

The Degree of Practicing Media Education Skills among Public School Teachers in Al-Kourah District in North of Jordan

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Abstract

The study aimed to reveal the degree to which Public School Teachers in Al-Kourah District in North of Jordan is Practicing Media Education Skills, and Identify the factors that influence the teachers' degree to practice media education skills such as (Gender, Educational level, and Years of practice). Descriptive method was adopted, and the study population consisted of all the Public School Teachers in Al-Kourah District in Irbid governorate North of Jordan, a survey sampling used by distributing the questionnaire via google forms, a total of (311) respondents formed the sample. The designed questionnaire consisted of (31) items under the four main factors; Access (9 items), analyze (9 items), evaluate (6 items), and communicate (7 items), validity and reliability of the scale was tested on a pilot study and was valid and reliable. The result showed that the Degree of practicing Media Education Skill among Public School Teachers in Al-Kourah District was "Medium" degree, the media education skills Analyzing and Access scored "High" degree of practice, while the Media Education Skills Evaluate and communicate scored "Medium". Also, there was no significant statistical differences in the degree of practicing Media Education Skill and the teachers' Gender, Educational level, and Years of practice.

Keywords: Media Education, Media Education Skill, Degree of practice media education skills, Public School Teachers in Al-Kourah District.

Introduction

The individual is the foundation of society, its renaissance and the core element for its development. The formation of the individuals' personality, the enrichment of their knowledge, and the strength of their values and merits, are the basis of a strong society.

The governments sought to pay attention to social and educational systems that would transform a person into a social individual capable

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of interacting and merging easily with members of society, and promoting their moral judgment and self-discipline necessary for them to become responsible members in the community. But the significant developments of technology and Information revolution, transmission and spread, had the most prominent role in the entry of humanity into a new stage, where data and information can be available and easily shared through websites, applications, and social media platforms.

The wide and rapid exchange of cultures and values between societies, and that the media content has become a cultural mix that has an impact on young people, especially young learners, as the media message appeals to them through entertainment, social, animation and other programs. As well as electronic media, communication through its pages, and the use of smartphone programs, which challenge the culture of students, where students fall between responding to what these means offer with their different effects negatively and positively, and between the cultural and moral system of society and family (Al-Omari et al., 2021) .

Previously, the school was one of the main sources from which the learner derived knowledge and the template by which his personality, beliefs and values is polished, However, it is believed that media in all its forms has become a stronger competitor to schools and teacher in providing students with knowledge and information, which has become an impact on students cognitively, socially, healthy, culturally and in various aspects (Yahya, 2007) , and the fact that it became located in the center of people's lives and indispensable, it requires defining, developing and managing the necessary skills to efficiently use them (Livingstone, 2003).

Therefore, the individuals in the new century require to acquire skills to use information efficiently, analyze information, address it critically from various perspectives, and use technologies and media tools that enable communication of information (Karaman & Karatas , 2009) ,which is referred to as the media literacy . Today, the Media literacy is being defined as a combined set of competencies, which should be build up gradually and in parallel with the development of each person, as it becomes a primary need as the skill of eating (Muratova et al., 2019). Therefore, Media education has become one of the topics that resonate in the field of education with the aim of educating students in order to build up their competence in understanding the requirements of the modern era, and how to adapt and live with them, and prepare students to face the various and accelerated events on various aspects of life, including the field of education in general and teaching in particular (Aljawarneh & Atan, 2018) .

The Teachers role in guiding the students in the process of learning is not confined to the curriculum subjects, moreover, they are the

facilitators for the students in acquiring life skills that can help them develop, and adapt with life events and challenges, and acquiring media literacy is not an exclusion. In the professional standards of the National Council for Accreditation of Teacher Education (NCATE) in the U.S.A. it stated that “These teachers understand media’s influence on culture and people’s actions and communication; as a result, teachers use a variety of approaches for teaching students how to construct meaning from media and non-print texts and how to compose and respond to film, video, graphic, photographic, audio, and multimedia texts” (NCATE, 2008). Teachers have the role and the responsibility of guiding students through acquiring media literacy skills in order to develop the students’ maturity and accountability when dealing with, produce and share a media material, and the teachers should acquire, practice and master those skills in order to produce and share accurate information and materials that meet the students’ needs and being compatible to their set of values and norms.

