

Schools Administration Role In Promoting Awareness Of The Optimal Use Of The Internet In Learning From The School Teachers' Perspective

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Abstract

This study explored the role of the school administration in secondary schools in the UAE public schools in educating its students about the dangers of the Internet and ways to activate the optimal methods that help them in their education. To achieve the goals of the study, a descriptive-analytical approach was used. A questionnaire was the instrument employed in the study to collect data. The sample of the study included 339 female and male teachers from different public schools in Dubai, Abu Dhabi, and Sharjah. The teachers were selected randomly after sending them an online form to participate in the study. The results found that the school administration in public schools in the UAE was effective. The results revealed the existence of statistically significant differences in gender variables, and the differences were in favour of females. In terms of years of experience, there were no differences between the teachers' points of view.

Keywords: school administration, the Internet, e-learning, teachers' views.

1. Introduction

Education aims, with its comprehensiveness, to prepare people to adapt to the environment and acquire the values and directions to form better life conditions. Education can only achieve its objectives by using sound and effective management that seeks social development, progress, and the well-being of its people (Ibáñez et al., 2020). The role of school administration and its concept has evolved to meet the requirements of the administrative sector. The traditional role of school administration was merely a routine course of school affairs, and the school principal's goal was to maintain the system by specifying and confirming the work schedule, new goals, the role of students and their absence, and working on their mastery of academic subjects (Agustina & Cheng, 2020). However, the centre of work has become to revolve around the boundaries of the student and to determine the scope of providing all the circumstances and capabilities of education. The school became concerned with the creation of the rational, the physical, and the spiritual conditions to enhance the educational process for the students.

The school administration aims to supervise the school staff, including the designated person who is responsible for managing the educational process within the school. The officials also specify the number of ways to achieve the goals of the educational process, which is part of the objectives of society (Alea et al., 2020). Therefore, the most important responsibilities that fall

on several school principals are instructing their students about this comprehensiveness in different aspects of religious, behavioural, educational, social, and security debates, and raising awareness among secondary school students (Van Den Beemt et al., 2020). This is an important and necessary task that a successful school principal must master.

The Internet comes at the forefront of new challenges and has become more important as fundamental and specific changes occur like interactions and the pattern of culture in society. It has become a fundamental pillar in most humanitarian activities, extending effects to social behaviour and social relationships (Bradley, 2021). The way of thinking about interaction has changed in the past, and the Internet is also seen as a tool for transferring resources, information, and concepts, thus making it a useful tool for cultural, educational, and recreational communication with other societies. The Internet is considered a means of communication that has a role in the development of societies, and the transition to an information society, that society that can produce advanced information and knowledge, access it, and absorb its flow, which contributes to raising the efficiency of performance, increasing its productivity, and improving the quality of outputs of products and services (Brunetti, 2020).

The advantages of the Internet are many and indisputable, and the Internet is no longer a luxury but rather a necessity in this era in which we live (Bati & Workneh, 2021). However, there is no doubt about the existence of many negatives and risks to the Internet, especially since it is an open network that is not owned by a specific organization or person and there is no authority over it from any organization or state. The negative effects of using the Internet include moral, intellectual, psychological, social, and security aspects, and these effects do not stop at the person himself but rather affect his relationship with others.

1.1. Problem statement

It is important to study the role of the school administration in educating secondary school students about the dangers and optimal use of the Internet and ways to activate this role, given that these administrations are the direct supervisors and monitor of students' behaviour, can measure the extent of the degree of their awareness, and can design or implement educational programs that aim to develop students' awareness of the possible dangers of using the Internet. The main objectives of these directions are to protect them from slipping into a complex reality filled with fears and instability at all levels and to protect their communities from a state of deterioration and weakness in their societal structure and the disintegration of bonds. This study aimed to contribute, even if only to a small extent, to explaining the dangers of the Internet and the role of the school administration in educating its students about these dangers to preserve this generation from loss and deviance. For our students to preserve their values and authentic Arab traditions, the idea of this study came up to investigate the role of the school administration in secondary schools in the UAE public schools in educating its students about the dangers of the Internet and ways to activate the optimal methods that help them in their education.

1.2. Questions of the study

- To what degree does the school administration in secondary schools play its role in educating its students about the dangers of the Internet from the teachers' point of view?
 - Are there any differences in the ratings of secondary school teachers to the extent that the school administration in secondary schools in the UAE plays its role in educating
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students about the optimal use of the Internet according to their gender and years of experience?

