

## Educational Leadership in Jerusalem

# " An Analytical Study in Light of Contemporary Challenges and Technological Innovations"

القيادة التربوية في القدس

دراسة تحليلية في ضوء التحديات المعاصرة والابتكارات التكنولوجية"

Anan Fakhri Dheeb Qasem

عنان فخري ديب قاسم

Arab American University in Jenin  
College of Graduate Studies

Mahmoud Mohammad Abu Qutaish

محمود محمد أبو قطيش

An-Najah National University

### Abstract:

This study aimed to provide a comprehensive vision of the reality of educational leadership in northwest Jerusalem. This included analyzing the challenges faced by educational leaders and presenting innovative strategies for their development. The study also aimed to contribute to a deeper understanding of the educational situation in the area and the development of educational policies, as well as to determine the extent to which educational leaders are ready to adopt modern technologies in the educational field.

The study adopted a research methodology that combined quantitative and qualitative approaches. A questionnaire consisting of (3) sections and (17) items was distributed to a sample of educational leaders in the northwest of Jerusalem in public schools. Group interviews were also conducted with a group of these leaders, and the collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) and descriptive statistical methods.

The results of the research showed that the reality of educational leadership in schools in northwest Jerusalem is characterized by traditional and hierarchical organizational structures, and a predominance of a centralized administrative style, with variations in the degree of teacher participation in decision-making. Educational leadership also faces multiple contemporary challenges, including political and security challenges, resource scarcity, students' social and economic difficulties, the difficulty of providing a safe and stimulating learning environment, and a gap between curricula and the reality of students. Furthermore, the study revealed that current educational leadership strategies are ineffective in addressing these challenges, and are marked by weak cooperation with the local community, and a deficiency in supporting teachers and their professional development. In light of these findings, the study proposed a set of new and innovative strategies for developing educational leadership, with a focus on digital participatory leadership, developing digital leadership capabilities, blended learning, building a culture of innovation, and leveraging technology. It also provided practical recommendations for developing training programs for leaders, enhancing teacher participation, building effective community partnerships, developing technological infrastructure, and developing flexible strategies to address the specific challenges of Jerusalem.

**Keywords: Educational Leadership, Contemporary Challenges, Technological Innovations.**

#### الملخص:

هدفت هذه الدراسة إلى تقديم رؤية شاملة لواقع القيادة التربوية في شمال غرب القدس، شملت تحليل التحديات التي تواجه القواد التربويين وعرض استراتيجيات مبتكرة لتطويرهم. كما سعت إلى المساهمة في فهم أعمق للحالة التعليمية في المنطقة وتطوير السياسات التربوية، وتحديد مدى جاهزية القيادات التربوية لتبني التقنيات الحديثة في المجال التعليمي.

اعتمدت الدراسة منهجية بحثية تجمع بين المنهج الكمي والنوعي، حيث تم توزيع استبيان مكون من (3) أقسام و(17) بنداً على عينة من القيادات التربوية في شمال غرب القدس بالمدارس الحكومية، بالإضافة إلى إجراء مقابلات جماعية مع مجموعة من هذه القيادات. وتم تحليل البيانات المجمعة باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) والأساليب الإحصائية الوصفية.

أظهرت نتائج البحث أن واقع القيادة التربوية في مدارس شمال غرب القدس يتسم بمياكل تنظيمية تقليدية وهرمية، وهيمنة النمط الإداري المركزي، مع تفاوت في درجة مشاركة المعلمين في صنع القرار. كما تواجه القيادة التربوية تحديات معاصرة متعددة، منها التحديات السياسية والأمنية، وندرة الموارد، والصعوبات الاجتماعية والاقتصادية للطلاب، وصعوبة توفير بيئة تعليمية آمنة ومحفزة، وفجوة بين المناهج وواقع الطلاب. وكشفت الدراسة أيضًا أن الاستراتيجيات التربوية الحالية غير فعالة في مواجهة هذه التحديات، وتتسم بضعف التعاون مع المجتمع المحلي، ونقص دعم المعلمين وتطويرهم مهنيًا. وفي ضوء هذه النتائج، اقترحت الدراسة مجموعة من الاستراتيجيات الجديدة والمبتكرة لتطوير القيادة التربوية، مع التركيز على القيادة التشاركية الرقمية، وتطوير قدرات القيادة الرقمية، والتعلم المدمج، وبناء ثقافة الابتكار، والاستفادة من التكنولوجيا. كما قدمت توصيات عملية لتطوير برامج تدريبية للقيادات، وتعزيز مشاركة المعلمين، وبناء شراكات مجتمعية فاعلة، وتطوير البنية التكنولوجية، ووضع استراتيجيات مرنة لمواجهة التحديات الخاصة بالقدس.