Statement of the Problem

With the accelerating changes of the contemporary media scene, the individuals had become in an environment saturated with media materials that are difficult to control, with a content may not be compatible with their religious and moral values. Therefore, the role of media education must be strengthened, which aims to form cultural and media awareness, and to contribute to raise an individual who is a seeker of information, not a recipient, and an analyzer of ideas. In order to protect individuals from misinformation and rumors that spread in various media (Al-Fadhli, 2019).

The school and teachers are essential elements in forming, developing and correcting students’ Intellectual and moral system. As the teacher transfers many of his personal knowledge and skills to students in the different educational stages of pre-university education through education, guidance, or being a role model. So, it is essential for the teacher to have the Skills of Media Education to deal with the media and the media product safely, in order to help protect himself and the students he deals with against these dangers.

Research Objective

This study Aims to:

1. Determine the degree to which teachers practice media education skills to receive, analyze, discuss and evaluate the media messages
2. Identify the factors that influence the teachers’ degree to practice media education skills such as (Gender, Educational level, and Years of practice)
3. Promote teachers to analyze and understand the media that are used in their community and the way in which these media work,

and then enable them to acquire skills in using the media to communicate with students.

4. Encourage practicing the skills of media education in the teaching-learning process in the pre-university education stage
5. Promote teachers and students' development by moving from the stage of exposure to the media, to the stage of understanding and then criticism of its' content.

Research Questions

Based on the stated objectives, the following questions are formulated to guide this research:

- Q1: what is the total Degree of Practicing Media Education Skills among Public School Teachers in Al-Kourah District in North of Jordan?
- Q2: what are the Degrees of Practice for the Main four Media Education Skill; Access, Analyze, Evaluate, and Communicate among Public School Teachers in Al-Kourah District in North of Jordan?
- Q3: Is there a significant statistical difference at the level of significance ($\alpha = 0.05$) in the total Degree of Practicing Media Education Skills among Public School Teachers in Al-Kourah District in North of Jordan in relation to teachers' Gender, Educational level, and Years of practice?

Media and Media Education

The term Media is the plural of the term "medium" which is defined as "one of the means or channels of general communication, information, or entertainment in society, as newspapers, radio, or television." (Dictionary.com), Media is "a term which covers all the means of communication which have functions such as informing, raising awareness, education, socialization, entertainment and agenda setting, including all kinds of oral, written and visual images" (Binatli & Sunal, 2014) .

While The Media education (MIL) was defined in the UNESCO publication (MIL.indd (unesco.org)) as the "is concerned with the integration of media and information issues into curricula and programs of other subjects, development of critical thinking, highlighting the social and cultural role of mass communications and information systems, and instilling the skills of effective interaction with the media and other information providers to improve the quality of life" Also, "a dimension in pedagogy that advocates the study of the trends in mass communication (press, television, radio, cinema, video). The main tasks of media education: to prepare the new generation for life in modern information context, to perceive real information, to teach a person to understand it, to realize the consequences of its impact on the psyche, to master ways of

communicating on the basis of non-verbal forms of communication using technical aids.” (Muratova et al, 2019). It is intended primarily for the education of citizens for the adequate use and consumption of techno-media products and reach the capacities to analyze, use, and even express, in different ways, the message produced by them. (Kellner &Share, 2005) (Galán, 2015) .

As a result of the technological revolution, the accessibility and the ease of acquisition of computers, media tools, and Internet connection among the community members in general and to students at various academic levels, the educational institutions' view of these means has shifted and their reliance on them has increased in Communicating with students inside and outside the school especially during the current epidemic period. That resulted in increased students' exposure to media influence and messages, whether they were texts, images, videos, audio, or even reaction to comments and posts, which all contribute to form their understanding of the world around them. students receive, analyze, discuss and evaluate the media messages according to their personal factors and needs, and according to their self-system of values and orientation, and this leads to different interpretations among students about the single media message (Al-shair, 2007).

Both media and education play a key role in shaping student culture, based on the role and community objective that adults and young people, including young or young students, seek to become positive in their lives and within their communities (Al-Omari et al., 2020). That is why it is important to have a systematic and structured media educational space to counter the negative effects of the multiplicity of media sources to which students are exposed is demonstrated, as this space is reflected through the ability of teachers to practice media education skills, which seek to properly shape the personality of students (Al-Omari et al., 2021), For this reason, the educational system must adapt to the aforementioned changes, to new ways of understanding communication processes, media consumption, and the building of citizenship identities (Pérez-Tornero et al, 2020).

