscape of smart learning (Shahin, 2024).

According to Al-Barbari, Qasim, and Metwally (2023), one of the best practices for enhancing the use of smart applications in the educational process is to provide infrastructure, ensuring the availability of fast Internet and wireless networks throughout the school, providing modern electronic devices such as tablets and smartphones for students and teachers, and providing programs. Educational and smart applications designed for school curriculum support the educational process and aim to motivate teachers' performance. Furthermore, training teachers and incorporating smart developments into school curricula, such as organizing training programs for teachers to use smart developments in teaching, encouraging teachers to share their experiences and ideas about using smart developments in education, and providing technical support to teachers to help them use smart developments efficiently, would improve teacher performance. (Abu Assab-Igbariya, 2022).

Promoting Smart Developments and Building a Stimulating Learning Environment

In today's quickly changing environment, smart developments play an important part in education. School administrators, as educational leaders, must cultivate an environment that effectively uses smart advances to improve the learning process and provide an exciting and innovative learning environment. (Ghanem and Afnan, 2022). Teachers are the driving force behind successful technological integration. Providing them with the appropriate skills and information is critical. School administrators might organize training programs that focus on incorporating smart advancements into lesson plans, successfully utilizing educational software, and troubleshooting technical concerns. Furthermore, creating a collaborative environment in which teachers may exchange best practices and encourage one another can help them reap even greater benefits from smart advances (Samri and Safwat, 2021).

Seamlessly Integrating Technology into the Curriculum and Promoting a Culture of Innovation and Creativity

Abdul Salam (2023) stated that smart developments should not be viewed as an add-on, but should be seamlessly integrated into the curriculum. School administrators can encourage teachers to design engaging learning activities that use smart developments to enhance understanding and meet diverse learning styles. This can include the use of simulations, virtual reality experiences, online collaboration tools, or educational games to make learning interactive and stimulating. A stimulating learning environment encourages students to think critically, solve problems creatively, and become independent learners (Abu Khait, 2019). School administrators can play a key role in promoting this culture by encouraging teachers to adopt innovative teaching methods that leverage technology. This can include project-based learning activities, encouraging student-led presentations using technology tools, or integrating resources across The Internet for independent research and exploration (Zaid, 2023).

Building Partnerships with Parents and the Community

Al-Adwan (2023) stated that the foundation of successful technology integration lies in strong infrastructure, and this includes ensuring reliable high-speed Internet connectivity throughout the school, providing students and teachers with access to modern devices such as laptops or tablets, and access to appropriate educational software and applications.

Smart compatible with the curriculum. Investing in interactive whiteboards, projectors, and other smart advancements tools can enhance the learning experience. Creating a supportive ecosystem is essential for successful technology integration, and school principals can engage parents and the community by organizing workshops to educate them about the benefits of smart developments and their responsible use in education (Al-Barbari, Qasim and Metwally 2023). Additionally, collaborations with local businesses or organizations can provide opportunities for students to gain valuable real-world experiences through technology-driven projects (Zaid, 2023).

By implementing these best practices, school administrators can create a thriving environment where smart developments are not just a tool but a catalyst to stimulate learning and foster innovation. By empowering teachers, providing strong infrastructure, and encouraging a culture of creativity, schools can prepare students to meet the challenges and opportunities of the 21st century. As technology continues to evolve, so must our approach to education (Abu Assab-Igbariya, 2022).

Empirical Study

This research serves as the foundation for the proposed study on the role of school principals in improving teacher performance along the Green Line in the context of smart projects. The study could look into the specific smart development initiatives being implemented along the Green Line and their impact on teacher performance. Green Line Schools' diverse communities bring distinct difficulties and opportunities for smart learning integration. Case studies of successful principal leadership approaches that have facilitated the effective implementation of smart advances and enhanced teacher effectiveness. By investigating these issues, the study can provide significant insights to help school administrators, policymakers, and teachers improve smart development programs and maximize their influence on teacher performance and student learning along the Green Line.