**الكلمات المفتاحية: القيادة التربوية، التحديات المعاصرة، الابتكارات التكنولوجية.**

## Introduction

Given the diverse circumstances and challenges facing northwest Jerusalem, educational leadership is considered a vital issue that warrants our special attention. Jerusalem is not merely a historically, religiously, and culturally rich city, but also a center for education and pedagogy, where governmental and private schools, as well as educational institutions, play a vital and important role in shaping the future of the coming generations. In light of the complex political and social conditions the city is experiencing, the importance of effective educational leadership capable of confronting challenges and providing a safe and motivating educational environment for students is increasing.

Educational leadership in Jerusalem faces multiple challenges, including those related to the political and security conditions, and those related to the educational, economic, and social challenges. Schools in Jerusalem suffer from a lack of human and material resources and electronic equipment, and also face difficulties in providing a suitable and safe educational environment for students. Furthermore, the difficult social and economic conditions experienced by the majority of students and their families negatively affect their educational performance and academic achievement. Hence, the importance of effective educational leadership in addressing these challenges and providing the necessary and required support for students and teachers emerges (Alayan, 2018).

## **Educational Leadership in Jerusalem:**

Educational leadership in Jerusalem is considered a complex topic influenced by numerous cultural, political, and social factors. Leadership styles in Jerusalem schools vary, influenced by the region's cultural and religious heritage, in addition to the political, economic, and social challenges it faces.

### **Leadership Styles in Schools**

- **Democratic Leadership:** This is considered the most prevalent style among secondary school principals in Jerusalem, receiving the highest level of acceptance among teachers. This style indicates a shift towards more democratic leadership, although the influence of traditional Arab culture persists (Thaher, et al., 2022).
- **Autocratic and Laissez-faire Leadership:** Autocratic leadership ranks second, followed by laissez-faire leadership. This order reflects the continuing influence of traditional leadership approaches, despite movements towards democracy (Dajani, 2022).
- **Transformational and Ethical Leadership:** These leadership styles are considered effective in fostering innovative behavior within educational institutions, positively influencing innovative work behavior by enhancing functional interaction (Karoli & Upadhyaya, 2024).

### **Developing Educational Leadership**

- **Strategic Planning:** Schools in Jerusalem face political, economic, and social challenges that affect the implementation of strategic plans. Nevertheless, the availability of strategic plans in schools reaches 75%, indicating ongoing efforts to improve education amidst these challenges (Izhiman, 2023).

In this context, this research aims to analyze the reality of educational leadership in northwest Jerusalem (Abu Ghosh village), and to evaluate its ability to face various challenges and utilize technological innovations in developing the educational process. Through our understanding of the challenges facing educational leadership, and the identification of best practices and strategies, we can contribute to improving the quality of education in northwest Jerusalem and providing better opportunities for students to achieve their ambitions and future.

The importance of this research is clearly increasing in light of the rapid developments the world is witnessing in the field of education. The educational

landscape today is witnessing radical transformations, driven by the tremendous technological progress and changes in labor market requirements. This requires educational leaders to adopt new and innovative strategies that go beyond traditional methods to ensure the provision of high-quality education that meets the needs of students in the knowledge age.

This transformation requires fundamental changes in the roles of educational leaders, where they must transform from mere managers to leaders who guide change and inspire, possessing the ability to adopt and effectively employ modern technologies in the educational process, and their ability to build collaborative and creative work teams, and provide a stimulating educational environment that encourages innovation, creativity, and critical thinking (Attah, 2024).

### **Research Problem**

Educational leadership in northwest Jerusalem faces multiple and intertwined challenges, including the political, security, social, and economic conditions that directly affect the educational environment, creating difficulties in providing a safe and motivating environment for students. In addition, schools suffer from a lack of human and material resources and electronic equipment, which hinders the educational process and deepens the gap between the educational reality and the requirements of the current era, negatively affecting their performance and academic achievement.

In light of these circumstances, there is an urgent need to develop educational leadership in northwest Jerusalem, by exploring how to invest technological innovations in developing the educational process, and adopting new and innovative strategies that keep pace with the rapid developments in the field of education. This requires training educational leaders to adopt and effectively employ modern technologies, and transforming them from mere managers to inspiring leaders who guide change. It also requires building collaborative and creative work teams, and providing a stimulating educational environment that encourages innovation, creativity, and critical thinking, to improve the quality of education and provide better opportunities for students to achieve their ambitions and future (Jing, 2022).

