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THE ROLE OF EDUCATIONAL MEDIA IN DEVELOPING SKILLS OF SECONDARY SCHOOL STUDENTS IN THE STATE OF KHARTOUM

A B S T R A C T

This study aims to identify the role of educational media in developing the personal skills of secondary school students in Khartoum State. The researchers employed a descriptive-analytical method, utilizing a questionnaire as the primary tool to ensure data reliability. The study sample consisted of 220 secondary school teachers, and data were analyzed using the Statistical Package for the Social Sciences (SPSS). The results indicated high levels of student participation in educational media programs and a correspondingly high level of personal skills within these programs. Furthermore, a significant positive correlation was found between participation skills and students' personal skills. Based on these findings, the study recommended that educational institutions optimally utilize educational media to enhance students' academic, cultural, and skillful performance. Additionally, school administrations should encourage student engagement in media programs to boost cognitive skills. The study also suggested implementing physical competitions for presenting curriculum materials to increase motivation and urged satellite channels to produce programs that encourage peer-to-peer learning and academic support.

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دور الإعلام التربوي في تنمية المهارات الشخصية لدى طلاب المرحلة الثانوية بولاية الخرطوم

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الخلاصة:

هدفت الدراسة إلى التعرف على دور الإعلام التربوي في تنمية المهارات الشخصية لدى طلاب المرحلة الثانوية بولاية الخرطوم. استخدم الباحثان المنهج الوصفي، واعتمدا على الاستبانة بوصفها الأداة الرئيسية

لجمع البيانات بما يضمن موثوقية نتائج الدراسة. تكونت عينة الدراسة من ٢٢٠ معلماً من معلمي المدارس الثانوية، وتم تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). أظهرت نتائج الدراسة ارتفاع مستوى مشاركة الطلاب في برنامج الإعلام التربوي، إلى جانب ارتفاع مستوى المهارات الشخصية المرتبطة بهذه البرامج. كما كشفت النتائج عن وجود علاقة ارتباطية موجبة ذات دلالة إحصائية بين مهارات المشاركة والمهارات الشخصية لدى الطلاب. وفي ضوء هذه النتائج أوصت الدراسة بضرورة توظيف الاعلام التربوي بصورة مثلى داخل المؤسسات التعليمية بما يسهم في تعزيز الأداء الأكاديمي والثقافي والمهاري للطلاب. كذلك تشجيع إدرات المدارس للطلاب على الانخراط في البرامج الإعلامية لتنمية المهارات المعرفية إضافة إلى تنظيم مسابقات تطبيقية لعرض المقدرات بهدف رفع مستوى الدافعية لدى الطلاب، كما أوصت الدراسة القنوات الفضائية بإنتاج برامج تعليمية تشجع على التعلم التعاوني والدعم الأكاديمي بين الأقران.

الكلمات المفتاحية: الإعلام التربوي، المهارات الشخصية، طلاب المرحلة الثانوية، ولاية الخرطوم،

1. INTRODUCTION

The school is an institution of great importance that has important responsibilities and roles in shaping the behavior of students; with its educational systems that include specialized means, strategies and competencies, it is the real entrance to the formation of values, habits, cognitive concepts and skills among students. The requirements of life in the twenty-first century, and the active contribution to building and developing a society. (UNESCO,2026)

The emergence of different media of mass communication starting from newspapers, radio, TV, cinema, until computers, mobile phones, and the internet created a good opportunity to humans to have better performance in the different scopes of life. Education which is regarded as one of the important pillars of building nations can take advantage of the differentof media in enhancing and accelerating the educational process. A question can be raised in that: can media generally help in education and what is its effectiveness in teaching and attaining different skills. (OECD,2026)

