

Academic Leaders' Awareness of Media Literacy Principles in Light of the Digital Revolution: Faculty Members' Perspective

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Abstract: This study aims to assess the extent to which academic leaders in Jordanian universities possess media literacy principles, considering the challenges posed by the digital revolution and the spread of misinformation. The study employed a descriptive-analytical approach. Data were collected through an electronic questionnaire distributed to a sample of 110 faculty members from Jordanian public and private universities. The results show that the degree of academic leaders' possession of media literacy principles is at a high level. No statistically significant positive effect of academic leaders' role in promoting these principles is found. In addition, the results do not indicate a variation in the level of possession attributable to university type, experience, and academic rank. The lack of training and weak institutional support limit the effectiveness of media literacy implementation. This study provides an analytical framework that highlights the reality of media literacy among academic leaders in the Jordanian university environment.

Keywords: Digital Revolution, Academic Leadership, Jordanian Universities, Faculty Members, Digital Media Literacy.

Introduction

Technology and media have really changed how higher education works, making media literacy way more important. These days, it shapes attitudes and beliefs, not just spreading info. To help with learning, college bosses need to use media sensibly. Because of that, media literacy came about, and now it's key for today's students. In addition, as Gómez-Galán (2018) argues, it boosts critical thinking and helps spot false info. Schools aim to prepare kids to handle media wisely along with classes and exams.

Academic leadership plays a big role in driving change too. Leaders create policies and guide how students learn (Al-Rahail, 2025; Hasouneh et al., 2025). Mustafa (2023) discusses how well academic leaders do their jobs heavily affects changes in schools. Their efforts shape the quality of programs and policies, which in turn improves education. If academic leaders know about media literacy, they can really boost how knowledge is handled in the digital world.

Media literacy is becoming super important worldwide because of fake news and all the info on social media. At universities, though, especially in Jordan, putting media literacy principles into practice is pretty tough (Al-Khazaaleh, 2020). Al-Khalayleh (2023) found that the availability of media literacy stuff at universities is only moderate. Also, Al-Mhareb and Al-Zboun (2020) spotted some issues, like not having enough training for teachers and lacking a clear strategy. So, there is still work to be done to make media literacy stick in the academic scene.

Earlier literature emphasizes the importance of interactive teaching methods for media literacy, according to Ali (2020), and the growth of digital skill models, as Al-Jabri (2020) notes. According to Qutb (2018), media awareness and effective communication abilities typically go hand in hand. According to Al-Qawasmi and Saad (2024), media literacy improves technology usage and reduces fake info spread. These findings are helpful, but more

research is needed. We still do not fully understand how Jordanian teachers integrate media literacy in light of their digital revolution (Al-Fanar, 2025).

This study focuses on Jordanian academic personnel. It looks at how media literacy is taught by local school administrators. We will examine how these teachings are really used in the classroom and look for variations in leadership roles, experience levels, and school types. The insights from this research will help boost leadership abilities and aid in adapting to the digital age's demands.

This paper holds theoretical value by helping to fill the knowledge gap on academic leaders' roles regarding media literacy. It also offers a framework for future studies. Practically, it will show how aware these leaders are about media and their understanding of related practices. So, it should be useful both for guiding more research and for its immediate insights into current awareness levels.

In light of the above, this study seeks to answer the following main question: To what extent do academic leaders possess the principles of media literacy in light of the challenges of the digital revolution, from the perspective of faculty members in Jordanian universities?

1. To what extent do academic leaders possess the principles of media literacy?
2. Does the degree of possession differ according to the type of university (public/private)?
3. Does the degree of possession differ according to the academic rank?
4. Does the degree of possession differ according to the years of academic experience?

Accordingly, the study is based on the following hypothesis:

There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the degree to which academic leaders possess the principles of media literacy in Jordan.

Background

Rushing into the digital age means dealing with tons of info daily. Media literacy is important now. It helps us stay informed and safe from stuff like fake news and hate speech. So, school leaders play a key role in raising tech-wise students. It is about more than just using apps; it includes mastering tougher skills too. We are talking about critically analyzing what we see, objectively judging our sources, creatively crafting good content, and behaving ethically online. Thus, for campus chiefs—from head department folks to deans—having these abilities is less of a personal option and more of an essential duty that they must lead by example. Therefore, for academic leaders—starting with department heads and deans—to possess these principles is no longer merely a personal skill but has become an institutional and leadership responsibility.