This is why it is imperative that teachers learn skills and strategies that would allow them not only to consume media, but also to be active agents in the processes of construction of digitized meanings, becoming themselves, thus, intelligent prosumers who are then capable of transmitting the same skills to their students. Furthermore, teachers should become veritable designers who will take the initiative to, critically, creatively, and sustainably, access, select, produce, and distribute, digital material in any type of media (Livingston, 2011)

Media Education Skills

There are different definitions and classifications for the required skills for media education, some can be driven from the definition of media education, and some researchers set their perceived required skills to achieve media literacy.

Media Education Skills were defined by the Arab Bureau of Education for the Gulf States "The possibility of using the media and related technical tools such as -video and computer- to understand the message, interpret its symbols, build its' technical vocabulary, and choose sources from various media to search for specific information, access it, arrange and save it". (Arab Bureau of Education for the Gulf States, 2013)

Al Khairi defined Media Educational Skills "Acquired mental or behavioral skills that enable its owner to consciously and positively interact with the technical and intellectual components of the media"(Al-Khairi, 2009)

Al-Saab defined it as the "Skills that enable students to understand and construct the meaning of the content they see through the following mental currencies: analysis, comparison and approximation, and evaluation" (Al-Saab, 2013)

The UNESCO curriculum for teachers training, had proposed three thematic educational topic areas to train teachers on media education: 1. Awareness and understanding of the media and information for democratic discourses and social participation. 2. Evaluation of media texts and sources of information. 3. Production and use of media and information. (Wilson et al.,2011).

While Fedorov stated that Media Education includes; using media across the curriculum application, develops critical understanding of media through analytical and practical work; teaching about the forms, conventions and technologies; includes teaching about media institutions, and their social, political and cultural roles; places emphasis upon student's experience of the media and their relevance to their own lives" (Fedorov, 2008)

According to (Bachmair & Bazalgette, 2007) the European Charter for Media Literacy, stated that the skills and competencies that a media literate individual needs to possess include; using media effectively, accessing and making informed choices about media content, understanding media content creation, analyzing media techniques and messages, using media to communicate, avoiding harmful media content and services, and using media for democratic rights and civic purposes.

In this study, the researcher adopted (Erist & Erdem, 2017) literature review of (Aufderheide ,1993) (Livingstone, 2003) (Jolls, 2008) (Silver, 2009) (Hobbs, 2010) (Schmidt, 2013) (Hobbs & Moore,

2013) (Silverblatt et al., 2014) (Sahin, 2014) they classified the competencies and skills to be an effective media literate into four main skills; access, analyze, evaluate and communicate.

1. Access: locating and using appropriate media tools (Hobbs, 2010) , attaining the targeted information, and comprehending the meanings of the contents (Jolls, 2008) , questioning, gather information using multiple sources to solve a problem) (Hobbs & Moore, 2013).

2. Analyze: examining the structure, content, design, form and sequence of the messages with a critical perspective using artistic, literary, social, political and economic concepts (Kellner, 2001) (Jolls, 2008).

3. Evaluate: is a process to make judgements about the media content, and comparing it with a standard or a value measure (Pérez Tornero, 2007), to reflect and makes judgements about the message reality and quality according to the recipients' experiences (Thoman & Jolls, 2005)

4. Communicate: creating and sharing media messages with other people (Schmidt, 2013). And by creating media contents, individuals demonstrate comprehension of the processes of content selection, editing and construction techniques (Bilici, 2014).

