The Role of Electronic and Social Media In The Performance Of Administrative Work From Teachers' Own Perspective

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ABSTRACT

The current study aimed to identify the role of in the performance of administrative work from teachers' perspectives.The study used the descriptive survey method. To collect data, a questionnaire that consisted in its initial form of (26) items was developed and it was distributed over three fields: technical requirements for electronic and social media, the school principal's personal skills, and the third field: the difficulties related to electronic and social media. The study population consisted of all (980) male and female teachers in the private schools in in Thiban Directorate of Education in Madaba Governorate. The sample was chosen by stratified random method, and it consisted of (145) male and female teachers in the private schools in Thiban Directorate of Education. the study results showed that technical requirements for electronic and social media were available to a high degree in private schools in Madaba, and that the level of principals' personal skills in private schools in Madaba from the perspective of teachers in these schools was high. the same is true for school principals. As for technical requirements for electronic and social media, they are available in schools. This indicated that private school principals' basic requirements and their personal skills to use electronic and social media in their administrative work were high. The results of the study showed that there were no significant differences in male and female teachers opinions - the study sample- about the personal skills of principals of their private schools in Thiban that ascribed to sex variable, Academic qualifications and professional experience that The results showed that there were significant differences in male and female teachers' opinions about the principals' personal skills of the private schools in which they work in Madaba in favor of teachers with higher degrees. The study had several recommendations, the most important of which was setting plans, programs and policies to activate the electronic communication process among all educational institutions by government agencies within a specific period of time to include all geographical areas, keeping pace with recent developments in the use of social media, as well as holding continuous courses for private school principals and teachers on modern technologies.

Keywords: Electronic and social media, Administrative work.

INTRODUCTION

The scientific progress and development that humanity has witnessed since the beginning of the twenty-first century motivated various sectors to keep pace with this tremendous development in all its forms. education sector is the most affected of these sectors, as it is the cornerstone in establishment civilizations, so educational institutions are among the most important institutions that contribute in society progress. School has role in the education of future generations, and seeks to achieve the educational goals that emanate from the educational philosophy, and human relations at school are an important part of the educational process to facilitate day-to-day work. In order for development to take place, it is important that the school principals adopt effective methods to achieve the goals of the school and this role will not be sufficiently effective if the principal does not take into account the desires and needs of the teachers during the performance of his work. During his work, the school principal deals with the teacher, who is one of the most important inputs to the educational system and the

decisive element for the success of the educational process. his efforts and the performance are reliable on for the success and improvement of the quality of education. (Rubin, 1982).

The key to the principal's successis his ability to deal with the people who work with him to convince and prepare them otdo what their duties. this requires a perfect knowledge of the mechanism of social media for the benefit of education. (Abd al-Baqi, 1980). Thesemedia are an important factor in management, and the ability to work with others constructively is an important feature that must distinguishe the official, especially in the field of education.

Advances in the field of information and communication   technology has imposed several challenges on educational institutions to develop the method of the educational and administrative system tokeep pace with these developments. Moreover, if Internet potentialsare well utilized, educational management methods will transform institutions from the traditional to the global technical level. in addition, the Internet usagerequires knowledge of its huge and affordable possibilities and grant access to the administrative expertise regarding the management of higher education, and identifying of the administrative expertise of the Developed Countries to guarantee the efficiency of the management methods followed by their scientific institutions. School principals play an important role towards teachers, learners, users, parents and community members, so this educationalist is required toto perform many tasks and duties as he is the person who is in charge of directing of the shool teamwork to achieve the objectives of the educational institution. In light of the basic objectives of school management in terms of planning, organization, guidance, follow- up, and evaluation. They are leadership practices for administrative and technical tasks the school principal performs to accomplish the required tasks (Al-Saud, 2015).

in this sense, these principals must adopt the latest administrative methods to keep pace with the tremendous technical developments, and interact with the era of digital technology. Among these methods is the use of social media in administrative work, which has recently emerged as a contemporary term, as a result of the spread of computers and communication networks and the information revolution in general.

STUDY PROBLEM:
Electronic and social media have become an essential and indispensable element of administrative work in all its aspects, including school administration. By this token, the problem of the current study addresses the importance of the school principal's role in the educational process, as he is the mastermind ofthe administrative and academic work of the school. The importance of the role of modern technology is that it encompasses all aspects of life, including education, as approved by some studies such as Salama and Abu Shashaya study (2017), Al-Muhanna study (2009), Al-Shanaq study (2008), and Al-Masoud study (2008). This study seeks to investigate the availability of the basic requirements for the use of social media in administrative work for private school principals in Theban Education Directorate from the teachers' perspective. And usage difficulties.

THE PROBLEM CAN BE IDENTIFIED THROUGH THE FOLLOWING MAIN QUESTION:
TO WHAT EXTENT THE BASIC REQUIREMENTS FOR THE USE OF ELECTRONIC AND SOCIAL MEDIA ARE AVAILABLE AND THE USAGE DIFFICULTIES IN THE PRINCIPALS' ADMINISTRATIVEWORKIN PRIVATE SCHOOLS IN THIBANDIRECTORATE OF EDUCATION FROM THE TEACHERS' OWN PERSPECTIVE?

OBJECTIVE AND QUESTIONS OF THE STUDY
This study aimed to identify the availability of basic requirements for private school principals to use electronic means of communication in administrative work in Theban directorate of education from the point of view of teachers' perspective and usage difficulty in light of the following questions:

1.To What extent the basic requirements for the use of electronic and social media are available and the usage difficulties in the administrative work of the principals of private schools in ThibanDirectorate of Education from the the teachers' own perspective?
2. Were there statistically significant differences at the level ($\alpha \le 0.05$) in the availability of the basic requirements for the use of electronic and social mediaand the usage difficulties in the administrative work of the

principals of private schools in ThibanDirectorate of Education from the teachers' perspectiveattributed to the: (gender, educational qualification, experience, and scientific specialization variables)?

SIGNIFICANCE OF THE STUDY:

The importance of the theoretical and applied study stems from:

1- The importance of the subject, which is the school principal' role in light of the rapid development of the means of communication.

2- the study results may availthe staff in the Training Department of the Ministry of Education in the Hashemite Kingdom of Jordan by preparing training programs for principalson the use of social media.

3- This study presents a tailor made tool whose validity and reliability have been verified can be used in similar research and studies for other school stages.

4- it Provides a feedback to the principals of private schools in Madaba governorate in the light of the results related to the implement of social media in the principals' work.

STUDY TERMS:

This study deals with some terms and concepts, including social media and school principal. The following are their definitions and the researcher's procedural definition:

SOCIAL MEDIA: It is an electronic system that allows its users to communicate with others through amulti-purpose electronic social system such as exchanging information, services, products and various issues (Chauhan & Pillai, 2013).

procedurally, the researcher defines it, as the means implemented through modern information and communication technology devices such as the Internet and smart phones; It is measured by the score of the study sample after conducting study.

PRIVATE SCHOOLS: they are the schools owned by a citizen and are also subject to the Ministry of Education and teach curricula identical to these used in public schools.

ADMINISTRATIVE WORK: the processes within the scope of the work environment that lead to the successful achievement of the desired goals.

