Influence of Information Technology Usage on the School Environment: a Case Study on Private schools in the Kingdom of Saudi Arabia

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ABSTRACT

In the current era, humanity and the entire world are witnessing an amazing boom in all aspects of life, especially in the field of information and communications technology, which requires the need for educational institutions to keep pace with this development and prepare to enter the world of digital technology to catch up with nations armed with science and knowledge. This paper aims to identify the impact of the information society on education in the Arab world, specifically in the Kingdom of Saudi Arabia. The importance of this work lies in identifying the efforts made in the Arab world to confront the repercussions of the information society on education. This research reached the following resultss:-

    - There is an important and growing demand for transfer to community school to build a knowledge-based society, as it received a very high degree of importance with an average of 4.38 and an increase of 87.6%.

    - It was found that there was an important and urgent shift to the electronic school (integrating technology into education), as it obtained a very high degree of importance with an average of 4.46, or 89.2%.

    - There is a basic orientation towards learning to produce innovation and knowledge, so it obtained a very high importance score with an average of 4.43, or 88.6%.

Key words: Information Society, Information Technology, Arab world, Future School and Distance Learning

1.INTRODUCTION

In the early of atheist and the twentieth century contemporary societies faced m any problems related to globalization and information technology which led to rapid and successive changes in all walks of life, as the world entered a new era, an era marked by rapid successive change, and the explosion of knowledge as a result of the progress of science and its applications, and globalization and information technology and the resulting therefore the removal of barriers and distances, and has become an open border and the information available to all who have the money and the estimated technical and computer networks.

All of this put the educational systems in front of serious challenges, either to catch up with these rapid or stay in the state of underdevelopment and stagnation developments [1].

Currently, our society has become facing new variables, made it necessary transition and transformation of traditional society into the information society, which strongly change tremendous growth featuring in all the knowledge and information in science and knowledge branch; making there is some sort of difficulty to take advantage of such a quantum cognitive unless the individual providers kills to benefit from it[3].

This study aims to answer the following important question: What are the implications of the information society on education in the Arab world? This study was applied on the Future Schools in Saudi Arabia. These schools were selected because these kinds of schools based on the enormous potential of computer technology, communication and information of all kinds; they are very sophisticated school using technology. Also, the Future schools are some kind of schools that contain the atheist and the twentieth century of computers and information networks and communication technology requirements, whether internal or local or foreign, and curricula developed in various forms, and qualified teachers to the process of teaching and learning using the latest teaching and learning technologies (e-learning and distance education) directed to instill principles self-learning and continuing education, to prepare a generation capable of facing future challenges both locally and internationally, and openness to the culture of peoples and acceptance of others, while maintaining the human values and principles inherent to the Islamic community [27].

Arab Organization for Education, Culture and Science, the second Conference of Ministers of Education and knowledge in the Arab world was held in Damascuson 27 and 28 of the month of the spring of the second year 1421H (29-30 of the month of July 2000 M) for a clear vision and a plan of procedural comprehensive to build a "school of the future" the participants declared their intention to make great constant effort to keep abreast of changes in the education in the world. All this requires an effort consistently and continuously for the Arabic school that responds to the demands of the changing scientific response building, mobilize the potential of educational work and effervescence

and various components contacted both the goals of education or its contents or its means and methods, techniques, and organize primary objective [28].

- To emphasize the importance of providing students with the knowledge and awareness needed to represent their national culture and heritage, joint cover, and grasp the essence of the culture and spiritual values and cultural significance and meanings and fruits of communication between them and the cultures of the world.
- To work on the process of information and taking walks to technology in the educational system in response to the spirit of the times and keep up with the requirements.
- To build a "flexible education system" in its buildings and its stages, types and years of study and ages of the affiliates and methods and techniques and the rest of the ingredients.
- The renewal of Education reenactment always by "continuing education" and emphasize the importance of care "self-education" and mastering methods and techniques.
- Raising creativity care in our institutions and to focus on how to think.
- The interest among students configures attitudes and positive attitudes that enable it to effectively cope with change, whatever and wherever it was, and adapts to the new, and possesses the skills.
- The teacher' scare in preparation and training in order to strengthen its position and change the role of the transmission of knowledge to the organizer of the activities of the students and coach them to acquire knowledge and means of knowledge of the methods, and component positions and attitudes, values, and self-development of their abilities.