### **Research Objectives**

This study aims to achieve several main objectives that contribute to understanding and developing educational leadership in northwest Jerusalem, in light of contemporary challenges and technological developments:

- Analysis of the reality of educational leadership in northwest Jerusalem: By presenting a clear and comprehensive picture of the current state of educational leadership in northwest Jerusalem schools, including a study of the organizational structure of leadership followed in the schools, management styles, the challenges facing educational leaders in their daily work, and understanding how educational leaders interact with the local community and the political and social conditions that affect the educational process.
- Identifying the contemporary challenges facing educational leadership in northwest Jerusalem: That hinder the development of educational leadership in northwest Jerusalem, including challenges related to political conditions, and the educational, economic, and social challenges. It also aims to understand how these challenges affect the performance of educational leaders and their ability to achieve their goals for the benefit of the educational process.
- Evaluating the effectiveness of current educational leadership strategies: This includes analyzing the strengths and weaknesses of these strategies, and determining the extent of their ability to achieve educational goals, and understanding how educational leaders interact with technological developments, and the extent of their ability to employ them in developing the educational process.
- Proposing new and innovative strategies for developing educational leadership in Jerusalem, with a focus on leveraging technological innovations: By developing new and innovative strategies that contribute to the development of educational leadership in Jerusalem, and leveraging technological innovations in improving the performance of educational leaders and developing the educational process, and providing practical recommendations that can be applied in schools to improve the quality of education and provide better opportunities for students.

### **Research Questions**

This study addresses the following questions:

1. What is the reality of educational leadership in northwest Jerusalem (Abu Ghosh village) in terms of organizational structure and applied management styles?

2. What are the contemporary challenges (political, security, educational, economic, social) facing educational leadership in northwest Jerusalem schools?
3. To what extent are the current educational leadership strategies applied in northwest Jerusalem schools effective in achieving educational objectives and addressing challenges?
4. What new and innovative strategies can be proposed for developing educational leadership in northwest Jerusalem schools, with a focus on leveraging technological innovations?

### **Importance of the Research**

The importance of my research lies in providing a comprehensive vision of the reality of educational leadership in northwest Jerusalem, through analyzing the challenges it faces and presenting innovative strategies for its development. This comprehensive vision contributes to a deep understanding of the educational situation in northwest Jerusalem, and provides a valuable database and information that we can utilize in developing educational policies in the future, thereby assisting us in improving the quality of education and providing better opportunities for students.

Furthermore, this research aims to determine the extent of the readiness of educational leaders in the city of Jerusalem to adopt modern technologies in the educational field. This assessment aids in understanding the available capabilities and potential, and in providing recommendations on how to develop these capabilities and effectively employ modern technologies in the educational process, which contributes to enhancing the quality of education and providing better opportunities for students in the knowledge age.

Research delimitations:

Human delimitations: Educational leaders in public schools in northwest Jerusalem.

Spatial delimitations: Northwest Jerusalem (Abu Ghosh village).

Temporal delimitations: 2024/2025.

### **Previous Studies**

A study by Wael (2023) aimed to determine the effectiveness of digital learning technologies in Jerusalem schools, from the perspectives of school principals and

teachers. The study uses open-ended interviews as a data collection tool and content analysis to analyze the participants' responses. The study's participants consist of five school principals and ten teachers, all of whom possess experience and knowledge in digital learning and seek to implement its concepts in their schools. They were selected based on their administrative competence and experience in applying e-learning with their students. The research questions in the study focus on the most important digital learning technologies used in Jerusalem schools, the effectiveness of these technologies, and the challenges associated with their implementation.

The results of the study reveal that Jerusalem schools use a variety of digital learning technologies, including devices, software, communication platforms, educational and interactive materials, gamification programs, and technological projects. However, the availability and readiness of these technologies vary between schools, depending on school supervisor support and available resources. The effectiveness of digital learning technologies in Jerusalem schools is reflected in the students' high academic achievement, the acquisition of educational values through digital learning technologies, and the increase in enthusiasm and motivation for learning, while considering individual differences. The study also highlights some challenges associated with the implementation of digital learning technologies in Jerusalem schools, including issues related to students' parents, the readiness and ability of the teaching staff, and the digital infrastructure of the schools. The study concludes by providing recommendations for future research and practice, including enhancing training programs and workshops to develop students and teachers to meet their future needs, raising awareness among parents, and continuously working to improve the digital infrastructure of schools affiliated with the Palestinian Ministry of Education, in order to keep pace with the continuous and accelerating digital technological advancement.