Literature Review

Al-Omari K., Al-Omari M., Al-(2021) conducted a study aimed to identify the Degree of Possessing Media Education skills among female students of practical education, specializing in class teacher, at Yarmouk University ,a descriptive method was adopted, the study sample was all the students who were registered for the first semester of the academic year 2019-2020; Their number reached (115) students, the tool composed of 30 paragraphs, with a correlation coefficient of 0.89. The results showed that the paragraph "I distinguish between rumor and truth in media messages" has a high account of (2.86) and a high score, while the paragraph "I employ the media to deal with student problems", has obtained a "media profile" of 1.58 and a degree Low. Also, there were statistically significant differences at the level of significance ($\alpha=0.05$) in the responses of the study sample members in favour of the scientific branch category and of private schools (Al-Omari et al., 2021)

Al-Fadhli (2019) aimed to recognize and identify the reality of the role of school leaders in activating media education skills among primary students at Al-Ahsa Governorate, in related to the variables: (Nature of work, years of service, and sector), The descriptive approach was used, a questionnaire consisting of (45) items was distributed on three areas: the role of school leader in activating media education skills, in terms of cognitive, emotional and behavioral

aspects of the students. The sample included (115) leader, and (761) teacher using stratified random sample. The results showed; the role of school leaders in activating media education skills among primary students came in an overall degree high, There are significance statistical differences among the responses average (rate) of the study individuals concerning the reality of the role of leaders, attributed to variation of the variable of "nature of work" in favor of the leaders, There are no significance statistical differences among the responses average (rate) of the study individuals concerning the reality of the role of leaders, attributed to variation of the variable of 'years of service' sector'.(Al-Fadhli , 2019)

Ramadhan ,Sukma, Indriyani (2019) study aimed to determine the responses and competencies of teachers in digital media literacy. used descriptive study, the sample was 112 Indonesian language teachers in West Sumatra. The questionnaire included 22 statements. The results of showed that most teachers have used digital media to assist in the learning process. However, the digital media used is still limited and not yet diverse. The use of digital media in learning has positive and negative effects. In order for maximum positive effects to be obtained and negative effects to be avoided, teacher competence is needed to make it happen. Based on the results of this study it is recommended that teachers can keep up with the times by utilizing digital media in learning, both to obtain material so that the use of learning media, or support the learning methods used (Ramadhan.et al, 2019)

Hattani study (2018) aimed is to examine the integration of media literacy education in the secondary school focusing on teachers' attitudes. used a survey research, with a sample of 190 teachers. The survey data are described and analyzed using descriptive as well as inferential statistics. Based on the findings, the majority (65% = 123) of participants knew about this concept of media literacy, 81.92% (N=154) of respondents believed that the government represented by the Ministry of National Education does not work to promote media literacy in the secondary school system, (62.98% =114) of respondents affirmed that media literacy is not part of the fundamental curriculum, neither as a cross-curricular nor as an independent subject. And the challenges of incorporating and developing media literacy in the Moroccan educational system are multiple, including inadequate school support, weak professional development, and obsolete classroom practices (Hattani , 2018).

Erdem & Eristi (2018) study aimed to identify prospective teachers' levels of media literacy skills. This is a mixed-type study with explanatory sequential design. In the quantitative phase, 865 prospective teachers in a state university, selected through multi-stage cluster sampling method, took Media Literacy Skills Scale. In the

qualitative phase, semi-structured interviews were held with five prospective teachers. In data analysis, CFA, descriptive statistics, Mann Whitney U test, Kruskal Wallis test and descriptive analysis were used. The study reveals that prospective teachers have a medium level of media literacy skills and their levels differ significantly by their academic success and teaching programs they attend to but not by gender. The qualitative analysis also puts forth the participants lack some competencies in media literacy skills of access, analyze, evaluate and communicate; and provides detailed descriptions as to them. This research is expected to serve for curriculum development studies with respect to media literacy instruction in preservice teacher education (Erdem & Eristi, 2018).

Eristi & Erdem (2017) conducted a study to Development of a Media Literacy Skills Scale, aims to develop a reliable and valid scale to identify the levels of media users' media literacy skills. The scale consists of 45 items gathered under the four main factors of 'access, analyze, evaluate and communicate', a pilot study was carried out. Responses from 322 pre-service teachers, selected via purposeful sampling, were included in the analysis. Item discrimination was tested via item-total correlation and it indicated that none of the items were below .30. As for the internal consistency, Cronbach's alpha value of the scale was calculated as .919 and alpha values of the factors were calculated as .768, .833, .720 and .838 respectively. Results revealed that the scale is reliable and valid measurement instrument (Eristi & Erdem , 2017)

