

# The Impact of Digital Transformation in the Strategy of the Job Performance Appraisal for Teachers in Public Schools from their Principals' Point of View

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**Abstract:** The study aims to identify the impact of digital transformation in the strategy of the job performance appraisal for teachers in public schools from the point of view of their principals. The researcher used the descriptive and analytical method. To achieve the aim of the study, a questionnaire was designed and distributed to the study sample of 82 male and female principals in the public schools under study. The statistical processing of the data collected from the study questionnaire was carried out using the Statistical Packages for Social Studies (SPSS) program, and the most important results of the study are:

- The level of digital transformation in the Ministry of Education, as seen by principals of public schools, was medium, with a relative weight of (64.22%).
- The total score for the level of job performance evaluation strategy for government school teachers as seen by their principals was very high, with a relative weight of (70.44%).
- There is no significant positive effect of the digital transformation planning dimension and the job performance evaluation strategy.
- There is a statistically significant effect between institutional readiness for digital transformation and job performance evaluation strategy.
- There is no significant positive effect of the dimension of preparing leaders for digital transformation and the job performance evaluation strategy.

**Keywords:** Digital Transformation Job Performance appraisal

## 1. INTRODUCTION

Human resource management in organizations today, thanks to information and communication technology, is witnessing a major change, and one of the factors of change imposed by technological development is the use of the Internet and website technology to increase and enhance the functions of human resource management.

Performance appraisal is one of the functions of human resources. It is a very important process because it is directly related to the productivity of work in the organization, and its organizational effectiveness. The performance appraisal is defined as the process of measuring the behavior of employees in the work environment, their characteristics related to their jobs, and the results of their work, on a regularly, by the direct manager who is appropriately aware of their performance. The performance appraisal process is one of the important practices of human resource management, as it is the process of analyzing an individual's performance for all its psychological characteristics, technical, intellectual and behavioral skills, with the aim of identifying strengths and weaknesses, to ensure the effectiveness of the organization now and in the future. (Albaheti, 2005:126).

It is also defined as measuring the efficiency, work, or the outcome of the effort that an individual performs through a job, and judging his capabilities and willingness to advance and develop in this job (Alsakarna, 2010: 20).

It was directed to identify the elements and components of employee performance with the aim of contributing to measuring and evaluating the level of performance and determining it in institutions, where the performance of employees is considered as the sum of what they possess of information, skills and experiences that represent their basic characteristics that produce an effective performance by the employee, as well as the areas of evaluation that include roles, skills and the competencies required by the job and the quality of work, speed, accuracy and mastery (Ebdah, 2019:2).

In the same context, performance appraisal plays a significant and essential role in building and developing institutions, as it works to increase productivity, and it is considered a continuous process. The main objective of the performance appraisal is to achieve the highest level of performance inside the organization with a high level of efficiency and effectiveness. As it's considered one of the main pillars which influences the various fields of development in any institution. And since the individual is the main axis in the evaluation process in assigning jobs to qualified workers who are able to assume responsibility and carry out the burdens of jobs; Therefore, it was natural for there to be specific standards and responsibilities to evaluate employees and ensure their suitability for the tasks entrusted to them (AlGhamdi,2006:18).

The performance appraisal process is concerned with examining the efficiency of the three main performance elements that are pivotal elements in performance appraisal systems: the work itself, the individual doing the work, and the organizational framework that connects the individual in work. Therefore, the elements of performance appraisal are multiplied, so that they include everyone who is related to the performance and contributes to it, whether directly or indirectly (Alsely, 2001:171).

The performance appraisal process is a comprehensive process, as it not only benefits the employees, but also includes the institutions in general, through the results of the performance appraisal of individuals within the institution, by identifying the strengths and weaknesses that the institution benefits from to develop the skills of employees and improve their performance, which is reflected in the success of the institution's work.

The concept of performance appraisal has taken on new dimensions, the most important of which was considering performance appraisal as an official annual document that is legally based on to prove fairness in recruitment decisions, promotion, transfer, training or career development. This document is considered as a planning and control tool used by the organization in planning its human resources (Aljaleel, 2018: 93).

Many educational institutions consider the performance appraisal system among the strategic tools and mechanisms available to them to put plans and programs related to the development of human resources, that is, training, promotion, and methods of material motivation (grants and bonuses related to wages) and moral ones such as appreciation and giving the opportunity to participate in decision-making and highlighting position within the staff (Mohammed, 2014: 53).

The institution also aims through the performance appraisal process to create a fit between the competencies of the employees and the requirements of the work they do, as it allows to confirm that the employee possesses the necessary competencies required to complete his job to the fullest (BoDaboos, Zahmool. 2020: 304).

Human resources constitute a vital aspect that is difficult for organizations to implement digital transformation without, as it is necessary to provide qualified who are able to use and analyze data to make effective decisions. Planning and implementing visions needs human competencies and practical experiences (Abawee, 2021:161).

Many factors have contributed to the emergence of digital transformation as a modern trend in evaluating job performance in educational institutions, as they can be limited to two main factors: Increasing reliance on modern technology, and the emergence of information systems for human resource functions, including job performance evaluation (Mahdi, 2020: 158-159).

Digital transformation has many and varied benefits not only for workers but also for educational institutions as it saves cost and effort, improves operational efficiency, works to improve and simplify procedures and contributes to getting rid of the old traditional methods in the job performance appraisal process (Abawee, 2021:157).