A. Steven Beebs, J.Susan Beebs and K.Piana Ivy, define communication, as the process of making sense out of the world and sharing sense with others by creating common meaning or that it became common after communicative process; which occurs through verbal and non-verbal message.(Steven Beebs,2004) Wimmer, R. and Dominick, J. (Wimmer, 2013, p. 3) define “mass communication, as any form of communication transmitted through a medium (channel) that simultaneously reaches a large number of people. While the researchers view communication as *"imparting and exchanging of information and thoughts using either; words, sounds and signs in personal and group communication; or using technology in the mass communication mainly through either newspapers ,radio ,TV to send certain messages that will reach a broad readers, listeners or audience, in order to enhance transaction among masses"* (Abuzaid.2020,p.66).Depicting these definitions, the process of education can be fulfilled using different means of communication either personal between a teacher and a student or through group communication among students as well as mass communication using different media. With exposure to media, the individual becomes an integrated and balanced personality that contributes to the performance of duties and responsibilities in the required societal image (Hasawna and Al Omari, 2018).

Both media and education aim to model behaviors, build knowledge, hone and improve skills. Both education and media aim to change behavior by influencing public opinion and helping the individual to adapt himself/herself to the requirements of life. The explosion of technology and the media nowadays increased their influence in teaching students (Oroles Florescu, 2014, pp.349, 350 Educational institutions seek to facilitate learning for all its members and work in its development on an ongoing basis. It is also constantly subject to a process of transformation and permanent institutional development, including educational media. Educational media is characterized by cultural, personal, moral and

practical media features (Mousa,2017). After Albulescu I. (2003, p. 17) indicated that “the education of the young generation is not an exclusive job in school, the role of media in education can be greatly observed. Some studies have revealed the adoption of educational media with adult guidance help in greater learning than if used by itself.

(Reiser, Tessmer, & Phelps, 1984).Media can increase the interest of students for learning and provide a variety of information.

Educational media has many goals and functions that it works to achieve at the level of individuals and groups, and it is one of the strategic pillars for building economic, social and civilized development projects for all societies through social, moral, educational, guidance and counseling. There is a close relationship between education and media in terms of humanity, social and emotional terms, especially in light of the advantages of media that are not enjoyed by other educational means. Media provide diverse cultural experiences and behavioral models. In addition, it conveys to individuals’ new experiences in the field of their direct environmental and social interactions, and afford its audience with ample opportunities for entertainment, recreation and pleasure, persuasion, effective dialogue, diversity of programs to satisfy all tastes and different age groups (Shehadeh, 2003).

The various media have an educational role parallel to what educational institutions do in society, as they broadcast their media messages through their various programs that enter homes without permission, and affect the processes of socialization, education and guidance through spreading values, imparting patterns of behavior and habits, and forming public opinion among the targeted groups of community members (Mohammed, 2013).

1.1 THE STUDY PROBLEM:

Many studies have been indicated media has a positive role in developing students' creative skills and increasing cohesion between cultures, such as the study of Ali (2016). Other studies have been also proven that educational media has a role in developing the personal skills of learners, such as Ibrahim's study (2016). The educational media also has an important role in helping the students discover themselves, their abilities, competencies, tendencies and interests, linking them to the daily reality in which they live, and their knowledge of all developments in the local and global environment in the light of the rapid development that are witnessed in the era of globalization and technological development (Al-Hamalawy and Qasimi, 2019).

Based on the importance of focusing on the human outcomes of secondary schools as a means to ensure the provision of education, improve its quality, meet the needs of learners, and provide a balanced and healthy environment that allows students to work efficiently and effectively, is necessary to pay attention to educational media due to its great role in the maturity of the students' personality and the development of their abilities and personal skills. These have become an important requirement for building a distinctive personality capable of adapting and interacting with the requirements of life in today's knowledge society, acquiring the skills of the twenty-first century, which constitute a key for students to enable them to manage their lives in a way that contributes to building their academic and professional future; accordingly, the study problem is represented in the following main question: **What is the role of educational media in developing skills of secondary school students in the state of Khartoum from the teachers' point of view?** The following questions arises from it:

1/ what are the most important participation skills that secondary school students acquire through educational media?

2/ what are the personal skills acquired by secondary school students through educational media?

3/ is there any statistically significant relationship at the level of statistical significance (0.05) between the skills of participating in educational media programs and the personal skills of secondary school students?

