THE IMPACT OF SOCIAL MEDIA ON CREATING NEW GENERATION OF LEADERS SOCIOECONOMIC STUDY IN THE LIGHT OF REVOLVING LEADERSHIP PARADIGM IN ISLAM

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ABSTRACT

In this paper we shall be using several concepts, some of them are new and others are widely accepted. In the light of these new concepts and well-established concepts we shall discuss several problems. As we can see from the title of the research it's a multi-disciplinary, inter- disciplinary and above all trans- disciplinary. We have to note that some of the definitions in certain epistemes transgress into other epistemes with a change, not only in the denotations or the dialect meaning of the concept but also in the connotation or the wider symbolic and allegorical meaning of the concepts. E.g. friends in the context of media is a famous sitcom (1), but in social media friends are those people whom you add in your Facebook profile. Carl Rogers, The famous psychologist, defined friendship in his famous book "On becoming a person, a therapist view of Phsyco -therapy" as "a process not a state, it's a direction and not a destination where multiple people with different and similar characters travel along together.

KEYWORDS: Social Media

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I.INTRODUCTION

The problem of leadership, the problem of social media and their impact on the different spheres of life of a certain community, the problem of the relationship between the virtual and the actual community, and whither the leaders in the virtual community are really the leaders of the community .we shall also discuss the paradox of the internet. These problems constitute the problematic aspect of our study.

Social Media definition:

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and

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applications dedicated to forums, micro blogging, social networking, social bookmarking, and wikis are among the different types of social media.

Psychological Definition:

The Internet could change the lives of average citizens as much as did the telephone in the early part of the 20th century and television in the 1950s and 1960s. Researchers and social critics are debating whether the Internet is improving or harming participation in community life and social relationships. This research examined the social and psychological impact of the Internet on 169 people in 73 households during their first 1 to 2 years on-line. We used longitudinal data to examine the effects of the Internet on social involvement and psychological well-being. In this sample, the Internet was used extensively for communication. Nonetheless, greater use of the Internet was associated with declines in participants' communication with family members in the household, declines in the size of their social circle, and increases in their depression and loneliness. These findings have implications for research, for public policy, and for the design of technology.

Revolving Leadership:

According to El-Kaffash the Islamic theory of leadership contradicts the notion of modernism where the political and economic spheres are the most important spheres, hence the linking of the notion of leadership to the political field. Kaffash proposes that leadership in Islam after the prophet (PBUH) has become a defused notion that involves many segments of the society and this kind of leadership circulate within the community, so there is no fixed point where the leader is holding all the power. Kaffash coined the term revolving leadership to define this kind of behavior. (24)

I. RESEARCH AIM

Christiansen described the term disruptive innovation as an innovation that helps create a new market and value network, and eventually goes on to disrupt an existing market and value network (over a few years or decades), displacing an earlier technology. The term is used in business and technology literature to describe innovations that improve a product or service in ways that the market does not expect, typically first by designing for a different set of consumers in a new market and later by lowering prices in the existing market. (31)

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The study will research the use of social media as a tool in promoting leadership among younger generations of users in the light of this term and the impact of the use of social media on political, economic and social spheres in Egyptian society.

What the researcher proposes is that social media has empowered certain sector of youth and provided this sector of internet users with skills and capabilities that increase their expectations while on the grass root level they didn't fulfill the standards expected by the real community. The researcher also will try to demonstrate that the society can also benefit from the skills that this sector has learned by lowering their expectations and redirecting them towards different fields according to the concept of "revolving leadership".

HYPOTHESES OF STUDY

4.2 Hypotheses:

H1: social media has huge impact on the social life of users

H2: Economic impact of social media is still not well developed but present

H3: social media can be a forum for learning leadership skills

H4: Political impact of social is negligible

II.   LITERATURE REVIEW AND HYPOTHESES

As the research material is a very hot topic as well as not well excavated you will not find lots of previous researchers trying to academically dissect this topic. The researcher facilitator Cheryyl Conner has written in Forbes (Jun 12, 2013) "How Social Media Turns Leadership Facilitation on Its Head". (33) While Ryan Holmes, CEO of Hootsuite has written in Forbes 12/9/2013 "In villages in the remote Brazilian state of Para, deep in the Amazon rainforest, running water is a luxury and paved roads are few and far between. But there is Facebook". (34) This two quotations give us an insight about the extent of social media and the greater influence of social media in business, politics, and social development.

Leadership as a topic has been extensively researched, there is an old Arabic science dealing with leadership and the characters of leaders called "*al-nasa`eh al-sultanya*" advices to the leaders. We can mention few of the famous Arab scholars in this field such as "*Al-mawrdy, IbnGaa`fer and Al-shateby*" (35)

We can even trace it back to the Pharaohs, old Indians, Chinese, and Greeks (36). But as our subject is unique and extremely contemporary it is worth seeing the extent of the impact of social media on the topic of leadership in social media itself.