A study by (Eyal, 2015) aimed to identify the epistemological trends in studies related to Israeli Educational Leadership (EL) between 2000 and 2012. The 51 studies included in this review were identified through a systematic search of online academic databases. Abstracts of the studies identified as relevant to this review were read; however, only empirical studies that addressed educational leadership

concepts, practices, and processes were ultimately included. As part of the data analysis, the studies were categorized using classification techniques. To ensure reliability, two independent researchers systematically analyzed all studies. The themes were then compared with the thematic trends found in other reviews of educational leadership. The results reflect conceptual and methodological differences: first, the impact of leadership on school effectiveness; second, leadership policies; and third, alternative lenses for leadership. The results revealed the prevalence of studies adopting alternative lenses in Israeli studies, although they represent a blind spot internationally. Additionally, the results revealed a gap in Israeli research attributed to the scarcity of studies that integrate leadership in the field of teaching, despite its prevalence worldwide.

In a study by (Thaher, et.al.2022) titled "The Leadership Styles of School Principals in Secondary Schools in East Jerusalem," this article examines the leadership style of secondary school principals in East Jerusalem. It discusses the educational situation in East Jerusalem within the very complex and specific context of the city of Jerusalem. Based on a survey of a representative sample of 375 teachers in secondary schools, the researcher identified the leadership styles practiced by their school principals: autocratic, democratic, and laissez-faire. The research found that the democratic leadership style is the most practiced leadership style with a high degree of approval (3.76), considering the degree of characteristics and features of this style and with the largest relative weight (75.27%). The "autocratic leadership style" came in second place, with an approval degree (average) of 2.84 and a relative weight (56.82%), while the laissez-faire leadership style ranked third, with an approval degree (low to average) of 2.54 and a relative weight (50.85%). These results indicate a change in the leadership styles used by school principals in East Jerusalem, towards a more democratic leadership style, but it is still strongly influenced by traditional Arab culture.

A study by (Timor, 2017) explored student teachers' perceptions of educational leadership and management in relation to the roles of homeroom teachers and subject teachers in secondary schools. The participants in the study are students at the largest college of education in Israel. The analysis was conducted on students' posts in an online forum for an academic course using qualitative and quantitative

methods. Students' posts indicated a distinction between perceptions of the two roles at the ideological level versus the practical level. The most common leadership model that emerged from the results is the transformational model, along with four other models, all of which are consistent with the humanistic approach to teaching. The study recommended that future research focus on the gaps between the reality of the school and teacher preparation programs in order to facilitate the absorption phase for new teachers.

### **Research Methodology and Tools**

The research methodology relies on the use of a mixed-methods approach, combining quantitative and qualitative methods for data collection and analysis, with the aim of providing a comprehensive and in-depth understanding of the reality of educational leadership in northwest Jerusalem.

- Questionnaire: A questionnaire consisting of (3) sections and (17) items was developed to collect data on the opinions of educational leaders in northwest Jerusalem. The questionnaire includes questions about the challenges facing educational leadership, the evaluation of the effectiveness of current strategies, and the extent of educational leaders' readiness to adopt modern technologies in the educational field. The questionnaire aims to collect quantitative data that can be used to analyze the reality of educational leadership in northwest Jerusalem.

- Development of the Study Instrument: The researcher developed the study instrument in a manner consistent with the study's objectives, population, and sample, and formulated it in a way that is appropriate to the study sample. Thus, the instrument consisted of two parts:

- Part One: Preliminary Information, which included:
  - Gender: Male / Female.
  - Experience: Less than five years / From 5 – 10 years / More than 10 years.
- Part Two: The Questionnaire, consisting of (17) statements distributed across 3 sections:
  - Section One: Challenges facing educational leadership, consisting of 5 items.
  - Section Two: Evaluation of the effectiveness of current educational leadership strategies, consisting of 5 items.

▪ Section Three: The extent of educational leaders' readiness to adopt modern technologies, consisting of 7 items.

The researcher used in the study instrument a scale consisting of five response degrees, according to the five-point Likert Scale. It is a categorical scale consisting of (5) degrees to determine the degree of agreement of the study sample members with each item of the study instrument, which are: (Always / Often / Sometimes / Rarely / Never), and then converting them into quantitative data that can be measured statistically.

○ Calculating the Questionnaire Response Time: The time required to answer the questionnaire items was calculated by calculating the average time taken by the sample members to answer the questionnaire items, by recording the time taken by each educational leader in the pilot study. This can be illustrated by the following equation:

○ Scale Time = (Total time taken by sample members to answer questionnaire items) / (Number of sample members)

The time taken to complete the questionnaire ranged from 7 to 10 minutes per individual, with an average time of 8 minutes. This average was considered the time required to answer the questionnaire items, in addition to two minutes for reading the instructions, resulting in a total of 10 minutes.

**Questionnaire Scoring:** The questionnaire consisted of (17) items in its final form. The researcher used the five-point Likert scale to answer the study questions, according to the following scale:

- A score of (1) indicates 'Strongly disagree'.
- A score of (2) indicates 'Disagree'.
- A score of (3) indicates 'Neutral'.
- A score of (4) indicates 'Agree'.
- A score of (5) indicates 'Strongly agree'.