1.2 THE SIGNIFICANCE OF THE STUDY

The importance of the current study lies on the fact that it is one of the first studies - within the limits of the researchers' knowledge - that focused on the subject of the study, through a survey conducted by the researchers to the researches conducted in Sudan. The importance of the subject of the study related to educational media in the development of students' personality, to keep pace with scientific and educational developments at the media, educational, psychological and developmental empowerment levels. As well as standing on the reality of educational media and its role in developing the personality of students and its relationship to the outputs planned by the Ministry of Education. In addition to directing the attention of interested decision-makers in the Ministry of Education to the importance of educational media in developing the students' personality, and benefiting from its potentialities in setting a line for preparing and implementing targeted educational media programs to serve educational institutions and society. This study may benefit professionals in the field of educational media; so as to focus on some topics that serve students and form their personality in order to achieve the goals, vision and mission of the Sudanese Ministry of Education.

1.3 THE LIMITS OF THE STUDY

The study was limited to the role education media determined with its topic represented in the role of educational media in developing the personal skills of secondary school students in Khartoum State from the point of view of teachers

during the second semester of the academic year (2021/ 2022) in secondary schools in Khartoum Locality, Khartoum State.

TERMINOLOGY OF STUDY

Educational media: the researchers view the terminology as the use of media activities for students in the secondary stage in the state of Khartoum under the supervision of specialized teachers; to link media with educational goals that target students cognitively, emotionally and skillfully to achieve educational goals.

Skills: the researchers view the terminology as the skills of participation and interpersonal skills.

1. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

Educational media employs various media techniques in order to achieve educational goals and to activate the role of media through radio, television, bulletins, magazines, seminars and other educational media programs to enable students to improve their skills and face challenges of daily life. Therefore, efforts must be intensified by the educational and media sectors to prepare generations to live effectively in the twenty-first century (Karma, 2013).

Al-Mawlid (2010) stresses the need for educational media, and its great importance to following up students' behavior in and outside the school in the light of modern technological developments, modifying behaviors, strengthening ethics, and facilitating students' access to information.

The necessity of employing educational media in schools in various educational aspects is also increasing. To satisfy the needs of students, raise their interests towards the curricula, and expand their knowledge, various programs such educational and cultural films, reading newspapers and bulletins should be used. This leads to effective continuous learning and contributes to the development of their abilities to contemplate, observe accurately, and use the scientific method to solve problems. It also improve education, raise the academic level of students, as

well as diversifying the methods of reinforcement. So it can build a professional cadres capable of meeting the requirements of development in all fields of life (Hussain and Al-Harbi (2019).

Ibrahim (2014) indicates that educational media works to raise the professional performance of teachers and administrators, by using the media activities to achieve the objectives of the education, familiarity with the methods used in the field of education, acquaintance with the problems of the educational system and their solutions, knowing their responsibilities toward students, and so gaining experience.

The influence of educational media also extends to teachers and principals by making a positive impression, as it can form a suitable vessel for curricula, which are practically translated as media activities (Auf, 2016). The educational media also forms a link between the school and the community and works to strengthen their friendly relationship, encouraging the community to participate in the school's activities, and contributes to the proper preparation of students. So the student will grow up integrated in all respects which are reflected in the society by bringing up generations capable of contributing to building the future by possessing the personal skills that qualify them for their future roles (Al-Qasim, 2016).

Skills are defined as: "the individuals' behavioral abilities that make them deal effectively with the requirements and challenges of daily life (Hegazy and Zughaibi, 2021). Skills refer to the ability to perform tasks related to an individuals' life in their daily interaction with life, with the aim of reaching the highest degree of utilization of their capabilities with the least effort, the fastest time, and the lowest cost (Harith, 2006).

There is no doubt that the acquisition of personal skills in the twenty-first century, will support students to successfully apply their education to their societies after

completing their studies (Chiavaroli, 2019) and will help learners to interact positively with daily life and can face multiple problems (Al-Maraghi and Al-Anwar, 2014). The effective and appropriate use of skills also affects the students' perception of themselves and others, and enhances their productivity, self-esteem, and self-confidence (Singh, Gera, 2015).