Media Literacy

The concept of media literacy is a comprehensive process encompassing all aspects of media communication, including its diverse messages with both positive and negative impacts, and the role of university students as recipients of this information. It is about getting skills to use media to talk with people and understand what we see and hear, aiming to make everyone more knowledgeable about media stuff (Hiba, 2020, p. 6). It teaches folks to think critically, be creative, and communicate well by using and creating media – as Al-Jabri (2020, p. 17) says. Also, it grows a place where people push each other to debate and mix in different ideas – that is what Gonnet talks about (2021, p. 6). Media literacy consists of abilities and info that let folks interact consciously and responsibly with media.

Media literacy started in the late '60s when experts thought about using media to educate. By the '70s, though, that view shifted. Now, many folks saw media literacy more as protection for young folks from bad info out there. The goal was to assist pupils in identifying and confronting negative media content.

But with time, the concept expanded well beyond just defence. Giving individuals the ability to manage every facet of media—not just avoiding negative content, but comprehending it all

completely—is now crucial. The goal became not merely protection, but also providing students with analytical and critical thinking skills, enabling them to understand the surrounding media culture and make informed decisions independently. Early media literacy approaches were characterized by their protective nature, aiming to immunize students against the perceived dangers of the media. The motivations of early media educators varied from country to country (Atabato, 2019, p. 4):

- Cultural motive: In some countries, educators viewed the media as a form of low culture that could undermine young people's appreciation for high culture and its values.
- Moral motive: In other countries, the focus was on the moral aspect. The media was considered a means of raising awareness among adolescents about values and harmful or inappropriate behaviors.

These perspectives were reflected in the media literacy models that emerged in the 1970s. They stemmed from the belief that the media promotes false ideas and ideologies. Therefore, great hopes were placed on it despite its varying orientations—to perform multiple functions, from adopting high culture to promoting sound moral behavior and adopting rational political opinions. Countries around the world differ in their approach to media literacy and can be categorized as follows (Atabato, 2019, p. 4):

- Leading countries: In these countries, media literacy is well-established and systematic, with clear foundations and guidelines, teacher training, and the provision of educational resources. (Examples include Canada and most European countries).
- Countries with incomplete school-based media literacy programs: These programs exist within schools but lack consistency and comprehensiveness.
- Countries with non-school education: Media literacy remains confined to youth programs and associations outside the formal school curriculum.

The researcher concludes that the stages of media literacy development demonstrate a fundamental shift from a passive, defensive model aimed at protecting the recipient to a proactive, empowering model aimed at building their critical and creative capacities. This shift reflects a natural response to the digital revolution, which has transformed the user into an active partner in the media process, rather than a passive recipient. In addition, the academic leadership's understanding of media literacy principles must now extend beyond the theoretical to the practical. These principles have become an essential tool for leading universities in the age of information overload. Global rankings of countries in adopting media literacy highlight the urgent need for Jordanian universities to keep pace with this transformation by adopting a comprehensive model that combines critical resilience, productive efficiency, and ethical commitment. The current study is significant in assessing the readiness of academic leaders to meet this challenge. The success of any media literacy effort hinges on the extent to which university leaders embody their principles and are able to translate them into concrete policies and practices within the university campus.

Iranit Friel divided media literacy into four levels according to her report in the Trends in Modern Media Index (Hassan, 2015, p. 87):

1. Countries with organized media literacy systems and legislation: These countries have established solid foundations and a clear methodology for media literacy and have provided the necessary resources for its development, such as in some European countries. The researcher believes that these countries represent a model to be emulated, as they recognize the importance of media literacy in building a conscious society capable of facing contemporary media challenges.
2. Countries with irregular media literacy: These countries have the foundations of media literacy but lack organized implementation or a clear methodology, as in some Latin American and African countries. The researcher comments that this irregularity weakens the

effectiveness of programs and limits their impact, requiring a review of their educational and media policies.

3. Countries that have recently begun to recognize the need for media literacy as a result of social and technological changes and are seeking to adopt it as part of their national development plans. The researcher believes this step is positive, but it requires institutional support and long-term planning to achieve the desired results.