5.1 Leadership in social media:

Sites and blogs in the Internet that are dedicated to the topic of leadership are innumerable. For example, the famous site "Smart Blog" dedicated a special section for leadership. Also the famous marketing site "Marketo Blog" which deals with market leaders and market trends also dedicated a special section to social media. In an article by Jamie Notter posted June 22. 2013 entitled "how social media is changing leadership", the author suggest that social media has changed the market landscape the true power of social media goes way beyond marketing. Social media is more than just a collection of tools for connecting, sharing and learning. Social media actually represents a significant shift in the balance of power away from institutions and towards individuals. Social media gives all of us those who Clay Shirky refer to as "the people formerly known as the audience" the power to create, share, learn, collaborate, and solve problems, without relying as much on third-party institutions to help us get it done.

This is really powerful, because that is what human beings are wired to do. We love creating, sharing, learning, and solving problems, and we are deeply attracted to opportunities to do so. That's why there are a billion people on Facebook, even though the content is fairly inane". (37)

5.2 social media leadership forum:

To show the importance of the topic of leadership in social media we can go to the site "social media leadership forum" http://socialmedialeadershipforum.org/

"The Social Media Leadership Forum has been established to help organisations collaborate together; to share ideas and agree best practice strategies for successfully engaging with social media.

Introduction:

2.1.1 The concept of leadership have become a prominent useful concept in business administration, although it was never defined concretely and precisely (1). The researcher has found that leadership as a concept has different meaning in each epistemic field, for example, If we are speaking biologically or zoologically, the term leader is ascribed to the strongest male member of a certain pack whither this pack is wolves, Elks or ducks.

2.1.3.1 Theories of leadership in different epistemes:

2.1.3.1.1 Leadership in political science:

2.1.3.1.1.1 Introduction:

Leadership has been an active area of scientific investigation for over half a century, .with scholars developing different perspectives on antecedents, processes, and outcomes. Conspicuous in its absence has been a conceptualization of leadership from a political perspective, despite appeals for such a theory and the widely acknowledged view of political processes in organizations. In this article, we develop a model of a political theory of leadership in an effort to address this need, and to demonstrate the versatility of such a conceptualization for understanding both leadership and social influence processes in organizations. Because we define politics in organizational leadership as the constructive management of shared meaning, we demonstrate how a political perspective does not necessarily cast leaders in a personally ambitious, manipulative role. We proceed to show how this political perspective can contribute to effectiveness through both enhanced leader outcomes and the constituencies' consequences to which leaders are directing their efforts. The implications for a political theory of leadership are discussed, as are directions for future research. (20)

2.1.3.1.1 Three Leadership Theories:

2.1.3.1.1.1 Max Weber's Theory:

In Max Weber's theory, he wrote about three types of leaders: bureaucratic, charismatic, and traditional. Weber was one of the first of the theorists to recognize that leadership itself was situational in nature, and that effective individuals needed to move dynamically from one type of leadership style to another to remain successful.

Weber also believed there were two basic paradigms within which leaders worked: transactions and transformations. Weber believed that transactional leaders were those that worked within the existing systems or environment to achieve results. For example, he theorized the bureaucrat is a transactional leader effective in using their knowledge, or legal authority, to achieve results.

Charismatic leaders were transformational in Weber's model. These individuals were almost divine in nature, and were often compared to heroes. A transformational leader was not afraid to approach things from an entirely different perspective, and in Weber's theory used personal charm or charisma to help them achieve their goals.

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2.1.3.1.1.2.1 Transactional Leaders:

Among the transactional leadership styles, Burns went on to describe five different types of leaders:

Opinion Leaders: individuals with the ability to sway public opinion

Bureaucratic Leaders: individuals that hold position power over their followers

Party Leaders: hold political positions or titles in a particular country

Legislative Leaders: political leaders that are at work behind the scenes

Executive Leaders: often described as the president of a country, not necessarily bound to a political party or legislators

2.1.3.1.1.2.2 Transformational Leaders:

In addition to the five transactional forms mentioned above, Burns' theory went on to describe four transformational types too, including:

Intellectual Leaders: transforms society through clarity of vision

Reform Leaders: changes society by addressing a single moral issue

Revolutionary Leaders: brings about change in society through sweeping and widespread transformation

Charismatic Leaders: uses personal charm to bring about change

2.1.3.1.2 Goleman's Theory

In the theory of emotional intelligence, Daniel Goleman attempted to answer the question: What are the elements that characterize a leader? This was more of a behavioral approach to describing leadership than some of the previous work just described. Goleman wanted to determine the behaviors that made people effective leaders.

Goleman's emotional intelligence is sometimes characterized as an emotional quotient, or EQ. This idea was to supplement the thought behind an intelligence quotient or IQ. He felt that intelligence was not enough to define a leader. He believed there was something that separated them from mere intellectuals: their emotional intelligence.