Through this study, we try to benefit our society which facing new variables, made it necessary transition and transformation of traditional society into the information society, which strongly change tremendous growth featuring in all the knowledge and information in the science and knowledge branch; making there is some sort of difficulty to take advantage of such a quantum cognitive unless the individual provider skills to benefit from it.

2.LITERATURE REVIEW

Computers and communication technologies allow individuals to communicate with one another in ways complementary to traditional face-to-face, telephonic, and written modes. They enable collaborative work involving distributed communities of actors who seldom, if ever, meet physically. These technologies utilize communication infrastructures that are both global and always up, thus enabling 24-hour activity and asynchronous as well as synchronous interactions among individuals, groups, and organizations. Social interaction in organizations will be affected by use of computers and communication technologies [8-10].

Peer-to-peer relations across department lines will be enhanced through sharing of information and coordination of activities. Interaction between superiors and subordinates will become more tense because of social control issues raised by the use of computerized monitoring systems, but on the other hand, the use of e-mail will lower the barriers to communications across different status levels, resulting in more uninhibited communications between supervisor and subordinates [11-13].

With regards to the related works; we see that the first study [5] aims to formulate a proposal for the perception of the most important educational transitions in the future of secondary schools in Saudi Arabia required by the era of the knowledge economy. And then put the proposed mechanisms for its implementation, researcher has used the descriptive analytical method was applied study on a representative random sample of academics (faculty members of the faculties of education from eight universities in Saudi Arabia, representing more than 15% of the study population, and the number 160 experts academically. The sample deliberate managers and deputy general departments device and the Ministry of Education in Saudi Arabia with the relationship to the study consisted of 32 experts educationally 16 public administration, and all managers and assistant education departments regions and governorates of the Kingdom of Saudi Arabia, and consisted of 84 an educational specialist in 42 educational administration. This study concludes:-

- The movement towards e-school (the integration of technology in education), where she received a degree of very high importance with a mean of 4.46 by 89.2%.
- The transfer towards learning to produce innovation and knowledge, so I got a very high degree of importance, with a mean 4.43 by 88.6%.
- The directing towards community school to build a knowledge-based society, where he got a degree of very high importance, with a mean 4.38 and increased by 87.6%.

On the other side, the second study [6] aims to know the reality of owning a student teacher for the efficiencies of production of teaching aids, and the efficiencies of the use of teaching aids. The researcher used the descriptive approach, and the resolution data collection tool, and community study were student teachers colleges of teachers in 1427, was chosen as the sample clustered manner and the number of its members 592 student teacher, and the percentage of valid questionnaires for analysis of 65.7%. Data was analyzed using the following statistical methods: duplicates, the arithmetic mean, standard deviation, Pearson correlation coefficient, tests (T). The authors concluded that:-

- The degree possession of student teachers to the production efficiencies of teaching aids weak.
- The degree possession of student teachers to use the means efficiencies and medium educational devices.

- The degree of use of student teachers for educational competencies during their teaching weak, giving a serious indicator.

While the third study [7] aims to identify the effectiveness of the use of the Internet as an educational tool for homework and the impact on academic achievement development at the three levels of knowledge (remember, understanding, application) in the decision of chemistry to students in the first grade secondary Mecca province. The author of this work has used the quasi-experimental study after determining community for 25 students in the school f 25 students as a control in another school as a pilot group, the sample was chosen randomly by lot simple, The total study sample of 50 students. This study found, and no statistically significant differences (0.05) between the average scores of the experimental group you are answering her students to be through online questions, and the control group to test the dimensional carried her students to answer on duty through only the textbook questions, In light of the results of the study, the researcher recommended attention in the field of online and provide free and work on the provision of computers, and provide the necessary technical facilities, as well as the work necessary training courses in the use of the Internet.

The fourth study [8] talked about the impact of teaching using virtual classrooms via the World Wide Web to collect the students of the Faculty of Education in education and communication techniques, King Saud University network "aimed at the current study, known as the effect of the use of virtual classrooms via the World Wide Web Internet to collect the College of Education students in the education and communication techniques at King Saud University in the decision of Education Technology and communication, has summarized the problem of the study are as follows: Investigate the need to know the impact of teaching using virtual classrooms via the World Wide Web on the collection of university students network compared to the traditional way. This study aimed to identify differences in the collection of 241studentsatthedecisionofWSL study using virtual classrooms compared with conventional methods when remembering and levels of understanding and application of Bloom's Taxonomy separately. The researcher used to answer questions from the study quasi-experimental approach (one-pool model), where the researcher select study population students of Faculty of Education at King Saud University in Riyadh for the academic year 1424, and chose them in random way two divisions of the people of education and communication technologies (241 WSL),then select the researcher Division, which represents the experimental group, and the Division, which represents the control group at random, and the study population consisted of 42 students 21 students experimental group and 21 students of the control group.