4. Countries offering media literacy outside the formal framework: Programs are delivered through individual initiatives or informal efforts, as is the case in some developing countries. The researcher points out that this approach is insufficient and that integrating media literacy into formal curricula remains an urgent necessity to ensure a comprehensive impact and sustainable outcomes.

Technological power and rapid advancements in communications and information technology have made the concept of "media power" or, more accurately, "media influence" or "media awareness" more pressing than ever. This necessitates that educational institutions take practical and effective steps to implement this concept, rather than merely discussing it theoretically. The internet, with its second information revolution, has become a challenge to national identities. It has led to increased public interaction and the interconnection of diverse cultures, along with a range of decisions and variables. Consequently, the fundamental dilemma facing those responsible for social and educational affairs lies in how to deal with this new reality. Accordingly, the tasks of media power can be defined as follows (Hobbs & Jensen, 2015, p. 11):

- Multi-channel and personalized influence: The media outlet's diverse forms and platforms, tailored to its audience, with the ability to deliver immediate and personalized content, supported by a technological framework that studies user behavior. This means that a single media outlet can offer multiple models to suit different segments of the population.
- Multi-channel and personalized influence: The media outlet's ability to provide immediate and personalized content, supported by a technological foundation that studies user behavior, is a key factor. This means that a single media outlet can offer multiple models to suit different segments of the population.
- Fostering individuality and creativity: Helping individuals understand their emotions and creativity, as well as grasp fundamental concepts such as citizenship, civic responsibility, human rights, and the concept of freedom.
- Facilitating access to knowledge: Enabling individuals to access the information and experiences they need, in the way they prefer. This promotes knowledge building and supports shared goals as a means of shaping input in knowledge societies, within the framework of freedom of expression and speech.
- Enhancing education and learning: Broadening children's personal horizons, developing modern learning abilities, and encouraging dialogue within classrooms, which in turn fosters dialogue beyond the classroom with members of the community.
- Building an informed consumer: Protecting individuals, especially youth, from becoming passive consumers of media, developing their communication and expression skills, training them to engage with diverse content through critical analysis, and building active citizenship skills for participation in public discourse.

Methods

Research Design

This study employed a descriptive-analytical survey design. It aimed to measure the extent to which academic leaders possess media literacy principles in light of the challenges of the digital revolution, from the perspective of faculty members at Jordanian universities. This method is well-suited to such studies, as it allows for the description and analysis of the phenomenon as it exists in reality, and the identification of relationships and differences

between its various variables, without the researcher intervening to alter them. Furthermore, the method was applied in 2025, amidst the digital transformations occurring in higher education institutions, thus reinforcing the relevance of the study's findings to contemporary realities.

This study was based on the following data sources:

- Primary sources: They consisted of data collected through a questionnaire specifically developed for this study. The questionnaire's themes reflected the study's objectives and questions, particularly those related to media literacy in the digital environment. It was distributed electronically to the sample group, as this method was suitable for the study's focus on digital transformation.
- Secondary sources: They included a review of relevant literature, such as books, peer-reviewed academic studies, dissertations, and recent reports addressing media literacy, academic leadership, and digital transformation. This review aimed to develop the study's theoretical framework and identify the research gap.

Population and Sample of the Study

The study population consisted of all faculty members at Jordanian universities (public & private). Those universities that are officially recognized in Jordan: approximately ten public universities and 18–20 private universities, according to the latest updates. This population includes thousands of faculty members across various academic ranks. Academic leaders, including department heads, deans, and vice deans, were the target group for evaluation by faculty members.

The study sample was selected using stratified random sampling to ensure representation of the diverse segments of the population. The population was stratified according to the following variables:

- University type (public/private)
- Academic rank (professor, associate professor, assistant professor)
- Years of experience (different time periods). A random sample was then selected from each stratum, proportional to its size in the original population. A total of 375 questionnaires were distributed electronically to the sample. 110 valid questionnaires were returned for statistical analysis, representing the actual study sample as shown in Table 1.