Interpersonal skills have been classified into several skills, UNICEF has classified them into ten skills: problem solving, critical thinking, effective communication, decision-making, creative thinking, communication skills, skills building self-awareness, empathy, dealing with stress, and general life skills. (Singh, Gera, 2015). It was as well classified by the World Health Organization (World Health Organization, 2009) to mental, emotional, social and interpersonal skills, and also classified into decision-making, problem-solving, critical and creative thinking, communicating effectively, building relationships, empathizing with others, and dealing with and managing their lives in a productive manner. It was identified with skills of cooperation, teamwork, empathy, verbal and non-verbal communication (Chiavaroli, 2019). (Al-Dhabyani, 2019) classified them into skills of responsibility, communication and financial dealing, interpersonal relationship management, decision-making skills, problem solving and conflict management, negotiation, and managing time, specialization and job selection skills, computer skills, and networking.

There are many kinds of media, including school radio, school press, seminars, lectures, theatre, computer, the Internet, and modern technical means, all of which play an important educational role in building educational trends towards issues of educational management through employing potentials (Ahmed, 2014).

Several studies have been conducted that dealt with the study variables; Al-Harbi study (2022) aimed to prepare a proposed program for the development of educational media in the Saudi Ministry of Education in the light of contemporary

Arab trends in the Riyadh region. The reality of educational media has a number of positives, most notably that the Department of Educational Media has a clear vision that stems from the national vision of education, and provides sufficient financial budgets to provide modern technologies and aids of all kinds with an average of 3.62. The objectives of the educational media program are clear with an average of 3.83, and that the content elements of media is well designed, with a year average of 3.80. The educational media methods adopted modern technical media to develop the quality of education, with an average of 3.81.

Hijazi and Zughaibi (2021) also aimed to identify the role of educational media program in developing personal skills among government secondary school students in Jenin Governorate from the students' point of view, and to identify the differences attributed to the variables of gender, grade, academic average in the total degree and the dimensions of the two scales of participation in programs ,educational media, and personal skills. The results showed that students' participation in educational media programs was high in the areas of: school journalism, school radio, celebrations, social networking sites in the internet, debates and celebrations. The most important personal skills that were acquired are: communication, pride in national identity, self-reliance, leadership, and decision-making. The results also found a direct correlation between the total score of the participation scale in educational media programs, and the total score of the personal skills scale.

Al-Dhubayani study (2019) also aimed to identify the nature of educational media and its programs in educational institutions, and reached the emergence of the role of educational media as a specialized media in the field of education to invest and adapt public and specialized media to achieve the desired educational goals, and also emphasized that educational media is part of the media. Educational media,

which contributes significantly to the service of the educational process and the achievement of educational goals.

The study of Al-Hamalawy and Qasimi (2019) reveals the role of the educational media service in educational institutions in activating this process, and its positive impact on the student. The results showed the importance of the educational media service. It enabled students to choose the study majors that suit their desires and abilities as a basic starting point for their future projects.

The study of Hussein and Al-Harbi (2019) aimed to identify the role of educational media in raising educational administration issues from the point of view of educational experts and media professionals in the Riyadh region. The researchers followed the descriptive approach; reaching many results, the most important of which are: that educational media has a very weak role in raising educational management issues related to planning, organization, control and development from the point of view of educational experts and media professionals.

The study of Hasawna and Al-Amri (2018) also aimed to stand on the reality of educational media in secondary schools in the Emirate of Abu Yabi from the students' point of view on a sample of (384) male and female students. The results of the study concluded that students' participation was high in school journalism and teaching technology programs, school radio, seminars and lectures, and communication with the family and the local community.

1.STUDY METHODOLOGY:

The study used the descriptive approach, which depends on the collection of facts and data, their classification, processing an adequate and accurate analysis; to reveal its implications, and come up with results and generalizations about the phenomenon under study.

STUDY POPULATION AND SAMPLE:

It consisted of all the secondary school teachers in the locality of Khartoum in the state of Khartoum, and their number is (587). The study was applied to a simple random sample of 220 male and female teachers at the governmental secondary stage in Khartoum locality.