The strategic goal of digital transformation is to develop government services for citizens, digitize internal government operations, and seek to increase the spread and use of e-government services and rising rate of employee satisfaction with them. and reduce the cost of government services. The degree of digital transformation acceptance in performance evaluation process plays a major role in employing technology in human resource management, through the willingness and conviction of workers to accept dealing with new technology in order to overcome the challenges facing the application of this technology, which can contribute to improve the level of performance (BoDaboos, Zahmool. 2020: 404).

Digital transformation is defined as the process of organizations moving to a business model that relies on digital technologies to innovate products and services, and provide new channels of revenue and opportunities that increase the value of the product (Hammad,2020:432).

Digital transformation is only achieved when the entire organization understands the importance of digital transformation, embraces its culture and elements, and to be aware of its objectives. Digital transformation is not just a use of technologies, but is related to infrastructure, people's performance assessment, and making organizational structures. The digital transformation in educational institutions is linked to the availability of the technological material and human elements capable of adapting the infrastructure in achieving the goals (AIMatraf, 2020:180).

With regard to the dimensions of digital transformation, many studies have indicated that there are four dimensions of digital transformation, represented in; Strategic planning for digital transformation, preparing leaders in the field of digital transformation, the institutional environment for digital transformation, attracting human skills for digitization, and they are dealt with in some detail below (Nafeh, et al.,2021).

With regard to strategic planning for digital transformation: it deals with the extent to which the institution takes strategic planning measures for digital transformation, the extent to which there is a digital transformation strategic plan that includes a vision and mission matches with the strategic goals and objectives, the extent to which the organization develops operational plans for digital transformation in accordance with technological, regulatory and legislative developments, and the extent of integration and compatibility of the strategic plan with the relevant stakeholders, and the extent to which the organization follows creative and innovative methods in strategic planning in the field of digital transformation.

As for the preparation of leaders in the field of digital transformation: it is related to the extent to which the organization constantly makes plans to develop and prepare leaders and raise their level of knowledge of the digital transformation process, and the extent to which the organization puts plans to prepare leaders on an ongoing basis, and the extent to which digital transformation leaders develop in all departments and branches in a way that achieves integration in the process of digital transformation And the extent to which all leaders are involved in the decision-making process related to digital transformation, and the extent to which they participate in that process in creative and innovative ways.

The institutional readiness for digital transformation is related to the extent to which the institution implements the institutional structure of a digital transformation project, and the extent to which there is an organizational unit for the institutional structure of digital transformation. And the extent to which there is a clear and effective mechanism for that, this unity and coordination between departments in the organization in an integrated manner, and the extent to which the institutional structure contributes to develop the organization's approach towards digital transformation.

Attracting qualified staff to the digital transformation process: It is related to the extent to which the organization attracts human skills and competencies to the digital transformation process, and the extent to which there is an approved plan to attract human competencies to the digital process, and finding Creative and innovative ways to attract and retain human skills and competencies for the digital transformation process.

The digital transformation with its technological means is one of the main pillars for achieving the functions of digital human resources management, and it is the main motivation of human resources operations, including the job performance appraisal process. Because of this the Ministry of Education

has developed electronic platforms to follow up on this transformation to achieve many achievements at the level of performance, plan, selection and evaluation of employee performance. The use of the computer in evaluating the performance of manpower helps in acquiring, storing, processing, analyzing, retrieving and distributing information about employees working within the organization.

From a research perspective, there are many studies that dealt with the subject, such as the study of the (Alsewat,2022), which dealt with the impact of digital transformation on the efficiency of academic performance at King Abdulaziz University, and to identify the requirements of digital transformation to achieve efficient academic performance. And to identify the impact of obstacles that limit the effectiveness of digital transformation on academic performance. The results of the study concluded that there is an effect of digital transformation on the academic performance of the university teaching staff at King Abdulaziz University, and there is a statistically significant effect of digital transformation on the requirements of digital transformation to achieve the efficiency of the academic performance of the teaching staff at King Abdulaziz University.

While the study (Al Harirat, 2021) aimed to test the impact of the application of electronic management of human resources in its dimensions (electronic recruitment, electronic performance evaluation, and electronic compensation) on the performance of employees with its dimensions (accuracy in work, speed of achievement, creativity, and teamwork) in the airline company. Royal Jordanian. The results of the study found a statistically significant effect of the electronic management of human resources (electronic recruitment, electronic performance evaluation, and electronic compensation) on the performance of employees, and the existence of a statistically significant effect of electronic management of human resources (electronic recruitment, electronic performance evaluation, and electronic compensation) on Accuracy in work, creativity, and teamwork).

And a study (Ibrahim et al., 2018), which aimed to identify peer assessment as an input for developing the job performance of teachers in Egypt. The results of the study concluded that the job performance evaluation system for teachers in Egypt does not pay attention to the evaluation of the colleague, and that school principals are the ones who do the evaluation alone through what is known as the annual efficiency reports.

And the study of Al-Dulaimi (2018), which dealt with the impact of human resource strategies on job performance in Iraqi private universities. The results of the study concluded that the level of human resource strategies in Iraqi private universities was generally medium.

Shaheen's study (2010), which aimed at analyzing the relationship between the effectiveness and fairness of the system for evaluating the performance of employees in Palestinian universities and its impact on job performance, organizational loyalty and organizational trust in both the Islamic University and Al-Azhar University in Gaza. The study concluded that there is no performance appraisal system for academics who hold administrative positions in the two universities. Neglecting the requirements of effectiveness and fairness in the performance appraisal system applied in the two universities.

