

The Role of Secondary School Principals in Determining the Future Traits of Students in The Haifa District Within the Green Line

By

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Abstract

The study aimed to identify the role of secondary school principals in determining the future characteristics of students in the Haifa District within the Green Line from the teachers' point of view. The descriptive correlative approach was used in the study, and its sample consisted of (618) male and female teachers who were selected using a simple random method from the study population. To achieve the objectives of the study, two tools were developed. The first was a questionnaire to measure the role of secondary school principals in determining the future features of students in the Haifa district. It included (39) items distributed on four axes: learning and creativity, informatics, media and technology, life and vocational skills, and cognitive skills. The validity and reliability of the tool have been confirmed. The results of the study showed that the role of secondary school principals in determining the future features of the student was moderate. The results also showed that there were statistically significant differences in the role of secondary school principals in determining future features due to the impact of the educational qualification variables in favour of the “Master’s holders and above” category, years of experience in favour of the “ten years or more” category, and gender in favour of “females”.

Keywords: students' future profiles, Haifa district, school principals, secondary schools.

1. Introduction

The school is considered one of the basic pillars of society, in which the student is provided with the sciences necessary for its construction and prosperity, in which his perceptions and skills grow, in which his talents and abilities are refined, in which his personality, characteristics, and orientations are formed, and in it the student learns his rights and duties, as it has an effective role in raising the student and qualifying him to be a good active individual in his community.

A school is a tool that implements the goals that society wants and draws, according to specific plans and curricula, interaction processes and programmed activities inside and outside the classrooms, and at all academic, artistic, cultural, social, sports and other levels. Some of them believe that the twenty-first century will be characterised by rapid changes and developments in all aspects of human life, and education is the means that enables people to face these changes and developments, so the education provided by the school must be able to prepare students the proper preparation that enables them to face challenges and overcome them. Hadad, 2004.

The current century is characterised by rapid and renewed scientific developments that affect various areas of life, which posed challenges for different societies to deal with the data of these developments, benefit from them and keep pace with them. Accordingly, there has become a wide interest in the necessary and sufficient skills for success in life and work, and the need for change and modernisation in scientific education programs has become urgent and inevitable to meet the requirements of the twenty-first century, and its challenges that impose on the educational and educational systems the need to develop the skills necessary for life and success. In response to this, many educational institutions and organisations sought to identify the characteristics and skills that students should have in the future and to formulate frameworks and ideas to integrate and integrate them with educational systems and the curricula they include in various scientific fields, in a way that helps the learner to adapt to the changing world and keep pace with changes. The successive process characterises this age and enables it to work and compete according to the needs of the labour market (Younis, 2016).

The secondary stage is an important stage of education, it has its own nature in terms of students and the characteristics of their growth in it, and it calls for different types of guidance and preparation, and therefore a heavier responsibility and a greater role for the school principal in caring and guiding students who will move after a short period to a broader field and a larger society whose requirements differ from school in a big way (Bishara, 2009, 6).

The Arab Organization for Education, Culture and Science (2006, 73) indicates that secondary education is an essential stage of the educational system, as it is the system's gateway from which the outputs of general education exit to the labour market and universities alike, which requires the creation of new formulas suitable for students in order to be in front of them. Wide and varied options that suit their innovations, needs, and physical, psychological and mental characteristics. Hence, there is an urgent need to find an educational model that is an alternative to the prevailing educational system, and to shift to a multi-source system and an open school community with itself and its surroundings, which requires the school principal to do all possible efforts in order to develop the integrated personality of the student, facilitate knowledge for him, and develop His intellectual growth, discovering his latent talents, and making way for the emergence of his creative abilities, so that the student becomes able to continuously learn and develop his knowledge and skills using all available learning methods, especially information technology.

Within the Green Line, the living dilemmas and political conditions experienced by the Arab minority within a multicultural society are largely reflected in the various levels and fields of social, economic, human, religious and political life. The majority of the education system belongs to the Arab minority (Watad, 2003).