2.1.3.1.2.1 Emotional Intelligence:

Goleman's leadership theory went on to describe five characteristics, or components, of emotional intelligence:

Self Awareness: the ability to understand one's strengths and weaknesses

Social Skills: how people relate to others and build rapport

Self Regulation: the ability to think through consequences before reacting to a situation

Motivation: a strong will, or a drive, to succeed

Empathy: the ability to understand another person's point of view

2.1.3.1.3 Leadership Theory Today:

In many ways, recent leadership theories build upon the work of earlier scholars. This body of work has been improving as refinements are made to existing models. The beneficiaries of all this research are those that apply what they learn to work environments, or to their lives outside the workplace.

As is the case with many learning experiences, one's leadership abilities stem from the total of all lessons learned via the written word, as well as the successes, and the mistakes, made along the way (21).

2.2.2 Leadership in sociology:

Leadership has played an important role in the human history since earliest times. The historians have glorified heroes in battle and valued the importance of their deeds for the future generations.

The role of politicians, statesmen and emperors in the development of empires, territories and nations has received considerable attention in the imperial history. In modern society there is emphasis on leadership and to earn an online Leadership degree is considered a great starting point, since there is continual search for men with leadership qualities. (22)

2.2.3 Leadership in psychology:

What exactly makes a great leader? Do certain personality traits make people better-suited to leadership roles, or do characteristics of the situation make it more likely that certain people will take charge? When we look at the leaders around us – be it our employer or the President – we might find ourselves wondering exactly why these individuals excel in such positions.

People have long been interested in leadership throughout human history, but it has only been relatively recently that a number of formal leadership theories have emerged. Interest in leadership increased during the early part of the twentieth century. Early leadership theories

focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels.

While many different leadership theories have emerged, most can be classified as one of eight major types:

2.2.3.1 "Great Man" Theories:

Have you ever heard someone described as "born to lead?" According to this point of view, great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders.

Great man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

2.2.3.2 Trait Theories:

Similar in some ways to Great Man theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-confidence, and courage are all traits that could potentially be linked to great leaders.

If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. There are plenty of people who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership.

2.2.3.3 Contingency Theories:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

2.2.3.4 Situational Theories:

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective.

2.2.3.5 Behavioral Theories:

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Consider it the flip-side of the Great Man theories. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

2.2.3.6 Participative Theories:

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

2.2.3.7 Management Theories:

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

2.2.3.8 Relationship Theories:

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person

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to fulfill his or her potential. Leaders with this style often have high ethical and moral standards. (23)

Leadership in media

2.2.6.1 History and Orientation:

The two-step flow of communication hypothesis was first introduced by Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet in The People's Choice, a 1944 study focused on the process of decision-making during a Presidential election campaign. These researchers expected to find empirical support for the direct influence of media messages on voting intentions. They were surprised to discover, however, that informal, personal contacts were mentioned far more frequently than exposure to radio or newspaper as sources of influence on voting behavior. Armed with this data, Katz and Lazarsfeld developed the two-step flow theory of mass communication.

2.2.6.2 Core Assumptions and Statements:

This theory asserts that information from the media moves in two distinct stages. First, individuals (opinion leaders) who pay close attention to the mass media and its messages receive the information. Opinion leaders pass on their own interpretations in addition to the actual media content. The term 'personal influence' was coined to refer to the process intervening between the media's direct message and the audience's ultimate reaction to that message. Opinion leaders are quite influential in getting people to change their attitudes and behaviors and are quite similar to those they influence. The two-step flow theory has improved our understanding of how the mass media influence decision making. The theory refined the ability to predict the influence of media messages on audience behavior, and it helped explain why certain media campaigns may have failed to alter audience attitudes and behavior. The two-step flow theory gave way to the multi-step flow theory of mass communication or diffusion of innovation theory. (27)

2.3   Revolving leadership

2.3.1Introduction:

The term revolving leadership is quite a recent term, although it has it is own precedence in several medieval literature as we have shown before. The closest term we found to this new/old concept is a coined term by Eric Thomas Weber (28). E.T Weber has used a

paradoxical term to define what he thought the most applicable method of leadership which is democratic leadership. The paradox here is that the term leadership implies authority and one man show, while democracy implies the idea of the rule of the people. E.T Weber tried to resolve this paradox by juxtaposing democratic leadership versus authoritative leadership. The problem here is that authoritative is not the opposite of democracy, democracy implies in itself authority. He felt this problem by giving an example of a civil leader, Martin Luther king versus a dictator, Adolf Hitler. The problem again, the author departs from the realm of science into the realm of morality.

2.3.2 Democratic leadership:

John Gastil (1994) offers one clear place to start a discussion about democratic political leadership. He summarizes democratic leadership as "behavior that influences people in a manner consistent with and/or conducive to basic democratic principles and processes, such as self-determination, inclusiveness, equal participation, and deliberation" (p. 956).