Khawaldeh and Ali's (2015) study sought to determine whether there are differences in the actual use of electronic administration among private secondary schools in Jordan's Capital Governorate based on factors such as gender, years of experience, and educational qualifications, as reported by school principals. These institutions. To meet the study's aims, the researcher created a questionnaire with sixty items separated into three categories: administrative services, beneficiaries' services, and infrastructure and technical equipment. The study sample comprised of 140 randomly selected managers. The study's findings revealed that public school principals had generally positive perceptions, with statistically significant differences observed when gender, years of experience (with male principals scoring higher than female principals) and educational background (with a bachelor's degree or higher) were considered.

Abdel Bari and Shatat's study sought diverse perspectives based on gender, academic background, specialty, supervisory authority, and years of experience. (2019) intended to explore secondary school administrators' roles in integrating e-learning from the perspective of teachers in the Amman Governorate.

The descriptive survey method was utilized to fulfill the study's aims. A 36-item questionnaire was used to assess four areas: strategic planning practice, e-learning culture dissemination, technical infrastructure readiness, and meeting teacher training and qualification requirements. The validity and reliability of the questionnaire were established.

The study comprised 586 male and female educators in its sample. Secondary school principals' usage of e-learning was usually rated as average by teachers in Amman Governorate. The questionnaire sections in all categories were average, with the exception of the "Technical Infrastructure Readiness" category, which obtained the highest score.

The next four areas in which statistically significant differences were found between the employment averages of school principals were infrastructure, "supporting and disseminating the culture of e-learning", "practicing strategic planning", and "meeting the training needs of teachers and qualifying them".

Based on gender, supervisory authority, and years of experience, e-learning secondary schools, according to Al-Alamein in Amman Governorate, favor private schools for females and groups aged 5 to 10 years and less than 5 years, respectively.

There are no statistically significant differences (0.05) between the averages of secondary school principals' practice of their role in employing e-learning from the perspective of the city of El Alamein in Amman as a means to enhance the use of information and communications technology within the school community, and the research suggests providing the necessary financial and moral support.

Al-Rashidi's study (2021) sought to determine the level of digital management practiced by assistant school principals in Kuwaiti middle schools, as well as whether there are statistically significant differences in sample responses based on various variables such as gender, academic background, academic specialization, and years of experience. The descriptive survey approach was utilized in the study, with a questionnaire comprising of thirty-one items given online to 188 assistant directors.

The findings revealed that the assistant directors had intermediate experience in digital management and face substantial challenges. In light of the findings, the study recommended several measures, including favoring females and emphasizing the presence of differences in the degree of practice attributable to academic specialization versus humanities specializations, as well as the existence of differences attributable to variable years of experience in favor of those with skills. Less experience.

The study by Abu Jaoude and Hosni (2022) sought to establish the extent of the success of smart e-learning in public schools in the Madaba school system, as perceived by instructors. The study data was gathered using a questionnaire created and administered using a descriptive survey method.

There were 48 total items, separated into four categories: parent, student, teacher, and principal. The study sample included three hundred male and female teachers.

The findings revealed a high degree of utilization of smart e-learning, as proven by the aspects listed in the following order: student, instructor, principal, and parent.

The study found substantial gender disparities ($\alpha = 0.05$) in the quantity of smart employment in e-learning in government schools in the Madaba educational zone, as seen by instructors. Teachers' perceptions of the usage of smart e-learning in government schools in the Madaba region did not differ significantly ($\alpha = 0.05$) based on years of experience or academic credentials.

The study indicated that oversight and management of the Ministry of Education's deployment of e-learning in all Kingdom schools is critical.

Al-Jayousi's 2023 study focused on the use of virtual reality apps in Palestine's vocational education and training institutions, as well as the role of school management in encouraging their use. Differences in teacher responses were also observed.

The study sample included 177 teachers, and the researcher employed the descriptive field method. And a teacher at Palestine's training and vocational schools throughout the academic year 2021-2022.

They were allocated randomly to twenty-two schools. To fulfill the study's objectives, a fourteen-item questionnaire was developed.

The study's findings show that school management had a moderate effect on boosting the adoption of virtual reality applications.

Furthermore, it shown that the factors educational district, respondent gender, school gender, field of specialization, educational qualification, and years of experience had no significant impact on the role of school administration in encouraging the usage of virtual reality apps.