By virtue of the researcher's work as a secondary school teacher in an Arab school in the Haifa District inside the Green Line, she touches on the educational reality within those schools, and from her contact with the administration and students, the idea of this study came to investigate the role of secondary school principals in determining the future features of the student and its relationship to the leadership style of school principals. From the teachers' point of view, the Haifa District is inside the Green Line.

2. Study problem And Questions

Facing the challenges and conflicts of the Arab minority within the Green Line lies in drawing and planning educational future visions that contribute effectively to overcoming obstacles according to well-studied plans that depend on time and provide a deep analysis of

the reality of education in the Arab school in the country, and shed light on the educational and technical changes that must be made in The educational and educational system, and takes into account the reality of cultural, organisational and knowledge exposure, the technological revolution and others, as Arab schools are still restricted within the imposed and available curricula and are in a very late position to catch up with the accelerating technology that led to the openness of societies to the world bypassing all geographical borders, which necessitates Emphasis on the role of the school in dealing with all developments.

Therefore, the current study seeks to answer the following questions.

1. What is the role of principals of secondary schools in the Haifa District within the Green Line in determining students' future features from the teachers' point of view?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the averages of the study sample's responses about the role of secondary school principals in determining the future features of students from the teachers' point of view due to the variables of educational qualification, years of experience, and gender?

3. The Significance of The Study

The importance of the study is evident in the preparation and application of the two study tools and the resulting results and recommendations that can benefit many stakeholders and decision-makers in higher educational administrations by highlighting what educational planners and decision-makers can do in preparing and training school principals to follow leadership patterns. Suitable for the advancement of the educational process. It is also hoped that it will contribute to introducing school principals to the roles that they can play in the schools they run in order to serve the educational process in all its aspects.

3.1. Objectives of the study:

This study seeks to achieve the following objectives:

1. Recognizing the role of principals of secondary schools in the Haifa district inside the Green Line in defining the future features of students from the point of view of teachers, with the aim of strengthening aspects of strength and addressing aspects of weakness in a way that contributes positively to strengthening that role.
2. Identifying the differences in the viewpoints of secondary school teachers in the Haifa District within the Green Line with regard to the role of principals of those schools in determining the future features of the student according to the variables of educational qualification, years of experience, and gender, with the aim of treating or enhancing the aspects that create the discrepancy in viewpoints.

4. Terminological And Procedural Definitions

The future features of the student: defined by Al-Bishri (2006, 14) as “the set of necessary knowledge, skills, abilities, activities and experiences that the student receives during his studies in secondary school, enabling him to solve a problem, or deal with a specific situation, in a positive manner so that he gains new experience or accomplish a specific goal. Saad (2006, 199) defines it as "the minimum necessary for a student to know his future life and to carry out actions that achieve his social and economic goals."

The researcher defines it procedurally as "a set of principles, foundations, practices and processes according to which secondary school students in the Haifa district are prepared within the Green Line to respond efficiently and effectively to future political, economic, social and technical challenges, and it is measured by the total score of the responses of the study sample on the tool prepared for this purpose.

5. *The limits and limitations of the study:*

This study is limited to the following limits:

Human boundaries: Secondary school teachers within the boundaries of the Haifa District within the Green Line

Spatial boundaries: High schools within the boundaries of the Haifa District, within the Green Line.

Time limits: the first semester of the academic year 2019-2020.

Objective boundaries: school principals' role in determining the student's future features.

6. Literature Review

Al-Rashid's study (2006), aimed to identify the basic features of the future secondary school. The researcher used the predictive Delphi method, and the questionnaire was used as a tool for the study. The study sample consisted of (20) experts specialised in education and planning affairs in Jordan. The study concluded that there is a need for an effective professional educational leadership capable of leading change and immediate strategic planning, and the need to pay attention to effective partnership relations between the school and the local community, and the need to provide students with collaborative learning skills, technological expertise, self-motivation, interactive learning, innovative skills, and problem-solving skill.