Leadership has descriptive and prescriptive elements. To understand this difference, one can consider Adolf Hitler and Martin Luther King Jr. Clearly, we may describe Hitler as a leader because of the position he held as head of the German state. At the same time, the wars and genocidal policies that he undertook are inconsistent with what we prescribe for those in leadership. To call people leaders in some circumstances expresses ethical characteristics that we expect them to exemplify or call others to follow. Martin Luther King Jr. is an example of a person called a moral leader.

Democratic principles accord power and authority to majorities, but the rights of a minority impose limits on what the majority can do. For example, the possibility of a majority voting to remove civil and even human rights from a certain minority of the voters and to exclude them from future participation in government led thinkers as early as Aristotle to believe that democracy, in this sense of majority rule for the benefit of the majority, would be an illegitimate form of government. Democratic political leaders, therefore, have a duty insofar as they are committed to democratic values to uphold the majority's wishes and to protect the rights of political minorities.

In leadership theory, one of the most famous warnings for democratic theorists comes from Plato. He explained that the greatest punishment for those unwilling to lead is to be led by those worse than him or her (Republic 347c). In this way, Plato warned the democratic citizen of the dangers of not participating in government. Of course, in his day, many

categories of person were excluded from participation in public offices. In the 19th and 20th centuries, democratic societies in many countries became significantly more inclusive in opening the offices of public leadership to previously disfranchised and underrepresented groups. Today, therefore, Plato's warning speaks to more and more people. As the doors of opportunity widen, so does the call for public responsibility.

A wide variety of applications could be listed for thinking about the value and meaning of democratic leadership. First among them is the matter of the conceptualization of problems. When a group is increasingly dissatisfied with its circumstances, often initial steps in leadership are necessary for clarifying and organizing the group's thoughts about what its problems are. The process of facilitating communication between groups can aid both in formulating consensuses about shared problems and in raising awareness for those who had previously been ignorant of a group's concerns. In democratic societies, persons hoping to contribute to community leadership will often organize listening sessions, town hall meetings, and other gatherings.

Although members of these groups may complain of the problem of preaching to the choir-in other words, of talking with only those who already agree on a problem the act of clarifying a group's objectives is crucial before action can be taken intelligently to achieve them.

A further application of democratic leadership concerns the matter of secrecy and lying. This is again the problem of the noble lie that Plato introduced so long ago. In general, democratic values call for transparency, honesty, and full disclosure. In the case of troop movements in times of war, however, we see the dire need to avoid full disclosure about a special set of public details since enemies could benefit and cause our soldiers greater harm. These exceptions are few, though, and are not reason to doubt the virtues of openness and transparency in democratic societies. The idea is that to consent to government action, citizens must be aware of it.

Finally, in applying the principles of democratic leadership, one should consider the conflicts that arise regarding the place of public school education in moral training. How does a society train its citizens in moral behavior apart from religious indoctrination? For instance, Ben Franklin's discussion of virtues in his autobiography is consistent, arguably, with many religious moral teachings, yet it is not founded upon religious texts. This brings us to the topic of civil religion. Finally, it is important to note some cases in which democratic political leadership is inappropriate. Among these are cases in which members who would participate

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in decision making are particularly unqualified to the task (Dahl, 1991). Other cases include matters of justice in which a judge is the most appropriate person for deciding a matter of criminal or other legal concern, so as to avoid bias, to ensure expertise in the subject to weigh judicial considerations when those are the kinds deemed appropriate for the decision-making process in question. Finally, in some cases, decisions have already been made and have been tasked to a division of society or of an organization. In such cases, to have a democratic process for designing the procedures of implementation of a democratically decided matter may not be necessary or appropriate. It is inefficient, for instance, to have a committee choose word for word the contents of each sentence of a letter as it is written the first time. Democratic procedures and values may need to go in to deciding on final versions or how changes should be made, but democratic leadership is inappropriate for many levels of implementation (Gastil, 1994, p. 965).(29)

Novelty of the research

3.6.1 Introduction:

After revising literature in different relevant epistemes, researcher reached a conclusion that this study is a pioneer study in its field. The research reintroduces two very important concepts in the field of management and administration. They are, revolving leadership and the relevancy of social media.

The preceding reviews showed that the combination of the two concepts was never done. This gives a tremendous value to this research as it is tries to demonstrate the value of inter-disciplinary studies and the value of trans-epistemic concepts.

The following chapter is a description of the tools and methods used by the researcher to test the hypothesis and problems of his research as the main concepts used here are novel , the researcher choose to use several tools , some of them are qualitative like text analysis others are quantitative like survey and questionnaire, He also used an in-depth analysis in the form of a case study of the company owned by his family , thus he used the anthropological methodology of participant observation.