Suleiman (2013) The study aimed to measure the impact of the program to include the concept of media education in the school curricula in the schools of the United Arab Emirates to improve the thinking skill of students by measuring their level of reception, understanding and evaluation of media materials after including them in the context of, imbedded the content in the school curriculum, and then measuring their critical, analytical and perceptual skills against what they were exposed to. the researcher used both the survey and the qualitative research method, a questioner ,distributed to (187) male and female students, the results showed : male students were interested in the training program more than the female students, the program that was presented to the sample contributed to approximate the idea of including the concept of media education in the general framework of one of the topics of the national education curriculum of Technological communication (Suleiman ,2013)

Al-Khairi (2009) the study Objectives was to show the relation between education and media in the educational literature and in the light of Islamic education concepts, Explaining the concept of Media Education, Knowing the extent of importance of activating media education in the point of view of faculty staff of Saudi universities.

Finding the statistical significant differences of the extent of the importance of activating media education which are attributed to the following variables: (specialty, scientific degree, experience). Descriptive method was used, and a questionnaire of 47 items, their interpretation and discussion. The results showed that the extent importance of activating media education in university stage in the light of axis fixed is (very important) from the point of view of the study sample, the media education skills that is needed for media Education ranked as following (1. critical thinking –very important-, 2. The skill of reading and decoding the media message-very important-, 3. Take appropriate decision regarding media materials-very important-, while the sharing and communicating element came last as Important). there are statistical significant differences attributed to the variable of specialty in the degree of importance of activating media education in university stage in favor of education specialty, and there are no differences of statistical significance in the degree of importance of activating media education in university stage attributed to the variables of (scientific degree and experience). (Al-Khairi , 2009)

Methodology

The researcher used the descriptive survey method to identify the degree to which media education skills are practiced among public school teachers in the Al-Kourah District due to their suitability for the purposes of the current study.

Study population and sample

The Study population consisted of all public school teachers in Irbid Governorate (Al Kourah District) for the academic year 2021/2022, and their number was (1801) teachers, (722 male, 1079 female), were (1171) teacher have Bachelor's degree and)630) teachers have Postgraduate degree. The questionnaire was distributed to the teachers in the target population via google forms, the retained answered questionnaires formed the sample, which consisted from a total of (311) teachers (189) female, and (122) male teacher. The sample (Gender, Educational level, and Years of practice) as described in table (1).

Table 1: Distribution of study sample members according to Gender, Educational level, and Years of practice

Percentage %	frequency	Type	Variable
%39.2	122	Male	Gender
%60.8	189	Female	
%100	311	Total	

%72	224	Bachelor's degree	Academic qualifications
%28	87	Postgraduate degree	
%100	311	Total	
%42.4	132	1-5 Years	Years of experience
%29.6	92	6-10 Years	
%21.2	66	11-15 Years	
%6.8	21	More than 16 Years	
%100	311	Total	

Study tool:

To achieve the objectives of the study, the researcher developed the study tool with the help of theoretical literature and previous studies, such as;(Al-Omari et al.,2021) (Ramadhan et al.2019) (Al-Fadhli ,2019) and the study (Eristi, &Erdem ,2017), and the tool in its final form consisted of (31) paragraphs, (9) paragraphs for MIE Access Skill, (9) paragraphs for MIE Analyze Skill, (6) paragraphs for MIE Evaluate Skill, (7) paragraphs for MIE communicate Skill. After item selection, a Likert type scale measure was chosen, participants chose an option that indicate their degree of practicing the Media Education Skill, among the options of: “(1)Very low,” “(2) Low” “(3) Medium” “(4) High” and “(5) Very High” based on their competencies on a given item, the answers were classified into 3 classes(Low1-2.33) (Medium 2.34-3.67) (High 3.68-5) by setting the limits of the calculated means using the equation (upper score-lower score /number of classes) = $(5-1/3=1.33)$ length of interval).The researcher relied on the arithmetic averages of the answers of the sample members to be an indication of the degree, based on the following equation. For the content validity of the scale and the appropriateness of the items for measuring media literacy skills, field experts were consulted. To check the content validity of the study tool; It was presented to (11) arbitrators specialists in Education, measurement and evaluation, educational administration, methods of teaching Islamic education, and methods of teaching social studies, at Al al-Bayt University, the University of Islamic Sciences, Yarmouk University, and Al-Balqa Applied University, and they were asked to express Their opinions on the tool in terms of wording, clarity and what they see appropriate of amendments, as the researcher adopted the paragraph on which (9) arbitrators or more (80%) of the arbitrators, and thus the tool remained consisting of (31) paragraphs. A pilot sample of 45 teachers was approached and was not included in the study sample, the questionnaire was distributed. The results showed a high correlation between the two applications, with a two-week time difference, the Reliability of the scale was tested via the internal consistency test, Cronbach Alpha value of the scale is ($\alpha=.86$).