3.THE IMPLICATIONS OF THE INFORMATION SOCIETY ON EDUCATION AND FUTURE SCHOOLS

Many researchers believe that the technical information revolution What, in essence, only an educational revolution, mainly the foundation because it is with the emergence of knowledge becomes human resource development is the decisive factor in determining the weight of states and societies of contemporary and future, and then education has become the problem, a solution, because the failure to prepare forces human able to cope with the elements of change in the information age and face the expected challenges will lead to the development efforts fail even if the natural and material resources are available. The function of education with the revolutionary outlook owners are bringing up individuals on the degree of awareness and the ability and competence to change the reality of society and to address the disadvantages in order to achieve the best life [20].

Regarding the effects of science and information and communication on the educational revolution are multiple and enormous, is long knowledge of the increase of quantity and quality of knowledge and its subsidiaries, makes it imperative for educational institutions to reconsider the foundations of choosing curriculum, planning and construction, as well as the course content and methods of dealing with the knowledge in terms of teaching methods and style students and teachers deal with it. Some argue that the old approach based on knowledge and teach the facts and the transfer would not be appropriate and we have to turn to the education of children access to appropriate knowledge and required and the ability to choose from and handling methods. In other words, to turn to the education of pupils thought patterns and methods of access to knowledge and to deal with it, rather than save, and remember [21-25]. The information society is defined as a society where everyone can develop information and knowledge, access, utilize and share so that individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life. This society is characterized with a lot of characters like [26-27]:-

- The information explosion: It has become a contemporary society scientific and cultural institutions, productivity and facing a massive influx of information that took grow at high rates as a result of scientific and technical developments of the modern and the emergence of new disciplines, and shift production information to the industry.
- Increasing importance of information as a resource vital strategic: It has replaced the earth and replace labor, capital, raw materials and energy, and has become important in the fields of the national economy and national plans and national development and decision-making and problem solving.
- Communities and organizations accredited to the growth of the information: Increased institutions and organizations that rely heavily on information and invest optimally in treatment activities and its business, as is the

case in the press and media institutions, banks, insurance companies and other governmental institutions

- The emergence of information systems and advanced technology: I got significant developments during the recent IT, having been available techniques to store and send information display are photographs, films, radio, television and telephone has become at present heavily dependent on computers of different kinds in the storing, processing and use of information and submit them to the beneficiaries.
- Multiple categories of beneficiaries: The information society is characterized by the existence of multiple classes dealing with information and benefit from the plans, programs and research and studies various activities according to their specializations and levels and the nature of their work.
- Growing electronic publication: Electronic publication is defined as the production of information and transfer mediated by computers and communications after the author or publisher to the final beneficiary directly or through network connections.
- Increasing the size of the forces in the information sector: Became active in the information sector forces in some developed countries are growing rapidly and represents a fundamental example of Japan's investment information and the large number of applications and disseminate among the people of the community.

Future schools are the some kinds of schools based on the enormous potential of the technology of computers and information of all kinds, they are very sophisticated school using modern technology, and is working to encourage students for Self-learning, and giving them the opportunity to connect to the various centers of learning resources (local and international) and access to information in various forms (radio, print, visual) through Computing labs [22]. The Future school aims to achieve the following objectives:

The clarity of the educational goals that the school is working to achieve:-

- Introduce the concept of continuing education or learning for life.
- Belief in the importance of science and technology and the need to have their skills and ingredients to deal with them.
- Achieve self-learning and distance learning.
- Linking education to the needs of the community and meet the requirements of the lab or market.
- Linkage between different learning sessions.
- Giving learners of different thinking skills.
- Training in the use of computers, telecommunications and information technology.

4.PROBLEM FORMULATION

This study aims to identify the implications of the information society on education in the Arab world. To reply such query, there are some branched questions should be replied:-

- What are the implications of the information society on the school environment?
- What are the implications of the information society on the teacher?
- What are the implications of the information society on the student?
- What are the implications of the information society on the curriculum?
- What are the implications of the information society on the calendar and the exam?
- What are the implications of the information society on the school administration?