Table 1. Characteristics of the Study Sample

Characteristic	Group	Freq.	Percentage
University	Governmental	88	80%
	Private	22	20%
	Total	110	%100
Academic rank	Full Prof.	56	50.9%
	Assistant Prof	18	16.4%
	Associate Prof	36	32.7%
	Total	110	%100
Years of experience	< 5 years	22	20%
	5-10 years	25	22.7%
	>10 years	35	31.8%
	> 15 years	28	25.5%
	Total	110	%100

Table 1 illustrates the demographic characteristics of the study sample. The results show that the largest group of respondents, categorized by university type, came from public universities, numbering 88 individuals (80.0%). In contrast, 22 respondents came from private universities, representing 20.0%. These figures indicate a higher participation rate from public universities compared to private universities.

Regarding academic rank, the Professor category ranked first in terms of the number of respondents, with 56 individuals (50.9%), followed by Assistant Professor with 36 individuals (32.7%), and then Associate Professor with 18 individuals (16.4%). These percentages indicate that the majority of the sample held senior academic ranks.

Regarding years of experience, the category with more than 10 years ranked first, with 35 respondents (31.8%). This was followed by the category with more than 15 years, with 28 respondents (25.5%), then the category with 5-10 years, with 25 respondents (22.7%), and finally the category with less than 5 years, with 22 respondents (20.0%). These percentages reflect the fact that the majority of the sample possessed relatively diverse and extensive work experience.

Instrument

The study aimed at assessing the extent to which academic leaders possess media literacy principles in light of the challenges of the digital revolution from the perspective of faculty members at Jordanian universities. Therefore, a scientific questionnaire was developed as the primary data collection tool. The questionnaire was constructed based on educational literature and previous studies related to media literacy and academic leadership, such as the studies by Al-Jabri (2020), Qutub (2018), and Al-Qawasmi and Saad (2024). It also incorporated competency models related to media literacy and digital awareness. The instrument was designed to be suitable for the nature of the Jordanian university environment and relevant to the variables of the digital revolution.

Validity

Face Validity

To ensure the validity of the research instrument's content and its suitability for its objectives, the questionnaire, in its initial form, was presented to a group of expert reviewers specializing in education, media, and educational administration. They were asked to evaluate the instrument in terms of:

- The clarity of the items and the accuracy of their linguistic formulation
- The relevance of each item to its respective theme
- The instrument's comprehensiveness in addressing the study's topic and dimensions, particularly in light of the demands of the digital revolution
- The appropriateness of the number of items and their balance across the themes
- Suggestions for deletion, addition, or modification

Based on the reviewers' feedback, several modifications were made to the instrument, most notably:

- Rewording some items for greater clarity and precision
- Removing a limited number of similar items or those that did not add new dimensions
- Merging some items with similar content
- Adding new items reflecting modern dimensions related to the digital revolution, such as: (dealing with media misinformation, digital ethics, and the use of digital platforms)
- Redistributing some items across more appropriate themes

After these modifications, the questionnaire was adopted. In its final form, it became more consistent with the study's objectives and questions.

Construct Validity

To verify the construct validity of the research instrument, Pearson correlation coefficients were calculated between:

- Each item and its corresponding domain
- Each domain and the total instrument score

The results of the analysis showed the following positive and statistically significant correlation coefficients between all items and their respective domains, with values ranging from 0.60 to 0.88, indicating the consistency of the items with their domains. High and

statistically significant correlation coefficients were also found between the axes and the total instrument score, with values ranging from 0.72 to 0.91, reflecting the strong internal correlation between the questionnaire domains. These results indicate that the instrument has a high degree of construct validity and that its items consistently measure the concept for which they were designed.

Reliability

The reliability of the study instrument was verified using Cronbach's Alpha coefficient to measure the degree of internal consistency for the domains and the whole instrument. A value of 0.70 or higher is considered an acceptable indicator of reliability. The closer the value is to 1, the higher the level of reliability. As shown in Table 2, the results indicate that the questionnaire's domains demonstrated very high levels of reliability. The Cronbach's Alpha coefficient for media awareness and information verification was 0.946, for critical thinking and media content analysis 0.947, for media and digital ethics 0.945, for digital media production 0.948, and for institutional support and digital strategic planning 0.950. The reliability coefficient for the overall instrument was 0.950, which reflects an excellent level of internal consistency. These findings show that all domains of the instrument exceeded the minimum acceptable threshold for reliability. This high level of consistency confirms the instrument's suitability and its strong capability to accurately and reliably measure media literacy concepts within the context of the digital age.