STUDY LIMITATIONS:

-HUMAN LIMITS: this study was confined to male and female teachers of private schools in Theban District.
-PLACE LIMITS: This study was limited to a number of private schools in Theban District.
-TIME LIMITS: This study was conducted in the second semester of the year 2020/2021.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

FIRST, TECHNOLOGICAL DEVELOPMENT CONCEPT

The term technological development is classified as a very up to date term due to its relevance to information and communications that precede technology in its modern definitionrarher than to computers to a large extent. The stages that this term has gone through can be divided into (Al-Dalamah, 2008):

1- THE FIRST STAGE OF THE INFORMATION AND COMMUNICATION REVOLUTION: This stage revolved around the invention of writing. The emergence of writing has replaced oral communication, which no longer remain as the human being dies, or his mental abilities become weak.

2- THE SECOND STAGE OF THE INFORMATION OR COMMUNICATION REVOLUTION: This stage was associated with the emergence and development of printing of all kinds, which contributed to the spread of information and communications through the increase in the number of publications.

3-THE THIRD INFORMATION AND COMMUNICATION REVOLUTION: several types and forms of audio-visual information sources such as: the telephone, radio, television, discs, tapes, wireless and printed materials. These sources contribute to the transfer of information and increase the flowof communications.

4- THE FOURTH INFORMATION AND COMMUNICATIONS REVOLUTION: in this stage, the computer was invented and developed. This stage also witnessed the emergence of computer stages,variousgenerations, advantages, benefits and positive effects on the transfer of information through relevant means of communication.

5-THE FIFTH GENERATION INFORMATION REVOLUTION: It is embodied in the very huge interconnection and interdependence between advanced computer technology and multi-type communication technology and trends that contributed to rapid transmission of a very large amount of information through websites and internet regardless of time and place.
Technological development has affected the research and development strategy in that it played an important role in the application of the research and development task through developed knowhow that obliges administration and workers and assists them to design new products, develops existing products, and improve production processes at the organization level (Mubarak, 2004).

ELECTRONIC COMMUNICATION

They are defined as services that are built and programmed by major companies to gather the largest number of users, share activities and interests, search for friends with common interests and activities intellectual commonalities, or otherwise. These services have features that offer instant chat, public and private messaging, and sharing various media such as audio, image, video and files. These services have attracted millions of users from different countries of the world (Al-Husseini, 2012).

The electronic communication networks such as "Facebook", , "Twitter", "Googleplus", "My Space", "Hi5", "Life", "Linked In" and other famous sites that It provides communication services to users (Abdul-Jalil, 2011). Social networks share basic characteristics, while differ from each other with other characteristics determined by the nature of the network and the users. (Al-Darab, 2011).

- **PERSONAL PAGES:** You can identify a person's name, and know basic information about him, such as: gender, date of birth, country, interests, personal photo and other information.
- **FRIENDS:** people that a person is acquainted with for a specific purpose.
-**SENDING MESSAGES:** This feature provides the possibility to send a direct message to the person, whether he is in your friend list or not.
-**PHOTO ALBUMS:** Social networks provide its users an infinite number of albums, uploading hundreds of photos, and sharing these photos that can be viewed and commentedbyfriends.
-**GROUPS:** Many social networking sites offer an interest group feature, where you can create a group with a specific name, setting possiblegoals. The social network site provides the admin the people who have joined it a scope similar to a mini discussion forum and a thumbnail photo album.
-**PAGES**: The idea is to create a page in which information about the product, character, or event are mentioned, and the users then browse those pages through identified divisions.
Global statistics indicate an increase in the number of users of electronic communication networks in various parts of the world and the region where Jordan ranked seventh in the Arab world and 60th globally with (1.9) million users according to the registration base of Facebook subscriptions in the Kingdom, while local official figures show that The total number of Internet users in Jordan has recently exceeded (2.7) million. Electronic communication networks such as "Facebook", "Twitter" and "LinkedIn" in the world, and in the Middle East in particular, have attract an increasing and great interest in terms of subscription and usage since the beginning of last year in the aftermath of political and events that erupted in Tunisia, and then reached Egypt, Yemen, Bahrain, and Syria, due to the wide room these networks offer for communication and expression of opinion (Al-Raoud, 2012).

TYPES OF ELECTRONIC NETWORKING

Some researchers classify social networks into many types according to the nature of users (Al-Filali, 2012; Al-Mansour, 2012; Al-Sayed and Abdel-Aal, 2009; Boyd & Ellison, 2007), as there are the basic networks, which are users' personal files and general services such as: personal correspondence, images, audio and video files, links, text and information according to classifications related to study, work, or geographic scope for example Facebook and MySpace. There are also work-related social networks which link work friends, employers and companies, and include user profiles in terms of resume, work experience and scientific disciplines such as LinkedIn. There is another type of social network that provides micro-blogging services, such as Twitter and Plurk (Juma and Khalil, 2002).

THE EMERGENCE OF ELECTRONIC NETWORKS:

The first stage of electronic communication networks, especially Facebook, began in the late nineties in the United States of America, and the precedent was (Classmates.com) network, which was established in 1995 by Randy Conrads to connect his classmates. Then, in 1997, (SixDegress) network appeared then was suspended in 2001 due to financial issues. At this stage, interactive second web technology had not yet appeared, but most of the uses of these networks were confined to chat rooms, e-mail and the creation of user profiles. However, the second stage made advantage of the second generation of web technologies, as many electronic social media appeared, especially Facebook, from 2002 to 2012 (Mujahid, 2010).

Among the most famous and prominent social networks -to name a few-the (Friendster) network (2002), and in the second half of the same year, (skyrock) network appeared in France as a blogging platform, and then completely changed to a social network in 2007. It had achieved a wide and rapid spread to reach (according to January 2008 statistics) the seventh place in the ranking of social networks according to the number of users. Later, My Space network appeared in (2003) in the United States of America and it was characterized by its great development and the increase in the number of its users, especially the teenagers. It also included famous bands and kept artists, musicians in contact with their fans. Then its rival, Facebook, appeared in 2004 and included at the beginning Harvard students, and then educational institutions in the United States of America. Hence, the international launch of Facebook was considered in (2006), as it became the first social network in the world in terms of the number of users, and in (2007) Facebook provided its users with a service of configuring applications for developers, which contributed to the increase in the number of its users, especially among the youth group (Boyd & Ellison, 2007).

THE SCHOOL ADMINISTRATION:

The school administration is no longer a routine facilitation of the school's matters, and the role of school principals is no longer to maintain school discipline and ensure that the teaching proceeds according to the established school schedule, and the enumeration of students. Rather, their work has become student-centered to facilitate the conditions and potentials that contribute to their growth and improving the educational process.It seeks to improve the educational process in order to enhance this growth, and it also revolves around achieving social goals that benefit society (Khalil, (2009).

This change in the role of school and the development in its functions was due to science, as was reported by Khalil (2009) as follows:
- Nature and modern technology arise from expansion of the physical environment. The progress in space science has enabled man to land on neighboring planets and roamed the outer space through satellites. Moreover, advances in communication methods have made the world more open and connected to each other more than ever before.
- In addition to the change that occurred in the school function; it has switched from transferring the cultural heritage to young people in the past to devoting due interest to the community and its problems and working to achieve its goals and changing the view toward the educational process. The results of psychological studies and educational research showed the importance of the child as a person with individual differnces and that the educational process is a growth process of the learner's personality with all its aspects. Work organization and development, the availability of capabilities and conditions that achieve educational and social goals, and providing all conditions and capabilities that contribute to helping the student's spiritual, mental, and physical

growth and preparing him to assume his responsibilities in his present and future life have had an important role in changing the school's function and administration.