The study of Al-Zyoud (2012), aimed to identify the degree to of public secondary school principals in the Kingdom of Bahrain practice information technology from their point of view and its relationship to administrative creativity. The results showed that there is a high level of the degree of information technology practice and managerial creativity among managers, and there are no statistically significant differences between the degree of government managers' practice due to the gender variable and the presence of statistically significant differences in the degree of managers' practice of information technology due to practical experience, and the absence of significant differences Statistical in the level of administrative creativity of school principals from the point of view of teachers due to the gender variable.

The study of Khamis (2017), aimed to investigate the effect of using the SAMR model on developing twenty-first-century skills and academic achievement in chemistry for tenth-grade students in the Education Directorate in Bethlehem. The study used the experimental approach with a quasi-experimental design, and the study was applied to a purposive sample of (94) male and female students distributed in two experimental groups and two control groups. The researcher prepared an observation card for twenty-first-century skills, a test for critical thinking in chemistry, a guide according to the SAMR model, and a set of worksheets. The results showed that there were statistically significant differences in the average scores of students in the twenty-first-century skills due to the teaching method variable in favour of the experimental group, and there were differences according to the gender variable in favour of females, and there were no differences in the interaction between the teaching method and gender. The results in the critical thinking test as well as in the achievement test showed that there were differences according to the variable of the teaching method in favour of the

experimental method and the interaction between the teaching method and gender in favour of the females who studied in the experimental method.

Melhem's study (2017), aimed to identify the degree of availability of twenty-first-century skills in the technology course for the upper basic stage and the degree of students' possession of these skills from their point of view. The descriptive method was used in the study, and the questionnaire was adopted as a method for data collection. The study sample consisted of (328) male and female students, who were selected in a stratified random way from public school students in Tulkarm. The results showed that life and work skills were the most available skills, followed by learning and innovation skills in the second rank and information technology skills in the third rank. The results also showed that there are statistical differences in the degree of students' possession of twenty-first-century skills due to the gender variable in favour of males, as well as statistical differences in favour of the school location variable in favour of villages, and the absence of statistical differences due to the scholastic average variable.

7. Method And Procedures

7.1. Study methodology

The descriptive correlational method was used to reveal each of the following: the role of secondary school principals in determining the future features of the student in the Haifa district inside the Green Line, the relationship between them from the point of view of teachers, and then the effect of some demographic variables of teachers on their views regarding the role of secondary school principals in Determining the future features of the student in the Haifa District within the Green Line, in order to suit the nature of the study objectives.

7.2. Study community

The study population consisted of male and female secondary school teachers of the Haifa District within the Green Line for the first semester of the year 2019/2020. Their number is (1,640) male and female teachers working in (40) secondary schools.

7.3. The study sample

The sample of the study consisted of (618) male and female teachers who were chosen by the available method from the study population, distributed according to their gender to (368) male and (250) female teachers, as shown in Table (1).

Table 1. *Distribution of the study sample according to educational qualification, years of experience and gender*

| variable | | Frequency | Percentage |
|---------------------|---------------------------|-----------|------------|
| Qualification | Master's degree and above | 323 | 52.27 |
| | BA | 280 | 45.31 |
| | Diploma or less | 15 | 2.43 |
| | Total | 618 | 100.00 |
| Years of Experience | Five years or less | 44 | 7.12 |
| | From (5-10) years | 147 | 23.79 |
| | Ten years and over | 427 | 69.09 |
| | Total | 618 | 100.00 |
| Gender | Male | 368 | 59.55 |
| | female | 250 | 40.45 |
| | Total | 618 | 100.00 |