Therefore, the distribution of categories became as follows:

- First: (Less than 2.34) Low level.
- Second: (2.34 – 3.67) Moderate level.
- Third: (3.68 – 5) High level.

This value represents the category range."

## Validity and Reliability of the Instrument

### First: Face Validity

The questionnaire in its initial form consisted of (20) items. The face validity of the questionnaire was verified by presenting it to a group of (5) expert reviewers specializing in educational administration, measurement, and evaluation. They were asked to provide their opinions on the suitability and relevance of each item of the questionnaire. The reviewers modified two items and deleted (3), leaving (17) items in its final form.

### Second: Construct Validity

The researcher verified the construct validity of the questionnaire by selecting an exploratory sample consisting of (5) educational leaders from outside the study's target sample. The researcher administered the questionnaire to them, and a discussion was held with the sample members after they finished answering the items. It became clear that the instructions and the method of answering were clear, and the correlation coefficient was calculated for each item of the questionnaire.

**Table (1): Correlation Coefficient Values for the Questionnaire Items on Educational Leadership in Northwest Jerusalem**

Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item
.77**	13	** .68	7	.75**	1
.68**	14	.74**	8	.52**	2
.74**	15	.56**	9	.76**	3
.63**	16	.70**	10	.61**	4
.70**	17	.83*	11	.53**	5
		.71**	12	.41*	6

The table shows that the correlation coefficients for the questionnaire ranged between (0.41 - 0.83), which are statistically significant values.

### Third: Reliability

The coefficients of internal consistency reliability for the questionnaire were calculated using the Kuder-Richardson formula (KR-20) based on the pilot study

sample data, and its value was (0.85). For the purpose of calculating the test-retest reliability of the questionnaire using Pearson's correlation coefficient, the questionnaire was re-administered to the pilot study sample after a time interval of one week, and its value was (0.810). The indications of validity and reliability of the test demonstrate the quality of the study instrument's construction.

• **Focus Groups:**

○ Group interviews will be conducted with a purposive sample of educational leaders in Jerusalem, with the aim of collecting qualitative data about their experiences and opinions on educational leadership. The interviews aim to gain a deeper understanding of the challenges facing educational leadership, evaluate the effectiveness of current strategies, and identify the training needs of educational leaders.

**Study Population and Sample**

The study population consists of educational leaders in five governmental schools, totaling (15) educational leaders. They constitute the study sample, selected through purposive sampling.

**Data Analysis**

The study data were analyzed using the Statistical Package for the Social Sciences (SPSS) and the following descriptive statistical methods: descriptive statistics to calculate means and standard deviations for the dependent variables, Pearson's correlation coefficient to measure the reliability of the instrument, and the Kuder-Richardson formula 20 (KR-20)."

**Results and Discussion**

**Main Question: What is the reality of educational leadership in northwest Jerusalem (Abu Ghosh village) in terms of the organizational structure and management styles used?**

To answer the first research question, the researcher conducted 3 focus groups with educational leaders, with each group comprising (5) educational leaders. Open-ended questions were used to provide them with the opportunity to answer the main question. The educational leaders collectively agreed that the reality of educational leadership in northwest Jerusalem (Abu Ghosh village) is characterized by largely traditional and hierarchical organizational structures, with a clear chain

of authority starting from the school principal and ending with the teachers. Regarding the management styles used, they indicated a predominance of an administrative style that focuses on central instructions and directives from the administration, with variations in the degree of teacher participation and consultation in decision-making processes. The leaders emphasized the importance of the school principal's role as a central figure in the management of educational and administrative operations, while also pointing to the need to develop certain aspects related to the delegation of authority and the promotion of participatory leadership to empower the teaching staff to a greater extent.

The researcher interprets this result as indicating a disparity in the degree of opportunity provided for teacher participation and consultation in important decision-making processes. This is in addition to emphasizing the pivotal role of the school principal as a key leadership figure with the greatest influence in the management of educational and administrative operations.

**Question Two: What are the contemporary challenges (political, security, educational, economic, social) facing educational leadership in northwest Jerusalem schools?**

To answer the second research question, the researcher extracted the means and standard deviations to identify the contemporary challenges (political, security, educational, economic, social) facing educational leadership from the perspective of educational leaders in northwest Jerusalem schools (Abu Ghosh village), in the study's items, arranged by importance, as shown in Table (2).

