School Principals’ Familiarity with Media Education and its Correlation with Their Use of Social networks in School Administration

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Abstract

The current study assessed school principals’ familiarity with media education and its correlation with their use of social networks in school administration from the perspective of teachers. A relational descriptive approach was adopted and two tools were used to collect data. The first was an interview conducted with a sample of 20 teachers, and the second was a questionnaire administered to a random sample of (607) teachers working in Zarqa Private Schools in Jordan. The results revealed that school principals’ familiarity with media education was perceived as moderate, and a strong correlation was found between their familiarity with media education and their use of social networks in school administration. 90% of the interviewees agreed that the school principal’s knowledge of media education had a positive impact on school administration through social networking. Given the results, several recommendations are made that will be of value to researchers and workers in this field.

Keywords: media education, school administration, social networks

1. Introduction

Social media networking is one of the most recent developments on the Internet and has been accompanied by the emergence of (Web 2.0) technologies. An important advantage of these sites is that they enable individuals to communicate with their family members and friends regardless of the geographical borders that separate them. All that is required is a computer or a mobile phone connected to the Internet, along with an account on any social media platform (e.g., Facebook, Twitter, etc.). According to Kaplan (2010) social media networking is a group of networks that are connected to millions of devices around the world to form a conglomeration of vast networks that transmit a vast amount of ever-evolving information at high speed (Hitimi, 2015). Al-Shaer (2015) defines such networks as websites used to communicate and interact with others, often informally, and are entirely reliant on the Internet. According to (Salah, 2015 and Techopedia, 2020) social networking sites are websites established and programmed by major companies for all users and friends to share activities and interests, establish friendships, and share in the interests and activities
of other people. All these definitions suggest that social networking sites serve virtual societies through which communication takes place between individuals. They provide multiple services and different forms of communication (visual, audio, and written) to allow the exchange of ideas, pictures, and videos, regardless of the distance separating individuals. Social network services can also bring new perspectives to current conceptions in terms of school engagement and management (Cetinkaya, 2019). From the above definitions, we can define them as virtual social applications that allow the formation of an interactive community between the school principal, teachers, students and parents, and can be used as tools for communication, interaction, exchange of contents and information of all types: written, audio and visual via smart devices or a computer.

Many users of social networks are students, educators, instructors, and school administrators, necessitating the creation of ideas and research on the educational uses of social networking sites in order to keep pace with emerging information technologies (Özmen, Aküzüm, Sünkür & Baysal, 2011). Principals are responsible for improving student learning, ensuring safety and security, facilitating the social and moral development of students, and the professional development of teachers. They are also tasked with efficiently using social media to enhance the quality of management and foster school growth. Therefore, social media networks can be transformed into a valuable opportunity by using them effectively in school administration (Rowicki, 1999; Mazman, & Usluel, 2009; Krutka & Carpenter, 2016).

According to the connectivism theory, school administration might be seen of as a process of creating a knowledge network and making connections in order to produce collective impact. Despite the fact that the connectivism theory is connected to the learning process, we can apply it to school administration. It is reasonable to predict that school administration and leadership will change in tandem with the learning process as Web 5.0 and subsequent social networks become more prevalent (Corbett & Spinello, 2020). To achieve this goal, a school principal needs to possess the media education skills needed to properly use social media networks in school administration, as this will help individuals become more aware when consuming or producing media content (Al-Shamameri, 2014).

According to Al-Tawisi, Hamed, and Al-Banna (2016) media education provides the basic competencies required to allow citizens to deal with the media effectively, and to develop critical thinking and skills for lifelong learning. Welsh and Wright (2010) describe encoding, decoding, interpreting, assessing, and generating media content in its multiple types as a wide array of competencies. Several scholars and international organizations (Lee, 2010; Diop, 2011; Shehata & Najjar, 2003; UNESCO 2019) define media education as the acquisition by learners of the skills that help them understand, produce, and criticize media content. From these definitions, it is clear that media education has three basic elements: understanding media content, criticizing it, and producing it. We can therefore define media education more precisely as the process of acquiring the cognitive, emotional, and skills competencies that enable individuals to participate in the production of media content in order to develop knowledge of their rights; understand how to combat hate speech and fake news; and understand the ethical issues related to how information is accessed and used. Therefore, the aim of this study was to identify principals’ degree of familiarity with media education and its relationship to their use of social networks in school administration from the perspective of teachers.