### **1.1. Study Problem**

The success of educational institutions requires keeping up with everything new in management. In the frame of the digital transformation of human resource management, it has become imperative for educational institutions to seek development and innovation, as digital transformation strategies cannot contribute in the success of management without increasing the efficiency of employee performance. The management of educational institutions determines the required level of performance and raises the level of job performance through the job performance appraisal process. The Palestinian Ministry of Education seeks to provide a unified performance evaluation system for all teachers in public schools. The employee's performance is evaluated in accordance with the forms, controls and procedures indicated by the executive regulations. The government department, in coordination with The General Personnel Council, puts an executive regulation that ensures measuring the adequacy of the performance to be achieved in accordance with the job description of the government department's activity, its objectives, the type of its jobs, and the procedures that take place when writing and adopting efficiency reports. and ways to complain about it. The line manager assesses the performance adequacy of his employees objectively, accurately and honestly once a year

starting in January and ending in December of each year. The criteria for measuring the adequacy of performance that are used in their affairs shall be announced to the employees. In performance appraisal, it's taken into account the employee's fulfillment to his duties in the light of the expected levels from the incumbent, in terms of quantity and quality, and evaluates his work methods in terms of perseverance, personal behavior, and the self-characteristics under which he exercises his powers and makes his decisions. The performance appraisal process is considered one of the important administrative processes because of being the basis for many decisions related to human resources in institutions. However, despite the importance of digital transformation in the performance appraisal process, many institutions do not pay it enough attention, as a result of the poor awareness of decision makers to its importance and its reflections for the behavior and attitudes of workers.

Through the work of the two researchers in the government job, they found a weakness in the uses of digital transformation in the performance evaluation process, and a weakness in knowing its impact in performance evaluation. Therefore, it was important to study an aspect of the electronic performance appraisal process, which is related to the requirements of raising the efficiency of the digital appraisal process. This study seeks to know the impact from this main question:

**What is the Impact of Digital Transformation in the Job Performance Appraisal Strategy for Teachers in Public Schools from the Point of View of their Principals?**

The following questions arise from it:

- 1- What is the level of digital transformation in the Ministry of Education as seen by principals of public schools?
- 2- What is the strategy for evaluating the job performance of government school teachers as seen by their principals?
- 3- What is the impact of digital transformation on the job performance appraisal strategy of public school teachers from their principals' point of view?

**1.2. Objectives of the Study**

This study aims to identify:

- 1- The level of implementation for digital transformation in the Ministry of Education from the point of view of the principals in public schools in the governorates of Gaza?
- 2- The reality of evaluating the job performance appraisal for government school teachers as seen by their principals.
- 3- The impact of digital transformation in the job performance appraisal strategy for public school teachers from the point of view of their principals.

**1.3. Importance of Studying**

The importance of the study can be found in the following aspects:

- 1- The study gains its importance from the importance of the job performance evaluation process.
- 2- The fact that this study deals with the most important educational institutions in the Gaza Strip: schools, in which human resources can be optimally utilized by maximizing the amount of return achieved if attention is paid to digitizing the performance appraisal process and implementing it electronically.
- 3- Raising awareness about the application of digital transformation in the performance appraisal process, which helps in adopting a more effective performance appraisal policy.
- 4- Deriving some useful lessons for researchers to develop research in the field of developing performance evaluation in public schools and various institutions.

**1.4. Limits of the Study**

This study is determined as follows:

**Subject limitation:** The study is limited to determining the impact of digital transformation in the strategy of job performance appraisal for teachers from the principals' point of view.

**Human Limit:** The study was conducted on public school principals in the southern governorates of Palestine.

**Locational Limitation:** The study was conducted in the districts (North Gaza, West Gaza, East Gaza) of the southern governorates of Palestine.

**Time limit:** The study was conducted during the first semester of the academic year 2022-2023.

### **1.5. Terminology of Study**

**Digital transformation:** It is the process of organizations moving to a work model that relies on digital technologies in creating products and services, and providing new channels of revenue and opportunities that increase the value of the product (Hamad, 2020: 432).

The researchers define the digital transformation procedurally: as the process of providing an electronic system for evaluating job performance digitally.

**Performance appraisal:** It is a process through which the job performance of employees is measured, where the performance of employees and their behavior is determined and known by comparing the actual performance with the specific standards set in advance, to identify the strengths and weaknesses and their negative and positive repercussions on the employee's productivity and the organization's effectiveness (Al-Dulaimi, 2018: 27).

### **1.6. Field Study Procedures**

This part deals with a detailed description of the procedures followed by the researchers in the implementation of the study, including the definition of the study method, the description of the study population, the identification of the study sample, the preparation of the study tool (questionnaire), the verification of its validity and reliability, the statement of the study procedures, and the statistical methods that were used in processing the results. Below is a description of these procedures.

### **1.7. Study Approach**

In order to achieve the objectives of the study, the researchers used the descriptive approach in a predictive manner, through which They attempt to describe the phenomenon under study (**the impact of digital transformation in the strategy of job performance appraisal for teachers in government schools from their principals' point of view**) and analyzing its data and indicated the relationship between its components, the opinions that are raised about it, and the processes that are used. and the effects they have, It is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting codified data and information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful studies.

#### **Study Sources:**

The study relied on two main types of data:

#### **Primary Data:**

The researchers carry out the search in the field by distributing questionnaires to study some of the study's vocabulary, inventory and collect the necessary information on the subject of the study, and then empty and analyze it using a program SPSS(Statistical Package For Social Science). And using the appropriate statistical tests in order to reach valuable indications and indicators that support the subject of the study.

#### **Secondary Data:**

The researchers reviewed books, periodicals, and publications related to the study subject, which is related to identifying the impact of digital transformation in the strategy of evaluating the job performance of teachers in government schools from the point of view of principals, to enrich the study subject in a scientific way, in order to identify the scientific foundations and methods Proper in writing studies, as well as taking a picture of the latest developments related to the study.