Table 2. *The values of the corrected correlation coefficients for the relationship of the paragraphs of the axes of the future features of the student with the scale and their axes to which they follow*

| Theme | Paragraph | Paragraph corrected association with Theme scale | |
|---|---|---|------|
| Learning and creation | Directs teachers towards presenting the problems that students face in situations Educational encourages them to think and review their previous concepts. | 0.75 | 0.61 |
| | Guides teachers towards the use of interactive teaching strategies that develop a skill Thinking is like brainstorming, debating among students, and asking open-ended questions | 0.75 | 0.60 |
| | Allows students to freely think and debate with the aim of developing initiative in decision-making | 0.80 | 0.61 |
| | It encourages educational activities that are based on thinking, such as initiatives. | 0.75 | 0.55 |
| | Contributes to discovering aspects of innovation and creativity among students | 0.76 | 0.68 |
| | Helps teachers develop remedial plans to improve students' performance | 0.54 | 0.50 |
| | It deals flexibly with the attitudes and behaviours of students that are not commensurate with the course of the educational process. | 0.64 | 0.56 |
| | It is concerned with providing means that develop thinking and creativity among students, such as laboratories. | 0.58 | 0.55 |
| | Playgrounds, libraries, theatres and audio-visual equipment | 0.69 | 0.68 |
| | Encourages teachers to communicate with students electronically | 0.66 | 0.61 |
| Informatics, media and technology | Continuously arranges for lectures in the field of information and communication technology In order to educate students and inform them of the latest technological developments | 0.72 | 0.66 |
| | Activate the use of information technology in carrying out administrative tasks and communication with teachers and the local community | 0.70 | 0.68 |
| | It is easy for students to use the technology available in the school, such as computers and the Internet | 0.73 | 0.66 |
| | encourages teachers to prepare computerized lessons | 0.73 | 0.68 |
| | Computerized exams | 0.69 | 0.58 |
| | Provides a website or electronic platform (limited within the scope of the school) for students to communicate with the administration | 0.70 | 0.60 |
| | He works to hold meetings with the relevant authorities through the distance learning system, with the aim of introducing students to the means of external communication | 0.72 | 0.61 |
| | Encouraging the issuance of electronic magazines or pamphlets to be circulated within the school | 0.64 | 0.58 |
| Provides technology tools such as projectors and smart boards | 0.71 | 0.63 | |

| | | | |
|------------------------------|--|------|------|
| | Directs students towards setting future goals and working to achieve them Within timelines and overcoming obstacles to achieving those goals | 0.70 | 0.69 |
| | Directs students towards proposing extracurricular activities that interact with the local community and enable students to influence the surrounding environment | 0.75 | 0.74 |
| | Directs students towards adherence to instructions, responsibilities and duties | 0.70 | 0.59 |
| | Directs students towards respecting social customs | 0.71 | 0.61 |
| Life and professional skills | Reinforcing students with societal values such as loyalty, sacrifice and respect | 0.78 | 0.63 |
| | Directs students to accept differences in opinions and viewpoints of others | 0.83 | 0.74 |
| | Organizes activities that serve to inform students about multiple cultures, such as lectures and films, documentaries and field visits to attend exhibitions and events held by embassies of foreign countries | 0.77 | 0.71 |
| | Students develop a sense of self-confidence | 0.83 | 0.74 |
| | Enhancing students' courage and ability to take responsibility for their actions | 0.82 | 0.75 |
| | Interested in teachers' feedback about students' behaviours and students discussing them | 0.75 | 0.70 |
| | Encourages educational activities such as math club, physics, geography, and others | 0.70 | 0.69 |
| | Encourages students to learn foreign languages other than those prescribed in the school curricula | 0.65 | 0.58 |
| | Introduce students to their civil rights in society and their duties towards it | 0.76 | 0.75 |
| | Organizes field visits to official departments in order to introduce students to civil society organisations and the services they provide | 0.73 | 0.68 |
| | organises school trips and scout camps with students from other countries with the aim of introducing students to different cultures | 0.66 | 0.57 |
| Cognitive skills | Encourages students to work pioneering in order to increase their productivity and consolidate the concept of collaborative teamwork among them | 0.81 | 0.79 |
| | Urges students to work in the areas of community service Orphanages, nursing homes, hygiene and the like | 0.71 | 0.68 |
| | Develop the spirit of citizenship and national belonging among students | 0.74 | 0.70 |
| | He holds awareness lectures in the field of health with the aim of directing students towards taking the principles of safety and health and following their procedures and taking advantage of the available health means | 0.76 | 0.71 |
| | Educating students about environmental factors surrounding them and how to preserve them | 0.76 | 0.73 |