2. Study Problem and Research Questions

With the development of innovative and pervasive media in our daily life and the spread of social networks, the need for developing and understanding media education has become urgent due to its impact on the evolution of the educational process and the achievement of desired pedagogical goals. Media education encapsulates a set of foundations and principals for dealing with different media outlets whereby the recipients learn methods for analyzing, criticizing, and selectively thinking about media outlets to protect them from potentially negative influences. This involves educating and
directing them to understand the media culture that surrounds them and enabling them to deal with this in a sophisticated manner. Thus, they need to acquire skills that help them develop critical awareness of themselves as recipients of such media (Jab Allah & Moqbel, 2019; Jenkins, Weigel, Clinton, and Robinson. 2006). As a result of working in private schools and following up on their administrative work, the researchers identified the necessity of developing media education skills and introducing social media into the school administrative process. In particular, to the best of our knowledge, no study has addressed this topic in the Arab world from an educational perspective, which represents a significant gap the scientific literature. To illuminate this uncharted area and reduce this gap, the researchers examined the following questions:

1. What is the level of familiarity with media education among private school principals in Zarqa from the perspective of teachers?
2. Is there a significant correlation (α ≤ 0.05) between school principals’ degree of familiarity with media education and their use of social media networks in school administration from the perspective of teachers?
3. Does school principals’ possession of media education skills enable them to manage the school through social networks?

3. Literature Review

Very limited research has investigated the relationship between media education and educational administration. This section therefore reviews related research in two main fields: school administration and media education, and school administration and social networks.

3.1 School administration and media education

A study conducted by Al-Mutairi (2012) proposed an administrative strategy for employing media education in the educational leadership practices of the Saudi Ministry of Education by revealing the reality of these practices, and the impact of gender, academic qualification, years of experience, and occupational status on the estimates of the educational leadership practices of media education of the sample participants. A questionnaire was used to collect data from a sample of (286) educational leaders from middle management in the Saudi Ministry of Education. The key results were as follows: the reality of the practice of employing media education in educational leadership practices in the Ministry of Education came to a medium degree. There were also significant differences in the employment of media education in educational leadership practices in favor of males.

A study conducted by Khwaja and Mahoney (2016) in the US explored the attitudes and perceptions of school principals toward media education. A narrative research method was employed and data were collected through interviews. The sample consisted of (6) principals working in schools from kindergarten to twelfth grades, along with (3) assistant principals. The findings indicated positive attitudes in the sample toward media education, and these have an impact on the interacting parties in their schools; therefore, media knowledge must be developed. With respect to students, the responses of the sample correspond to students’ experiences in the field of media education.

Al-Shehri’s study (2017) aimed to diagnose the reality of school leadership for media education among students in the governmental intermediate stage in Riyadh. It also sought to uncover the most important obstacles that prevent the activation of school leadership in media education programs. The researcher employed a descriptive survey approach and used a questionnaire to collect data from a sample of (361) teachers from middle school teachers in Riyadh. The most significant results were that sample agreed that the goal of media education is to introduce students to the elements of media production. They also revealed the obstacles preventing the school leadership from activating media education which are the lack of financial support, the infra structure of the schools’ building, and the ministry failed to implement the plans of media education.
A study by Al-Rasheed (2017) sought to examine the school's role in activating the implementation of media education in the public of Kuwait. The researcher employed a descriptive survey method and a questionnaire to collect data from a sample of (950) teachers in government schools in the State of Kuwait. The results revealed a weak link between schools and media institutions, and thus the absence of media education in terms of actual practice in school administration.

3.2 School administration and social networks

Cox and McLeod's study (2013) was conducted to describe, analyze and interpret the experiences of school principals who use social media as part of the educational process, and to understand their reasons for choosing social media as a method of communication. A descriptive method was employed whereby a questionnaire was administered to collect data from a targeted sample of (24) experienced school principals selected using social media. The results indicated that communication between the school principal and other parties regarding the educational process was more effective through social media as the social media platforms improve relations between the school principals and their workers. The results confirmed that the use of social media has become intuitive rather than optional.