III.   RESEARCH FRAMEWORK

4.1 Introduction

In this section, the researcher will determine the appropriate research methodology for the current study, display how data was collected, as well as setting the research hypotheses.

4.2 Research Approach

4.4 Questionnaire:

4.4.1 Definition: (4)

1. A set of questions for obtaining statistically useful or personal information from individuals

2**.** A written or printed questionnaire often with spaces for answers

3. A survey made by the use of a questionnaire

4.5 Tools:

4.5.1 Introduction:

Questionnaire was designed in English and Arabic to test the hypothesis of the research (i.e. the concept of revolving leadership and the impact of social on creating new generation of leaders in different fields)

4.6 Variables:

4.6.1 Independent variables:

The variables which are controlled or can be manipulated in the research case it is the hypothesis of revolving leadership

4.6.2 Dependent variables:

The social media and their impact in several fields

4.6.3 Teleology:

Statistically testing the hypothesis of the research and quantification of the collected data through the questionnaire

4.6.4 Conclusion:

Questionnaire is a verified tool to verify or nullify the hypothesis of the research and to quantify the collected data, the researcher used the questionnaire in order to test certain sample within the population and the sample was more or less biased in favor of the dependent variable.

In order to compensate for this kind of bias we used other tools to verify the hypothesis in other strata of the population.

7 Survey:

4.7.1 Definition:(5)

1. **a**: to examine as to condition, situation, or value **:** appraise

b: to query (someone) in order to collect data for the analysis of some aspect of a group or area

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2. To determine and delineate the form, extent, and position of (as a tract of land) by taking linear and angular measurements and by applying the principles of geometry and trigonometry

3. To view or consider comprehensively

4. Inspect, scrutinize <he *surveyed* us in a lordly way — Alan Harrington

4.7.2 Tools:

Bilingual survey paper with structured questions to be distributed among different sectors and social strata from different areas in Egypt.

The sample was 1000 persons, the method of analysis pie charts and simple statistical analytics

4.7.3 Teleology:

Survey was chosen to measure the spread of social media among different sectors of the society and to quantify the hypothesis about the impact of social media on the realm of creating leadership

4.8 Text analysis:

4.8.1 Definition:

According to El Kaffash, text analysis is a new method in criticism deals with the words and meanings (semiology of certain texts) (6)

4.8.2 Tools:

Audiovisual interviews with different individuals that have certain relevance in the research problem and hypothesis, the sample was chosen from among several activists in different areas. Part of the population of the sample refused to participate giving different reasons and this will be discussed later on.

4.8.3 Teleology:

As with text analysis anywhere the object is to elucidate the text, categorize the text (i.e. putting into a structure genre) and penetrating the text into the meta-text (7)

This will show the relevance of the hypothetical framework of the research through analysis of the real word of activists in social media

4.9 Case study (participant observation):

4.9.1 Definition :

4.9.1.1 Linguistic:a technique of field research, used in anthropology and sociology, by which an investigator (participant observer) studies the life of a group by sharing in its activities originally devised between (1930–1935) (8)

4.9.1.2 Anthrpological- sociological:

Participant observation refers to a form of sociological research methodology in which the researcher takes on a role in the social situation under observation. The social researcher immerses himself or herself in the social setting under study, getting to know key actors in that location in a role which is either covert or overt, although in practice, the researcher will often move between these two roles. The aim is to experience events in the manner in which the subjects under study also experience these events. Sociologists who employ participant observation as a research tool aim to discover the nature of social reality by understanding the actor's perception, understanding and interpretation of that social world. Whilst observing and experiencing as a participant, the sociologist must retain a level of objectivity in order to understand, analyse and explain the social world under study.

There are two main types of participant observation; covert and overt:

4.9.1.3 Covert observation involves:

The social researcher participating fully without informing members of the social group of the reasons for his or her presence, thus the research is carried out secretly or covertly.

Tools:

Data collection methodology:

According to Barbara B. Kawulich Observation, particularly participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures in qualitative research. This paper provides a look at various definitions of participant observation, the history of its use, the purposes for which it is used, the stances of the observer, and when, what, and how to observe. Information on keeping field notes and writing them up is also discussed, along with some exercises for teaching observation techniques to researchers-in-training (10)

The researcher used this tool in his case study of his own company (family company) through a semi-structured interview with the CEO of the company (His father) ,in the coming analysis in the next chapter the researcher will analyze the interview as well as utilize his own managerial experience as vice president of the company to test the hypothesis of the revolving leadership and the impact of social media.

4.9.3 Teleology:

The researcher used the methodology of participant observation in its overt form for several reasons:

1- Fulfilling the obligation of DBA in converting your executive experience into conceptual analysis

2- Providing a concrete framework for the study and its hypothesis through a real case

3- Analyzing the true experience of the family business and providing the general public with a theory of a success story

IV.   RESEARCH ANALYSIS

5.1Testing

In this section, the researcher tests if data is reliable and valid or not. If both conditions are satisfied, the researcher can start using the data available in responding to the hypothesis already set above.