It is noted from Table (2) that the values of the corrected correlation coefficients for the relationship of the learning and creativity axis paragraphs with their axis ranged between (0.54-

0.80) and their scale ranged between (0.50-0.98). It is noted that the values of the corrected correlation coefficients for the relationship of the paragraphs of the Informatics, Media and Technology axis with its axis ranged between (0.64-0.73) and its scale ranged between (0.58-0.68). 0.83), and its scale ranged between (0.59-0.75). It is noted that the values of the corrected correlation coefficients for the relationship of the paragraphs of the cognitive skills axis with its axis ranged between (0.65-0.81) and its scale ranged between (0.57-0.79). Looking at the values of the corrected correlation coefficients for the relationship of the paragraphs to the scale and their axes mentioned above regarding the validity of the construction, it is noted that they did not decrease below the criterion (Odeh, 2010) of a value of (0.20), which indicates the quality of the construction of the scale paragraphs. Pearson's correlation coefficients were also calculated for the relationship of the student's future feature axes with his scale, in addition to calculating the inter-Pearson correlation coefficients of the student's future feature axes between each other, as shown in Table (3).

7.4. Study tools

To achieve the objectives of the study, the following tool was developed:

From the teachers' point of view, a measure of the role of secondary school principals in determining the future features of students in the Haifa District within the Green Line.

With the aim of revealing the role of secondary school principals in determining the future features of students in the Haifa District within the Green Line from the teachers' point of view, a scale was developed for this study after referring to the theoretical literature and some previous studies as studies (Abu Khattab, 2008; Hamad, 2014; and Al-Azzam , 2016), where the measure of the role of secondary school principals in determining the future features of the student in the Haifa District inside the Green Line from the point of view of teachers in its initial form consisted of forty items distributed on four axes: learning and creativity, and it has ten things distributed on three sub-axes; They are: (critical thinking and problem solving, innovation and creativity, communication and cooperation), then the axis of informatics, media and technology, and it has ten paragraphs divided into three sub-axes; They are: (knowledge of information science, knowledge of media, knowledge of information and communication technology), then the axis of life and vocational skills, and it has ten paragraphs divided into four sub-axes; They are: (initiative and self-direction, social and intercultural skills, productivity and accountability, leadership and responsibility), then finally, the cognitive skills axis and it has ten paragraphs divided into five sub-axes; They are: (school curricula, scientific awareness, knowledge of money, economics, business and entrepreneurship, civic learning, health and environmental knowledge).

7.5. The validity of the tool

The measure of the role of secondary school principals in determining the future features of students in the Haifa District inside the Green Line from the teachers' point of view was applied in its final form on an exploratory sample consisting of (40) male and female secondary school teachers in the Haifa District within the Green Line from outside the target study sample. This is to calculate the corrected correlation coefficients for the relationship of the paragraphs of the axes of the future features of the student with the scale and their axes to which they follow, as shown in Table (2).

Table 3. *The values of Pearson's correlation coefficients for the relationship of the axes of the student's future features with his scale, and the values of the Pearson correlation coefficients of the axes of the future features of the student between each other*

| Relationship | Learning and creativity | Informatics, media and technology | Life and professional skills | Cognitive skills |
|-----------------------------------|-------------------------|-----------------------------------|------------------------------|------------------|
| Learning and creativity | 0.58 | | | 0.58 |
| Informatics, media and technology | 0.65 | 0.63 | | 0.65 |
| Life and professional skills | 0.61 | 0.71 | 0.75 | 0.61 |
| Cognitive skills | 0.58 | | | 0.58 |
| Total | 0.81 | 0.85 | 0.88 | 0.90 |

It is noted from Table (3) that the values of the scale's correlation coefficients with the axes ranged between (0.81-0.90).