and Correlations between Factors showed positive correlations ranged from moderate (0.63) to strong (0.81), In light of the findings the researchers find that the tool is suitable for the current study. Table (2) shows the internal consistency coefficient and Correlations between Factors

Table 2: internal consistency coefficient and Correlations between Factors and total scale score

Factors	Alpha Value	Correlations btw. Factors			
		1	2	3	4
Access	0.78 *	1.0	0.65*	0.77*	0.81*
Analyze	0.82 *		1.0	0.63*	0.76*
Evaluate	0.69 *			1.0	0.68*
Communicate	0.84 *				1.0
Total	0.86 *				

*significant at the 0.01 level

Results and Discussion

Question 1 and 2: To answer to the first question: what is the total Degree of Practicing Media Education Skills among Public School Teachers in Al-Kourah District in Jordan?

And the second question: what are the Degrees of Practice for the Main four Media Education Skill; Access, Analyze, Evaluate, and Communicate among Public School Teachers in Al-Kourah District in Jordan?

To answer this question, mathematical means and standard deviation were calculated on the degree to which the teachers' practiced media education skills as shown in table (3) and table (4).

Table 3: Mathematical means and standard deviations for the total Degree of practicing Media Education Skills and the degree of practice of the main four media education skills among Public School Teachers in Al-Kourah District in Jordan in descending order

Media Education Skill	Rank	Average	St. deviations	Class
Total Degree for Analyze skill	1	3.92	.501	High
Total Degree for Access Skill	2	3.69	.633	High
Total Degree for Evaluate Skill	3	3.41	.672	Medium
Total Degree for communicate skill	4	2.81	.602	Medium
Total Degree for Media Education Skill		3.53	.583	Medium

Table 4: Mathematical means and standard deviations for the Degree of the items of Media Education Skills among Public School Teachers in Al-Kourah District in Jordan in descending order

Media Education Skill	Rank	Paragraphs	Average	St. deviations	Class
Access	1	I can easily use media tools like mobile phones, ipads, televisions and computers	4.21	.581	High
	2	I have no problem with internet access	4.06	.488	High
	3	I can easily search a required information when I need it	3.89	.601	High
	4	I use different media tools to contact with my students and colleagues	3.77	.672	High
	5	I can download and use different applications and programs	3.61	.560	Medium
	6	When I need an information I search reliable sites	3.43	.68	Medium
	7	I check the credibility of the source of the information I receive	3.13	.416	Medium
	8	I know school rules and policies or the government about downloading digital files.	3.11	.541	Medium
	9	I know the terms of the User Agreement for websites where I post content.	1.96	.557	low
Analyze	1	I can recognize the media material that is not compatible with social values	4.32	.572	High
	2	I can recognize the target group of different media messages	4.28	.615	High

	3	I can recognize the purpose of the media messages and materials	4.13	.688	High
	4	I can recognize the impact of the media article on the social values of students and my colleagues	4.01	.693	High
	5	I can criticize the media content based on my knowledge, experience and set of values	3.68	.492	High
	6	I can analyze the text messages I receive from different media resources	3.31	.625	Medium
	7	I can distinguish between rumor and truth in media messages	3.28	.596	Medium
	8	I can distinguish if the media message have some parts of misleading or false information	2.75	.573	Medium
	9	I can analyze the visual messages (images and videos) I receive from different media resources	2.68	.414	Medium
evaluate	1	I don't tolerate opinions and comments expressed through the media that express hate, bullyness, or discrimination	4.31	.416	High
	2	I accept the different opinions expressed through the media	4.27	.646	High
	3	I delete the media messages that I believe it is unsolicited and harmful content	4.16	.655	High
	4	I use the media messages I receive or search for to solve some problems I may encounter	3.05	.596	Medium