Mazza's (2015) study aimed to assess the role of social media and determine how its use by school principals affected communication between schools and parents. A qualitative approach was used whereby data were collected through interviews with (3) principals and (15) parents. The results indicated that school principals were primarily responsible for the use of social media in the school. They also confirmed that social media communication complemented face-to-face communication. This study may help bring about changes in family and community partnerships, and the leadership practices of school administrators, as well as among teachers and parents, which result in their use of social media tools expanding to build a connected and transparent learning community. The insights generated by this study can be used to support the development and implementation of school or district-specific communication strategies and professional development plans for all those involved in the educational process.

A study by Kahveci (2015) aimed to identify the perceptions of pre-service or employment teachers regarding the use of social media in education and its potential effects on society and education. To achieve its objectives, the researcher implemented a qualitative explanatory approach in which data were collected through open-ended interviews with a random sample of (12) students from a Turkish university, consisting of (6) males and (6) females. The results indicated that pre-service teachers' perceptions regarding the use of social media in education varied between positive and negative. While some participants supported the use of social media in education, others highlighted the negative aspects. These results underscore the importance of teachers using social media in social studies both now and in the future, as it can be used under their supervision.

A study conducted by Al-Otaibi (2019) assessed a school leader's performance in the light of the use of new media (YouTube, Twitter, Snap) in the Al-Kharj Governorate in Saudi Arabia. Employing a descriptive survey method, the researcher used questionnaires to collect data from (183) school personnel selected from the entire school community. The results indicated a medium degree of approval among the sample of the school leader's performance in the light of the use of new media.

A study by Cetinkaya (2019) attempted to determine the benefits and drawbacks of using social networking sites in school administration. The study's research showed that all school principals were found to use the WhatsApp software to communicate with other managers and staff at their schools. It also revealed that school administrators have favorable attitudes towards using social networking in administration such as reducing time and space limits in communication, being quick and safe, being effective in sharing school materials and equipment, being easily manageable, and being successful in driving the school culture forward.

A study conducted by Sobaih, Hasanein and Abu Elnasr (2020) was conducted to determine the
extent to which social networks were being adopted as a means of formal communication in education between faculty members and students experiencing difficulties with face-to-face learning due to the COVID pandemic. Using a descriptive approach, questionnaires were distributed to a sample of (304) faculty members and (309) students, following which personal interviews were conducted with (24) faculty members and (30) students. The findings suggested that the use of social networks was effective. To maintain the educational process, however, there was a difference between faculty members and students as the latter built a virtual community to support each other, whereas faculty members focused only on education and the curriculum. The results confirm that the correct use of social media can promote a new era of social learning and an alternative platform for enhancing online learning.

Such studies constituted a valuable resource for the current study, which followed most of the studies, such as those by Junova (2016), Al-Rasheed (2017), and Al-Otaibi (2019) in using a descriptive survey approach. What distinguishes the current study is that no previous Arab studies have tackled such a topic or tested the correlation between the degree of principals’ familiarity with media education and their use of social networks in school administration from the perspective of teachers.

4. Methodology

4.1 The quantitative sample and data collection

A correlational descriptive method was employed for the current study. The study population comprised all (2000) male and female teachers at Jordanian private schools in Zarqa Governorate. Using random sampling, the first sample consisted of (607) teachers. A questionnaire was designed using the Google Forms app., which in its final form consisted of (16) items covering two main fields: media education (8 items) and the use of social networks in school administration (8 items) (see Appendix 1). The validity of the questionnaire was established by a jury of 6 educational professors, whose comments were used to modify the questionnaire. Their level of agreement reached (80%). The reliability of the questionnaire was established by administering it to an exploratory sample of 24 teachers who were later excluded from the sample. There was a twenty-two day interval between the two administrations. The Cronbach’s alpha coefficients were then calculated (see Table 1).