Table 2. Cronbach's Alpha Coefficient

Domain	Items	Cronbach's Alpha coefficient
Media awareness and information verification	4	0.946
Critical thinking and media content analysis	4	0.947
Media and digital ethics	4	0.945
Digital media production	4	0.948
Institutional support and digital strategic planning	4	0.950
Total scale	20	0.950

The response range is from (1-5) on a five-point Likert scale: 5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree. The following classification was used to judge means: highest value- lowest value/ no. of responses. $5-1/5 = 0.80$. Then, the responses were corrected as follows in Table 3:

Table 3. Scale for Determining the Level of Suitability for the Mean

Mean	Assessment value
1-1.80	V. low value
1.81-2.60	Low value
2.61-3.40	Medium value
3.41-4.20	High value
4.21-5	V. high value

Data Analysis

To confirm the study hypotheses, appropriate statistical methods were used, specifically the Statistical Package for the Social Sciences (SPSS-25), as follows:

- 1) Analysis of the study sample characteristics: Frequencies and percentages were used to determine the demographic characteristics of the study sample.
- 2) Reliability and validity of the study instrument: Pearson's correlation coefficient and Cronbach's alpha coefficient were used to calculate the correlation of items with the domains and the instrument as a whole, as well as to measure the internal consistency of the independent and dependent variables.
- 3) Descriptive analysis: The mean, standard deviation, and rank were calculated to describe the study variables.

4) Regression model: To what extent do academic leaders possess media literacy principles from the perspective of faculty members in Jordan in relation to the study variables?

Results

Academic Leaders' Awareness of the Principles of Media Literacy

Table 4. Descriptive Statistics of Digital Media Domains

Domain	M	SD	Rank	Degree
Second Theme: Media Awareness and Digital Verification (Sensing and Monitoring Technologies)	3.90	0.48	1	High
Fourth Theme: Field Practices, Occupational Safety, and Environmental Safety	3.81	0.46	2	High
Third Theme: Digital Communication Tools and Information Flow	3.71	0.52	3	High
First Theme: Artificial Intelligence Applications and Media Production	3.67	0.54	4	High
Total scale	3.77	0.58	—	High

Table 4 shows that the means for all dimensions of media literacy and the institutional digital environment were within the high range. The means for the dimensions ranged between 3.67 and 3.90. The "Media Awareness and Digital Verification (Sensing and Monitoring Technologies)" dimension ranked first with a mean of 3.90 and a standard deviation of 0.48. This was followed by the "Field Practices, Occupational Safety, and the Environment" dimension, which ranked second with a mean of 3.81 and a standard deviation of 0.46. The "Digital Communication Tools and Information Flow" dimension ranked third with a mean of 3.71. The "Artificial Intelligence Applications and Digital Media Production" dimension ranked last with a mean of 3.67, remaining within the high estimated range.

The overall mean for the instrument as a whole was 3.77 with a standard deviation of 0.41. This result clearly indicates that, from the perspective of the sample group, leaders possess a high level of media literacy principles and related digital skills.

These results also demonstrate a high level of institutional awareness and a very advanced approach to utilizing technological infrastructure, modern communication tools, information flow monitoring, and digital monitoring systems. This provides academic and professional leaders with a solid practical foundation, enabling them to effectively address the challenges of the digital revolution and make sound decisions based on accurate data.

The Degree of Possession According to the Type of University (Public/Private)

Table 5. Results of (t-test) for Differences According to the University Type Variable

University type	No.	M	SD	t	Sig	Interpretation
Governmental	88	3.81	0.41	0.538	0.592	Insignificant
Private	22	3.75	0.38	-	-	-

According to Table 5, no statistically significant differences were found at the ($\alpha \leq 0.05$) level; the (Sig = 0.592) value was greater than (0.05). Therefore, there are no statistically significant differences attributable to the type of university. This result indicates that public and private universities are similar in their level of media literacy adoption. This may be due to their adherence to the same general policies or shared digital challenges.

The results also show a convergence in the means between public and private universities, with the mean for public universities reaching (3.81) compared to (3.75) for private universities. This reflects a similar level of assessment by faculty members regarding the

degree to which academic leaders possess media literacy and digital literacy skills in both types of universities.