7.6. The stability of the scale of secondary school principals' role in determining the future features of students in the Haifa District within the Green Line from the teachers' point of view.

To calculate the stability of the internal consistency of the measure of the role of secondary school principals in determining the future features of students in the Haifa District within the Green Line from the viewpoint of teachers and its affiliated axes; Cronbach's α equation was used based on the data of the first application of the survey sample, and for the purposes of calculating the repetition stability of the scale and its axes; The application was re-applied to the survey sample using the test-retest method, with a two-week interval between the first and second applications, where the Pearson correlation coefficient was used for the relationship of the first application to the second application of the survey sample, as shown in Table (4).

Table 4. *The values of the stability coefficients of internal consistency and repetition of the scale and its dependent axes*

| The scale and its axes | Stability coefficients: | | No. of paragraphs |
|-----------------------------------|-------------------------|---------|-------------------|
| | Internal consistency | Repeat* | |
| Learning and creativity | 0.91 | 0.92 | 9 |
| Informatics, media and technology | 0.92 | 0.89 | 10 |
| Life and professional skills | 0.94 | 0.90 | 10 |
| Cognitive skills | 0.93 | 0.88 | 10 |
| Total | 0.97 | 0.83 | 39 |

* Statistically significant at the significance level ($\alpha = 0.05$).

It is noted from Table (4) that the stability value of the internal consistency of the scale was (0.97) and that the value of the stability of its repetition was (0.83). It is noted that the stability values of the internal consistency of the scale axes ranged between (0.91-0.94), and the repetition stability values of the scale axes ranged between (0.88-0.92).

7.7. Statistical processing

To answer the study questions, the researcher used the following statistical analyzes:

To answer the first question, the arithmetic means and standard deviations were extracted for the role of secondary school principals in the Haifa District within the Green Line in determining the future features of the student and their affiliated axes, taking into account the order of their axes and the paragraphs of the axes in descending order according to their Means.

To answer the second question, arithmetic means and standard deviations were calculated for the future features of the student from the point of view of the teachers according to the educational qualification, years of experience, and gender, then a triple variance analysis was performed - without interaction - for the future features of the student according to the variables, then Levine's test was used (Levene) for the future features of the student according to the variables, then the James-Howell test was used for the future features of the student according to the educational qualification and years of experience. Means and standard deviations were calculated for the axes of the future features of the student according to the variables, then Bartlett's spherical test was used for the relationship of the axes between each other according to the variables, then a multiple triple variance analysis was performed - without interaction - between the axes of the future features of the student combined according to the variables. Then, a triple variance analysis was performed - without interaction - between the axes of the future features of the student, each separately, according to the variables, then Levine's test was performed for the axes of the future features of the student according to the variables, then the James-Howell test was performed for multiple dimensional comparisons of the axes of the future features of the student according to the educational qualification and for years of experience.

8. Results And Discussion

8.1. The results

The study aimed to reveal the role of secondary school principals in determining the future features of the student and its relationship to the leadership style of school principals in the Haifa District within the Green Line from the teachers' point of view by answering the following study questions:

First: The results related to the first study question, which stated: "What is the role of secondary school principals in the Haifa District within the Green Line in determining the future features of the student from the teachers' point of view?"

To answer the first study question, the arithmetic means and standard deviations were calculated for the role of secondary school principals in the Haifa District within the Green Line in determining the future features of the student and its affiliated axes from the teachers' point of view, taking into account the order of its axes in descending order according to their Means, as shown in Table (5).