SCHOOL ADMINISTRATION CONCEPT:

Fulan (2002) defines it as that joint action performed by the group in order to reach the desired goals in an atmosphere of affection and cooperation.

Al-Badri (2005: 52) defines it as "the unit that implements the educational policy and is a part of the educational administration. It is headed by a principal whose main responsibility is to direct the school towards performing its mission and implementing educational regulations and laws of the Ministry."

It can be said that school administration is an organized process that requires employees' participation in terms of planning, organization and coordination for the purpose of planning goals.

SUCCESSFUL SCHOOL ADMINISTRATION:

The school is a social institution established by the community with a main goal i.e,performing the educational process. In this case, it encompasses all the components and relationships within the scope of the school system, which ultimately aims to improve the teaching and learning process (Khalil, (2009).

The important role of the school administration role is to develop an environment of positive empowerment and consolidation through encouragement and positive cooperation to participate in decision-making, setting organizational goals, and creating an open atmosphere that contributes to scrutinizing information easily and encouraging teachers to assume responsibility (Abdel-Moneim and Mustafa, (2012).

PREVIOUS STUDIES

The previous studies are an important starting point for the current study taking into consideration aspects they addressed and the researchers' recommendations. The researcher summarized a number of previous studies, as follows:

Salama, Abu Shusha study (2017) aimed to identify the implementation of the Jordanian public secondary school principals of information technology from their perspective. The study population consisted of (284) principals from Amman. The study showed that the majority of school principals in the study sample implement information technology to a medium degree, and that the females implementation average was higher than that of males, with statistical significance in most of the fields and this was attributed to the experience variable in administration in favor of female principals. There were statistically significant differences in the implementation of information technology amomg those who have years of experience of (10 years or more) and it also showed that the differences between them (Cheffe test) in favor of those who hold (bachelor and postgraduate studies) and employ information technology in their administration.

Al-Muhanna, Abdel-Wahab (2009), conducted a study that aimed to determine the degree of computer use in school administration in UNRWA schools in Gaza governorates from its principals' perspective, it also aimed to reveal whether there were statistically significant differences at the level ($\alpha \leq 0.05$) for mean estimates of UNRWA school principals in Gaza governorate on computer use in school administration that are attributed to the study variables: gender, educational district, years of service in school administration, number of years of school principal's use of computers. Then, procedures were taken to enhance computer use. To achieve these goals, the researcher used the descriptive analytical method for its relevance to this type of studies in describing the studied phenomenon, analyzing its data and identifying the relationship between its components. The researcher also designed a questionnaire that consisted of (58) items distributed in five main fields: (school exams and resultsdepartment, student and staff affairs department, implementation of administrative work, school communication department, financial affairs, supplies and school library). The validity of the questionnaire was confirmed by a group of arbitrators, and then it was applied to a survey sample consisting of (30) male and female principals. Then, the validity of the internal consistency, and the reliability of the questionnaire were calculated using the Split-Half, where the total reliability coefficient was (0.91). the Alpha-Cronbach equation was also used, where the overall reliability coefficient was (0.95). The researcher also applied the questionnaire to the study sample, which consisted of (183) male and female principals out of (191), and then analyzed the responses of the sample using the Statistical Package for Social Studies (SPSS) program.

THE STUDY SHOWED THE FOLLOWING RESULTS:

 The computer implementation in school administration in UNRWA schools in Gaza governorate was medium with a rate of (70.79%). - The computer implementation in the field of school exams and results Department ranked first with a high degree, with a rate of (81.28%), while computer implementation in the field of administrative work ranked second in a medium degree, with a rate of (76.16%), and the computer implementation in the the other fields (Student and Staff Affairs Department, School Communication Department, Financial Affairs, Supplies and Library Department) were weak at (68.67%, 65.75%, 63.85%), respectively. - There were statistically significant differences at the level ($\alpha \leq 0.05$) in the mean estimates of UNRWA school principals in the governorates of Gaza with regard to computer use in school administration attributed to the gender variable in favor of males. - There were no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean estimates of UNRWA principals in the governorates of Gaza for the computer implementation in school administration ascribed to the educational region variable. - There were no statistically significant differences in the mean estimates of UNRWA principals in Gaza governorates for the computer implementation in school administration in UNRWA schools in Gaza governorates due to the variable years of service in school administration. - There were statistically significant differences between the mean estimates of UNRWA principals in the governorates of Gaza for the computer implementation in school administration in UNRWA in the governorates of Gaza due to the variable of years the school principal has used the computer, in favor of the second group (the computer is used for a period of 4-6 years) And the third (the computer has been used for more than 6 years) with no differences in the mean estimates of the second and third groups. In light of these results, the researcher introduced a set of recommendations: - Providing a computerized information management system that includes all fields of school administration. Providing the necessary and continuous technical training for school principals on the implementation of computers and their use in school administration, designing a web page for each school, through which information of interest to students and parents is published, and enables them to follow up their children's achievement.

Al-Sarayra, Abu Hamid study (2016) aimed to investigate the role of school administration in the dissemination of information and communication technology in the school community from the the school assistants' perspective. To achieve this goal, a questionnaire was developed and it consist of (42) items distributed in five fields, namely: The digital information knowledge in the school environment, the school principal and communication technology, technical support and maintenance, the appropriate infrastructure, and teachers' encouragement to use information technology and communications. The study validity and reliability have been confirmed. As for the study sample, it consisted of (74) assistant principals in the Directorate of Education in Southern Mazar District. The study showed the following results: The role of school administration in spreading the use of information and communication technology in the school community was moderate at the overall level. The information and communication technology in the school community showed that the results were medium, and there were no statistically significant differences at the level ($\alpha \geq 0.05$) due to the gender variable at the total level and at the level of each field separately, and there were no statistically significant differences at the level ($\alpha \geq 0.05$) due to the for the variable of specialization at the overall level. In all fields except the field of the school principal and communication technology, the difference was in favor of the humanities.

METHODOLOGY AND PROCEDURE:
This chapter presents the study's methodology, its population and its sample, as well as a f the study tool, its validity and reliability indicators, the study's variables and the statistical treatment used, as follows:

STUDY APPROACH:
The current study adopted the descriptive survey method, as the most appropriate method for the subject of the study, and the questionnaire was used as a means of data collection.

STUDY POPULATION:
The study population consisted of all private school teachers in Madaba Governorate, in the Directorate of Education, who were (980) male and female teachers. The sample was chosen by stratified random method.

THE STUDY SAMPLE:

The researcher conducted a Frequency Distribution Analysis to identify the most important demographic characteristics of the study sample in terms of gender, academic qualification, specialization, and years of experience. Table (1) presents the results of this analysis.

The sample was chosen by stratified random method. The study sample consisted of (145) male and female teachers in the private schools in Theban Directorate of Education. The results of the frequency distribution analysis summarized in Table (1) revealed that the majority of the sample members were females; Their number was (85) female teachers and this account for (58.6%) of the study sample, while the male teachers were (60) and this account for (41.4%) of the study sample.

As for the academic qualification, the analysis showed that (120) out of (145) teachers, i.e. (86.2%) of the study sample have bachelor's degree, while the number of teachers who have Postgraduate certificates is (20) and this accounts (13.8%) of the study sample.