According to the study's findings, VET school principals should receive specific training to better their use of virtual reality in teaching and learning.

The local community must also participate in meetings to become acquainted with the technological applications utilized at the school and to continue receiving development programs. An overview of artificial intelligence methods and how they might be applied to teacher training and professional education.

Research Questions

1- The first question: What is the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of the smart developments?

2- The second question: Are there statistically significant differences in the level of teachers' response to the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments due to the variable of specialization, gender of the respondent, academic qualification, and years of experience?

This Research Aims to

- Knowing the role of government secondary school principals in raising the level of job performance of teachers within the Green Line.
- Identify the most important smart developments that school principals can use to improve teachers' performance.
- Study the impact of using smart developments on the level of teachers' job performance.

In addition, this research provides valuable information about the role of school principals in improving teachers' performance in light of smart developments. This information can help school principals develop their skills and improve their performance in leading schools.

Procedures

Data were collected through a questionnaire distributed to a sample of teachers in public secondary schools within the Green Line. The questionnaire included questions about the role of school principals in improving teachers' performance, the most important smart developments that school principals can use to improve teachers' performance, and the impact of using smart developments on the level of teachers' job performance.

STUDY METHODOLOGY

The researcher followed the descriptive analytical approach with the aim of identifying the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments, in order to collect data from members of the study sample, using the study tool (the questionnaire) to achieve the purpose of this study.

Study Population and Sample

The study population consists of all government secondary school teachers within the Green Line, and their number was (947) male and female teachers, and the study sample included (175 questionnaires).

Table 1: Distribution of Sample Members

Variable	Variable Levels/Categories	No	Percentage
specializations	Humanities majors	80	46%
	Scientific specializations	95	54%
	Total	175	100%
Gender	male	93	53%
	feminine	82	47%
	Total	175	100%
Qualification	Bachelor's	121	69%
	Master's	24	14%
	Ph.D	30	17%
	Total	175	100%
Years of Experience	Less than 5 years	46	26%
	From 5 to 10 years	29	17%
	More than 10 years	117	67%
	Total	175	100%

Table (1) shows the distribution of the study sample members according to the specialization variable: (46%) are humanities specializations, and (54%) are scientific specializations.

The respondent's gender variable shows that (53%) are males, and (47%) are females.

The academic qualification is that the percentage is (69%) bachelor's degree, (14%) is master's degree, and (17%) is doctorate degree.

The experience variable shows that (15.3%) is for diploma, (71.8%) is for bachelor's degree, and the percentage is (13%).) for a master's degree or more, and the years of experience variable shows that the percentage of (26%) is less than (5) years, the percentage (17%) is from (5 - (10) years, and the percentage (67%) is for more than (10) years.

Study tool: A questionnaire was developed to achieve the objectives of this study through the use of standard tools with proven credibility and reliability.

These measures were adapted according to the requirements of the study and included primary data (gender of the respondent, field of specialization, academic qualification, and years of experience). As for the second section: It included the questionnaire and its paragraphs. The researcher used a five-point Likert scale, where each paragraph of the questionnaire was corresponding to a list bearing (to a very great degree, to a moderate degree, to a little degree to a very little degree). The researcher also developed a scale for each paragraph of the study tool so that the scale contained five Levels are as follows:

Level	Means
very low	1.8
Low	1.81 – 2.60
Medium	2.61 – 3.40
High	3.41 – 4.20
very high	4.21 - upper

Validity of the Instrument: The researcher designed the questionnaire in its initial form, and then verified the validity of the study tool by presenting it to a group of specialists with experience in the field of study, the number of whom was (8) arbitrators from Al-Quds Open University, Palestine Technical University, Al-Quds University Abu Dis, and Yarmouk University).

They were asked to express their opinion on the paragraphs of the questionnaire in terms of the clarity and integrity of the language of the paragraphs, the extent to which the paragraphs cover the aspect studied, and to add any information, amendments, or paragraphs they deem appropriate.

According to these observations, the questionnaire was produced in its final form.