**Study Population:**

The study population consists of all public school principals in the southern governorates of Palestine for the year 2022.

**The Study Sample:**

Pilot study:

The sample of the exploratory study consisted of (30) principals of public schools in the governorates of Gaza, who were chosen randomly from the actual sample, in order to ascertain the characteristics of the study tools and their suitability for collecting data from the study sample.

**The Actual Sample**

The actual sample consisted of (82) male and female principals of government schools in the districts (North Gaza, West Gaza, East Gaza) from the southern governorates of Palestine for the year 2022, and the following table shows the distribution of the study sample:

**Study Tool:**

After reviewing the educational literature and previous studies related to the problem of the study and polling a sample of specialists through personal interviews of an informal nature, the researcher built the questionnaire according to the following steps:

- Determine the main dimensions covered by the questionnaire.
- Drafting the paragraphs that fall under each dimension.
- Preparing the questionnaire in its initial form.
- Presenting the questionnaire to the supervisors in order to choose its suitability for data collection.
- Modify the questionnaire initially according to what the supervisor sees.
- Presenting the questionnaire to a number of specialized arbitrators, some of whom are faculty members in Palestinian universities.
- After making the amendments recommended by the arbitrators, some paragraphs were deleted, amended and drafted. The number of paragraphs of the questionnaire after its final formulation reached (36) paragraphs distributed over two axes, the first axis (digital transformation) and consists of (21) paragraphs, and the second axis is job performance evaluation and consists of (15) paragraphs, where each paragraph was given a graded weight according to a five-point scale (very high, high, medium, weak, and very weak) the following weights were given (5, 4, 3, 2, 1).
- Distribution of the questionnaire to all sample members to collect the necessary data for the study. The questionnaire was divided into two parts as follows:

The first section: contains the general characteristics of the study population and sample.

- Section Two: It consists of (36) paragraphs divided into two axes as follows:

**Table1.** *Sections of the questionnaire*

Items No.		
6	The first dimension: planning for digital transformation	The first axis: digital transformation
9	The second dimension: institutional readiness for digital transformation	
6	The third dimension: preparing leaders for digital transformation.	
21	The overall degree of digital transformation	
15	The second axis: job performance Appraisal	

**The Validity of the Questionnaire:**

The researchers rationed the paragraphs of the questionnaire in order to ensure the validity as follows:

**The Veracity of the Arbitrators:**

The questionnaire was presented in its initial form to a group of university professors who are specialists, working in Palestinian universities in the governorates of Gaza, where they expressed their opinions and observations about the appropriateness of the questionnaire paragraphs, the extent to which the paragraphs belong to each dimension of the questionnaire, as well as the clarity of their linguistic formulations, and in the light of these Opinions Some paragraphs have been excluded and others have been modified.

**Internal Consistency Validity:**

The validity of the internal consistency of the questionnaire was verified by applying the questionnaire to a survey sample consisting of (30) managers, and the Pearson correlation coefficient was calculated between the scores of each dimension of the questionnaire and the total score of the questionnaire, as well as the Pearson correlation coefficient was calculated between each paragraph of the questionnaire and the total score of the dimension that belonging to it, using the statistical program (SPSS).

It was found that the correlation coefficients between each of the paragraphs of the four dimensions and the total score of its paragraphs are significant at the level of significance (0.05, 0.01).

In order to verify the structural validity of the dimensions, the researchers calculated the correlation coefficients between the degree of each dimension of the questionnaire and the other dimensions, as well as each dimension with the total score of the questionnaire, and Table (6) explains this.

**Table2.** *Structural validity of the digital transformation questionnaire*

Sig level	Sig value	Dimintions
0.000	.761**	First: planning for digital transformation
0.000	.851**	Second: institutional readiness for digital transformation
0.000	.863**	Third: preparing leaders for digital transformation

Tabular t at the degree of freedom (28) and at the level of significance (0.01) = 0.463

Tabular t at the degree of freedom (28) and at the level of significance (0.05) = 0.361

It is clear from Table No. (2) that all dimensions are related to the total score of the questionnaire in a statistically significant way at the level of significance (0.01), and this confirms that the questionnaire has a high degree of stability and internal consistency.

**Reliability**

The researchers carried out steps to ensure the stability of the questionnaire, after applying it on the pilot study in two ways, which are Split-Half Coefficient and Cronbach's alpha coefficient.

**Split-Half Coefficient**

The researchers measured the stability coefficient by the split-half method, where the questionnaire was divided into two halves (the odd-numbered items and the even-numbered items), then the correlation coefficient was calculated between the odd-numbered items and the even-numbered items, and then the correlation coefficient was corrected by the Spearman-Brown equation. Brown Coefficient, and the results shown in Table (3) were obtained.

Table (3) shows the correlation coefficients between the two halves of each dimension of the questionnaire as well as the questionnaire as a whole before modification and the stability coefficient after modification

Stability after	Stability before	Item No.	Dimintions	questionnaire
0.700	0.539	6	The first dimension: planning for digital transformation.	The first axis: digital transformation
0.776	0.745	9	The second dimension: institutional readiness for digital transformation.	
0.838	0.721	6	The third dimension: preparing leaders for digital transformation.	
0.736	0.735	21	The overall degree of digital transformation.	
0.852	0.844	15	The second axis: job performance Appraisal	

It is clear from Table No. (3) that the overall stability coefficient for the digital transformation questionnaire is (0.736), and for the job performance evaluation questionnaire (0.852), and this indicates that the questionnaire has a high degree of stability that reassures the researcher to apply it to the study sample.