	5	I Warn my students or colleagues from unsolicited and harmful media content	2.92	.473	Medium
	6	I use some teaching techniques and methods I receive or search for on media tools	1.73	.631	Medium
		Total for Evaluate Skill	3.61	.672	Medium
communicate	1	I can share the media material with my students, colleagues or others	4.79	.680	High
	2	I express my opinions on the media messages I receive or encounter by comments or other means	4.17	.446	High
	3	I Publish media messages through different media	3.62	.541	Medium
	4	I have the required skills to design and produce written media materials	3.13	.497	Medium
	5	I review the media material I produce or intend to share with other colleagues before I share it	2.90	.680	Medium
	6	I participate in the production of media materials that I share with others	2.01	.472	Low
	7	I have the required skills to design and produce visual media materials (images or videos)	1.62	.581	Low

The result showed that the Degree of practicing Media Education Skill among Public School Teachers in Al-Kourah District in Jordan was (3.53) and classified as "Medium degree" of practice, which is consistent with (Al-Omari et al, 2021) (Eristi & Erdem ,2018) findings that indicated that the level of teachers' drgree of practicing (MIL) skills was medium, That can be due to the relatively new concept of the Media Education Skills, as the subject is not yet integrated in the universities curriculum in order to train teachers in the pre-practice level (during undergraduate level) how to interact with media messages from different resources. Meanwhile, the results is not

corresponding with (Al- Fadhli ,2019) result that indicated the total average of the degree of school leaders role in Media education was high (0.87),

The findings showed the Media Education skill “Analyze” came as the highest degree of practice with average of (3.92), and classified High in practice level, with the statement “I can recognize the media material that is not compatible with social values” with the average of (4.32), and the statement “I can recognize the target group of different media messages” with the average of (4.27) with both the highest practice level, These findings are consistent with (Al-Omari et al,2021) (Al- Fadhli ,2019) (Al-Khairi, 2009) , were in (Al-Omari et al,2021) the items “I distinguish between rumor and truth in media Messages” and “I can criticize the media material” ranked first and second among the scale items. Also (Al- Fadhli ,2019) study findings, were the cognitive dimension of the media Education skills was rated high among school leaders Among Primary Female School Students in Saudi Arabia, and (Al-Khairi study 2009) were critical thinking ranked first as very important skill for media education (MID) skill, On the other hand, (Eristi & Erdem ,2018), the Analysis skill in the scale rated medium in the degree of practice. The result in this study can be due to the teachers’ focus on thinking, analysis and critical thinking skills when dealing with content they receive, as they practice them as a part of the teaching process which influenced the way they comprehend the media material.

The Media Education (MIL) Skill “Access” came second in degree of practice media education, with average of (3.69) and classified High. The finding can be due to the availability and the ease to use smart phones, especially in the last two years during the pandemic and the unexpected switch to online teaching during lockdown, teachers were forced to adapt with the situation by mainly self-learning by searching for the needed educational material and strategies to help them during that time and mastering some of the skills related to Access skill such as; searching for the information and material, technical skills to deal with media tools and applications, and knowledge with rules and policies for different websites and media material contents . This finding was not in accordance with (Eristi & Erdem ,2018) and (Al-Omari et al.2021) were Access Skill ranked Medium, that may be caused by the difference in the target population or the number and contents of the statements used in the scales to describe the skill.

The “Evaluate” skill came third with average score of (3.41) and classified medium in level of practice. Evaluate skill is “Making a judgement is performed via comparing media content with standard or a value measure” (Pérez Tornero, et al, 2007) , and as stated earlier, people tend to evaluate and reflect on the messages according to their personal factors and needs, and according to their self-system of

values and orientation, and this leads to different interpretations about the single media message (Al-shair, 2007) and determine how the recipient will interpret or be influenced by media content and materials. This finding was in accordance with (Al-Omari,2021) were most of the statements in the scale that measured Evaluation skill had medium practice level such as “I’m making the right decision about the media stuff.” “I Avoid non-targeted media content” “Criticizing the non-purposeful media material in a meaningful and objective way”. Meanwhile, it differs with the findings of (Al-khairi, 2009) who had the score of “The skill of taking the appropriate decision regarding media content” (4.29) and classified as very important, and (Eristi & Erdem ,2018) Evaluate skill scored the highest with average of (3.7) and classified High in practice.