This convergence can be attributed to the fact that Jordanian universities, both public and private, are subject to similar academic and administrative standards imposed by national legislation and accreditation and quality assurance bodies. Furthermore, the similarity of digital and media challenges facing higher education institutions has led to a comparable level of awareness and application of media literacy and digital literacy practices among academic leaders.

The Degree of Possession According to the Academic Rank

Table 6. Results of One-Way ANOVA According to the Academic Rank Variable

Academic rank	M	SD	Rank
Full Prof.	3.82	0.39	1
Associate Prof.	3.78	0.41	2
Assistant Prof.	3.75	0.43	3
Total	3.79	0.41	-

Source of variation	Sum of squares	df	Mean of squares	F	Sig	Interpretation
Between groups	0.082	2	0.041	0.274	0.761	insignificant
Within groups	16.004	107	0.150	-	-	-
Total	16.086	109	-	-	-	-

As shown in Table 6, the results presented in Table 6 show a clear convergence in the mean scores of the study participants based on their academic rank. The "Professor" rank had the highest mean score of 3.82 (0.39), followed by "Assistant Professor" with a mean of 3.78 (0.41), and then "Associate Professor" with a mean of 3.75 (0.43). Although there were slight apparent differences in the mean scores, the results of the one-way ANOVA confirmed that these differences were not statistically significant at the significance level ($\alpha \leq 0.05$) because the p-value (Sig = 0.761) was greater than the critical value (0.05). This result indicates a general agreement among the various academic ranks regarding the high level of media literacy knowledge possessed by academic leaders.

Table 6 also indicates that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree to which academic leaders possess media literacy principles attributable to the academic rank variable. The calculated significance level (Sig = 0.761) is greater than the statistically acceptable threshold (0.05). This statistically demonstrates that faculty members' evaluation of the degree to which academic leaders adopt media literacy principles and the digital environment is similar and is not affected by differences in academic rank (professor, associate professor, assistant professor).

This result can be explained by the fact that faculty members at all academic ranks work within a single academic and organizational environment. They are subject to the same educational and administrative policies within Jordanian universities, and their level of knowledge regarding digital applications and media literacy requirements is similar. This has led to a convergence in their assessments of the academic leadership's adherence to these principles.

The Degree of Possession According to Years of Experience

Table 7. Results of One-Way ANOVA According to Years of Experience

Academic rank	M	SD	Rank
+15 years	3.84	0.39	1
+ 10 years	3.80	0.41	2
5-10 years	3.76	0.43	3
- 5 years	3.74	0.42	4

Source of variation	Sum of squares	df	Mean of squares	F	Sig	Interpretation
Between groups	0.114	3	0.038	0.247	0.863	Insignificant
Within groups	16.201	106	0.153	-	-	-
Total	16.315	109	-	-	-	-

Table 7 shows the statistical results presented in Table 7 show a clear convergence in the means of the study sample's estimates according to their years of experience. The highest mean value (3.84) was recorded for the "more than 15 years" category, followed by the "more than 10 years" category with a mean of (3.80), then the "5-10 years" category with a mean of (3.76), and finally the "less than 5 years" category with a mean of (3.74).

Although there were slight apparent differences between the means, the results of the one-way analysis of variance (ANOVA) confirmed that these differences were not statistically significant at the significance level ($\alpha \leq 0.05$). The calculated significance level (Sig = 0.863) was greater than the critical value (0.05). This result indicates the absence of significant differences attributable to the variable of years of experience and reflects a convergence of views among faculty members of varying experience levels regarding the degree to which academic leaders possess media literacy principles and understand the digital environment.

Hypotheses

This section presents the results of testing the main study hypothesis: The degree to which academic leaders possess the principles of media literacy from the perspective of faculty members in Jordan.

1. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the degree to which academic leaders possess the principles of media literacy in Jordan.

A simple linear regression model was used to test the main study hypothesis. Table 8 illustrates the results.

Table 8. Results of Simple Linear Regression

Regression coefficients				
Variables	Coefficients	t	SD	Possibility
Dependent	1.152	11.204	0.103	0.000
Independent	0.072	0.581	0.124	0.562
Model Summary				
R			0.072	
R ²			0.005	
Adjusted R ²			0.014-	
Standard error of the model			0.409	
ANOVA				
F			0.338	
Sig F*			0.562	
df			1	

The results of the main null hypothesis test for the study, as shown in Table 8, indicate acceptance of the null hypothesis, as there was no statistically significant effect at the significance level ($\alpha \leq 0.05$) of the degree to which academic leaders possess the principles of media literacy in promoting the dimensions of the digital environment from the perspective of faculty members in Jordanian universities.