**Cronbach's Alpha Method:**

The researchers used another method of calculating stability, which is Cronbach's alpha method, in order to find the stability coefficient of the resolution, where he obtained the value of the alpha coefficient for each dimension of the questionnaire as well as for the questionnaire as a whole. Table No. (4) explains that:

**Schedule (4)**

It shows Cronbach's alpha coefficients for each dimension of the resolution as well as for the resolution as a whole

Cronbach's alpha	Item No.	Dimensions	questionnaire
0.582	6	The first dimension: planning for digital transformation	The first axis: digital transformation
0.670	9	The second dimension: institutional readiness for digital transformation	
0.656	6	The third dimension: preparing leaders for digital transformation.	
0.817	21	The overall degree of digital transformation	
0.805	15	The second axis: job performance Appraisal	

It is clear from Table No. (4) that the overall stability coefficient for the digital transformation questionnaire is (0.817), and for the job performance evaluation questionnaire (0.805), and this indicates that the questionnaire has a high degree of stability that reassures researchers to apply it to the study sample.

**2. RESULTS**

**Criterion Adopted in the Study:**

The test used in the study was determined by determining the length of the cells in the five-point Likert scale, by calculating the range between the scores (5-1 = 4), and then dividing it by the largest value in the scale to obtain the cell length (5/4 = 0.8). ,then adding this value to the lowest value in the scale (the beginning of the scale), which is One (1), in order to determine the upper limit of this cell, and so the length of the cells became as shown in the following table (Ozen et al. 2012).

**Table5.** *The test approved in the study*

Degree	Percentage	Cell length
Very Little	More than 20% - 36%	From 1,00- 1, 80
Little	More than 36% - 52%	From 1, 81 - 2,60
Medium	More than 52% - 68%	From 2,61 - 3,40
Great	More than 68% - 84%	From 3,41 - 4,20
Very great	More than 84% - 100%	From 4,21 – 5,00

In order to interpret the results of the study and judge the response level, the researchers relied on arranging the arithmetic averages at the level of the dimensions of the tool and the level of the paragraphs in each dimension, and the researcher determined the degree of approval according to the test approved for the study.

**Answering the First Question of the Study:**

The first question of the study states: **What is the level of digital transformation in the Ministry of Education as seen by principals of public schools?**

To answer this question, the researchers used averages and percentages for each dimension of the digital transformation questionnaire. The following is a breakdown of the results:

**1- Analysis of the paragraphs of the first dimension: planning for digital transformation:**

**Table (6)**

Means, standard deviations, and relative weight for each of the paragraphs (the first dimension / planning for digital transformation), as well as their arrangement in the dimension.

#	Item	Means	standard deviations	relative weight	T. test	Sig.	Arrange ment	Degree
1	There is a digital transformation plan that includes a vision and mission that is in line with the strategic objectives.	3.207	0.813	64.15	2.311	0.023	2	Medium
2	Implementation plans for digital transformation are continuously developed in accordance with technical and organizational developments.	3.012	0.694	60.24	0.159	0.874	4	Medium
3	Plans are being drawn up to develop and prepare leaders and raise their competencies using digital transformation.	3.049	0.800	60.98	0.552	0.582	3	Medium
4	All managers are involved in the decision-making process related to digital transformation.	2.500	0.724	50.00	6.251	0.000	6	Little
5	Digital competencies are attracted with the aim of enhancing the capabilities necessary to achieve digital transformation.	2.988	0.762	59.76	0.145	0.885	5	Medium
6	Digital performance appraisal helps in measuring and planning career paths.	3.317	0.873	66.34	3.288	0.001	1	Medium
	The overall score for the dimension.	<b>3.012</b>	<b>0.468</b>	<b>60.24</b>	<b>0.236</b>	<b>0.814</b>		Medium

- It is clear from Table (6) that the rating scores for "Digital Transformation Planning" ranged between (50.00% - 66.34%), and the highest item in the dimension was:
- Item (6): which stipulates that "digital performance assessment helps in measuring and planning career paths", as it ranked first and was in a moderate degree with a relative weight of (66.34%).
- **The Lowest Item in Dimension was:**
- Item(4): which stipulates that "all managers shall be involved in the decision-making process related to digital transformation", as it ranked last and was in a little degree with a relative weight of (50.00%).
- As for the total score for the dimension: it was of a moderate degree, as it obtained a relative weight (60.24%).

**2-Analysis of the paragraphs of the second dimension:** "institutional readiness for digital transformation":

**Table (7)**

Means, standard deviations, and relative weight for each of the paragraphs (the first dimension / planning for digital transformation), as well as their arrangement in the dimension.

#	Item	Means	standard deviations	relative weight	T. test	Sig.	Arrange ment	Degree
1	There is an organizational unit or institutional structure for digital transformation in the Ministry of Education.	3.427	0.754	68.54	5.126	0.000	3	Big
2	Digital transformation provides an electronic system for evaluating performance digitally.	3.646	0.807	72.93	7.253	0.000	2	Big
3	The digital transformation provides a clear mechanism for analyzing the results of the digital assessment.	3.280	0.742	65.61	3.425	0.001	7	Medium
4	Digital transformation helps achieve the goals of employee performance appraisal	3.415	0.785	68.29	4.784	0.000	4	Medium
5	The digital transformation of performance appraisal helps track employees' achievements	3.159	0.895	63.17	1.603	0.113	8	Medium
6	The digital transformation of performance appraisal helps track employees' achievements	3.317	0.928	66.34	3.094	0.003	5	Medium
7	Updatable digital performance reports.	3.305	1.085	66.10	2.544	0.013	6	Medium
8	Contribute to providing training equipment and developing people's competencies.	3.146	0.877	62.93	1.512	0.134	9	Medium
9	Digital performance appraisal forms allow employees to view the results of their appraisal and grievance.	3.817	0.891	76.34	8.307	0.000	1	Big
<b>The overall score for the dimension.</b>		<b>3.390</b>	<b>0.511</b>	<b>67.80</b>	<b>6.917</b>	<b>0.000</b>	-	Medium