On the other hand, the researcher verified the validity of the tool by calculating the correlation coefficient (Pearson) for the questionnaire items with the total score of the tool, and it became clear that there was statistical significance in all the questionnaire items, which indicates the presence of internal consistency between the items, and the following table shows this:

Table 2: Results of the Pearson Correlation Coefficient for the correlation matrix of the items on the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments

Domain	Item	Pearson correlation coefficient between the item score and the total score for its field	The corrected correlation coefficient between the item score and the total score for its field
First Domain	1	.68**	0.6
The role of smart developments in providing supportive tools to raise the level of job performance in the educational process for teachers in secondary schools within the Green Line.	2	.77**	0.71
	3	.75**	0.67
	4	.83**	0.76
	5	.78**	0.7
	6	.72**	0.61
	7	.80**	0.74
Second Domain	8	.83**	0.77
The use of smart developments leads to digital learning.	9	.82**	0.76
	10	.85**	0.78
	11	.88**	0.82
	12	.89**	0.82
	13	.90**	0.85
Third Domain	14	.80**	0.75
Challenges that teachers face when using smart developments in education.	15	.76**	0.71
	16	.77**	0.72
	17	.76**	0.71
	18	.79**	0.75
	19	.83**	0.78

•Statistical significance at 0.001

•Statistical significance at 0.050

Reliability of the Study Instrument

The researcher verified the stability of the tool by calculating the stability of the total score of the reliability coefficient for the fields of study according to the Cronbach Alpha reliability equation.

The total score was the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments (0.973).

This result indicates that this tool has stability that meets the purposes of the study.

Statistical Processing

After collecting the questionnaires and ensuring their suitability for analysis, they were coded in preparation for entering their data into the computer to perform the appropriate statistical processing, and analyzing the data according to the study's questions and data.

Statistical processing of the data was conducted by extracting the arithmetic means and standard deviations for each paragraph of the questionnaire, and a t-test. (t) Test), one way ANOVA test, Pearson correlation coefficient, and Cronbach Alpha reliability equation using the Statistical Package For Social Sciences (SPSS).

Questions, Results of the study and their discussion: Results related to the first question**: What is the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments?**

To answer this question, the researcher calculated the arithmetic means and standard deviations of the responses of the study sample members to the three areas of the questionnaire that express the role of public secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments.

The results of the following table show this:

Table 3: Arithmetic means and Standard Deviations. The role of Government secondary school Principals in raising the level of job Performance of teachers within the Green Line in light of Smart developments, in the three areas

Domain	Means	Standard deviation	Rank	Level
First Domain				
The role of smart developments in providing supportive tools to raise the level of job performance in the educational process for teachers in secondary schools within the Green Line.	4.56	0.62	1	High
Second Domain				
The use of smart developments leads to digital learning.	3.92	49	2	High
Third Domain				
Challenges that teachers face when using smart developments in education.	3.28	0.54	3	High
Total			High	

It is also noted from Table (3) that the arithmetic averages of the study sample's estimates for the three areas ranged between (3.28-4.56), with a degree of medium to high.

The role of smart developments in providing supportive tools to raise the level of job performance in the educational process for teachers in Secondary schools within the Green Line ranked first, with a mean (4.54) and standard deviation (.620), and a high degree of practice.

The field of using smart developments leading to digital learning came in second place, with a mean (3.92) and standard deviation (49.)

With a high degree of practice, the field of challenges that teachers face when using artificial intelligence in education came in third place, with a mean (3.28), standard deviation (.58), and a moderate degree of practice.

I also calculated the means and standard deviations for the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments, for each field separately, and tables (4-9) show this.

The first domain:

The role of smart developments in providing supportive tools to raise the level of job performance in the educational process for teachers in secondary schools within the Green line.