Table (2): Means and Standard Deviations for Identifying the Challenges Facing Educational Leadership in Northwest Jerusalem

	ITEM	MEAN	STANDARD DEVIATION	LEVEL
1	Political and security conditions significantly affect the educational process in the school.	4.31	.782	High
2	The school suffers from a lack of human and material resources	3.81	.974	High

	necessary to provide a suitable learning environment.			
3	Students face social and economic difficulties that negatively affect their academic performance.	3.71	.944	High
4	There is difficulty in providing a safe and motivating learning environment for students in the school.	3.68	.938	High
5	There is a significant gap between the requirements of the curricula and the reality of students in the school.	3.56	.819	Moderate
			Overall Level	3.81

The table indicates the means and standard deviations of the educational leaders' opinions in northwest Jerusalem schools (Abu Ghosh village), pointing to the existence of a set of contemporary challenges facing educational leadership in the area. Political and security challenges came at the forefront of these challenges with a very high degree (4.31), reflecting the significant impact of these conditions on the progress and stability of the educational process within schools. This was followed, also with a high degree (3.81), by the scarcity of human and material resources, indicating difficulties faced by schools in providing a suitable educational environment in terms of the necessary staff and equipment. Educational leaders also emphasized that the social and economic difficulties faced by students represent another high challenge (3.71) that negatively affects their academic achievement. Closely related in importance was the difficulty of providing a safe and motivating educational environment for students, as a high challenge (3.68), which necessitates attention to the psychological and social aspects of students. As for the challenge related to the existence of a large gap between the requirements of the curricula and the reality of students, it came with a medium degree (3.56), but it still poses an obstacle to achieving educational goals efficiently. Despite the variation in the degrees of these challenges, the overall degree of the challenges facing educational leadership in the area came as medium in general, which means that there are clear

effects of these challenges that require thinking about strategies to confront them and mitigate their effects on the educational process.

Question 3: To what extent are the current educational leadership strategies implemented in schools in northwest Jerusalem effective in achieving educational goals and addressing challenges?

To answer the third research question, the researcher extracted the arithmetic means and standard deviations of the effectiveness of the current educational leadership strategies implemented in schools in northwest Jerusalem in achieving educational goals and addressing challenges in schools in northwest Jerusalem (Abu Ghosh village), presented in the study paragraphs arranged according to importance, as shown in Table (3):

NUM	ITEM	MEAN	STANDARD DEVIATION	LEVEL
6	I find that current educational leadership strategies are effective in addressing the challenges facing the school.	02.08	1.133	Low
7	Teachers are effectively involved in the school's decision-making process.	1.96	1.081	Low
8	The necessary support and guidance are provided to teachers for their professional development.	2.00	1.134	Low
9	Opportunities for professional development are provided for educational leaders in the school.	1.33	1.087	Low
10	I find that there is effective cooperation and coordination between the school administration and the local community.	02.02	1.139	Low
	Overall Level	1.88		Low

The table indicates that item number (10), which achieved the highest arithmetic mean ( $\bar{x}=2.02$ ) within this dataset, albeit still within the "low" range, suggests a deficiency in the level of effective collaboration and coordination between the school administration and the local community. This may imply a gap in establishing robust partnerships with parents and local organizations, thereby

limiting the leverage of community resources and support in achieving shared educational objectives and addressing potential obstacles to the educational process. Item number (6) also yielded an arithmetic mean ( $\bar{x}=2.08$ ), also within the "low" range, reflecting the perception of educational leaders that current leadership strategies are not sufficiently efficacious in addressing the diverse challenges confronting the school. This may indicate a necessity to develop more adaptable, proactive, and resilient strategies capable of adjusting to evolving circumstances and emergent challenges.

Conversely, the low arithmetic mean for item number (8) ( $\bar{x}=2.0$ ) suggests a deficit in the provision of necessary support and guidance to teachers for their professional development.

Finally, item number (9) recorded the lowest arithmetic mean ( $\bar{x}=1.33$ ), indicating a clear scarcity in the availability of professional development opportunities for the educational leaders themselves within the school. This paucity of ongoing professional development for leaders may impact their capacity to lead the school effectively and implement contemporary and innovative leadership strategies to achieve educational goals and confront challenges.

The researcher posits that the low overall arithmetic mean ( $\bar{x}=1.88$ ) for the table collectively reflects the perception of educational leaders that the effectiveness of the current educational leadership strategies implemented in the schools of northwest Jerusalem (Abu Ghosh village) in achieving educational objectives and addressing challenges is low. This finding underscores an urgent need to re-evaluate and refine the implemented educational leadership strategies, with an emphasis on enhancing collaboration with the local community, developing effective mechanisms for addressing challenges, improving support and professional development for both teachers and educational leaders, and increasing teacher involvement in decision-making processes.