- It is clear from Table (7) that the rating scores for "institutional readiness for digital transformation" ranged between (62.93% - 76.34%), and the highest item in the dimension was:
- Item (9): which stipulates that "digital performance appraisal forms allow employees to view the results of their evaluation and grievance", as it ranked first and had a large degree with a relative weight of (76.34%).
- **The lowest paragraph in dimension was:**
- Item (8): which stipulated "contribute to the provision of training equipment and the development of people's competencies," as it ranked last, with a medium degree, with a relative weight of (62.93%).
- As for the overall score for the dimension: it was of a medium degree, with a relative weight of (67.80%).

**3- Analysis of the paragraphs of the third dimension: preparing leaders for digital transformation**

**Schedule (8)**

Means, standard deviations, and relative weight for each of the paragraphs (the third dimension: preparing leaders for digital transformation), as well as their arrangement in the dimension.

#	Item	Means	standard deviations	relative weight	T. test	Sig.	Arrange Ment	Degree
1	Digital performance appraisal forms allow employees to view digital competencies for the purpose of evaluating job performance. Their evaluation and grievance.	2.951	0.752	59.02	0.587	0.559	6	Medium
2	The Ministry of Education seeks to improve the digital capabilities of principals.	3.256	0.858	65.12	2.703	0.008	2	Medium
3	Managers contribute to the development of the orientation for digital transformation by evaluating the performance of employees.	3.061	0.775	61.22	0.712	0.478	5	Medium
4	Managers have knowledge about the use of digital transformation tools in the job performance appraisal process.	3.146	0.669	62.93	1.981	0.051	3	Medium
5	Performance appraisal forms contribute to developing employee loyalty and belonging, and improving the work environment.	3.122	0.760	62.44	1.453	0.150	4	Medium
6	Managers evaluate job performance using digital transformation tools.	3.305	0.939	66.10	2.941	0.004	1	Medium
<b>The overall score for the dimension.</b>		<b>3.140</b>	<b>0.525</b>	<b>62.80</b>	<b>2.417</b>	<b>0.018</b>		Medium

- It is clear from Table (8) that the rating scores for the dimension “Preparing Leaders for Digital Transformation” ranged between (59.02% - 66.10%), and the highest item in the dimension was:
- Item (6): which stipulates that "Managers shall evaluate job performance using digital transformation tools." It ranked first, with a medium degree, with a relative weight of (66.10%).
- The lowest item in dimension was:
- Item (1): which stipulates that "digital competencies are recruited for the purpose of evaluating job performance", as it ranked last and had a medium degree with a relative weight of (59.02%).
- As for the overall score for the dimension: it was of a medium degree, with a relative weight of (62.80%).

**4- Analysis of all paragraphs of digital transformation:**

**Schedule (9)**

Means, standard deviations, and relative weight for each dimension of the digital transformation resolution, as well as their arrangement in the resolution

#	Item	Means	Standard deviations	T. test	Sig.	relative weight	Arrange Ment	Degree
1	planning for digital transformation	<b>3.012</b>	<b>0.468</b>	<b>0.236</b>	<b>0.814</b>	<b>60.24</b>	3	<b>Medium</b>
2	institutional readiness for digital transformation	<b>3.390</b>	<b>0.511</b>	<b>6.917</b>	<b>0.000</b>	<b>67.80</b>	1	<b>Medium</b>
3	preparing leaders for digital transformation	<b>3.140</b>	<b>0.525</b>	<b>2.417</b>	<b>0.018</b>	<b>62.80</b>	2	<b>Medium</b>
<b>The overall score for the dimensions.</b>		<b>3.211</b>	<b>0.437</b>	<b>4.373</b>	<b>0.000</b>	<b>64.22</b>		<b>Medium</b>

It is clear from Table (9) that institutional readiness for digital transformation ranked first With a relative weight of (67.80%) and came with a moderate degree, followed by preparing leaders for digital transformation which came second with a relative weight of (62.80%) and came with a medium degree, followed by planning for digital transformation came third with a relative weight of (60.24%) and came with a medium degree. The overall score for digital transformation received a relative weight of (64.22%) and was of a moderate degree.

The researchers attribute the institutional readiness for digital transformation to the first place, due to the Ministry of Education's keenness to have an electronic system for digitally assessing performance that allows workers to view the results of their assessments. It also provides an opportunity for workers to complain through the electronic grievance portal, where electronic records and archives are provided to keep the evaluation results as documents for judging the validity of the evaluation.

The researchers also attribute that the preparation of leaders for digital transformation ranked second because school principals are aware and knowledgeable about how to employ digital transformation tools in the performance evaluation process, as they fill out teacher evaluation forms electronically through the electronic school administrations program.

The researchers attribute that the digital transformation planning dimension ranked third to the lack of involvement of school principals in the planning and decision-making process related to digital transformation and performance evaluation models. There is also a deficiency in developing leaders for digital transformation in all educational institutions, and that this development is limited to a higher category of administrators and often works within the personnel council.

**Answering the Second Question of the Study Questions:**

The second question of the study states: **What is the level of job performance evaluation strategy for public school teachers as seen by their principals?**

To answer this question, the researchers used averages and percentages for each paragraph of the questionnaire. The following is a breakdown of the results:

**Table10.** Means, standard deviations, and relative weight for each paragraph of the job performance evaluation questionnaire, as well as their order in the questionnaire.