5.METHODOLOGY OF SOLUTION

The researcher adopted in this study the description and analysis of some of the previous studies, as well as access to seminars, conferences and reports relevant to the subject of this study the historical method. The Arab world, like many Third World countries face many challenges as well as issues and problems already accumulated, increasing gaps in social, economic and technological development, which calls for the formulation of new methods and trends into account the focus on information technology as a basis for comprehensive development. It was clear from the experiences of many developed countries that information technology represents a real pillar entrance Comprehensive Development of communities.

The new goals heading of education to the future in the areas of quality of knowledge and the connections between education and the labor force and the delivery of education to the general public, who make up the learning strength you need a whole to new directions inthe internal structure of the format of the educational and operations and to respond to community needs and sectors of development, but the contradictions and the changes that will be witnessed by the various development sectors in its standoff with the requirements of high-skill and high technology as a feature of tomorrow's society [26-28].

6.THE MAIN ACHIEVED OUTCOMES

As a result of the interaction between the needs of learners and modern communications technology is the emergence of a number of types of education, most recently remote virtual learning using the Internet: the web is used as an intermediary for the transfer of scientific material and also to achieve the communication between teachers and students. Despite the fact that the age of this educational pattern is no more than a few years, but it is growing steadily, so that the term virtual education and distance education is not intended them is this technique more often than not, it may be contact between the two parties "synchronous" or "asynchronous" This It depends on the nature of the course and on their positions geographers and also the cost. In the case of asynchronous communication, the student and the teacher relate to each other in a personal capacity through the Internet is often the Web or e-mail users, and the teacher uses the method of "User Services" on the e-mail [29-31].

6.1.The Implications of the Information Society on the School Environment

The educational environment of the school of the future is characterized with the following[22]:-

- Contains interactive environmental equipment, virtual classes, distributed in school, providing entrances to a variety of local and international networks, and email, and groups of mailing, and remote connectivity, and direct contact and exchange of video on demand, and satellite TVs interactive, immediate and educational materials are universal.
- Enabling learning environment for future school faculty and students to attend conferences and meetings remotely.
- Help future school environment to disseminate information and documents electronically in multiple images and means, which provides a wide variety and multiple sources and forms of information.
- Make it possible to replace the various forms of information when you need it.
- Give a full role for the operations of direct contact between faculty and students and educational management and home.
- Achieve active learning through fun based on scientific innovation and efficiency,

6.2 The Implications of the Information Society on the Teacher

The Future school imposes a change in the characteristics and features that teacher in the school of the future characterize with, which is [23]:-

1- The teacher planned to use technological means to serve the curriculum and raise lessons.

2- Teacher's decision is able to communicate with the school administration and parents in order to improve the educational process. The expert on methods of searching for information the teacher; and then train students to those methods in addition to his experience in the delivery of information students.

3- A teacher who can train students to self-learning skills by mastering the use of methods of learning resources, as well as training students on scientific research methods than on the same information.

4- Researcher teacher who has the entrepreneurial spirit and the tendency to experimentation and innovation.

5- A teacher who can invest skill of innovative thinking among students to develop their mental abilities and avoid behavioral problems affecting the daily chances of academic excellence.

6- A teacher who can diversify classroom activity and activity, but with safe guard students to gather information from multiple sources is textbook.

7- A teacher who understands social issues; and therefore can participate in solving problems related to society and reflected on the educational system.

8- A teacher who is characterized by skillfully positive dialogue with the students, positive interaction with the community groups.

9- A teacher who can recruit the questions that help students to discover scientific concepts, and contribute to the acquisition of scientific thinking skills.

6.3 The Implications of the Information Society on the Students

The information society requires graduates from school of the future to achieve the following specifications [26]:-

1. Be fluent in future science, and to be able to get knowledge of different its veins.
2. Be capable of self-learning.
3. Possess communication skills, and deal with the other's culture and civilization and take advantage of them.
4. Be able to engage in the community and meet the demands of the labor market.
5. To be able to free choice of a future career.
6. To be able to maintain the Arab identity.
7. To be able to work as a team and collaborative work to achieve the spirit of competition.
8. Be able to constructive criticism.
9. Be able to make a decision.
10. Be able to engage in the community and meet the demands of the labor market.
11. To be able to free choice of a future career.
12. To be able to maintain the Arab identity.
13. To be able to work as a team and collaborative work to achieve the spirit of competition.
14. Be able to constructive criticism.
15. Be able to make a decision.