TABLE (1): DISTRIBUTION OF STUDY SAMPLE MEMBERS ACCORDING TO PERSONALITY TRAITS.

VARIABLE	CATEGORY	FREQUENCY	PERSENTAGE
SEX	MALE	60	41.4
	FEMALE	85	58.6
	TOTAL	145	100%
QUALIFICATION	BACHELOR'S DEGREE OR LESS	125	86.2
	POSTGRADUATE STUDIES	20	13.8
	TOTAL	145	100%
ACADEMIC SPECIALIZATION	HUMANITARIAN	65	44.8
	SCIENTIFIC	80	55.2
	TOTAL	145	100%
YEARS OF EXPERIENCE	ONE YEAR - LESS THAN (5) YEARS	69	47.6
	(5) YEARS - LESS THAN (10) YEARS	44	30.3
	(10) YEARS AND MORE	32	22.1
	TOTAL	145	100%

As for the academic qualification, Table (1) indicates that the largest number of teachers were with scientific qualification, and they were (80) teachers, i.e. (55.2%) of the study sample, and the number of teachers with humanitarian qualification was (65) teachers. Thus, they account for (44.8%) of the sample.

Table (1) shows that there is a noticeable variation among the teachers surveyed in terms of the years of experience; about half of the study sample (47.6%) were teachers with less than (5) years of experience. Then, teachers with average experiences (from 5 ot less than10 years) and they were (44) teachers with a percentage slightly lessthan a third of the teachers (30.3%). Table (1) reveals that teachers with relatively long experiences (10 years and more) were the least (32 teachers), and they account for (22.1%) of the study sample.

Thus, the researcher finds that most of the teachers in the study sample were females with a bachelor degree or below, and their qualificationare scientific, and their work experience does not exceed (5) years.

STUDY TOOL

To achieve the goal of the study, the researcher developed a tool that measures the availability of basic requirements for the use of electronic and social media in administrative work among the principals of private

schools in Thiban Directorate of Education, reling on: Al-Salamastudy (2013), Al-Sufyani study (2012), and Al-Ajmi study (2006). The questionnaire was formed initially form (26) items divided into (3) fields:

THE FIRST FIELD: THE TECHNICAL REQUIREMENTS FOR THE AVAILABILITY OF ELECTRONIC MEDIA

THE SECONDFIELD: SCHOOL PRINCIPAL'SPERSONAL SKILLS.

THE THIRD FIELD: DIFFICULTIES RELATED TO ELECTRONIC AND SOCIAL MEDIA

THE VALIDITY OF THE STUDY TOOL

The questionnaire was presented to a number of faculty staff in the educational assets and management, and technology of education to determine the validity of the items used to measure the availability of the basic requirements for the implementation of electronic and social media in the administrative work of private school principals in Theban Directorate of Education, and their relevance to the field, the wording of some items has been modified and some have been deleted. In its final form, it consisted of (26) items.

STUDY TOOL RELIABILITY

The researcher examined the reliability of the questionnaire, which is the tool of this study, using reliability analysis. This analysis is based on calculating the values of Cronbach's Alpha Coefficient for the questionnaire as a whole and for the items of each of its fields. The value of this factor indicates the reliability of the tool and the internal consistency of its items. (0.70) is considered the minimum acceptable value for the purposes of scientific research.

The researcher performed a reliability analysis on the sentences (items) of the questionnaire as a whole and on each of its three domains individually. As indicated by the results of the analysis presented in Table (2), the Cronbach's alpha coefficient values for the questionnaire as a whole were (0.882), which means that the questionnaire is characterized by high reliability and a high degree of internal consistency.

STUDY VARIABLES

The study included the following variables:

INDEPENDENT VARIABLES:

1- They are the gender and it has two categories (male and female).

2- Academic qualification with two levels (bachelor's or less, postgraduate studies)

3- Experience and it has three levels (less than 5 years, 5 to 10 years, and 10 years and more).

4- The academic qualification and it has two categories (humanitarian and scientific).

STUDY PROCEDURES:

After confirming the validity and reliability of the study tool, determining the sample required to apply the study tool, and obtaining official approvals for its application, the researcher distributed the questionnaire to the study sample - male and female teachers from different secondary schools in Thiban Directorate of Education, and then the questionnaires were collected, input into the computer to be then analyzed to get the results.

The researcher followed the following procedures:

- The researcher develops the study tool, and extracted indications of its validity and reliability.

He determines the sample of the study.

He obtains a letter of approval forthe task from the Directorate of Special Education to the private secondary schools in ThibanDirectorate of Education.

He obtains statistics on the numbers of principals and teachers in private secondary schools in ThibanDirectorate of Education.

The researcher distributed the study tool to the study sample, and then retrieved it and input data it into the computer in preparation for the analysis.

The gradation of the scale used in the study tool was taken into consideration, and based on that, the values of - the arithmetic means of the study are classified as follows:

THE CATEGORIES WERE AS FOLLOWS:

1	-	2.33	LOW
1.34	-	3.67	MEDIUM
3.68	-	5.00	HIGH

The five-point Likert scale was chosen because it is considered one of the most widely used scales as it is easyto understand and its scores are accurate. The sample members who take the test express their agreement with each of the variables as follows:

VERY STRONG	STRONG	MEDIUM	WEAK	VERY WEAK
1	2	3	4	5

TABLE (2): THE RELIABILITY OF THE STUDY TOOL TO MEASURE THE AVAILABILITY OF BASIC REQUIREMENTS FOR PRIVATE SCHOOL PRINCIPALS TO USE ELECTRONIC AND SOCIAL MEDIA IN ADMINISTRATIVE WORK IN THEBAN DIRECTORATE OF EDUCATION.

FIELD	NUMBER OF SENTENCES	CRONBACH'S ALPHA COEFFICIENT
-TECHNICAL REQUIREMENTS FOR THE AVAILABILITY OF ELECTRONIC AND SOCIAL MEDIA.	10	0.900
- SCHOOL PRINCIPAL'S PERSONAL SKILLS	7	0.869
- DIFFICULTIES RELATED TO ELECTRONIC AND SOCIAL MEDIA.	9	0.946
-THE TOTAL DEGREE OF THE AVAILABILITY OF THE BASIC REQUIREMENTS FOR ELECTRONIC AND SOCIAL MEDIA IN THIBAN DIRECTORATE OF EDUCATION IN THEIR ADMINISTRATIVE WORK.	26	0.882

As for the individual fields, the values of Cronbach's alpha coefficient in Table (2) show that each of these fields is also characterized by high reliability and a high degree of internal consistency for its items. The field of "difficulties related to and electronic and social media" was characterized by the highest degree of reliability; Where the value of Cronbach's alpha coefficient for the sentences in this field was (0.946), followed by the field of "technical requirements for the availability of electronic and social media, and the value of the Cronbach's alpha coefficient for the sentences in this field was (0.900). As for "school principal's personal skills" field, it has relatively less reliability, as the value of Cronbach's alpha coefficient for its entirety was (0.869).

STATISTICAL TREATMENT

The following statistical treatments were used:

To analyze the sample answers to the first question, arithmetic means, standard deviations, ranks and level were used.

2- The (t-test) was used to analyze the responses of the study sample members according to the variables of gender, experience, academic qualification and scientific specialization.

RESULTS

The aim of this study was to identify the availability of the basic requirements for the use of electronic and social media in administrative work in Thiban Directorate of Education from the teachers' perspective. Within this context, the study seeks to answer the two study questions and the researcher presents the results of the study arranged according to its questions.