#	Item	Means	standard deviations	relative weight	T. test	Sig.	Arrange Ment	Degree
1	The Human Resources Department, in cooperation with specialists, sets clear standards and foundations by which the performance of employees is evaluated.	3.451	0.651	69.02	6.279	0.000	8	Big
2	The Human Resources Department updates the evaluation forms when necessary.	3.280	0.774	65.61	3.281	0.002	14	Medium
3	Performance appraisal forms are developed based on the job description of the employees	3.476	0.757	69.51	5.687	0.000	7	Big

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4	Emphasis is placed on job discipline standards as part of the performance appraisal process.	3.732	0.771	74.63	8.599	0.000	4	Big
5	The performance appraisal form measures the personal competencies of employees.	3.439	0.787	68.78	5.050	0.000	9	Big
6	Performance appraisal reports are subject to more than one government agency to ensure objectivity, accuracy and comprehensiveness	3.512	0.920	70.24	5.044	0.000	6	Big
7	The Human Resources Department analyzes the results of the performance appraisal.	3.195	0.838	63.90	2.109	0.038	15	Medium
8	Performance appraisal forms contribute to decisions about promotion and transfer.	3.293	1.170	65.85	2.264	0.026	12	Medium
9	The Resources Department relies on performance appraisal models in planning the career path of employees.	3.366	1.048	67.32	3.160	0.002	10	Medium
10	Evaluation forms are filled out once a year by the line managers.	4.012	1.012	80.24	9.055	0.000	1	Big
11	The performance appraisal form is filled out from more than one side.	3.610	1.097	72.20	5.032	0.000	5	Big
12	Evaluation forms encourage workers to participate in professional development	3.354	0.880	67.07	3.639	0.000	11	Medium
13	The employees are informed of the results of their annual evaluation.	3.939	1.046	78.78	8.126	0.000	2	Big
14	The results of the performance appraisal are subject to objection and grievance by the employee.	3.878	1.035	77.56	7.682	0.000	3	Big
15	Through performance appraisal, the future performance of employees is expected.	3.293	1.117	65.85	2.374	0.020	13	Medium
	<b>The overall score for the dimension.</b>	<b>3.522</b>	<b>0.541</b>	<b>70.44</b>	<b>8.730</b>	<b>0.000</b>		Big

It is clear from Table (10) that the scores for estimating the performance appraisal ranged between (63.90% -80.24%), and the highest two items were in the axis:

Item (10): which stipulates that "evaluation forms are filled out once a year by the direct superiors" ranked first and was largely with a relative weight of (80.24%).

Item (13): which stipulates that "workers shall be informed of the results of their annual evaluation" ranked second, with a relative weight of (78.78%).

- and that the lowest two paragraphs were:
- Item (2): which stipulates that "the Human Resources Department updates the evaluation forms when necessary," it ranked fourteenth and was in a moderate degree with a relative weight of (65.61%).
- Item (7): which stipulates that "the Human Resources Department analyzes the results of performance evaluation" and ranked last, with a medium degree, with a relative weight of (63.90%).

As for the total score for job performance appraisal : it was very high, with a relative weight of (70.44%), which is very high. The researchers attribute this to the existence of a unified performance evaluation system for all teachers in public schools. The employee's performance is evaluated in accordance with the forms, controls and procedures indicated by the executive regulations. The government department, in coordination with the Personnel Council, puts in place an executive regulation that guarantees measuring the adequacy of the performance that must be achieved in

accordance with the job description of the government department's activity, its objectives, the quality of jobs in it, and the procedures that are followed in developing, submitting and approving adequacy reports and grievance methods. The line manager assesses the adequacy of the performance of his employees objectively, accurately and honestly once a year starting from the first of January and ending in December of each year. The criteria for measuring the adequacy of performance that are used in their affairs shall be announced to the employees. The evaluator takes into account the employee's fulfillment of his duties in frame of the expected levels from the incumbent, in terms of quantity and quality, and evaluates his work methods in terms of perseverance, personal behavior, and the self-characteristics under which he exercises his powers and makes his decisions.

The head of each government department forms a committee under his chairmanship to audit the annual reports and draw up the general report on the adequacy of the employee's performance as follows:

- 1- The competent department shall inform the employee who works for it with a copy of the adequacy report about his performance as soon as it is approved by the competent authority.
- 2- The employee may complain to the competent minister about the aforementioned report within twenty days from the date of his submission.
- 3- A grievance committee consisting of three senior officials who did not participate in drawing up the report, shall be established to decide on the grievance within a maximum period of sixty days from the date of its submission to the minister, and the decision of this committee shall be final.
- 4- The performance adequacy report shall not be considered final until after the expiry of the deadline for grievance or decision thereon.

**Answering the third question of the study questions:**

The third question states: **"What is the impact of digital transformation in evaluating the job performance of government school teachers from the point of view of their principals?"**

In order to answer this question, the researcher formulated the following hypothesis: There is no statistically significant effect at the significance level ( $\alpha \leq 0.05$ ) of the impact of digital transformation in the job performance appraisal of government school teachers from the point of view of their principals?