STUDY TOOL:

The researchers used a questionnaire to collect data of the study, which is a tool for collecting information related to a specific study topic through a form that is filled out by the respondent. It is a questionnaire directed to secondary school teachers in the state of Khartoum.

The respondents' opinions were measured using a 5-point Likert Scale. Each item was assigned a weight ranging from 5 to 1 as follows: (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1).

Validity and Reliability of the Tool

Legalization of the study tool:

The apparent honesty of the questionnaire: After designing the questionnaire, it has been presented to a number of specialized arbitrators, to express their opinions about its axes and phrases, and to make what they deem fit to modify, delete or add. After modifying the axes and phrases of the questionnaire according to the opinions, observations and directions of the arbitrators, it was adopted as a valid tool for collecting data for the study.

Resolution stability: It means the ability of the tool to give the same results if it is applied in a similar population and in similar conditions after a short period.

Table (1): "Alpha Crow-Nbach's" stability coefficients for the dimensions and axes of the resolution

Questionnaire axes		Statement	stability coefficient
The first axis	participation skills	6	.90٠
The second axis	the personal skills	10	.89٠
overall stability coefficient		16	.895٠

It is clear from the previous table (1) that the values of the reliability coefficients are all high, as the values of the stability coefficients for the dimensions of the resolution axis ranged between (0.89- 0.90) These high values of the stability coefficients indicate the validity of the questionnaire for application and the reliability and reliability of its results.

ANALYZE AND DISCUSS THE RESULTS

Answering the first question: What are the most important participation skills that secondary school students acquire through educational media from the teachers' point of view?

To answer the question, the arithmetic means and standard deviations were extracted, and the following table illustrates this:

Table (2): shows the arithmetic averages and standard deviations of the most important participation skills

No	Statement	Mean	SD
١	Participation in the school press	٣.٨٠	٠.٨٨
٢	Participation in the school radio	٣.٤١	٠.٩٨
٣	Participation in debates and seminars	٣.٨١	١.٠٧
٤	Participation in school celebrations	٣.٦٣	١.١٠
٥	Participation in the internet and social networking sites	٤.١٦	٠.٩٩
٦	Participation in cultural activities and programs	٤.١٠	٠.٩٤
	The overall mean of the axis	٣.٩٨	٠.٩٧

The results in the previous table indicate that students' participation in educational media programs was high; where the general average for the participation skills axis were (3.98), with a standard deviation of (0.97). The researchers believe that the high participation of students in the various media programs reflects their interest and eagerness to interact with the educational programs offered by the school, due to the quality of the programs offered, and their link to satisfying their needs and inclinations, and providing the opportunity for students to unload their energies and express them through these programs; Shehadeh (2003) emphasizes the characteristics of media programs that are capable of attracting students to participate in their activities. It offers diverse cultural experiences, behavioral models, and ways of living for large segments of society, and transfers to individuals new experiences in the field of their direct environmental and social interactions, and provides wide opportunities for entertainment, recreation and fun, and its rapid spread contributes to shaping minds through effective dialogue, and the quality of technology of influences. Vocal and kinetic, the flexibility and diversity of programs satisfy all tastes and different groups, and transfer direct experiences from everywhere in the world. It also reflects the keenness of school administrations to open participation and encourage students to participate. Believing in its role in developing students' abilities and skills, this is consistent with what was confirmed by the study of Al-Qasim and Ashour (2016), which indicated the distinguished role of school principals, teachers and supervisors responsible in employing educational media programs for students, and their ability to attract students to participate. It was confirmed by the study of Al-Hamalawy and Qasimi (2019) on the importance of educational media service.

Answering the Second question: What are the personal skills that secondary school students acquire through educational media from the teachers' point of view?