Table 4: Arithmetic means and standard deviations of the study sample estimates in the field of the role of smart developments in providing supportive tools to raise the level of job performance in the educational process for teachers in secondary schools within the Green Line

No	Item	Means	Standard deviation	Rank	Level
1	The school principal has the necessary knowledge to deal with smart developments in cloud computing services in the school to raise the performance of teachers.	4.16	0.62	1	High
2	The principal uses smart developments to identify teachers' strengths and weaknesses..	4.13	0.6	2	High
3	It is considered that smart development systems are capable of providing individual support tailored to the needs of teachers in the areas of improving the performance of teaching skills	4.11	0.69	3	High
7	The director considers smart developments an effective tool in improving the job performance of teachers in secondary schools within the line.	4.1	0.7	4	High
4	The school principal has the skill to access digital content across all devices through smart development applications.	4.02	0.78	5	High
5	The principal guides teachers to use smart developments to improve their performance.	3.97	0.94	6	High
6	Through smart development applications, the secondary school principal has the skill to apply copyright and licensing rules to protect the intellectual property products of teachers' achievements	3.31	1.15	7	High
	Total	4.17	0.62		High

It is noted from Table (4) that the arithmetic means of the study sample's estimates in the field of the role of smart developments in providing supportive tools to raise the level of job performance in the educational process for teachers in secondary schools within the Green Line ranged between (3.31-4.16), with a degree from medium to high.

The practice of paragraphs (1, 2, 3, 4, 5, 7) was at a high degree, while the practice of paragraph (6) was at a moderate degree. Paragraph (1) came in first place, while Paragraph (6) came in last place.

Second domain: The use of smart developments leads to digital learning.

Table 5: Arithmetic means and standard deviations of the study sample's estimates in the field of using smart developments leads to digital learning using smart developments

No	Item	Means	Standard deviation	Rank	Level
13	The administration in public schools within the Green Line has the knowledge to conduct digital information and data assessment using smart developments	4.22	0.59	1	High
12	The administration in public schools within the Green Line has the knowledge to use smart developments that serve the administrative process.	3.48	1.11	2	High
8	The administration in public schools within the Green Line uses smart applications to create different software to create educational digital content.	4.2	0.59	3	High
10	Through smart development applications, the administration in public schools within the Green Line has the ability to manage digital identity.	3.42	1.25	4	Medium
9	The administration in public schools within the Green Line has the ability to use search engines using artificial intelligence.	3.41	1.05	5	High
11	Through the applications of smart developments, the administration in public schools within the Green Line is trying to create a digital code of conduct.	3.27	1.13	6	Medium
	Total	**3.67**	1.25		High

It is noted from Table (5) that the arithmetic means of the study sample's estimates regarding the use of smart developments leading to digital learning using smart developments ranged between (3.27-4.22), with a high degree, and the practice of items (8,9, 12, 13) came in with a high degree. .

Paragraph (13) ranked first, while paragraphs (10, 11) ranked last with a moderate degree.

The third domain: The challenges that teachers face when using smart developments in education.

Table 6: Arithmetic means and standard deviations of the study sample estimates in the field: Challenges that teachers face when using smart developments in education

No	Item	Means	Standard deviation	Rank	Level
17	The administration in public schools within the Green Line does not employ cybersecurity skills while using smart developments.	4.11	0.84	1	High
15	The challenges that teachers face in effectively integrating smart developments into the teaching process come from the government school administration within the Green Line.	3.13	0.94	2	Medium
19	The administration in public schools within the Green Line does not have experience in managing work teams through smart developments in the educational environment.	3.16	0.91	3	Medium
16	Teachers need extensive training and qualification to deal with smart developments in the educational process to raise their level of performance.	3.14	0.87	4	Medium
18	The administration in public schools within the Green Line has experience in managing work teams through smart developments.	3.21	0.94	6	Medium
14	The privacy risks related to the use of smart developments by the administration in public schools within the Green Line in the educational environment are significant.	3.26	0.97	8	Medium
	Total	**3.32**	**0.89**		Medium

It is noted from Table (6) that the arithmetic means of the study sample's estimates in the field of challenges faced by teachers when using smart developments in education ranged between (4.11-3.21), with a moderate to high degree, and the practice of Paragraph (17) came in with a high degree, in When the practice of paragraphs (14, 15, 16, 18, 19) came to a moderate degree. Paragraph (17) ranked first, while paragraphs (15, 16) ranked last.

The researcher believes that this outcome is due to a variety of factors. According to the researcher, this finding suggests that government secondary school principals play a critical role in improving teacher job performance within the Green Line, particularly in light of current smart and technological developments in education.