5.1.1 Validity Testing

Validity means the extent to which an instrument measures what it supposes to measure correctly (Hair, Anderson, Tatham, & Black, 1998; Sekaran & Bougie, 2005). One of the validity testing is Convergent validity, which tests the data using factor analysis (multivariate technique) that confirms whether or not the theorized dimensions are applicable (Sekaran & Bougie, 2005). Convergent validity was essential to ensure that the items measuring the same construct are highly correlated (Hair et al., 1998). In order to test the convergent validity, the average value extracted for each of the scales was calculated. The average variance extracted (AVE) represents the average community for each latent factor, and in an adequate model it should be greater than 0.5, which means that the factors should explain at least half the variance of their respective indicators (Garson, 2011; Hair et al., 1998). The results of the factor analysis conducted on the current research constructs indicate that AVE values for all scales under study were found to be greater than 0.5 or 50%, as represented in Table 1, which means that all dimensions under study are all having convergent validity.

Table 1 Average Variance Extracted and factor Loadings

VARIABLE	AVE
LEADERSHIP SKILLS (GENERAL)	62.899%
POLITICAL LEADERSHIP	58.620%
SOCIAL LEADERSHIP	62.268%
ECONOMIC LEADERSHIP	64.118%

Also, item loading can be evaluated by the size of the loadings of the measures on their corresponding constructs. The loadings should be at least 0.60 or above (Chin, 1998) indicating each measure is accounting for 60 percent or more of the variance of the underlying latent variable (Fornell and Larcker, 1981).

Table 1 shows that all loadings of items for each of the variables under study exceed 0.60. This indicates adequate convergent validity for the variables under study.

5.1.2 Reliability Testing

Cronbach's Alpha, as the most commonly used test of reliability, was applied, where Alpha coefficient ranges in value from 0 to 1. The higher the score, the more reliable the generated scale is. It was indicated that 0.7 is an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. (Nunnaly, 1978)

The results are shown in Table 2 below, where alpha values revealed the reliability and the internal consistency between the selected items of the studied variables. It can be shown that the values of cronbach's alpha for the variables under study exceeds 0.7, which is an acceptable level for the reliability of the variables.

Table 2   Reliability Test for Variables under Study

Variables	Number of items	Reliability Indicator
Leadership Skills (General)	4	0.703
Political Leadership	5	0.686
Social Leadership	6	0.694
Economic Leadership	6	0.720
Social Media	5	0.651

5.2 Analysis

In this section, the researcher will conduct a correlation matrix, regression analysis and chi-squared testing to test the relations between dimensions under study.

5.3.1 Correlation Matrix:

In this section the researcher attempts to find a link between the studied independent variables and the dependent variable. The correlation matrix is a matrix giving the correlations between all pairs of data sets. It provides the Pearson's Correlation Coefficient between variables under study and each other, to be able to evaluate the relationship between those two variables. Pearson's correlation is used to find a correlation between at least two

variables. The value for a Pearson's correlation can fall between 0.00 (no correlation) and 1.00 (perfect correlation). Pearson correlation analysis and descriptive statistics were conducted to analyze the constructs and test direct relationship between independent variable and dependent variable (Foster et al., 2001).

A correlation matrix between the variables under study is illustrated in the following table, where the value of Pearson's correlation is calculated between each two variables of the study to investigate the relationships between the variables. The values representing a significant correlation are flagged in the table.

Results shown in the table below identify that the correlations between the variable "Social Media" and Leadership Skills, Political Leadership, Social Leadership, and Economic Leadership are 0.155, 0.089, 0.100 and 0.058 respectively. It can also be noticed that some of these mentioned values for correlation are flagged. This means that there is a significant positive correlation between Social Media and each of the Leadership Skills, as well as Social Leadership.

On the other hand, it can be noticed that there is an insignificant correlation between Social Media and Political Leadership, as well as Economic Leadership.

Table 5.6 Correlations between Social Media and Leadership Categories

		Leadership Skills (General)	Political Leadership	Social Leadership	Economic Leadership	Social Media
Leadership Skills (General)	Pearson Correlation	1	$.361^{**}$	$.240^{**}$	$.409^{**}$	$.155^{**}$
	Sig. (2-tailed)		.000	.000	.000	.002
	N	413	413	411	412	413
Political Leadership	Pearson Correlation	$.361^{**}$	1	$.236^{**}$	$.342^{**}$	.089
	Sig. (2-tailed)	.000		.000	.000	.072
	N	413	413	411	412	413
Social Leadership	Pearson Correlation	$.240^{**}$	$.236^{**}$	1	$.352^{**}$	$.100^{*}$
	Sig. (2-tailed)	.000	.000		.000	.043
	N	411	411	411	411	411
Economic Leadership	Pearson Correlation	$.409^{**}$	$.342^{**}$	$.352^{**}$	1	.058
	Sig. (2-tailed)	.000	.000	.000		.244
	N	412	412	411	412	412
Social Media	Pearson Correlation	$.155^{**}$	.089	$.100^{*}$	.058	1
	Sig. (2-tailed)	.002	.072	.043	.244	
	N	413	413	411	412	413

5.3.2.2 Regression Analysis:

In statistics, regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modeling and analyzing several variables,

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when the focus is on the relationship between a dependent variable and one or more independent variables. More specifically, regression analysis helps one understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed. The estimation target is a function of the independent variables called the regression function. In regression analysis, it is also of interest to characterize the variation of the dependent variable around the regression function, which can be described by a probability distribution.