THE RESULTS OF THE STUDY RELATED TO THE FIRST QUESTION: TO WHAT EXTENT THE BASIC REQUIREMENTS FOR THE USE OF ELECTRONIC AND SOCIAL MEDIA ARE AVAILABLE AND THE USAGE DIFFICULTIES IN THE ADMINISTRATIVE WORK OF THE PRINCIPALS OF PRIVATE SCHOOLS IN THIBAN DIRECTORATE OF EDUCATION FROM THE THE TEACHERS' OWN PERSPECTIVE?

To answer this first question of the study, the arithmetic mean and standard deviation of the items of each study field were calculated, then these items were arranged according to the values of the arithmetic means, and ranks were given decreasing as their values of the arithmetic means decreased. The researcher classified the availability of the basic requirements for the use of electronic and social media and the usage difficulties in administrative work for the principals of private schools in ThibanDirectorate of Education from the teachers' perspective in three categories (weak, medium, and high).

With regard to the first field of the questionnaire related to the availability of technical requirements for (electronic) and social media, the results in Table (3) refer to the following:

TABLE (3): ARITHMETIC MEANS, STANDARD DEVIATIONS, AND RANKS OF THE AVAILABILITYOF THE TECHNICAL REQUIREMENTS FOR THE IMPLEMENTATION OF (ELECTRONIC) AND SOCIAL MEDIA

RANK	NUMBER	ITEM	ARITHMETIC MEAN	STANDARD DEVIATION	AVAILABILITY
1	1	THERE IS AN EMIS SYSTEM AT SCHOOL.	4.58	0.839	HIGH
2	2	THERE IS A NETWORK (INTERNET) AT SCHOOL.	4.15	1.120	HIGH
3	5	THE SCHOOL HAS A WEBSITE THAT PUBLISHES VARIOUS ACTIVITIES.	4.03	1.224	HIGH
4	3	THE SCHOOL HAS A SUFFICIENT NUMBER OF COMPUTER LABS.	3,99	0.975	HIGH
5	6	TEAM WORK AND SCHOOL STAFF ARE DEDICATED TO USE OF (ELECTRONIC) COMMUNICATION TOOLS.	3,85	1.186	HIGH
6	4	THE SCHOOL HAS ADMINISTRATIVE (ELECTRONIC) LOG.	3.84	1.167	HIGH
7	8	THE SCHOOL PROVIDES THE (ELECTRONIC) COMMUNICATION REQUIREMENTS.	3.71	1.224	HIGH
8	10	THE SCHOOL ENCOURAGES THE USE OF (ELECTRONIC) MEDIA.	3.69	1.304	HIGH
9	7	THE SCHOOL HAS MODERN SOFTWARE THAT THE ADMINISTRATION CAN USE IN ITS ADMINISTRATIVE WORK.	3,63	1.230	MEDIUM
10	9	THE SCHOOL PROVIDES TECHNICAL SUPPORT FOR THE USE OF (ELECTRONIC) MEDIA	3.58	1.335	MEDIUM
		TOTAL SCORE	3.89	0.972	3.89

When analyzing the data in the table, it was found that the availability of technical requirements for the (electronic) and social media is high, and its arithmetic mean is (3.89), and there is high availability in eight technical requirements for the (electronic) and social media, and their arithmetic means ranged between (3.69) and (4.58), while the availability was medium for two of the technical requirements for the (electronic and social media: the first is "modern software that the administration can use in its administrative school work", and its arithmetic mean was (3.63), and the second is providing technical support for the use of (electronic) and social media, with an arithmetic average of 3.58. As for the technical requirements for the availability of(electronic) and social media, (EMIS) ,the (internet), and the school (website) through whichactivities are published, and computer labs are most available (electronic) means in the studied private schools, , and their mean was (4.58), (4.15), (4.03) and (3.99), respectively.

Asseen in Table (3)The researcher concludes that the technical requirements for the availability of (electronic) and social mediaare a high in private schools in Madaba.

Table (4) presents the results related to the second field of the questionnaire, which is related to the level of the school principal's personal skills. These results reveal the following:

TABLE (4): ARITHMETIC MEANS, STANDARD DEVIATIONS, AND RANKS OF THE SCHOOL PRINCIPAL'S PERSONAL SKILLS LEVEL.

RANK	NUMBER	ITEM	ARITHMETIC MEAN	STANDARD DEVIATION	SKILL LEVEL
1	1	THE PRINCIPAL HAS MASTERED THE BASIC SKILL TO OPERATE (WINDOWS) WITH ITS VARIOUS VERSIONS	4.25	1.024	HIGH
2	3	THE SCHOOL PRINCIPAL DEALS WITH INPUT UNITS SUCH AS KEYBOARD, SCANNER AND DIGITAL (CAMERA).	4.16	1.008	HIGH
3	2	THE MANAGER DETERMINES THE APPROPRIATE PROGRAM TO OPEN AND BROWSE FILES.	4.14	1.006	HIGH
4	7	THE MANAGER IS GOOD AT DEALING WITH (ELECTRONIC) FILES.	3.99	1.020	HIGH
5	5	THE MANAGER USES THE (ELECTRONIC) MAIL FOR VARIOUS CORRESPONDENCES.	3.96	1.130	HIGH
6	4	THE PRINCIPAL DIRECTS TEACHERS TO IMPLEMENT COMPUTERS IN THEIR SCHOOL WORK.	3.94	1.075	HIGH
7	6	THE MANAGER MASTERS INSTALLING AND REMOVING PROGRAMS FROM THE COMPUTER	3.94	1.126	HIGH
		OVERALL SCORE	4.05	0.863	HIGH

When analyzing the data in Table (4), and according to male and female teachers' perspective, it is found that the principals of private schools in Madaba are characterized by a high overall level of personal skills; The arithmetic means of the overallitemsin this field was (4.05), while four skills were characterized by higher levels of availability than others among the principals of the private schools surveyed in Madaba, which are the basic operating skills of (Windows) program with its various versions (4.25), and dealing with input units such as the keyboard , the digital scanner and (camera) (4.16), selecting the appropriate program for opening and browsing files (4.14), and dealing with (electronic) files, and the arithmetic means for this skill was (3.99). The results in Table (4) refers to a very large convergence in arithmetic means of the opinions of male and female teachers of the study sample on the availability of personal skills among the principals of the private schools studied in Madaba; The range of arithmetic mean values for the opinions of the study sample about the seven skills of the study was very small (0.32), which confirms that the level of availability of all these skills among the principals of these schools is high.

Based on these results, the researcher concluded that the level of personal skills of the principals of the private schools studied in Madaba from the point of view of the teachers working in these schools is a high level.

summarizes the results of the statistical analysis related to the third field of the questionnaire, which examines the difficulties of (electronic) communication in private schools in Madaba. It is evident from these results that:

TABLE (5): ARITHMETIC MEANS, STANDARD DEVIATIONS, AND RANKS OF (ELECTRONIC) COMMUNICATION DIFFICULTIES.