Table 1: Cronbach’s alpha coefficients

<table>
<thead>
<tr>
<th>#</th>
<th>Axis</th>
<th>Internal consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Media education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Ethics</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>-Media education skills</td>
<td>0.81</td>
</tr>
<tr>
<td>2</td>
<td>The use of social networks in school administration</td>
<td>0.89</td>
</tr>
</tbody>
</table>

Table (1) indicates high coefficients overall, as the reliability ratios ranged between (0.81 - 0.89). Thus, the internal consistency of the questionnaire was strong and perfectly acceptable for the research.

4.2 The qualitative sample and data collection

The second sample consisted of 20 interviewees who were randomly selected from the study population. An initial structured interview was designed which consisted of 4 questions that were reviewed by a jury of two academics. Based on their feedback, the interview form was revised to include only one main question. After obtaining the interviewees’ consent to participate in the study, appointments were arranged and respondents were informed about the purpose of the interview and assured of the confidentiality and anonymity of their responses. The interviews were conducted via the Zoom app due to the COVID-19 pandemic. These were videotaped and immediately transcribed.
For reliability purposes, the researcher handed them back to the respondents to verify whether they were coherent with their answers. All participants reported that the excerpts matched their responses; the excerpts were then analyzed and classified in terms of frequency and percentages. In the qualitative analysis section of this paper, several responses have been cited and used when presenting the findings.

5. Findings

The first research question was:

*What is the level of familiarity with media education among private school principals in Zarqa from the perspective of teachers?*

To answer this question, the means and standard deviations for the media education field were calculated and are presented in Table (2).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Field</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethics</td>
<td>3.2</td>
<td>.73</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Media education skills</td>
<td>3.1</td>
<td>.74</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.1</td>
<td>.69</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Table (2) indicates that the degree of principals’ familiarity with media education generated a medium mean of (3.1) and a standard deviation of (.69). The means ranged between (3.1-3.2), The field of ethics ranked first, with the highest mean of (3.2) and a standard deviation of (.73), followed by the field of media education skills, with a medium mean of (3.1) and a standard deviation of (.74). The means and standard deviations of the items for each field are presented separately, as follows.

<table>
<thead>
<tr>
<th># Items</th>
<th>The manager handles inappropriate comments properly.</th>
<th>Means</th>
<th>Standard deviation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The principal determines the rules regarding commenting or sharing what is posted on the school Facebook page or the school WhatsApp group.</td>
<td>3.2</td>
<td>.87</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>The principal prohibits any form of cyberbullying.</td>
<td>3.2</td>
<td>.86</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>The manager prohibits any form of hate speech in comments or posts.</td>
<td>3.2</td>
<td>.89</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>3.2</td>
<td>.72</td>
<td>High</td>
</tr>
</tbody>
</table>

Table (3) indicates that the degree of principals’ familiarity with media education in the field of ethics was high, with a mean of (3.2) and a standard deviation of (.72). Items (1, 2, 3, 4) obtained high means of (3.2) with standard deviations of (.84, .87, .86, .89), respectively.

<table>
<thead>
<tr>
<th># Items</th>
<th>The principal has the skills to distinguish false news and rumors.</th>
<th>Means</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The principal has the critical thinking skills to critique what is being exchanged on social media</td>
<td>2.9</td>
<td>.99</td>
<td>Medium</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3.1</td>
<td>.74</td>
<td>Medium</td>
</tr>
</tbody>
</table>
As indicated in Table (4), the degree of principals’ familiarity with media education in the field of media education skills was medium, with a mean of (3.1) and a standard deviation of (.74). The means of this field were all medium as they ranged between (3.2 - 2.9). Item (6) “The principal has the skill to distinguish false news and rumors” ranked first with a mean of (3.2) and a standard deviation of (.85). Items (8 and 5): “The principal has the skills to produce informative media content.” and “The principal has the critical thinking skills to critique what is being exchanged on social media” scored medium means of (3.0 & 2.9) and standard deviations of (.89 &.99), respectively and ranked last.

The second research question was:

Is there a significant correlation (α ≤ 0.05) between school principals’ degree of familiarity with media education and their use of social media networks in school administration from the perspective of teachers?

To answer this question, Pearson’s correlation coefficient was calculated, the results of which are presented in Table (5).