Regression analysis is widely used for prediction and forecasting. Regression analysis is also used to understand which among the independent variables are related to the dependent variable, and to explore the forms of these relationships. In restricted circumstances, regression analysis can be used to infer causal relationships between the independent and dependent variables. However this can lead to illusions or false relationships, so caution is advisable.

The model regression equation is created from the "Unstandardized Coefficients" as:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + ... \beta_p x_p + \varepsilon .$$

$\beta_1, \beta_2, \beta_3$ and β_4 are coefficients of change of the dependent variable due to change in each of corresponding independent variables.

By using regression analysis, one may assess the direct relationship between variables as well as show the causal relationship and the nature of relationship between variables (Aiken et al., 1991; Foster et al., 2004).

Through this section, a regression analysis will be presented for the relationships among variables under study according to the predefined model relations.

1- Simple Linear Regression Analysis for Leadership Skills * Social Media:

A simple linear model is fitted between Social Media, as an independent variable, and Leadership Skills as a dependent variable. The results were shown in table 4.7.

It was found that the model coefficient of determination (R Square) equals 2.4%. This means that the model explains 2.4% of the variance in Leadership Skills, or that 2.4% of the variation in the latter variable can be explained due to the variation in Social Media. Also, the overall statistical significance of the model reveals that the model is significant with p-value=0.002 (P-Value < 0.01). The table shows that the variable Social Media, which is included in the model, is considered a one with significant coefficient at 0.05 level with a coefficient 0.176. This means that the mentioned variable is a one that can explain the variation in Leadership Skills.

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Table 5.7 Regression between Social Media and

Leadership Skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.508	.151		23.261	.000
	Social Media	.176	.055	.155	3.182	.002

a. Dependent Variable: Leadership Skills

(General)

2- Simple Linear Regression Analysis for Political Leadership * Social Media:

A simple linear model is fitted between Social Media, as an independent variable, and Political Leadership as a dependent variable. The results were shown in table 4.8. It was found that the model coefficient of determination (R Square) equals 0.8%. This means that the model explains only 0.8% of the variance in Political Leadership, or that 0.8% of the variation in the latter variable can be explained due to the variation in Social Media. Also, the overall statistical significance of the model reveals that the model is insignificant with p-value=0.072 (P-Value > 0.05). The table shows that the variable Social Media, which is included in the model, is considered a one with insignificant coefficient at 0.05 level. This means that the mentioned variable cannot explain the variation in Political Leadership.

Table5.8 Regression between Social Media and Political Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.431	.155		22.200	.000
	Social Media	.102	.057	.089	1.802	.072

a. Dependent Variable: Political

Leadership

3-   Simple Linear Regression Analysis for Social Leadership * Social Media:

A simple linear model is fitted between Social Media, as an independent variable, and Social Leadership as a dependent variable. The results were shown in table 4.9. It was found that the model coefficient of determination (R Square) equals 1.0%. This means that the model explains 1.0% of the variance in Social Leadership, or that 1.0% of the variation in the latter variable can be explained due to the variation in Social Media. Also, the overall statistical significance of the model reveals that the model is significant with p-value=0.043 (P-Value < 0.05). The table shows that the variable Social Media, which is included in the model, is considered a one with significant coefficient at 0.05 level with a coefficient 0.129. This means that the mentioned variable is a one that can explain the variation in Social Leadership.

Table 5.9   Regression between Social Media and
Social Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.110	.175		17.800	.000
	Social Media	.129	.064	.100	2.026	.043

a. Dependent Variable: Social
Leadership

4-   Simple Linear Regression Analysis for Economic Leadership * Social Media:

A simple linear model is fitted between Social Media, as an independent variable, and Economic Leadership as a dependent variable. The results were shown in table 4.10. It was found that the model coefficient of determination (R Square) equals 0.3%. This means that the model explains only 0.3% of the variance in Economic Leadership, or that 0.3% of the variation in the latter variable can be explained due to the variation in Social Media. Also, the overall statistical significance of the model reveals that the model is insignificant with p-value=0.244 (P-Value > 0.05). The table shows that the variable Social Media, which is

included in the model, is considered a one with insignificant coefficient at 0.05 level. This means that the mentioned variable cannot explain the variation in Economic Leadership.