6.3 The Implications of the Information Society on the Curriculum

The future school curriculum should be characterized with the following[26]:-

1. Integrate the theoretical aspects and practical aspects of classroom activities and non-descriptive.
2. Connect the curriculum with the local environment and the needs of the community.
3. Take into account individual differences among learners.
4. Emphasis on work and collaborative work concepts.
5. Pursue decentralization in the development of curriculum to take into account environmental differences method.
6. .The curriculum includes compulsory subjects and educational objectives and themes optional encourage individual needs of learners.
7. .The curriculum allows learners the opportunity to gain higher thinking skills.
8. Computer and Informatics enter basic study as decisions.
9. Horizontal and vertical integration in the construction of the curriculum in order to prevent the padding and repetition.
10. Raise the level of teaching Arabic language and acquisition skills.
11. Interest in teaching English.

6.4 The Implications of the Information Society on the Evaluation and Examination

The tests represent at present frustration factor for a lot of students are linked to a sense of dereliction. In fact, the tests can generate the student's negative attitude toward the whole education and will "Network" interactive for students allow that allow themselves at any time, in an atmosphere free from any risk, and represents the orbit exam self a form of self-exploration, said the testing process becomes a positive sanction of the process of science and there will be less fear of official test, since the self-exam is constantly growing each student will gain a better knowledge of its level and the extent of progress. The focus of the student evaluation will be on [27]:-

1- Evaluating the skills and aspects of value, in addition to the collection of knowledge.

2- Continuous assessment during the school year, not just on the final exam, especially in public certificates for non-objective of this calendar.

3- Evaluating experiments and practical applications carried out by the student.

4- The adoption of the calendar that is interested in determining the extent of student progress and mastery of the skills required, and not the performance compared to the performance of other students.

5- The adoption of self-evaluation by the computer and for other appropriate methods.

6.5 The Implications of the Information Society on School Administration

Of the most important changes that will be witnessed by the school administration in light of the information and that require revision of the methods and administrative policies and practices at all levels of the educational system and society circles as follows [29-31]:-

1. Pay administrative reform at the level of educational administration and school administration special attention, and promote change management skills for the advancement of education.

2. The trend towards decentralization in educational administration at the central administration and sub-departmental level, and making it possible to develop the educational process, and enhance the financial and administrative independence to the school and give the chief administrative and financial powers of the widest.

3. Expansion using the information in the modernization of educational administration and school administration through by establishing internal networks among themselves and e-mail connectivity network global information (Fetch and online), and others, and this requires the training of administrative elements in advance, and raise the competencies in the areas of computer use and applications of informatics in educational work and the school.

4. The establishment of private institutions for the rehabilitation of workers in the education departments and school departments, and the introduction of administrative educational qualification requirement in the foundations of acceptance to work in the educational departments.

5. Work on creating matrices of competencies that should be displayed by the school principal and adoption in the rehabilitation and training calendar, and work to strengthen the institutional management and direction of the overall system quality.

7. FUTURE VISIONS OF FUTURE SCHOOL

The future school has long term visions based on two major models as well as Saudi vision given by:-

7.1. The American model: The united states "US" strategy for education in the atheist and the twentieth century on the four tracks that have been developed on the basis of the principles and foundations of the ruling of united states strategy and then the united states national goals for education in the atheist and the twentieth century. It consists of four tracks of the US strategy [29]:-

- The development of radical schools that now exist to be more committed to take responsibility for students today.
- Develop and creativity of a new generation of schools for pupils tomorrow.
- Develop and provide continuing education programs for adults who have left school and joined the work.
- Formation and development of the communities and environments where education is always available learning opportunities.

Based on the identification of these routes have been setting the principles and foundations of the ruling of the US strategy for learning in the atheist and the twentieth century and which are:-

1. Learning imposes the right for all.

2. Education tool for the manufacture of power and progress.

3. The development of education keeps pace with the times and the ongoing changes in global political, technical and economic

4. The development of education through quantitative expansion, vertical and achieve the quality and Excellence in qualitative inputs and outputs together.

5. Rediscovery of Education for the plague of truth and goodness and beauty values.

6. Development of new schools is based on the ways and new systems of education based on a foundation of scientific research and development, not only to build modern schools equipped with advanced technologies.

7. Confirm modern educational concepts in the new schools that will be created and translated into the reality of educational and instructional practices.

8. Carry out educational process on the basis of educational standards and levels are identified and agreed upon rather than be seen as a process and a causal relationship between inputs and outputs.