1.3. Significance of the study

The Internet has become one of the most important elements of societies, as the competition between societies and individuals on this network is great. Since many of the youth in those societies are pioneers of the Internet, and some of them, according to some studies, are addicted to the Internet, the Internet has great risks, in addition to its many benefits, the current study sheds light on the role of the school administration in secondary schools in educating its students about the dangers of the Internet and ways to activate it. The study dealt with an important and serious topic in students' lives, which is their use of the Internet. This study provides the library with a system of results, recommendations, and information that explains the most important foundations and principles upon which the roles of school administrations are based in educating secondary school students about the dangers of the Internet, which in turn will contribute to enhancing the security and purity of society.

1.4. Study limitations

Thematic limitation: The current study was limited to determining the degree of practice of school administration in secondary schools for its role in educating students about the dangers of the Internet from the teachers' point of view and ways to activate this role.

Spatial limit: the study was applied in the UAE in three emirates (Dubai, Abu Dhabi, and Sharjah).

Human Limit: The study included a stratified random sample of secondary school teachers from the UAE.

Time limit: The study was applied during the second semester of the school year 2022-2023.

2. Literature review

2.1. School administration

School administration has received great attention in educational studies. Because of its fundamental role in the success of the educational process, it is responsible for managing the affairs of school work in all its administrative and technical dimensions, and its responsibility is to provide the necessary and appropriate resources to achieve the educational objectives of the school and society (Shehzadi et al., 2021). Based on this threat, he reiterates that it is necessary to shed light on the concept of school administration, and through the researcher's review of many school administration books, he found multiple and diverse definitions of school administration. School administration includes all the efforts, activities, and processes (planning, organizing, following up, directing, and controlling) that the principal brings with his teachers and administrators to build the student in all aspects (mentally, morally, socially, emotionally, and physically) to help him achieve that the new development of society is renewed, determine the protection of its surrounding environment, and direct them to the progress of its society (Pollock, 2020).

It is also a set of functional processes that are practiced, to carry out functional tasks by planning, organizing, coordinating, and evaluating their efforts. This function is performed by influencing the behaviour of individuals and achieving the school's goals (Morris et al., 2020). The practices and actions of those in charge of school administration differ from one administration to another depending on the innovative administrative style in the school.

Scholars classify principals' styles into four main styles, which are considered traditional styles, despite the emergence of modern styles of school administration, such as transformational management and total quality management. The traditional styles of administration are the autocratic (dictatorial) style, the democratic (participatory) style, the laissez-faire style, and the consultative style (Karakose et al., 2021).

The secondary stage is one of the most dangerous stages that a person goes through because of its important impact in shaping young people, the stressful period that corresponds to secondary education, and the important role it plays in forming a good citizen and preparing him for productive life (Caldwell & Spinks, 2021). The secondary stage is a very important and distinguished stage in the student's upper secondary life, as it prepares him for society, the student's passing this stage safely means that he will be an upright person in his behaviour, balanced in his actions and emotions, and have a strong, sound personality (Kim et al., 2022). However, if the young man stumbles during this critical stage, this will be reflected in his psychological formation and social behaviour later.

If youth are of great importance in all nations and countries, their importance increases in developing nations and countries due to several considerations, among which may be the desire of these countries to quickly make up for the progress they missed in the past years. Self-indulgence, more than any other stage of life, leads to deviance, whether in its religious, intellectual, or behavioural tendencies. Its period falls easily and quickly into the clutches of corruptors and misguided people who seek to destroy the beliefs of young people, shake their faith, and undermine the foundations of their mental, psychological, and social structure.

2.2. The Internet

The diversity of Internet networks transformed the world into a huge library in a small village without barriers. It is claimed that the global use of the Internet is proliferating. However, the local exploitation of this and the benefit from the services of this huge information resource is still slow and perhaps economical, with several entertainment resources (Bradley, 2021). This information space develops the knowledge, cultural, and scientific stock of those who use the web. The Internet service is also a double-edged sword used for good and evil, as the same applies to many other public interests. Changing the method of searching and obtaining information from the traditional method to the electronic method will positively impact the future of the event and its quality. The information databases are available online and cover the most comprehensive information. There are several features of the Internet (Alea et al., 2020). Retrieving information via the Internet takes less time than obtaining information provided by the traditional method, or even traveling or moving from one library to another. The freshness of information is another feature, as a person can specify information and new developments spread over the Internet and benefit from what is happening in the world.

The negative aspects of the Internet are many, including the religious, ethical, cultural, social, psychological, and security aspects. The researcher believes that these negative aspects should be called the negative aspects of risks, as it happens that all negative effects result in risks not only to the Internet user alone but extend beyond him to reach others around him as well (Agustina & Cheng, 2020). This is from one side, and on the other hand, every threat has a greater impact on the human body, as it raises the alarm bell. This is how everyone puts forward a specific effort to protect society from the dangers of the Internet, to preserve its identity, faith, customs, and traditions, and to adhere to its values and thoughts.