Table 5.10   Regression between Social Media and Economic Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.845	.181		21.196	.000
	Social Media	.078	.066	.058	1.168	.244

a. Dependent Variable: Economic Leadership

5.3.3   Chi-Squared Testing:

The Chi-Square test for independence, also called Pearson's Chi-square test or the Chi-square test of association, is used to discover if there is a relationship between two categorical variables. So, if categories of two variables are very close, this means that there is a linear association between the two variables, and vice versa. Through the following, the chi-square value is observed to test the linear association between pairs of all variables under study. Table 4.10 shows that some of the values of Pearson Chi-Squared are large with a small P-value less than 0.05. This means that there is a significant linear association between Social Media and each of Leadership Skills, Social Leadership and Economic Leadership. On the other hand, there is an insignificant linear association between Social Media and Political Leadership.

Table5.11   Association Test of Chi-Squared

Dimensions	Pearson Chi-Squared	P-value
Social Media*Leadership Skills	39.926	0.001
Social Media*Political Leadership	17.673	0.343
Social Media*Social Leadership	29.437	0.058
Social Media*Economic Leadership	24.129	0.087

It should be mentioned that the result obtained from the chi-squared test of association supports the one obtained from the correlation matrix shown above as well as the regression analysis in some points, as it was found that there is a positive, significant relationship between Social Media and each of Leadership Skills, Social Leadership. On the other hand, chi squared contradicts the results obtained from both the results of correlation and regression analysis in the significance of Economic Leadership.

5.3.4 Difference between Means (T-Test & ANOVA):

This tool is used to examine the difference between different groups within the same variable. If a certain variable contains only two groups, then the T-Test is used, while in case the variable contains more than 2 groups, then Analysis Of Variance ANOVA will best fit. The following table 4. shows the results obtained by ANOVA test, where it was found that there is a significant difference between means of different age groups. This means that Social Media usage changes from one age group to another.

Table 5.12   Comparing Means for Social Media in different Age Groups

Age Groups	N	Mean	Sig. (2 tailed)
20 - 24	211	2.76	
25 - 29	116	2.63	
30 - 34	27	2.33	
35 - 39	15	2.80	
40 – 44	8	2.50	0.001
45 – 49	8	2.12	
50 – 54	5	2.40	
55 – 59	6	2.17	
Total	396	2.66	

The following table 5.13 shows the results obtained by T-Test, where it was found that there is an insignificant difference between social media usage in different Gender groups.

Table 5.13 Comparing Means for Social Media in different Gender Groups

	Gender	N	Mean	Sig. (2 tailed)
Social Media	Male	273	2.67	0.717
	Female	133	2.65	

Table 5.14 shows ANOVA results that used to compare the different usage of social media with different education groups. Results obtained show that there is a significant difference of social media usage with different education groups at significance level of 0.05. This shows that Education groups slightly affect the usage of social media.

Table 5.14   Comparing Means for Social Media in different Education Groups

Education	N	Mean	Sig. 2 tailed
Student	317	2.64	
Graduate	55	2.69	
Diploma	31	2.84	0.034
Master Degree	5	2.00	
Total	408	2.66	

LIMITATION OF THE STUDY

In this research, researchers encountered a few limitations. The researchers solved the problems faced to make sure the research can be done in time

Conclusion:

As what the study has shown, there are significant relationship between the factors of training, compensation and appraisal on AASTMT lecturer's retention. However It was found that there is a significant positive but weak relation between Employee Retention and the dimensions; Empowerment, Training and Appraisal. On the other hand, it was found that there is an insignificant relation between Employee Retention and Compensation. This reflects the major finding of this study on how different culture might have different expectation on determining their employment satisfaction and retention. Most of the surveys collected indicated that lower strata are not that interested in social media or even using the internet most them said that they don't have computes others said that they don't have time for gaming , the statistical analysis of the results showed that people especially in the lower age groups (youth) believe that the social media has affected them positively regarding their social life and relationships(positive social impact) , those who emphasized the negative aspect of the impact actually verify the hypothesis of the social impact of social media Statistically speaking, the second impact is economic impact, the researcher believes that there is some ambiguity in the idea of economic impact itself and most of the population didn't grasp the idea of increasing, decreasing or affecting your income through the use of

social media. A case that is worth mentioning in this regard to illustrate this point is a survey paper where the respondent declared that he is IT manager and at the same time said that social media didn't affect his income. There is almost consensus that there is no political impact of the social media, what actually enhance this result is that the famous political activists on social media were not recognized at all by the respondents. As for leadership skills and capabilities, the researcher has found that the respondents are seeing the idea of leadership in somewhat different way , the idea of political leadership or learning leadership skills are not well developed within the Egyptian community tested, this may be due to the fact that people is seeing learning and acquiring knowledge as two different categories.

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