**Table 5:** Pearson correlation coefficient between the degree of familiarity with media education and the use of social networks in school administration

<table>
<thead>
<tr>
<th>Field</th>
<th>The use of social networks in school management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>Correlation coefficient</td>
<td><strong>.74</strong></td>
</tr>
<tr>
<td>Significance</td>
<td>.00</td>
</tr>
<tr>
<td>Number</td>
<td>607</td>
</tr>
<tr>
<td>Media education skills</td>
<td></td>
</tr>
<tr>
<td>Correlation coefficient</td>
<td><strong>.80</strong></td>
</tr>
<tr>
<td>Significance</td>
<td>.00</td>
</tr>
<tr>
<td>Number</td>
<td>607</td>
</tr>
<tr>
<td>total</td>
<td></td>
</tr>
<tr>
<td>Correlation coefficient</td>
<td><strong>.83</strong></td>
</tr>
<tr>
<td>Significance</td>
<td>.00</td>
</tr>
<tr>
<td>Number</td>
<td>607</td>
</tr>
</tbody>
</table>

Table (5) indicates a positive and statistically significant correlation between the degree of familiarity with media education and the use of social networks in school management.

The third research question was:

Does school principals’ possessions of media education skills enable them to manage the school through social networks?

To answer this question, the researchers coded the interviewees’ responses and calculated the percentages, the results of which are presented in Table 6.

**Table 6:** The role of the school principal’s possession of media education skills in managing their school through social networks from the perspective of teachers

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school principal uses WhatsApp to communicate with teachers</td>
<td>20</td>
<td>%100</td>
</tr>
<tr>
<td>2.</td>
<td>The school principal uses Facebook to communicate with teachers</td>
<td>4</td>
<td>%2</td>
</tr>
<tr>
<td>3.</td>
<td>The school principal exchanges opinions and engages teachers regarding the school through social media</td>
<td>12</td>
<td>%60</td>
</tr>
<tr>
<td>4.</td>
<td>The principal deals appropriately with cases of bullying, abuse, and offensive comments.</td>
<td>17</td>
<td>%85</td>
</tr>
<tr>
<td>5.</td>
<td>The school principal can carefully select the content published on the school’s page on social media</td>
<td>14</td>
<td>%70</td>
</tr>
<tr>
<td>6.</td>
<td>The school principal’s possession of media education skills in managing their school through social networks had a positive impact</td>
<td>18</td>
<td>%90</td>
</tr>
</tbody>
</table>
Table (6) indicates that (100%) of the teachers agreed that a school principal used the (WhatsApp) application to keep in touch with them whereas 2% of them think that principals use Facebook platform for communicating with teachers. Overall, (60%) agreed that a school principal would use social media to share ideas related to teaching process. Their answers were as follows:

"The school principal opens the way for the teachers to exchange views and interventions for discussion."

"Through WhatsApp, all tasks in the teaching process are planned and organized easily with all teachers, as the principal sends the required task to the teachers, who must confirm whether the notification is read as this will make it easier for the task manager to know that everyone is familiar with the required task."

However, (40%) of the interviewees had a different point of view as they believed that the school principal doesn’t effectively communicate via social networks in relation to discussing important educational issues. Their answers were as follows:

"Principals’ media education skills are very weak.”

"They often give orders and do not open room for discussion."

Furthermore, (85%) of the sample agreed that the school principal deals flexibly and correctly with abusive violations and bullying that occur on sites that belong to their school. Their answers were as follows:

"Yes, they deal with abusive comments and eliminate them."

"The principal filters the offensive comments and reviews."

"Our principal is good at controlling the hate speech and offensive comments.”

The table indicates that (70%) of the sample agreed that the school principal carefully selects the content posted on social media sites related to the school. Their answers were as follows:

"Yes, the post selection process reflects the quality of the school Facebook page. Awareness of this includes strong media education on the part of the administrator to ensure the right selection of content."

"The principal does not approve any posts that are not related to the educational process, or inaccurate comments and inconsistent ones with our values”.

The table also indicates that (90%) of the teachers agreed that the school principal’s possession of media education skills in managing his school through social networks had a positive effect. Their answers were as follows:

"The school principal’s possession of media education skills helped to improve the school’s image, highlight the achievements of students, communicate with parents and teachers, and manage the educational process through various social media sites.”