9. Responsibility of education for the individual to the life of democratic citizenship and participation setting.

10. Responsibility Education for development of creativity and the ability to interact with unknown Parameters future.

11. Necessity based on the remote and the outlook of strategic planning.

Based on these principles and foundations of American strategy for education in the atheist and the twentiethcenturyhasbeentoidentifynationalgoalsforeducationandthat will be it and working to achieve the American educational system in the atheist and the twentieth century.

The approaches that have been put forward in the construction of the American model are based on three main pillars:-

To be centered on the achievement of learning, enabling students to basic knowledge and skills and enable them to continue self-learning where:-

- It focuses on the American model folds methods and mechanisms for evaluation and examination and accountability for various aspects of the educational process and its institutions in order to make education and learning and performance of education institutions a high level of efficiency.
- It focuses the American model for the education of the future of education and school management development.Andtheschoolmanagementlevel Americannmodelseekstogiveschoolsmorefreedom to support the principle of self-management and initiative.

The US and the general trend in the field of finance are based on the open field for the private sector to finance education, which means more privatization of the educational system.

7.2. The Malaysian model: The Malaysian model in the general orientation towards the preparation and the creation of its educational system-century atheist twenty focused on the reformulation of philosophy and educational goals, and redraw the curriculum and its contents, and focused on, especially in the educational technical field of quantitative expansion, and developed his methods of teacher preparation and in the calendar, and in the introduction of new technology techniques Education whole was done in the framework of the existing structure and educational organizations [29].

7.3. Saudi Model for the Development of Education: Currently Saudi Arabia implement the King Abdullah Project for General Education Development (Development), which has been allocated a budget of nine billion riyals ($ 2.7 billion) over six years; the project is in response to direct the supreme political leadership and building block for education reform target improve the performance of the educational elements of the process, to be eligible for the preparation of the good-generation active contributor to the nation and the development of society, and represents the strategic objectives of the project substantial demands then meet four programs given by the following [23]:-

1. **Improve the instruction of the environment;this program aims to:-**
- Improve the teaching and learning environment and increase its effectiveness.
- Fill a need educational environment-by providing technical requirements needed in the school environment.
- Using information technology and integrate them into education, and diversify sources of learning in the classroom.

2. **Curriculum development, this program aims to:-**

The development of qualitative education in the curriculum in order to serve the following areas: the development of learners' personalities and scientific and practical educated and thinking skills and Provide education commensurate with their abilities, the balance between knowledge provided and needs, translating knowledge content life skills contribute to solving the problems, the integration of knowledge and educational interaction and deal with contemporary changes according to the vision care and national legitimacy balanced.
- Investment global expertise in building curricula.
- Build national expertise in the areas of curriculum industry.
- To achieve a quantum leap in the text book and materials associated with the preparation.
- Digital investigation into the curriculum and the integration of technology in education.

3. **Support non-classroom activity, this program aims to:-**
- Integrated proper construction of the personality of students in an Arab Muslim society.
- Exciting competition among students in various creative fields and at all levels.
- The development of the student's ability to assume responsibilities.
- Hone the talents of the students, and to provide opportunities form as participation.
- Raise the level of cultural, health and sports students' awareness.
- Develop students' skills in the use of computers and the Internet.
- Find patterns personal creative and stimulating.
- Promoting of the Queen of artistic taste among students and enrich the cultural trend toward the Arab and Islamic world and the arts.
- Entrench the principle of universal cultural development of the students, and the emphasis on instilling the spirit of belonging and patriotism in them.

4. Rehabilitation and training, this program aims to:-

- Raising the efficiencies of teachers, educational and professional abilities in the light of contemporary changes.
- Eliminate Illiteracy Computer.
- Overcome the administrative and financial obstacles. Providingtrainingpackageswiththeinformationrichinte ractivemultimedia

8. CONCLUSION

This study concluded that Science and information and communication plays an important role in on the Education revolution they multiple and enormous, is long knowledge of the increase of quantity and quality of knowledge and its subsidiaries, makes it imperative for educational institutions to reconsider the foundations of choosing curriculum, planning and construction, as well as the course content and methods of dealing with the knowledge in terms of teaching methods and style of students and teachers deal with her. Some argue that the old approach based on knowledge and teach the facts and the transfer would not be appropriate and we have to turn to the education of children access to appropriate knowledge and required and the ability to choose from and handling methods. In other words, to turn to the education of pupils thought patterns and methods of access to knowledge and to deal with it, rather than save, and remember.

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