RANK	NUMBER	ITEM	ARITHMETIC MEAN	STANDARD DEVIATION	SKILL LEVEL
1	9	EMERGENT TECHNICAL PROBLEMS IN (THE INTERNET).	1.290	2.88	MEDIUM
2	4	POOR WIRELESS (INTERNET) SERVICE FOR THE ADMINISTRATION.	1.378	2.84	MEDIUM
3	6	LACK OF MODERN DEVICES FOR (ELECTRONIC) COMMUNICATION.	1.303	2.81	MEDIUM
4	1	THE LACK OF THE (ELECTRONIC) SYSTEM AT THE SCHOOL.	1.399	2.79	MEDIUM
5	2	WEAK TECHNICAL SUPPORT FOR (ELECTRONIC) MEDIA.	1.346	2.75	MEDIUM
6	3	POOR NETWORK (INTERNET) IN THE SCHOOL.	1.301	2.71	MEDIUM
7	7	LACK OF SOFTWARE FOR (ELECTRONIC) MEDIA.	1.271	2.70	MEDIUM
8	5	LACK OF COMMAND OF THE REQUIREMENTS OF (ELECTRONIC) EDUCATION.	1.291	2.67	MEDIUM
9	8	PRINCIPALS' INDIFFERENCEOF THE IMPORTANCE OF (ELECTRONIC) COMMUNICATION.	1.242	2.48	MEDIUM
			1.138	2.74	MEDIUM

When analyzing the data in Table (5), it was found that the nine difficulties related to (electronic) communication are in the private schools surveyed in Theban Directorate of Education in Madaba, to a medium degree; The arithmetic mean for this field was (2.74).The urgent technical problems in (the Internet) are regarded from the relatively greater (electronic) communication difficulties as its highest arithmetic mean was (2.88), while the weakness of wireless (internet) service for the administration occupy the second important difficulty of (electronic) communication from the perspective of the male and female members of the study sample with an arithmetic mean (2.84). According to opinions of the study sample, there are two obstacles that equally hinder (electronic) communication: the first is the lack of modern devices for (electronic) communication, and its arithmetic mean was (2.81), and the second is the lack of the (electronic) system, and its arithmetic average was (2.79), while the principals' lack of conviction in the importance of (electronic) communication is one of the least present and influential (electronic) communication difficulties in the private schools studied in Madaba, which means that the principals of the surveyed schools are convinced of the importance of (electronic) communication.

According to these results, the researcher concluded that the nine studied (electronic) communication difficulties in Table (5) are all present in the private schools in Thiban Directorate of Education, but the level of their impediment to (electronic)communication is medium.

The researcher summarizes the results of the statistical analysis in Tables (3), (4) and (5) in Table (6). In its quest to answer the first main question of the study, and taking into account the results contained in these four tables, the researcher suggests that the availability of basic requirements for private school principals to use electronic media in their administrative work is generally a high degree from the perspective of teachers working in these schools. The summary of the results in Table (6) indicates that school principals' personal skills are available to a high degree and that the technical requirements for implementation of (electronic) media are available in schools, which may mean high availability of the basic requirements for principals of private schools to use electronic media in their administrative work because the technical requirements are highly available and principals have high personal skills.

TABLE (6): ARITHMETIC MEANS, STANDARD DEVIATIONS, AND RANKS FOR THE THREE FIELDS OF THE QUESTIONNAIRE.

RANK	NUMBER	ITEM	ARITHMETIC MEAN	STANDARD DEVIATION	SKILL LEVEL
1	2	-SCHOOL PRINCIPAL'S PERSONAL SKILLS	4.05	0.863	HIGH
2	1	-AVAILABILITY OF TECHNICAL REQUIREMENTS TOIMPLEMENTING (ELECTRONIC) MEDIA.	3.89	0.972	HIGH
3	3	-DIFFICULTIES RELATED TO COMMUNICATION AND (ELECTRONIC) COMMUNICATION	2.74	1.138	MEDIUM
				-	HIGH

The results of the study related to the second question: Were there statistically significant differences at the level ($\alpha \leq 0.05$) in the availability of the basic requirements for the use of electronic and social media and the usage difficulties in the administrative work of the principals of private schools in Thiban Directorate of Education from the teachers' perspective attributed to the: (gender, educational qualification, experience, and scientific specialization variables)?

To answer the second study question, the researcher conducted a (t-test) for independent samples to determine any significant differences between teachers of the study sample in their opinions about the three fields of study and the total score for these fields attributed to personal variables (Dmographic Variables). And because the number of categories is two in the case of the variables of gender, academic qualification and specialization, the researcher conducts this test once for each of these three variables. In the case of years of experience, the researcher conducted a one-way analysis of variance (ANOVA), because the number of groups under comparison in this case is (3) groups. Below, the researcher presents the most important results of hypotheses tests that will contribute to answering the second main study question.

1- GENDER VARIABLE.
The researcher implemented a t-test for independent samples in order to determine any significant differences between the teachers in the study sample in their opinions about the three fields of study and the total score of these fields due to the gender variable. Table (7) summarizes the results of this test, which indicate the following:

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TABLE (7): T-TEST OF THE INDEPENDENT SAMPLES FOR THE DIFFERENCES IN THE FIELDS OF QUESTIONNAIREAMONG THE STUDY SAMPLE MEMBERS ACCORDING TO THE GENDER VARIABLE.

FIELD	GENDER	ARITHMETIC MEAN	STANDARD DEVIATION	(T) VALUE	DEGREE OF FREEDOM	LEVEL OF SIGNIFICANCE
SCHOOL PRINCIPAL'S PERSONAL SKILLS	**MALE**	3.74	7.431	- 1.537	1.43	**0.127**
	FEMALE	3.99	1.098			
TECHNICAL REQUIREMENTS TOIMPLEMENT (ELECTRONIC) MEDIA.	**MALE**	3.84	0.817	- 2.492	1.43	**0.014**
	FEMALE	4.20	0.869			
DIFFICULTIES RELATED TO (ELECTRONIC) COMMUNICATION	**MALE**	2.92	0.988	1.685	1.43	**0.094**
	FEMALE	2.60	1.222			
TOTAL SCORE	**MALE**	3.48	0.470	- 0.865	1.43	**0.389**
	female	3.56	0,608			

** At the level of significance ($\alpha \geq 0.05$).

1-There are no significant differences between male and female teachers in the study sample in their opinions about the personal skills of the principals of the private schools in Thiban Directorate of Educationascribed to the gender variable; as the significance level (0.127) is higher than (0.05), which is a result confirmed by the values of the convergent arithmetic means for the opinions of the male teachers (3.74) and the female teachers (3.99).

2- There are significant differences between male and female teachers of the study sample in their opinions about the availability of technical requirements (electronic) media in the private schools in Thiban Directorate of Educationin favor of the female teachers ascribed to the gender variable as the significance level was (0.014), Less than (0.05). This result was supported by the arithmetic mean values that were higher for female (4.20) than for male teachers (3.84).

3-There are no significant differences between male and female teachers in the study sample in their opinions about the difficulties related (electronic) communication in the private schools in Thiban Directorate of Education due to the gender variable; Whereas, the significance level (0.094) is higher than (0.05). Thisresult is reinforced by the values of the convergent arithmetic means for the opinions of the male teachers (2.92) and the female teachers (2.60).

4- There are no significant differences between male and female teachers in the study sample in the total score of the fields of study in the private schools in Thiban Directorate of Educationthat are due to the gender variable; The significance level (0.389) is higher than (0.05), which is a result confirmed by the convergent arithmetic mean values of the male teachers' opinions (3.48) and the female teachers(3.56).