Table 5. Means and standard deviations for the role of secondary school principals in the Haifa District within the Green Line in determining the future features of the student and their axes from the teachers' point of view, arranged in descending order

| The rank | No. of Dimension | The future features of the student and his axes | Mean | S.D. | Role |
|----------|------------------|---|--------|------|--------|
| 1 | 3 | Life and professional skills | Large | 0.72 | Large |
| 2 | 1 | learning and creativity | Large | 0.70 | Large |
| 3 | 2 | Informatics, media and technology | Medium | 0.75 | Medium |
| 4 | 4 | cognitive skills | Medium | 0.80 | Medium |
| | | Total | 3.56 | 0.64 | Medium |

It is noted from Table (5) that the role of secondary school principals in the Haifa District inside the Green Line in defining the future features of the student from the point of view of teachers came (Medium) according to the criterion for classifying arithmetic averages mentioned in the method and procedures, where the role of secondary school principals in the District was Haifa within the Green Line in defining the axes of the future features of the student from the point of view of the teachers according to the following order: the axis of life and vocational skills ranked first within a (large) role, then the axis of learning and creativity ranked second within a (large) role, then the axis of informatics, media and technology in The third rank within the (Medium) role, then the cognitive skills axis ranked fourth within the (Medium) role.

Secondly, the results related to the second study question, which stipulated: "Are there any statistically significant differences at the significance level ($\alpha = 0.05$) between the averages of the study sample's responses about the role of secondary school principals in determining the future features of students from the teachers' point of view due to the variables of educational qualification, years' experience, and gender?"

In order to answer the second study question, the arithmetic means and standard deviations were calculated for the role of secondary school principals in determining the future features of the student and their related axes from the teachers' point of view according to the academic qualification, years of experience, and gender, as shown in Table (6).

Table 6. Means and standard deviations for the role of secondary school principals in determining the future features of the student and its related axes from the teachers' point of view according to the educational qualification, years of experience, and gender.

| Variable and its levels | | Dimension of the future features of the student | | | | |
|---------------------------|------|---|-----------------------------------|------------------------------|------------------|-------|
| | | Learning and creativity | Informatics, media and technology | Life and professional skills | Cognitive skills | Total |
| | | Qualification | | | | |
| Master's degree and above | Mean | 4.11 | 3.84 | 4.28 | 3.91 | 4.03 |
| | S.D. | 0.53 | 0.56 | 0.48 | 0.52 | 0.38 |
| BA | Mean | 3.30 | 2.95 | 3.37 | 2.83 | 3.11 |
| | S.D. | 0.53 | 0.57 | 0.49 | 0.51 | 0.35 |
| Diploma or less | Mean | 2.16 | 1.84 | 2.02 | 1.52 | 1.88 |
| | S.D. | 0.29 | 0.51 | 0.35 | 0.70 | 0.27 |
| | | Years of Experience | | | | |
| Five years or less | Mean | 2.55 | 2.11 | 2.39 | 1.93 | 2.24 |
| | S.D. | 0.41 | 0.50 | 0.47 | 0.64 | 0.32 |
| From (5-10) years | Mean | 3.19 | 2.83 | 3.32 | 2.75 | 3.02 |
| | S.D. | 0.55 | 0.55 | 0.40 | 0.46 | 0.23 |
| Ten years and over | Mean | 3.99 | 3.71 | 4.13 | 3.72 | 3.89 |
| | S.D. | 0.53 | 0.56 | 0.52 | 0.58 | 0.42 |
| | | Gender | | | | |
| Male | Mean | 3.33 | 3.00 | 3.42 | 2.90 | 3.16 |
| | S.D. | 0.60 | 0.62 | 0.58 | 0.62 | 0.45 |
| female | Mean | 4.23 | 3.96 | 4.39 | 4.04 | 4.15 |
| | S.D. | 0.45 | 0.53 | 0.46 | 0.49 | 0.35 |

It is noted from the table (6) that there are apparent differences between the means of the role of secondary school principals in determining the future features of the student from the point of view of the teachers, resulting from the different levels of academic qualification, years of experience and gender.

8.2. Discuss the results

We discussed the results of the study according to the sequence of its questions, as follows:

First: Discussing the results related to the first study question, which stated: "What is the role of secondary school principals in the Haifa District within the Green Line in determining the future features of students from the teachers' point of view?"