The researchers believe that the impending This result is acceptable high, and it can be explained by several factors that highlight the importance of principals' roles in this context, including principals motivating and encouraging teachers to develop their skills and improve their performance by providing training and professional development opportunities, as well as technical support. Encouraging the use of new technology in teaching.

The researcher also interprets this result in terms of directing and supervising the educational process, as principals can help to direct and supervise the learning and teaching process within the school, ensuring that curricula are implemented efficiently and effectively, and providing an appropriate educational environment that aids in the achievement of educational goals.

This result can also be explained by the provision of resources and technical support, as principals can help teachers develop their teaching practices by providing technical support as well as the tools and resources they need to use smart developments in education.

The researcher adds that one of the reasons for this result is that principals can foster a culture of continuous learning among teachers by encouraging them to participate in training programs, workshops, and exchange experiences, which allows them to constantly improve and develop their skills.

This is in addition to assessing data and making strategic decisions, as principals can use data and information to assess teacher performance, identify areas for development and progress, and make strategic decisions to attain educational objectives.

This finding is consistent with the findings of Khawaldeh and Ali (2015), who sought to determine whether there are differences in the actual use of electronic administration among private secondary schools in Jordan's capital governorate based on factors such as gender, years of experience, and educational qualifications, as reported by school principals.

This finding differed from that of Abdel-Bari and Shatat (2019), who sought to identify the role of secondary school principals in implementing e-learning from the perspective of teachers in the Amman Governorate, with different perspectives based on gender, academic background, specialization, supervisory authority, and years. Experience and the descriptive survey method were utilized to attain the study's aims.

This conclusion is congruent with the findings of Abu Jaoude and Hosni's (2022) study, which sought to establish the amount of success of smart e-learning in public schools in the Madaba school system, as perceived by instructors. The study data was gathered using a questionnaire created and administered using a descriptive survey method.

This finding differed from that of Al-Rashidi (2021), whose study sought to determine the level of digital management practiced by assistant school principals in Kuwaiti middle schools, as well as whether there were statistically significant differences in the responses of sample members to various variables such as gender, academic background, academic specialization, and years of experience.

RESULTS RELATED TO THE SECOND QUESTION

Are there statistically significant differences in the level of teachers' response to the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments due to the variable of specialization, gender of the respondent, academic qualification, and years of experience?

To answer this question, I calculated the means and deviations for the role of public secondary school principals in raising the level of job performance of teachers within the Green Line in light of the smart developments due to the variable of specialization, the gender of the respondent, academic qualification, and years of experience from the point of view of teachers in the three areas individually (scale areas) according to the variables (specialization,

respondent's gender, educational qualification, and years of experience), and Table (7) shows this.

Table 7: Arithmetic means and deviations for the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments. Attributed to the specialization variable, respondent's gender, academic qualification, and years of experience. Attributed to the specialization variable, respondent's gender, educational qualification, and years' Experience from the point of view of teachers in the three areas individually (scale areas) according to the variables (specialization, gender of the respondent, academic qualification, and years of experience)

Domain	Variable	Variable level	Arithmetic mean	Standard deviation
	specializations	Humanities majors	3.98	0.58
		Scientific specializations	3.97	0.74
	Gender	male	3.94	0.7
		feminine	3.98	0.72
	Qualification	Bachelor's	3.95	0.73
		Master's	3.59	0.72
		Ph.D	4.02	0.67
	Years of Experience	Less than 5 years	4.1	0.47
		From 5 to 10 years	4.18	0.65
		More than 10 years	4.15	0.63
	specializations	Humanities majors	4.1	0.47
		Scientific specializations	4.18	0.65
	Gender	male	3.59	0.72
		feminine	3.74	0.68
	Qualification	Bachelor's	4.15	0.63
		Master's	3.59	0.72
		Ph.D	4.2	0.62
	Years of Experience	Less than 5 years	3.59	0.72
		From 5 to 10 years	4.15	0.63
		More than 10 years	4.1	0.47
	specializations	Humanities majors	4.1	0.47
		Scientific specializations	4.18	0.65
	Gender	male	3.59	0.72
		feminine	3.74	0.68
	Qualification	Bachelor's	4.15	0.63
		Master's	3.59	0.72
		Ph.D	4.2	0.62
	Years of Experience	Less than 5 years	4.1	0.47
		From 5 to 10 years	3.59	0.72
		More than 10 years	3.74	0.68