**Question 4: What new and innovative strategies can be proposed for developing educational leadership in schools in northwest Jerusalem, with a focus on leveraging technological innovations?**

(3) focus groups were conducted, each consisting of (5) educational leaders, and the responses were as follows:

First Group: Focus on Digital Participatory Leadership and Effective Communication:

- Activating digital platforms for communication and consultation: The leaders suggested establishing interactive electronic platforms that allow for broader participation of teachers, parents, and students in school decision-making, and the continuous and transparent exchange of ideas and suggestions.
- Utilizing digital collaboration tools in work teams: They emphasized the importance of using digital applications and tools to enhance collaboration and coordination among different educational teams (such as planning teams, curriculum development teams), which facilitates the exchange of experiences and the effective completion of tasks.
- Developing innovative digital communication channels: They proposed using multimedia (short videos, podcasts) and digital newsletters to convey the leadership's vision and school news in an engaging and rapid manner to all stakeholders.
- Establishing digital forums for dialogue and discussion: They viewed the creation of electronic forums as a safe and accessible space for everyone to express their opinions and discuss various educational issues, thereby fostering a culture of constructive dialogue.
- Using digital opinion polling tools periodically: They suggested using electronic surveys to collect the opinions of teachers and parents on various aspects of school operations and using this data in making informed decisions.

### **Second Group: Focus on Developing Digital Leadership Capabilities and Blended Learning.**

Specialized Training Programs in Digital Leadership: Leaders emphasized the necessity of providing intensive training programs for educational leaders on how to effectively utilize technology in educational leadership and management, including data analysis, the use of advanced communication tools, and the management of educational platforms.

Adopting Technology-Supported Distributed Leadership Models: They proposed empowering more teachers and distributing leadership responsibilities by

leveraging digital tools to facilitate remote coordination, follow-up, and evaluation.

**Implementing Blended Learning Concepts in Staff Development:** They viewed the use of digital educational platforms and e-learning applications as a flexible and effective means to provide continuous professional development opportunities for teachers and educational leaders at any time and place.

**Leveraging Artificial Intelligence in Performance Analysis and Decision-Making:** They suggested exploring the potential of using artificial intelligence tools to analyze student and teacher performance data, identify strengths and weaknesses, and make evidence-based decisions to improve the educational process.

**Establishing Digital Resource Banks for Leadership and Education:** They emphasized the importance of creating central digital repositories containing leadership best practices and digital educational resources that leaders and teachers can easily access.

### **The Third Group: Focusing on Building a Culture of Innovation and Digital Transformation.**

- **Encouraging Digital Experimentation and Initiatives:** Leaders proposed allocating space and providing support for teacher-led initiatives and projects that innovatively employ technology in the educational and administrative processes.
- **Establishing Digital Innovation Clubs:** They envisioned the creation of clubs focused on technology and innovation as a platform for exchanging ideas and developing joint digital projects among students, teachers, and leaders.
- **Organizing Workshops and Conferences on Technology in Education and Leadership:** They emphasized the importance of providing opportunities for leaders and teachers to learn about the latest technological advancements in the fields of education and leadership and to exchange experiences with experts and specialists.
- **Building Partnerships with Technology Institutions and Startups:** They suggested collaboration with technology companies and specialized institutions to leverage their expertise and provide innovative technological solutions for schools.
- **Integrating Concepts of Digital Citizenship and Cybersecurity into Training Programs:** They stressed the importance of educating leaders, teachers, and students

on the ethics of technology use, internet risks, and how to interact safely and responsibly within the digital space.

The researcher believes that all three groups emphasized the importance of adopting technology as a fundamental element in developing educational leadership, with a focus on building the capacities of leaders and teachers, enhancing communication and participation, and fostering innovation to create a more effective learning environment that keeps pace with the demands of the digital age.

### **Recommendations**

□ **Develop Specialized Training Programs for Educational Leaders:** Based on the findings indicating limited professional development opportunities for educational leaders, it is recommended to design and implement comprehensive and specialized training programs. These programs should focus on developing their modern leadership and administrative skills, including participative leadership, change management, and problem-solving.

□ **Enhance Participative Leadership and Activate the Role of Teachers:** Given the focus group results that emphasized the importance of participative leadership and the limited involvement of teachers in decision-making, it is recommended to adopt mechanisms and strategies that enhance teacher participation in various school decisions. This can be achieved through the activation of school councils and the formation of diverse working committees.

□ **Build Effective Community Partnerships and Employ Technology in Communication:** These partnerships can contribute to providing additional resources for schools, strengthening community support for the educational process, and offering additional learning opportunities for students.

□ **Develop Technological Infrastructure and Provide Necessary Training:** In response to the importance of leveraging technological advancements, it is recommended to invest in developing the technological infrastructure of schools and provide sufficient and reliable devices, software, and internet connectivity.