Finally, the degree of practice of the Media Education Skill “communicate” came last with average of (2.81) and medium level of practice, which is consistent with (Al-Omari,2021) (Eristi & Erdem ,2018) and (Al-khairi, 2009), and medium in the psychomotor Skills and involve statements reflect the school leaders’ roles in designing, constructing, and sharing media materials. Communicate skill “the skill which enables media users to create and share their own media messages as an alternative to professionally created media contents”, Teachers can be considered recipient to media materials rather than producers, and they depend on sharing materials that they receive rather than producing the material, this process limits the teachers control of the content, and its’ Accuracy, and the quality of the shared material. This can be caused by lacking the knowledge required to produce audiovisual material such as; videos, and images, and it can be accomplished by a national teachers training program for media education

To practice and master the teaching media production skill.

To Answer Question 3 : Is there a significant statistical difference at the level of significance ($\alpha = 0.05$) in the total Degree of Practicing Media Education Skills among Public School Teachers in Al-Kourah District in Jordan in relation to (Gender, Educational level, and Years of practice)?

Media Education Skill Degree means and standard deviations was calculated for each variable as shown in tables (5,6,7).

Table 5: T-test, scores significance, the Media Education Skill Degree mathematics means and standard deviations in relation to the sample gender

Variable	Type	Number	Average	SD	Sig. (2-tailed)	t-test
Gender	Male	122	3.01	.673	0.233	4.404
	Female	189	3.15	.734		

	Total	311				
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There is an apparent difference but with no significant statistical differences in the mathematics mean in the total Degree of Practicing Media Education Skills among Public School Teachers in relation to the sample Gender, which is consistent with other literature finding (Al-Omari et al, 2021) (Eristi & Erdem ,2018) (Al-khairi-2009).

Table 6: T-test, scores significance, the Media Education Skill Practice Degree mathematics means and standard deviations in relation to the sample educational level

Variable	Type	Number	Average	SD	Sig. (2-tailed)	t-test
Educational level	Bachelor's degree	224	2.98	.756	0.107	6.238
	Postgraduate degree	87	3.17	.708		
	Total	311				

There is an apparent difference in favor of postgraduate degree teachers, but with no significant statistical differences in the mathematics mean in the total Degree of Practicing Media Education Skills among Public School Teachers in relation to the sample educational level, which is in accordant with (Al-khairi-2009) result that had no statistical differences in favor of educational level or years of experience. while (Al-Omari et al, 2021) and (Eristi & Erdem ,2018) findings showed significant relation between levels of media literacy skills and academic success.

Table 7: The Media Education Skill Practice Degree mathematics means and standard deviations in relation to the, and ANOVA test and significance according to Years of experience

Variable	Type	Number	Average	SD	Sig.	F
Years of experience	1-5 Years	132	3.03	.730	0.083	10.272
	6-10 Years	92	3.19	.667		
	11-15 Years	66	2.91	.672		
	More than 16 Years	21	2.97	.837		
	Total	311				

There is an apparent difference in favor of years of experience (6-11) years, but with no significant statistical differences in relation to the sample years of experience, which is in accordant with (Al-khairi-2009) result that had no statistical differences in favor of educational level or years of experience.

The insignificant statistical difference among the sample population can indicate that the Public School Teachers in Al-Kourahh district are practicing media education skills in a comparable way, not influenced by the teacher gender, degree of education, or years of experience.

Conclusion Recommendations:

In conclusion, the overall Degree of practicing Media Education Skill among Public School Teachers in Al-Kourah District was “Medium” degree, the media education skills Analyzing and Access scored “High” degree of practice, while the Media Education Skills Evaluate and communicate scored “Medium”. Also, there was no significant statistical differences in the degree of practicing Media Education Skill and the teachers’ Gender, Educational level, and Years of practice.

In order to the teachers to be the source of knowledge about Media Education for their students, and help them with developing a conscious interaction with the various media messages, the researcher recommend the following: conduct training courses for teachers and members of the educational staff to introduce the term media education and its importance while dealing with various media materials in conscious and responsible manner, train the teachers and the educational staff on practicing Media Education Skills to receive, analyze, discuss, evaluate , design, produce, and share the media messages, integrate Media Education in the curriculum in the In the pre-university stage and in the university stage, Integrating teachers and students in creating and sharing educational media materials to reinforce their roles as conscious responsible community members.

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