It is noted from Table (7) that there are apparent differences between the arithmetic means of the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of the smart developments attributable to the specialization variable, respondent's gender, academic qualification, and years of experience

attributed to the specialization variable, respondent's gender, qualification. Scientific and years of experience from the point of view of teachers in the three individual fields (scale areas). To determine the statistical significance of the apparent differences, a three-way multivariate analysis of variance (without interaction) (three-way MANOVA) was used, using the Hotelling's Trace test. Table (8) shows this.

Table 8: Results of the (Hotelling's Trace) test, according to the variables (specialization, gender of the respondent, educational qualification, and years of experience), in the study sample members' estimates of the role of public secondary school principals in raising the level of job performance of teachers within the Green Line in light of the smart developments attributed to For the specialization variable, the respondent's gender, educational qualification, and years of experience in the three fields

Source	Value	F	Degrees of freedom	Degrees of freedom of error	Statistical significance	ETA box
Specialization	0.008	0.658	3	236	0.579	0.008
Gender	0.004	0.49	3	236	0.48	0.006
Qualification	0.008	0.658	3	236	0.379	0.008
years of experience	0.002	0.156	3	236	0.926	0.002

The results of the Hotelling's Trace test showed that there was a statistically significant effect of the variables, gender of the respondent, educational qualification, and years of experience, on the study sample members' estimates of the role of public secondary school principals in raising the level of job performance of teachers within the Green Line in light of the smart developments due to the specialization variable, gender. The respondent, academic qualification, and years of experience in the three fields combined. While there is no statistically significant effect of the specialization variable on the study sample's estimates of the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments, due to the specialization variable, the gender of the respondent. , academic qualification, and years of experience.

The researcher believes that this conclusion is acceptable to a high degree, given male and female teachers' perspectives on the role of principals in improving teachers' work performance vary and are influenced by numerous complicated circumstances. This can be explained by numerous variables, as understanding these disparities reflects the problems and opportunities of improving the educational work environment. Learning and Professional Development for Teachers In light of the smart developments taking place in the fields of modern education, some male or female teachers place a higher value on achieving a work-life balance, which may affect their appreciation of the role of managers and their influence on the practical environment. The diversity of administrative methods is due to the differences in approaches taken by male and female principals in managing schools and motivating teachers, and leadership styles differ between genders in terms of guidance, support, and encouragement, which affects teachers' experiences and the extent to which they respond to those methods, as well as communication. Teachers, male school principals, and female schools all have different approaches to communication and engagement. Teachers communicate with their principals in different ways based on each gender's communication and leadership styles.

This conclusion can be explained by the fact that engagement with principals has an impact on shared social and cultural underpinnings, which may lead to different perspectives among male and female teachers. Some male teachers liked a strong leadership style and severe guidance from principals, but others sought support and motivation. Positive. Because of social and cultural variables, school principals have a significant influence on teacher performance. Social beliefs and expectations help to explain how teachers interact with their principals based on gender. Because of differences in leadership role models, male and female administrators play different roles in inspiring and motivating teachers, while male and female teachers have different expectations of leadership role models and their impact on job performance. There is a disparity in teachers' perceptions of principals' roles in implementing smart innovations and innovation in the educational process, which may influence their level of appreciation for principals' performance. instructors interact with their principals depending on their unique needs and preferences, and interpersonal interactions and personality dynamics determine how instructors respond to school administration, regardless of gender.

The researcher believes that the different viewpoints of teachers, whether they are male or female, with different specializations or with different experience, regarding the role of government secondary school principals in raising the level of job performance of teachers within the Green Line in light of smart developments, may be related to a variety of factors, which she explains by saying that teachers Those with more years of experience have had many interactions with principals and hence have varying evaluations or perspectives of their role and efficacy.