2- THE ACADEMIC QUALIFICATION VARIABLE

As presented in the previous chapter, the researcher conducted a (t-test) for independent samples in order to determine any significant differences between the teachers in the study sample in their opinions about the three fields of study and the total score for these fields due to the academic qualification variable. The results of this test presented in Table (8) revealed the following:

TABLE (8): T-TEST OF THE INDEPENDENT SAMPLES FOR THE DIFFERENCES IN THE FIELDS OF QUESTIONNAIRE AMONG THE STUDY SAMPLE MEMBERS ACCORDING TO THE ACADEMIC QUALIFICATION VARIABLE.

FIELD	ACADEMIC QUALIFICATION	ARITHMETIC MEAN	STANDARD DEVIATION	(T) VALUE	DEGREE OF FREEDOM	LEVEL OF SIGNIFICANCE
SCHOOL PRINCIPAL'S PERSONAL SKILLS	**BACHELOR'S DEGREE OR LESS**	3.81	.980	- 2.278	1.43	**0.024**
	POSTGRADUATE	4.34	0.789			
TECHNICAL REQUIREMENTS TOIMPLEMENT (ELECTRONIC) MEDIA.	**BACHELOR'S DEGREE OR LESS**	3.99	0.876	- 2.060	1.43	**0.041**
	POSTGRADUATE	4.41	0.684			
DIFFICULTIES RELATED TO (ELECTRONIC) COMMUNICATION	**BACHELOR'S DEGREE OR LESS**	2.78	1.138	1.234	1.43	**0.219**
	POSTGRADUATE	2.44	1.128			
TOTAL SCORE	**BACHELOR'S DEGREE OR LESS**	3.50	0.575	- 1.497	1.43	**0.137**
	POSTGRADUATE	3.70	0.377			

** At the level of significance ($\alpha \geq 0.05$).

1-There are significant differences between male and female teachers in the study sample in their opinions about the personal skills of the principals of the private schools in Madaba in favor of teachers with higher degrees; Whereas, the significance level, which is (0.024) is less than (0.05), and this result was confirmed by the higher arithmetic mean values for postgraduate degree holders (4.34) than for those whose academic qualifications do not exceed bachelor's degree (3.81).

2- There are significant differences between male and female teachersin the study sample, in their opinions about the availability of technical requirements for the use of (electronic) media in the private schools in which they work in Thiban Directorate of Education in favor of teachers holding higher degrees. The significance level was (0.041), Less than (0.05), such a result issupported by the arithmetic mean values that are higher for graduate degree holders (4.41) than for male and female teachers whose academic qualifications do not exceed bachelor's degree (3.99).

3- There are no significant differences between male and female teachers in the study sample in their opinions about the difficulties related to (electronic) communication in the private schools in which they work in Thiban Directorate of Education; As the significance level (0.219) is higher than (0.05), such a result isreinforced by the convergent arithmetic mean values for the opinions of postgraduate degree holders (2.44) and the opinions of male and female teachers whose academic qualifications do not exceed the first university degree (2.78).

 4-There are no significant differences between male and female teachers in the study sample in the total score of the three fields of study; The significance level, which is (0.137), is higher than (0.05), a result that is reinforced

by the convergent arithmetic mean values for the opinions of graduate degree holders (3.70) and the opinions of male and female teachers whose academic qualifications do not exceed bachelor's degree (3.50).

3- SCIENTIFIC SPECIALIZATION VARIABLE.

The researcher conducted a (t-test) for independent samples to investigate any significant differences between the teachers in the study sample in their opinions about the three fields of study and the total score of these fields due to the variable of academic specialization. The results of this examination shown in Table (9) are as follows:

TABLE (9): THE T-TEST OF THE INDEPENDENT SAMPLES FOR THE DIFFERENCES IN THE FIELDS OF QUESTIONNAIRE AMONG THE STUDY SAMPLE MEMBERS ACCORDING TO THE VARIABLE OF SCIENTIFIC SPECIALIZATION.

FIELD	ACADEMIC SPECIALIZATION	ARITHMETIC MEAN	STANDARD DEVIATION	(T) VALUE	DEGREE OF FREEDOM	LEVEL OF SIGNIFICANCE
SCHOOL PRINCIPAL'S PERSONAL SKILLS	HUMANITARIAN	4.00	0.903	1.266	143	**0.208**
	SCIENTIFIC	3.80	1.020			
TECHNICAL REQUIREMENTS TOIMPLEMENT (ELECTRONIC) MEDIA.	HUMANITARIAN	4.08	0.796	0.457	143	**0.648**
	SCIENTIFIC	4.02	0.917			
DIFFICULTIES RELATED TO (ELECTRONIC) COMMUNICATION	HUMANITARIAN	2.87	1.257	1.301	143	**0.195**
	SCIENTIFIC	2.62	1.027			
TOTAL SCORE	HUMANITARIAN	3.63	0.566	1.984	143	**0.049**
	scientific	3.45	0.536			

** At the level of significance (α≥0.05).

1-There are no significant differences between male and female teachers in the study sample in their opinions about the personal skills of the principals of the private schools in which they work in Thiban Directorate of Education, as the significance level, which is (0.208) is higher than (0.05), and the values of the arithmetic averages confirm this result because The arithmetic mean for Human it arianspecializations (4.00) was close to the arithmetic mean for scientific specializations(3.80).

2-There are no significant differences between male and female teachers in the study sample in their opinions about the availability of technical requirements for (electronic) media in the private schools in which they work in ThibanDirectorate of Education, as the significance level (0.648) is higher than (0.05). the relatively equal arithmetic mean values of the views of the Human it arianspecializations (4.08) and scientific specializations(4.02) reinforce this result.

3- There are no significant differences between male and female teachers in the study sample in their opinions about the difficulties related to communication and (electronic) communication in the private schools in which they work in ThibanDirectorate of Education; Whereas, the significance level, which is (0.195), is higher than (0.05), which is a result supported by the convergent arithmetic mean values for the opinions of the humanities (2.87) and the scientific (2.62).

4-There are significant differences between male and female teachers in the study sample in the total score of the fields of study in the private schools in which they work in ThibanDirectorate of Educationin favor of humanitarian specializations; Whereas, the significance level (0.049) is less than (0.05), and the higher arithmetic mean values for Humanitarianspecializations(3.63) than for scientific specializations(3.45)confirmthe result.

4- WORK EXPERIENCE VARIABLE

The researcher conducted the One-Way Analysis of Variance test to monitor any significant differences between the teachers in the study sample in their opinions about the three fields of study and the total score of these fields due to the variable of work experience. The results of this test, which are summarized in Table (10), revealed:

TABLE (10): ONE-WAY TEST OF VARIANCE (ANOVA) FOR THE INDEPENDENT SAMPLES FOR THE DIFFERENCES IN THE FIELDS OF QUESTIONNAIRE AMONG THE STUDY SAMPLE ACCORDING TO THE VARIABLE OF YEARS OF WORK EXPERIENCE

FIELD	YEARS OF EXPERIENCE	ARITHMETIC MEAN	STANDARD DEVIATION	(F) VALUE	DEGREE OF FREEDOM	**LEVEL OF SIGNIFICANCE
SCHOOL PRINCIPAL'S PERSONAL SKILLS	1	3.81	1.007	0.440	144	**0.645**
	2	3.95	0.912			
	3	3.96	0.992			
TECHNICAL REQUIREMENTS TOIMPLEMENT (ELECTRONIC) MEDIA.	1	3.86	0.914	3.505	144	**0.033**
	2	4.25	0.807			
	3	4.19	0.748			
DIFFICULTIES RELATED TO (ELECTRONIC) COMMUNICATION	1	2.70	1.060	0.113	144	**0.894**
	2	2.80	1.404			
	3	2.73	0.901			
TOTAL SCORE	1	3.44	0.640	2.071	144	**0.130**
	2	3.64	0.484			
	3	3.60	0.409			

** At the level of significance (α≥0.05).

1- There are no significant differences between male and female teachers in the study sample in their views about the personal skills of the principals of the private schools in ThibanDirectorate of Education. The significance level (0.645) is higher than (0.05), and the arithmetic means support the views of the study sample members within the three work experience categories as seen in Table (10).