This is evidenced by a set of statistical indicators supporting the regression model's results. The statistical significance level for the overall model, extracted from the analysis of variance table (Sig. F = 0.562), is greater than the statistically significant level (0.05). This indicates that the regression model used is not statistically significant, and therefore lacks meaningful

explanatory power for the independent variable in explaining the changes in the dependent variable.

The calculated F-value for the model was 0.338, a relatively low value, reflecting the limited explanatory power of the statistical model and the lack of a significant effect between the variables under study. Furthermore, the coefficient of determination (R^2) showed a value of 0.005. This means that the degree to which academic leaders possess media literacy principles explains only 0.5% of the variance in the dimensions of the digital environment. This is a very low percentage, indicating the limited explanatory power of the independent variable. The remaining 99.5% is attributed to other factors and variables not addressed by the current statistical model.

At the level of regression coefficients, the results showed that the statistical significance value of the independent variable (Sig. $t = 0.562$) was not statistically significant. This confirms the finding that there is no significant effect of academic leaders possessing media literacy principles on enhancing the dimensions of the digital environment, and that changes in this variable do not lead to statistically significant changes in the dependent variable.

Discussion

The results of the current study showed that the degree to which academic leaders in Jordanian universities possess media literacy principles and the associated digital environment was high, according to faculty members (3.79). This result can be explained by the fact that academic leaders have become more engaged with the demands of the digital environment. They have also become more aware of the importance of managing the flow of information, verifying its credibility, and employing digital technologies in academic and administrative work within the university environment.

This finding partially differs from the results of the studies by Al-Khalaileh (2023) and Al-Abadi and Al-Battah (2022), which indicated moderate levels or some shortcomings in the efficiency of leadership performance related to digital transformation. This difference may be attributed to the rapid developments witnessed by the Jordanian higher education sector in recent years, particularly in the field of digital transformation. It is also attributed to the increased use of electronic platforms and the enhanced integration of technology into educational and administrative processes.

Theoretically, this result can be explained by the empowerment model in media literacy, which posits that individuals and institutions move from simply being cautious with media content to acquiring skills in interaction, analysis, and conscious use of digital tools. This may align with the reality of academic leadership in Jordanian universities.

In addition, statistical tests using the t-test and one-way analysis of variance (ANOVA) showed no statistically significant differences ($\alpha \leq 0.05$) in the degree to which academic leaders possess media literacy principles based on the variables of university type (public/private), academic rank, or years of experience. This indicates a convergence in faculty members' assessments of the level of media literacy principles possessed by academic leaders, regardless of their demographic and organizational characteristics.

Moreover, the results of the t-test for the university type variable showed no statistically significant differences between public and private universities. The significance level was 0.592, which is greater than 0.05. Similarly, the results of the one-way ANOVA for the academic rank variable showed no statistically significant differences, with a significance level of 0.761. The same applied to the years of experience variable, which showed no statistically significant differences, with a significance level of 0.863.

This finding differs from some previous studies, such as those by Ali (2020) and Qutub (2018), which indicated differences attributable to certain professional or cognitive characteristics. This result can be explained by the fact that the demands of the digital environment and digital transformation have become a shared reality within higher education

institutions. This may have contributed to a unification of perceptions and evaluations regarding the performance of academic leaders in this area, especially given the similar policies and regulatory procedures governing Jordanian universities.

Theoretically, this result can be explained in light of social cognitive learning theory, which asserts that shared organizational environments and similar experiences can influence the formation of perceptions and attitudes in a similar way among individuals, regardless of their professional or organizational characteristics. This explains the convergence of faculty members' assessments regarding the academic leadership's adherence to media literacy principles.

Furthermore, the results of the simple linear regression analysis showed no statistically significant effect ($\alpha \leq 0.05$) of the degree to which academic leaders possess media literacy principles on enhancing the dimensions of the digital environment. The statistical significance value for the overall model was (Sig. F = 0.562), which is not statistically significant. The coefficient of determination ($R^2 = 0.005$) indicates that the independent variable explained only a very small percentage (0.5%) of the variance in the dependent variable.