The results showed that the role of secondary school principals in the Haifa District within the Green Line in defining the future features of the student from the point of view of the teachers was medium, as the axis of life and vocational skills ranked first within the role of (senior), then the axis of learning and creativity ranked second within the role of (large), then the axis of informatics, media and technology ranked third within the (medium) role, then the cognitive skills axis ranked fourth within the (medium) role.

This result may be attributed to the fact that a large percentage of the principals of secondary schools in the Haifa district inside the Green Line have long experience, that is, they witnessed the technology and digital era at an advanced age and after many years of experience, and therefore their interest in informatics, technology, and some cognitive skills is considered modest. In some cases, they may not be sufficiently convinced that technology replaces traditional methods of education, and their interest in developing cognitive skills such as foreign cultures, seminars, or awareness and educational lectures is not sufficient, because they are convinced that the main role in education is for the school and within its framework.

The result may also be attributed to the interest of those principals in life and professional skills that are consistent with their knowledge and beliefs, which tend in their entirety to traditional methods, such as societal values, citizenship, loyalty, and curricular and extracurricular activities that serve the educational process and contribute to the formation of the student's personality, which - from their point of view - Align with the community.

The result differed from Al-Zyoud (2012) study, in which the degree of employment in information technology was high.

Second: discussing the results related to the second study question, which stated: "Are there any statistically significant differences at the significance level ($\alpha = 0.05$) between the averages of the study sample's responses about the role of secondary school principals in determining the future features of the student from the teachers' point of view due to the variables of educational qualification, years of experience, and gender?"

The results showed that there were differences between the arithmetic means of the overall scale of the role of secondary school principals in determining the future features in the Haifa District within the Green Line from the point of view of teachers, as well as for its four axes, according to the educational qualification variable, in favour of the category "Master's holders and above". This result may be attributed to the fact that a large share of the academic qualifications higher than the bachelor's qualification is qualifications related to management, and therefore they are the most capable of evaluating the administrative behaviours and

procedures practised by school principals in their schools, and they are the most capable of determining whether these behaviours and procedures have a role in determining future profiles of the student or not.

The results showed that there were differences between the arithmetic means of the overall scale of the role of secondary school principals in determining the future features in the Haifa District within the Green Line from the point of view of teachers, as well as for its four axes, according to the variable of years of experience in favor of the category "ten years and more". This result may be attributed to the effect of experience in improving teachers' perceptions, so that they are more able to understand the reality of schools, and the conditions that would support or limit the principal's performance. The result may be attributed to the fact that part of the teachers with long experience occupy positions that can be considered administrative positions, such as a department head, deputy principal, supervisor within the school, or a coordinator, and therefore they are aware of the available capabilities and internal conditions in the school, and are also aware of the surrounding external conditions, and they have their own explanations and justifications. To the principal's attitudes and behaviors with regard to determining the future profiles of the student.

This result differed from the study of Al-Zyoud (2012), which showed that there were no differences due to the effect of the experience variable.

The results also showed that there were differences between the arithmetic means of the overall scale of the role of secondary school principals in determining the future features in the Haifa District within the Green Line from the point of view of teachers, as well as for its four axes, according to the gender variable in favor of females. The result may be attributed to a higher level of competitive spirit among females than among males, whether they are principals, teachers or students.

This result differed from the study of Al-Zyoud (2012), which showed that there were no statistically significant differences due to the gender variable.

Recommendations

In light of the results of the study, the researcher made the following recommendations:

- Enhancing the democratic orientation in leadership among principals of secondary schools in the Haifa District within the Green Line.
- Work to raise the awareness of secondary school principals in the Haifa District within the Green Line of the importance of their educational leadership role in their schools, and the need to develop and activate it.
- Integrate future attributes and skills into teacher preparation programs, to ensure that teachers are able to transfer and apply them.
- Giving principals of secondary schools in the Haifa District within the Green Line a margin of freedom to develop their schools in line with the needs of future education.
- Preparing professional development programs that focus on future attributes and skills, by employing required skill areas in learning such as critical thinking, communication, problem-solving and the use of technology.
- Conducting future studies related to the future features of students in different societies.

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