2.3. Previous studies

Meneses and Mominó (2012) examined the expectations, rules, and existing internet usage rates of teachers, administrators, and students from 350 schools that are representative of Catalonia, Spain. According to our findings, the education system is only loosely linked, and the incorporation of ICT does not seem to be leading to a significant shift in the way that education is now conducted. Our closing remarks support the use of ICT in education as the most effective way for people to engage and establish communities, which may enhance how the Network Society is managed, taught, and learned.

Ogungbeni et al. (2016) explored Nigerian undergraduates' proper and improper Internet usage. To guarantee that students utilize the internet to its fullest potential, policies might be vital. Babcock University and Lagos State University were the two universities that were selected for the case study. One hundred and twenty (120) final-year students from four common faculties across the two institutions were given questionnaires. Ninety-seven (97) surveys were finished and sent back. Five research topics were addressed and data were analyzed using basic percentages. The sole study hypothesis that was put out was tested using the t-test. The study demonstrated the numerous benefits that Nigerian undergraduate students have reaped from the introduction of the Internet to their research and learning.

Huang et al. (2020) examined the many elements that influence Chinese university students' intent to utilize the Internet in learning and using the extended technology adoption model. In particular, it was thought of the subject norm as a three-dimensional construct made up of institutional backing, peer influence, and instructor influence. 4561 university students from 16 Chinese institutions provided the data. The findings showed that the subjective norm had a considerable impact on Chinese university students' assessments of the utility of Internet-based technology with a learning focus and that these assessments accounted for 64% of the variance in the behavioural intentions of the students. The subjective norm, perceived utility, and perceived ease of use all had a big impact on how students felt about utilizing Internet-based technology in a classroom environment.

Lin (2020) explored the psychological risk factors associated with the COVID-19 epidemic and investigated the prevalence of Internet addiction. Using stratified and cluster selection techniques, 1060 junior high school students from Taiwan were chosen as participants for this cross-sectional study. On January 28, 2020, Taiwan's first COVID-19 case was identified. It was shown that 24.4% of people suffered from Internet addiction at this time. The findings revealed that there are high levels of impulsivity, virtual social support, age, low subjective well-being, low family function, and high alexithymia, which were all independently predictive. During the COVID-19 pandemic, junior high school pupils had a high incidence rate of Internet addiction.

Islam et al. (2020) evaluated the problematic internet usage (PIU) among adult and juvenile Bangladeshis and its relationship to online behaviour and lifestyle during the COVID-19 epidemic was investigated. Between May and June 2020, 13,525 Bangladeshi people (61.3% male; age range: 18–50 years; mean age: 23.7 years) were gathered using a variety of internet channels and participated in an online cross-sectional survey. During the COVID-19 pandemic, questions about lifestyle, sociodemographic, and internet behaviours were included in the self-report survey. Using hierarchical regression analysis, it was found that problematic internet use was significantly and favourably correlated with younger age groups, higher educational attainment, living in nuclear families, less physical activity, avoiding housework, playing video games online, using social media, and participating in leisurely online activities.

Chi et al. (2020) investigated the characteristics of Internet addiction among Chinese early adolescents and looked at the familial and personal factors of Internet addiction. The

questionnaire, which included family dynamics, Internet addiction, and sociodemographic traits, was sent to 2059 Chinese children in the seventh grade. The findings show that 15.3% of the early teenage Chinese participants reported having an Internet addiction, with boys being more likely than girls to do so. Pupils who performed poorly academically were also more prone to develop this addiction. Teens who lived away from home had more family disputes, and had lower family communication were all associated with a higher likelihood of reporting internet addiction.

3. Methodology

3.1. Research design

To achieve the goals of the study, a descriptive-analytical approach was used. This approach constitutes a form of organized scientific analysis and interpretation to describe a specific phenomenon or problem, to present it quantitatively, in a new way, with specific data and information that define the phenomenon or problem, and to analyze it and subject it to analysis.

3.2. Sampling

The study included 339 female and male teachers from different public schools in Dubai, Abu Dhabi, and Sharjah. The teachers were selected randomly after sending them an online form to participate in the study. Their consent and approval were taken before conducting the study. Table1 presents the information on the participants.