□ **Develop Flexible Strategies to Address the Specific Challenges of Jerusalem:** Considering the political, security, economic, and social challenges faced by educational leadership in Jerusalem, it is recommended to develop flexible

leadership strategies capable of adapting to these specific circumstances. These strategies should include mechanisms for crisis management, providing psychological and social support for students and teachers, and seeking innovative solutions to overcome resource shortages, while focusing on maintaining a safe and stimulating learning environment to the greatest extent possible.

## References

- Alayan, S. (2018). White pages: Israeli censorship of Palestinian textbooks in East Jerusalem. *Social Semiotics*, 28, 512 – 532.  
<https://doi.org/10.1080/10350330.2017.1339470>.
- Attah., & Y., A. (2024). Cultivating Entrepreneurial Mindset in African Educational Leaders: Strategies for Fostering Innovation and Adaptability. *International Journal of Entrepreneurship and Business Innovation*.  
<https://doi.org/10.52589/ijebi-35od7hm2>.
- Dajani, D., & Katz-Berger, H. (2020). Teacher Leadership Development: Building Bridges not Borders between Israeli Jewish and Palestinian Educators. *Journal of Research in International Education*, 19, 120 – 136.  
<https://doi.org/10.1177/1475240920954858>.
- Eyal, O., & Rom, N. (2015). Epistemological Trends in Educational Leadership Studies in Israel: 2000–2012. *Journal of Educational Administration*, 53, 574–596.  
<https://doi.org/10.1108/JEA-01-2014-0009>.
- Izhiman, N. (2023). THE REALITY OF APPLING STRATEGIC EDUCATIONAL PLANNING IN JERUSALEM SCHOOLS FROM THE PRINCIPALS' POINTS OF VIEW. *International Journal of Humanities and Educational Research*. <https://doi.org/10.47832/2757-5403.19.12>.
- Jing, Y., & Wu, J. (2022). Research on the role of modern information technology in promoting the leadership of informationization of higher education. *MATEC Web of Conferences*. <https://doi.org/10.1051/mateconf/202236501053>.
- Karoli, G., & Upadhyaya, A. (2024). Educational Leadership and Learners' Academic Achievement in Secondary Schools in Developing Countries: A Critical Review. *Asian Journal of Education and Social Studies*.  
<https://doi.org/10.9734/ajess/2024/v50i81558>.

Thaher, S., Sala, D., & Nastase, M. (2022). The Leadership Styles of School Principals in Secondary Schools in East Jerusalem.

Thaher, S., Sala, D., & Nastase, M. (2022). The Leadership Styles of School Principals in Secondary Schools in East Jerusalem.

Timor, T. (2017). Do teachers need to be leaders? Perceptions of educational leadership and management in the Israeli secondary educational system. *School Leadership & Management*, 37, 119 – 134.  
<https://doi.org/10.1080/13632434.2017.1293636>.

Wael, R., Siaj\*, 1., & Ftieha, A. (2023). Towards Advanced Digital Learning: The Effectiveness of Employing Digital Technology in Education in Jerusalem Schools. *Journal of Palestine Ahliya University for Research and Studies*.  
<https://doi.org/10.59994/pau.2023.2.172>.

Appendices

Questionnaire on Educational Leadership in Jerusalem Part One: Basic Data Part

Two: Challenges Facing Educational Leadership

Challenges Facing Educational Leadership	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Political and security conditions significantly affect the educational process in the school.					
The school suffers from a lack of human and material resources necessary to provide a suitable learning environment.					
Students face social and economic difficulties that negatively affect their academic performance.					
There is difficulty in providing a safe and motivating learning environment for students in the school.					
There is a significant gap between the requirements of the curricula and the reality of students in the school.					
<b>Evaluation of the Effectiveness of Current Educational Leadership Strategies</b>					
I find that current educational leadership strategies are effective in addressing the challenges facing the school.					
Teachers are effectively involved in the school's decision-making process.					
The necessary support and guidance are provided to teachers for their professional development.					
Opportunities for professional development are provided for educational leaders in the school.					
I find that there is effective cooperation and coordination between the school administration and the local community.					



Extent of Educational Leaders' Readiness to Adopt Modern Technologies					
Educational leaders in my school possess sufficient knowledge of modern technologies in education.					
Educational leaders in my school encourage the use of modern technologies in the educational process.					
Educational leaders in my school provide the necessary technical support and training for teachers to use modern technologies.					
Educational leaders in my school allocate the necessary resources to provide modern technologies in the school.					
Educational leaders in my school continuously follow modern developments in the field of educational technologies.					
Educational leaders in my school take initiative in applying modern technologies in educational activities.					
Educational leaders in my school continuously evaluate the effectiveness of using modern technologies in achieving educational goals.					