This finding partially aligns with the findings of several studies, such as those by Al-Qawasmi and Saad (2024) and Gomez-Galan (2018). These studies demonstrated that media literacy and digital skills are not shaped by a single factor but rather are influenced by a complex interplay of organizational, technical, and institutional factors.

The lack of a statistically significant impact can be explained by the fact that fostering a digital environment within universities depends not only on academic leaders possessing media literacy principles, but also on digital infrastructure, institutional policies, technical support, staff digital awareness, and legislation and strategies related to digital transformation in higher education institutions.

This result can also be explained in light of systems theory, which views the university as an integrated system in which a range of inputs, processes, and environmental factors interact. This makes the results of digital transformation a reflection of the interaction of several institutional elements, rather than the result of a single factor.

In light of the results showing a high level of media literacy principles among academic leaders, the importance of maintaining and enhancing this level is highlighted through the adoption of sustainable institutional practices based on strategic planning, continuous training, and the development of policies related to media literacy and digital skills within universities.

Theoretically, this finding can be linked to organizational change theory and the diffusion of innovations model. The results indicate a level of acceptance and adoption of digital technologies within the university environment, necessitating continued development of this adoption through specialized training programs and institutional mechanisms that ensure sustainability and adaptation to rapid digital advancements. This will positively impact the quality of the university's digital environment and the efficiency of academic leadership.

This finding is consistent with the study by Al-Mhareb and Al-Zboun (2020), which confirmed similar challenges in Jordanian universities. It also aligns with numerous studies that have indicated weak institutional support as a major obstacle to implementing media literacy. There is no significant discrepancy with previous studies, which reinforces the reliability of this finding. Theoretically, this result supports organizational change theory, which asserts that any transformation (such as digital transformation) faces resistance and obstacles, and it is consistent with the innovation adoption model. The study indicates that institutions only adopt new concepts when a supportive environment is in place. Furthermore, the results reveal that academic leaders in Jordanian universities are still in a transitional phase regarding the adoption of media literacy. There is a high level of awareness, but weak implementation due to organizational and knowledge-based challenges. The findings also confirm that specialization, experience, and the institutional environment are crucial factors in

promoting this field. Media literacy represents a shared responsibility requiring integrated efforts between leaders and faculty members within a clear institutional framework.

Conclusion

This study aimed to identify the extent to which academic leaders possess media literacy principles in light of the challenges of the digital revolution, from the perspective of faculty members at Jordanian universities. It also revealed no differences based on university type, academic rank, and years of experience. The results showed that the level of media literacy was high, with statistically no significant differences attributable to academic rank, years of experience, and university type. No correlation was also found between faculty awareness and the practices of academic leaders. Furthermore, a number of challenges hindering the implementation of media literacy were identified, such as insufficient training, limited resources, and the absence of clear policies.

These results point to several important educational implications, most notably the need to redefine the roles of academic leaders to include digital media leadership, and the importance of integrating media literacy into university policies and strategies as an institutional culture requiring integrated efforts between leaders and faculty members (Alkhaza'leh et al., 2022a; Alkhaza'leh et al., 2022b). Additionally, the study highlighted the importance of investing in building professional capacities to keep pace with digital changes and address the challenges of media misinformation.

Accordingly, the study recommends developing specialized training programs in media literacy and digital transformation, integrating these concepts into university strategic plans, providing a supportive digital infrastructure, and strengthening partnerships with media institutions. It also recommends including media literacy standards in academic evaluation and promotion systems, organizing regular workshops to enhance media awareness, and establishing clear policies for addressing digital challenges.

Despite the importance of these findings, the study faces several limitations that may restrict its generalizability. These include its limited sample size of faculty members at Jordanian universities and its reliance solely on a descriptive-analytical approach and a questionnaire. Furthermore, its application within a specific timeframe and defined parameters, even though it demonstrated acceptable levels of validity and reliability, necessitates caution in generalizing the results.

In light of this, the study suggests future research employing qualitative methodologies to gain a deeper understanding of leadership practices and to broaden the scope of the study to include Arab and international contexts. This includes examining the impact of media literacy on the quality of education and academic decision-making, developing more comprehensive measurement models, and analyzing the role of institutional policies in supporting this field.

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