To answer the question, the arithmetic means and standard deviations were extracted, and the following table illustrates this:

Table (3): shows the arithmetic means and standard deviations of personal skills

No	Statement	Mean	SD
١	Gain the skill of self-reliance	٣.٨١	٠.٨٩
٢	Gain communication and communication skills	٣.٤٣	٠.٩٦
٣	Gain decision-making skills	٣.٧١	١.١٧
٤	Gaining leadership skills	٣.٧٣	١.١١
٥	Gaining the skills of identity pride	٤.١٢	٠.٩٤
٦	Gain listening and speaking skills	٤.١٨	٠.٩٠
٧	Gain presentation and audience skills	٤.٢٨	٠.٨٨
٨	Gain research, analysis and thinking skills	٤.٢٠	١.٠٥
٩	Acquisition and acceptance skills	٤.٠٥	٠.٩٨
١٠	Acquire skills to support the relationship between the school and the community	٣.٩٩	٠.٩٦
	The overall mean of the axis	٣.٩٦	٠.٩٥

The previous table indicates that the most important personal skills that students acquired from their participation in educational media programs are: skills of communication, identity pride skills, self-reliance skills, leadership skills, and decision-making skills. This is due to the positive effects of educational media programs that have contributed to refining the students' personality by gaining boldness and courage, communicating with others, expressing themselves, and acquiring communication skills through mastering speaking, listening, creative writing, recitation, presentation skills and facing the public. Develop their abilities in the field of investigation, research, analysis, critical thinking, intellectual flexibility, acceptance of criticism, scientific thinking, problem solving, leadership skills development, decision-making skills, participation and integration skills in

the school community, supporting the relationship between the school and the surrounding environment, developing talents, enhancing the ability to work together, spreading the spirit of cooperation, and linking the student with the local community. Developing pride in religious symbols, establishing beliefs, adhering to principles, and instilling positive values such as freedom, democracy and other citizenship rights. This is consistent with the findings of Guidouri's study (2014), which confirmed the students' agreement that the impact of educational media was significant on their educational and cultural performance.

Answering the Third question: Is there a statistically significant relationship at the level of statistical significance (0.05) between the skill of participating in educational media programs and the personal skills of secondary school students from the teachers' point of view?

Table (4): shows the Pearson correlation coefficient between the participation skill and the personal skills of high school students

Variables	correlation coefficient	significance level
Participation skill - personal skills	0.81	0.01

Function at significance level (0.05)

The results of the previous table indicate that there is a direct correlation between the participation skills and the personal skills of secondary school students in educational media programs. The value of the correlation coefficient is (0.81). The previous results confirm the positive effects of participation in educational media programs on the development of personal skills among students. These various programs work on enhancing and developing the student's personal skills, and this was indicated by Auf (2016), where he emphasizes the media activities that contribute to the development of the student's integrated personality, and the development of social adaptation skills, the art of dealing with others, critical

thinking skills, and problem solving, and with the results of Guiduri's study (2014), that emphasizes the impact of educational media on students' educational and cultural performance.

CONCLUSION

From all the above mentioned the strong link between education and media is highly observed. Both education and media work to achieve a certain role that goes parallel together in conveying experiences and knowledge in the field of their direct environmental and social interactions, and afford students with the needed skills to face efficiently the challenges of life and have an effective role in their societies.

It can be concluded that:

- The skills of students' participation in educational media programs were high and their personal skills in educational media programs were also high.
- There is a direct correlation between the participation skills and the personal skills of secondary school students.

Upon these results the study recommends:

- Calling educational institutions to make optimal use of educational media programs to develop students' performance educationally, culturally, and skillfully. Evaluating educational media programs in the light of media, educational and psychological standards; in order to enrich, improve and develop it.
- The school administrations should encourage students to follow up and participate in all educational media programs through means that enhance and strengthen their participation.
- The educational media should conduct physical competitions by presenting the study materials in order to increase the students' motivation to learn.
- Satellite channels should work on preparing programs that motivate students to help their peers in explaining the educational material

- Educational radio stations should give students the opportunity to record the lectures that are being shown.
- Teachers and supervisors of educational media programs should work to involve all students in all cultural and social committees, the radio committee and others without discrimination or bias.
- Teachers and supervisors should encourage students to follow the school's website, and participate in expressing their point of view on all issues raised through it.

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