"When the school principals possess the media education skills, that will help them in choosing the appropriate content to display and choose the correct way to respond to any aggressive comments, as a result that will contribute to creating a positive impression about the school and its staff.”
6. Discussion

The results of the first research question demonstrated that the degree of familiarity principals had with media education came to a medium degree, this can be attributed to the fact that this concept is modern and was limited to specialists in the press and media, but the openness of educational institutions to social media forced school principals to deal with it without having adequate awareness or appropriate training for it. The results also showed that principals’ familiarity with media education in the field of ethical behavior was high as they handle inappropriate comments properly, determine the rules regarding commenting or sharing what is posted on the school Facebook page or the school WhatsApp group and prohibit any form of cyber bullying, and any form of hate speech in comments or posts. This may be attributed to principals’ respect for laws, regulations, and instructions.

The field of (media literacy skills) yielded a medium result, indicating principals’ moderate possession of the skills needed to distinguish false news and rumors, false photos and videos, produce informative media content. They also showed that principals lack the possession of the critical thinking skills to critique what is being exchanged on social media. This can be due to the lack of time to receive suitable training on media educations skills, not to mention the daily routine experienced by the school principal, and the pressure of the administrative work which all can be an obstacle for the school principal use of media education skills in school administration. This result was consistent with those of Al-Mutairi (2012) and Al-Otaibi (2019) who both agreed that principals moderately use media education skills in their schools’ management, but this result was inconsistent with those of Al-Shehri’s (2017), and Al-Rasheed (2017) whose findings showed the absence of media education in the real practice of school administration.

The results of the second research question indicated a positive, statistically significant relationship between the principals’ degree of familiarity with media education and their use of social networks in school administration. This result can be considered significant as it endorses the notion that school principals are aware of the importance of employing social media networks in their school’s management which will consequently improve the school’s image and assist in advertising and marketing their private schools efficiently, as well as maintaining continuous communication with teachers, students, and parents. This result paralleled the results of (Cox and McLeod, 2013).

The results for the third research question indicated a consensus among teachers regarding school principals’ possession of media education skills which enable them to manage the school through social networks such as: dealing correctly with cases of bullying, abuse, and offensive comments, and carefully selecting the content posted on the school page. 90% of the interviewees agreed that even though the school principal’s knowledge of media education was moderate but it had a positive impact on school administration through social networking. This finding matched the findings of Al-Shamameri (2014), Mazza (2015), Kahveci (2015), Khawaja &Mahoney (2016), Krutka & Carpenter (2016), Sobaih, et al. (2020), which all agreed that principals’ familiarity with media education positively affected their school management. This means that school principals can function as supporters of media education, but their realm is relatively limited. The results also revealed that school principals do use some of the social media applications to communicate with teachers. WhatsApp is considered one of the most popular applications among Jordanian school principals in school management as it enables them to send instructions to a group that includes all school teachers at the same time, and it is extremely easy to use. This result is consistent with the results of Cetinkaya (2019).

Facebook on the other hand is not popular among principals in their school management, this is due to the notion that Facebook platform is closer to a bulletin board to deliver the most important information to a very large audience (Al-Zou’bi, 2020), not to mention it lacks privacy and requires high digital skills to manage it properly, and this was confirmed by the current study, the results of which indicated that the principals do not enjoy a high but a medium degree of media education. However, for many school administrators, eliminating social media is not a choice as most school
principals interact with "digital natives" who have grown up in a world where the internet and other modern information technologies are abundant (Investopedia, 2021).

7. Conclusions and Recommendations

From the above, we conclude that the degree of principals’ familiarity with media education and their use of social networks in their administration is medium. The positive correlation between principals’ familiarity with media education and their use of social media in school administration serves all parties at school. However, there are limitations to these findings as they need to be tested on a larger number of schools either public or private with different (non-Arab) populations. Nevertheless, we cannot deny that the current study is important in highlighting the importance of media education in school administration. As a result, the researchers recommend using social networks in school administration, by keeping abreast of technological changes, and holding special training courses on media education skills. More research on different samples is needed to gain more valid and linking results across the Arab region and far beyond.

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