Teachers with extensive experience are more confident in principals' capacity to administer the school and support the instructional system. This confidence may influence perceptions of principals' roles in improving teacher job performance. Furthermore, teachers with extensive experience may have distinct professional expectations and goals for professional development and performance improvement. These expectations may contain explicit ideas for the manager's role in accomplishing these objectives. The study argues that teachers with extensive experience may be better able to adapt to technological and smart advances in the workplace. This adaptability may influence their perception of principals' roles in leveraging smart advancements to promote teacher job performance.

The researcher explains these findings by stating that teachers' academic qualifications (bachelor's degree versus postgraduate studies) can lead to differences in their perspectives on the role of government secondary school principals in improving the job performance of teachers within the Green Line for a variety of reasons. Teachers who have completed postgraduate degrees have studied advanced issues in child raising, educational psychology, and education management, making them better equipped to understand theoretical and practical elements of school management and teacher effectiveness. Postgraduate studies help teachers develop stronger leadership and analytical abilities, allowing them to better grasp the obstacles and possibilities that their schools may encounter, as well as how to improve teacher performance more effectively. Teachers who have completed postgraduate studies are more likely to be interested in educational research and innovation, which can influence their

perception of the role of school principals in adopting and implementing novel techniques to improve teachers' performance. The researcher believes that teachers with higher qualifications are better prepared to interact with technological and smart developments in education, and thus may have different perspectives on how to use these technologies to improve teacher performance and learning processes. In general, these and other factors can contribute to instructors developing diverse perspectives on the role of school leaders and how to improve teachers' job performance, depending on their level of educational qualifications, educational experience, and personal experiences.

The researcher believes that the absence of statistically significant differences in estimates of teachers' perspectives on the role of government secondary school principals in raising the level of job performance of teachers within the Green Line, which is attributed to the specialization variable, could be the result of several factors, including compatibility in education and training. There may be consistency in the education and training that instructors undergo, regardless of specialism. Development and training programs may be provided to all instructors in order to improve their performance, resulting in more homogeneous opinions. In addition to general educational concepts, teachers may share general educational principles that promote educational quality and the development of students' knowledge and abilities. This can help to reduce disagreements over the role of principals in boosting teacher effectiveness. Also, there may be a shared institutional culture in public schools that fosters cooperation and solidarity among instructors, regardless of expertise. This culture may result in a shared understanding of the role of principals in enhancing teachers' work performance. Another component is professional interaction: teachers may share professional information and experiences with one another in the workplace, resulting in comparable perspectives on managers' roles in performance development. Public schools also follow comprehensive educational trends that emphasize individual development as well as teamwork and cooperation, resulting in a uniform regard for the role of principals among teachers. In general, this congruence in many professional, cultural, and training elements, as well as general educational orientations, could explain why there are no statistically significant variations across teachers' perspectives on the role of principals in improving teacher performance.

This finding supports the findings of Al Khawaldeh and Ali's (2015) study, which intended to determine if variables such as gender, years of experience, and educational background influence how private secondary schools in Jordan's Capital Governorate implement e-management. This information was collected using key reports. This result contrasted with the findings of Abdel-Bari and Shatat (2019), who sought to determine the role that secondary school principals play in implementing e-learning from the perspective of teachers in Amman Governorate, with different perspectives based on factors such as years, gender, specialization, academic background, and authority. Supervisory. The study's aims were reached through the utilization of experience and the descriptive survey approach. This results is similar with the findings of a study conducted by Abu Jaoude and Hosni (2022), who attempted to check the level of performance of smart e-learning in public schools in the Madaba education system from the perspective of instructors. A descriptive survey approach was utilized to develop and deliver a questionnaire for data collection in the study. This finding contradicts Al-Rashidi's

(2021) study, which intended to determine the level of digital management utilized by assistant principals in Kuwaiti middle schools and whether or not sample members' replies differed statistically substantially across a range of characteristics. Include gender, years of experience, academic major, and background.

RECOMMENDATIONS

This study recommends the following: • School principals should focus on providing a positive work environment for teachers. •School principals must provide support and guidance to teachers to help them improve their performance. • School principals should encourage teachers to develop professionally and obtain the necessary training to use smart developments in education.

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