Table 1. Demographic information of the sample of the study

Variable	Number	Percentage
Gender		
Male	177	52.2
Female	162	47.8
Years of experience		
Less than 5 years	85	25.1
From 5 to 10 years	125	36.9
More than 10 years	129	38
Total	339	100%

3.3. Instrument of the study

A questionnaire was employed in the study as a data gathering tool. The questionnaire was created following a study of earlier studies. The number of sections of the questionnaire in its final form was 62 paragraphs distributed over four dimensions as shown in the following table.

Table 2. The number of paragraphs in each section of the questionnaire

NO.	Dimension	Number of paragraphs
1	The role of the teacher in educating students about the dangers of the Internet	15
2	The school administration's investment in school activities in raising awareness about the dangers of the Internet.	15
3	The school administration's use of educational methods that can contribute to educating students about the dangers of the Internet	16

4	The school administration's investment in the local community in educating students about the dangers of the Internet	16
	Total number	62

The questionnaire was submitted to a group of academic professors in UAE universities, who expressed their opinions and their observations to indicate the appropriate format. The questionnaire indicated the extent to which the items belong to each of the four dimensions, as well as the clarity of linguistic formulations. In light of these opinions, the number of losses was excluded, and its other number was modified.

By using the questionnaire on an exploratory sample of thirty-one people, the validity of its internal consistency was confirmed. For each item on the questionnaire and the overall score for the argument it pertains to, as well as for all other sections of the questionnaire and the overall score, the Pearson correlation coefficient was computed. Each component has a statistically significant relationship with the other dimensions and the questionnaire's overall score at the significance level of (1.12). This attests to the questionnaire's high level of internal consistency and dependability.

The study used Cronbach's alpha method to find the reliability coefficient of the questionnaire, where the value of the alpha coefficient for each field of the questionnaire as well as for the questionnaire as a whole was obtained. The overall reliability coefficient was (1.621), and this indicates that the questionnaire has a high degree of reliability that reassures the researcher in applying it to the sample of the study. This means that if this tool were re-applied to the study's members in more productive cities, the results would be identical.

3.4. Data analysis

The study employed the Pearson correlation coefficient to establish the validity of the internal validity of the questionnaire. To demonstrate the importance of the variations in the means of the two independent samples, the research also employed t-tests, arithmetic averages, and percentages. The importance of the variations between the means of three or more samples was demonstrated using the one-way analysis of variance.

4. Results and discussion

4.1. Results of the first question

In answering the first question of the study, the mean scores, the percentages, and the standard deviations of the participants' responses were calculated. The following table presents the results for the dimensions of the questionnaire.

Table 3. Frequencies, means, standard deviations, and relative weight for each dimension of the questionnaire

NO.	Dimension	Mean score	Standard deviation	Relative weight	rank
1	The role of the teacher in educating students about the dangers of the Internet	44.463	12.122	59.28	2
2	The school administration's investment in school activities in raising	41.994	12.226	55.99	3

	awareness about the dangers of the Internet.				
3	The school administration's use of educational methods that can contribute to educating students about the dangers of the Internet	52.292	13.437	65.37	1
4	The school administration's investment in the local community in educating students about the dangers of the Internet	44.740	14.470	55.93	4
	Total score	183.490	47.480	59.19	

Through the presentation of the results, it was found that the total score for the school administration's practice of its role in educating its students about the dangers of the Internet had a relative weight of (59.19), i.e., a moderate degree. The researcher attributes the agreement of the study sample members on all the items to the notion that the school administrations in UAE appreciate very well the importance and necessity of educating secondary school students about the dangers of the Internet. This warning is more likely to bring about a state of school security, the dominance of Islamic morals, and a return to a healthy society. The teacher responded to their awareness of the seriousness of the high school level that is being taught to these students during their studies in secondary schools.

The teachers expressed the need for systematic and targeted indoctrination processes based on an efficient administration that is aware of the nature of the educational message and will deliver the ultimate goal of achieving this targeted awareness. The collaboration between school principals and teachers is very important to develop the needed tools to help students understand the optimal usage of the Internet, whether for educational purposes or personal use. Using the Internet in education has become important, but it needs to be monitored and supervised without prejudice to students' rights to use it for their matters.

4.2. Results of the second question

To answer the second question of the study, the t-test was used to find the differences in the participants' responses according to their gender and years of experience. The results are presented in the following tables.