2- There are significant differences between male and female teachers in the study sample in their viewsabout the availability of technical requirements for (electronic) media in the private schools due to the variable of work experience.

To identify similar and different groups, the researcher conducted a post-hoc test that included multiple group comparisons, as shown in Table (11).

TABLE (11): THE POST TEST FOR THE DIFFERENCES IN THE VIEWSOF THE STUDY SAMPLE MEMBERS ABOUT THE TECHNICAL REQUIREMENTS FOR THE AVAILABILITY OF (ELECTRONIC) MEDIA ACCORDING TO THE VARIABLE OF YEARS OF WORK EXPERIENCE.

YEARS OF EXPERIENCE A	YEARS OF EXPERIENCE B	MEAN OF DIFFERENC	**LEVEL OF
1	2	- 0.398	.016
	3	-0.332	.069
2	1	0.398	.016
	3	0.066	.739
3	1	0.332	.069
	2	- 0. 658	.739

The results of multiple group comparisons Table (11) showed that the group of fewer years of experience (one year - less than (5) years) differs significantly from the group of medium years of experience ((5) years - less than (10) years) and that the latter does not differs significantly from the group of high years of experience (10) years and more. It is inferred that the arithmetic means of the views of the two groups of medium and high experiences are not different from each other significantly ((4.25) and (4.19), respectively), while they are significantly higher than the arithmetic mean of the views of the low group of experiences (3.86).

3-There are no significant differences between male and female teachers in the study sample in their views about (electronic)communication difficulties in the private schools in ThibanDirectorate of Education due to the variable of work experience; Where the significance level, which is (0.894), is higher than (0.05). This result is supported by the arithmetic mean values of the three work experience categories; They are to some extent equal (Table 10)).

4- There are no significant differences between male and female teachers, members of the study sample, in the overall score of the fields of study in the private schools in ThibanDirectorate of Educationdue to the variable of work experience; where the significance level (0.130) is higher than (0.05), which is a result confirmed by the values of the convergent arithmetic averages for the three groups (Table (10)).

RESULT DISCUSSION

This study aimed to identify the availability of the basic requirements for the use of electronic and social media and usage difficulties in the administrative work of the principals of private schools in ThibanDirectorate of Education from the teachers' perspective. The questionnaire consists of the following areas:

-**The first field:** the technical requirements for the availability of electronic media

-**The second field**: the school principal'spersonal skills.

-**The third field**: difficulties related to electronic communication.

The variables of this study were measured by means of many elements. In this chapter, the researcher dealt with the most prominent results that the researcher reached based on statistical analysis, theoretical interpretation, and suggested recommendations based on the extracted results:

The results of the statistical analysis showed that the general mean of all the answers of the study sample regarding the availability of private school principals in ThibanDirectorate of Educationfor social media in their administrative work from the teachers' perspective. As shown in Table No. (12).

TABLE NO. (12): TECHNICAL REQUIREMENTS FOR THE AVAILABILITY OF ELECTRONIC MEDIA

NO.	FIELD	ARITHMETIC MEAN	STANDARD DEVIATION	PERCENTAGE
1	THE FIRST FIELD: THE TECHNICAL REQUIREMENTS FOR THE AVAILABILITY OF ELECTRONIC MEANS OF COMMUNICATION.	3.6855	.86948	73.71
2	THE SECOND FIELD: SCHOOL PRINCIPAL'S PERSONAL SKILLS	4.0179	.86127	80.358
3	THE THIRD FIELD: DIFFICULTIES RELATED TO COMMUNICATION AND ELECTRONIC MEDIA.	2.8607	1.00618	57.214
4	OVERALL FIELD	3.4669	.53954	%69.338

-The arithmetic mean according to the perceptions of the study sample members for the field of technical requirements for the availability of electronic media was (3,685) with a high degree and a standard deviation (0.86948) and a percentage (73.74%). This may be attributed to competition between private schools in advanced technological environment, and to the availability of financial support in schools as they charge high tuition fees.

-While the highest arithmetic mean was according to the field of "the school principal's personal skills" and according to the answers of the study sample, which was (4.0179), with a high degree, a standard deviation (0.86127), and a percentage (80.358%). This may be due to the fact that the principals of private schools were chosen fairly and according their skills and competencies.

-While the lowest arithmetic mean was according to the field of difficulties related to electronic communication. According to the answers of the study sample, which amounted to (2.8607) and with a low score and a standard deviation (1.00618) and a percentage (57. 214%).This is logical and consistent with the result of the interpretation of the first question regarding the availability Basic requirements for electronic means of communication, as that the difficulties will be few if the requirements and administration skills are available.

THE RESULTS OF THE STATISTICAL ANALYSIS SHOWED THAT:
-There are no statistically significant differences in the availability of the basic requirements for the use of electronic media and their usage difficulties in the administrative work of the principals of private schools in Thiban Directorate of Education from the teachers' perspective due to the variable (the academic qualification), and this may be due to the similarity of the physical environment in mostprivte schools.

-There are no statistically significant differences in the availability of the basic requirements for the use of electronic media and their usage difficulties in the administrative work of the principals of private schools in Thiban Directorate of Education from the teachers' perspective due to the (gender)variable.

-There are no statistically significant differences in the availability of the basic requirements for the use of electronic media and their usage difficulties in the administrative work of the principals of private schools in Thiban Directorate of Education from the teachers' perspective due to the (years of experience)variable.

-There are no statistically significant differences in the availability of the basic requirements for the use of electronic media and their usage difficulties in the administrative work of the principals of private schools in Thiban Directorate of Education from the teachers' perspective due to the variable (school specialization).

This result may be ascribed to a number of reasons, the most important of which might be that the use of electronic and social media in the Middle East are attracting increasing interest in the wake of the political events

in the region due to the wide room these networks offer for communication and expression of opinion (Al-Raud, 2012). The characteristics of electronic media such as freedom, flexibility and rapid spreadof news, and social relations support among members of society (students, parents, and instructional staff) regardless of the remote distances (Abu Sa'ilik, 2012).

In addition to the great similarity in the environments of private schools and the qualifications of their teachers and principals, as was evident in the interpretation of the results of the first and second questions.

RECOMMENDATIONS

Focusing on the study of problems and obstacles, which pose an obstacle regarding electronic communication, is a systematic scientific study within the following dimensions:
- Developing plans, programs and policies to activate the electronic communication process between all educational institutions of government agencies at a given time to include all geographical areas.
-Keeping pace with recent developments in the use of social media.
-Holding continuous courses for private school principals and teachers on modern technologies.
- Conducting more studies on electronic media and their impact on teaching some courses and implementing them in administrative work and students' projects.

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