To answer this hypothesis, the researcher used the multiple regression coefficient, and Table (11) shows that:

**Table11.** *Multiple Regression Analysis (Digital Transformation, Job Performance Evaluation)*

Independent variables	Reg. B	sig. value	Standard error	Beta	T. value	Sig level (0.05)
<b>R2</b>	0.916	0.167	0.645		1.421	Non- sig.
The first dimension: planning for digital transformation	0.367	0.114	0.224	0.324	1.635	Non- sig.
The second dimension: institutional readiness for digital transformation	0.552	0.015	0.211	0.498	2.613	Statistically significant
The third dimension: preparing leaders for digital transformation	0.133	0.572	0.232	0.128	0.573	Non- sig.
ANOVA						
F Test value	5.163		Sig.		0.000	
R <sup>2</sup>	0.373					

It is clear from Table (11) that the multiple regression model to represent the relationship between digital transformation and job performance evaluation is statistically significant, as the calculated F value was (5.163), and that digital transformation explains (37.3) of the changes in job performance evaluation and the rest (62.7) of the change is attributed to other variables.

- [1] There is no positive significant effect of the digital transformation planning dimension and job performance evaluation, as the Beta value was (0.324), and the "T" value was (1.635). It is a non-statistically significant value, and therefore it is clear that there is no statistically significant effect between digital transformation planning and job performance appraisal.
- [2] There is a significant positive effect of the institutional readiness dimension for digital transformation and job performance evaluation, as the value of Beta was (0.498), and the value of "T" was (2.613). It is a statistically significant value, and therefore it is clear that there is a statistically significant effect between institutional readiness for digital transformation and job performance evaluation.
- [3] There is no significant positive effect of the dimension of preparing leaders for digital transformation and job performance evaluation, as the value of Beta was (0.128), and the value of "T" was (0.573). It is a non-statistically significant value, and therefore it is clear that there is no statistically significant effect between preparing leaders for digital transformation and evaluating job performance.

The researchers explain the existence of a positive impact of the institutional readiness dimension for digital transformation and job performance evaluation to the Ministry of Education's interest in providing an institutional infrastructure for digital transformation linked to senior management and with clear and effective tasks, responsibilities and work mechanisms, as it plays an important and effective role in coordination between school administrations and school principals to provide electronic performance evaluation forms And providing clear mechanisms for conducting the evaluation process digitally and analyzing its results. Cloud records are also provided to store and archive the evaluation results.

## **Results**

### **Results related to the first question: What is the level of digital transformation in the Ministry of Education as seen by principals of public schools?**

- ✓ The level of digital transformation in the Ministry of Education as seen by the principals of public schools was medium, with a relative weight of (64.22%).
- ✓ The overall score for "Digital Transformation Planning" was medium, with a relative weight of (60.24%).
- ✓ The overall score for the assessment of "Institutional Readiness for Digital Transformation" was medium, with a relative weight of (67.80%).
- ✓ The overall score for "Preparing Leaders for Digital Transformation" was medium, with a relative weight of (62.80%).

### **Results related to the second question: What is the level of job performance evaluation strategy for public school teachers as seen by their principals?**

- ✓ The total score for the level of job performance evaluation strategy for public school teachers as seen by their principals was very high, with a relative weight of (70.44%).

### **Results related to the third question: What is the impact of digital transformation on job performance evaluation of government school teachers from the point of view of their principals?**

- ✓ There is no significant positive effect of the digital transformation planning dimension and job performance evaluation, as the Beta value was (0.324), and the "T" value was (1.635). It is a non-statistically significant value, and therefore it is clear that there is no statistically significant effect between digital transformation planning and job performance evaluation.
- ✓ There is a significant positive effect of the institutional readiness dimension for digital transformation and job performance evaluation, as the value of Beta was (0.498), and the value of "T" was (2.613). It is a statistically significant value, and therefore it is clear that there is a statistically significant effect between institutional readiness for digital transformation and job performance evaluation.

- ✓ There is no significant positive effect of the dimension of preparing leaders for digital transformation and job performance evaluation, as the value of Beta was (0.128), and the value of "T" was (0.573). It is a non-statistically significant value, and therefore it is clear that there is no statistically significant effect between preparing leaders for digital transformation and evaluating job performance.

### **3. RECOMMENDATIONS**

1. The need for periodic updating and continuous development of performance evaluation models and standards in public schools in the Gaza Strip in order to keep pace with work developments and future needs, to ensure that the evaluation is conducted on sound scientific bases, which makes its results more accurate and objective.
2. The Ministry seeks to attract digital competencies with the aim of enhancing the capabilities necessary to achieve digital transformation.
3. The need for digital transformation to provide a clear mechanism for analyzing data and evaluation results.
4. The need to strengthen the feedback system that follows the performance appraisal process so that it enables employees to identify the results of their evaluation and to identify and avoid weaknesses, as well as to identify and strengthen areas of strength.
5. Training evaluators on evaluation processes and help them to know the most important obstacles related to the evaluation process, the need for good preparation at all administrative levels, and linking training programs and plans to the results of performance evaluation analysis to cover deficiencies in performance.
6. That the performance appraisal system be based on all personal, scientific, performance aspects, personal competencies, as well as management by objectives; That is, an assessment of the efficiency of the worker at the expense of the goals he achieves.
7. Forming a department to prepare for digital transformation and setting up mechanisms to attract and train workers.

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**Dr. Bassam Abu Hashish**, is a hardworking, adaptable and dedicated researcher, with excellent interpersonal skills, able to work in a busy environment and produce high levels of performance, and extremely eager to learn and develop new skills. He has a very high and varied research experience, in addition to his experience in the field of training, in addition to that he holds a PhD in Education Philosophy, specializing in Educational Administration, at the rank of Associate Professor. He is a lecturer at Al-Aqsa University and a supervisor for dozens of masters and doctoral students. He has many diverse research works published in refereed scientific journals, and he has participated in academic and community scientific conferences and seminars. In addition to much scientific research of a community nature, reports and evidence for the benefit of civil organizations.

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