Table 4. The means, standard deviations, and "t" value of the questionnaire according to the gender variable

Dimension	Gender	Number	Mean score	Standard deviation	T value	Sig.
The role of the teacher in educating students about the dangers of the Internet	Male	177	43.305	12.649	1.845	0.066
	Female	162	45.728	11.425		

The school administration's investment in school activities in raising awareness about the dangers of the Internet.	Male	177	40.514	12.668	2.345	0.020
	Female	162	43.611	11.547		
The school administration's use of educational methods that can contribute to educating students about the dangers of the Internet	Male	177	50.079	14.438	3.213	0.001
	Female	162	54.710	11.828		
The school administration's investment in the local community in educating students about the dangers of the Internet	Male	177	43.000	15.164	2.330	0.020
	Female	162	46.642	13.462		
Total score	Male	177	176.898	50.527	2.696	0.007
	Female	162	190.691	42.918		

There are no statistically significant variations in the first region between the cities with the prior estimated "T" value and the new "T" value, as can be shown. This suggests that the gender variable is not a relevant factor. The absence of statistically significant differences in terms of gender variables in the first area can be explained by the fact that all male and female teachers believe in the role of their students and that if teachers see any bad behaviour, they begin to treat it with a sound method, as well as the fact that the teacher realizes that raising students' awareness is a major role the school administration focuses on.

It is also clear that the "T" value is larger than the tabulated "T" value in the second, third, and fourth domains and the total score of the questionnaire. This indicates the existence of statistically significant differences in gender variables, and the differences were in favor of females. The researcher attributes this to the fact that the modernizations threaten the rate of competition between school administrations, and the schools of secondary schools differ in the number of schools for male secondary schools. The administration of male schools constantly creates problems (delay, escape, violence, poor achievement) on an ongoing basis, so there is no debate about their interest in addressing these problems to maintain. As for the female schools, the problems faced by the school administration there are much less than in the male schools. Therefore, the school administration in the female schools is greatly guided by the various school activities and the foundations of the local community, and the educational methods make the most of their time.

To find the differences between the participants' responses according to their years of experience, the One-Way ANOVA analysis, as shown in the following table.

Table 5. The One-Way ANOVA analysis for the differences according to the variable number of years of experience

Dimension	Source of variance	Sum of squares	Freedom Value	Mean square	F value	Sig.
The role of the teacher in educating students about the dangers of the Internet	Between groups	1018.387	2	509.194	3.517	0.031
	Within groups	48651.902	336	144.797		
	Total	49670.289	336			
The school administration's investment in school activities in raising awareness about the dangers of the Internet.	Between groups	483.022	2	241.511	0.199	
	Within groups	50038.966	336	148.925		
	Total	50521.988	336	1.622		
The school administration's use of educational methods that can contribute to educating students about the dangers of the Internet	Between groups	58.035	2	29.017	0.160	0.852
	Within groups	60970.054	336	181.458		
	Total	61028.088	336			
The school administration's investment in the local community in educating students about the dangers of the Internet	Between groups	219.363	2	109.682	0.522	0.594
	Within groups	70547.793	336	209.964		
	Total	70767.156	336			
Total	Between groups	4219.536	2	2109.768	0.935	0.393
	Within groups	757759.178	336	2255.236		
	Total	761978.714	336			

It is clear from the previous table that the "F" value is less than the tabulated "F" value at the significance level (1.15) for the second, third, and fourth domains and the total score of the questionnaire. This means that there are no statistically significant differences attributed to the years of service variable. The difference in the number of years of service among these respondents was not apparent, as there was an agreement of most of the sample's respondents on these areas. The participants perceived the role of administration in spreading awareness among students as effective and the experience of the teacher has no specific impact on these views. Different generations of teachers have witnessed the development of using technologies

in education and become aware of the need to supervise the use of these technologies by students in schools.

5. Conclusion

This study investigated the role of the school administration in secondary schools in the UAE public schools in educating its students about the dangers of the Internet and ways to activate the optimal methods that help them in their education. The results found that the school administration in public schools in the UAE was effective. The teachers expressed the need for systematic and targeted indoctrination processes based on an efficient administration that is aware of the nature of the educational message and will deliver the ultimate goal of achieving this targeted awareness. The results revealed the existence of statistically significant differences in gender variables, and the differences were in favour of females. In terms of years of experience, there were no differences between the teachers' points of view. The findings showed that the role of the school administration is effective in supervising students' use of the internet in the school. The use of different technologies in education, especially the Internet, became a vital sign for new behaviors of new generations that school administrations need to consider as important events. Therefore, the role of school principals in managing this process becomes vital.

6. Recommendations

The study recommends activating the role of the school administration by delegating powers to make decisions. Relevant awareness programs can be implemented within the school. The study also recommends assigning teachers to create publications and magazines to educate students about the dangers of the Internet and harnessing the capabilities of teachers to enable them to hold seminars and workshops that help reduce the dangers of the Internet. It is also recommended to organize research competitions on Internet risks and ways to mitigate them and implement guidance programs that address some issues related to the misuse of the Internet.

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