The Role of Social Media in Improving Teachingaccording to the Perspective of Teachers of the Elementary Schools in East Jerusalem

El Papel de las Redes Sociales en la Mejora de la Enseñanza desde la perspectiva de los profesores de las escuelas primarias en Jerusalén oriental

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INFORME RAZONADO DEL/DE LOS DIRECTOR/ES DE LA TESIS

El trabajo realizado por la doctoranda ha seguido los pasos y cauces propios del desarrollo de una tesis doctoral realizada en formato online.

Se han llevado a cabo sesiones "enlatadas" de tutoría que ha permitido acercar mutuamente a la doctoranda y a la directora.

La implicación de la estudiante ha sido elevada en la búsqueda de la muestra que inicialmente es difícil de obtener dado que el acceso al campo docente que tiene vinculación con menores. En cualquier caso, la búsqueda de esta ha sido constante.

La búsqueda de la información para la construcción del marco teórico que sustenta la investigación ha sido continua, dado que es un campo en evolución y crecimiento. Por otra parte, nos ha permitido conocer el sistema educativo israelí en general y de Jerusalén en particular.

Las pruebas realizadas en torno a los datos estadísticos son pertinentes dando respuesta a las 9 hipótesis planteadas, así como la redacción de las evidencias y conclusiones derivadas.

Por otra parte, a fecha de hoy se ha conseguido un indicio de impacto en la revista EDMETIC, la cual presenta en este momento un ID de 7.5 (http://miar.ub.edu/issn/2254-0059).

Por todo ello, se autoriza la presentación de la tesis doctoral.

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Abstract

Today, social media platforms are widely used in the development of the educational process; This has urged specialists in the field of education to vieweducation on the basis of social media as one of the most important types of education. This resulted ina strong impact on the effectiveness of the educational process. This current research aims to explore the role of social media in improving teaching. It also tries to highlight the role of social media in improving the performance of teachers and students. The results of the research show the importance of using social media to improve teachers' performance and experiences as it helps them acquire new educational skills. The results also show that it is essential to fully exploitsocial media in teaching in Jerusalem as one of the components of effective e-learning. It also improves teachers' performance and facilitates the educational process through providing immediate access to information.

Keywords: Social media, Platforms, Elementary Schools, Educational Process, E-learning, East Jerusalem.

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Chapter One: Introduction

1.1 Introduction

The rapid technological developments in recent years have brought about changes in various scientific, cultural, social fields and many others. Following the emergence of social media networks that have played their part in reducing distances and making the world a small village, it was introduced into various realms of life, and thus affecting human behaviors and decisions. The field of education is one of the areas that are mostly affected by such changes and developments.

Social media is one of the mostly used means of communication between people today (Oyza & Edwin, 2015) due to its significance in terms of ease of use and the ability of its users to access information in a short time. It isalso the most intelligent means of communication in terms of attracting users (Baruah, 2012).

Education can bedevelopment of has enabled us to meet challenges of the future at a time when the use of the Internet and social media becomes a key element in this direction as it will helpto improve the quality of school performance. Latest developments and studies in this field have focusedon the development of teachers' performance, promotion of creativity among students, and development of educational programs. Whatever the individual's interest in education, he/she will find the information they want on the Internet.

Social media contributes to changing ways of social communication among individuals around the world; therefore, integration of social media in the educational field effectively impacts the academic life of students.

At present, educational institutions and schools seek to introduce and engageInternet technologies and social media into the educational process, as an endeavor to enhance the skills of critical thinking, cooperation and knowledge-building (Boateng & Amankwaa, 2016).

Both the educational sectorand the educational process has experiencedsuch a huge accumulation of developments and consecutive changes in the information and communication technologies; this has brought about serious changes and redefinitions of educational concepts and methods as well as introducingnovelconcepts and terms that have pervaded almost all fields of knowledge.

The Internet and social media constitute one of the outcomes of these technological developments and thusthey pervaded our daily lives in a manner that theyhave become indispensable. To illustrate, this indispensable means has becometheplay space for a child thanks to the abundanceof an endless number of interactive and entertaining video games as well as illustrative videos on countless topics and fields. The learner takes these games for granted as if they were their own tutor. They provide an enormous amount of information and knowledge that learners need. The researcher considersmass media as a library where he can find many books and resources, he needs on social media platforms.

The introductionof Internet technology and databases led to the emergence of the e-learning revolution, which based on computer technologies and Internet, aims to create an interactive environment rich in applications, and to enable students to access learning resources anytime and from anywhere. This also led to the emergence of social media which can be used by distance education students to easily provide requiredcourses and educational materials.

Accordingly, this chapter of the present study provides the theoretical side and identifies the featuresof social media and its significancein the education field; in addition, it highlightsthe nature of education in East Jerusalem and impact of social media on the educational process.

1.2 Social Media

The term Social Media refers to the use of mobile and web-based technologies and applications to transform communication into interactive dialogue (Kessler, 2013) and to promote interaction and social communication between people around the world.

Social media is a technology that is used across the Internet and usesmultiple types of devices, such as computers, tablets, or even smartphones (Gikas & Grant, 2013). This allows users to interact with other users, such as family and friends, and share with them pictures, blogs, videos, and other things provided by social media (Oyza & Edwin, 2015). The use of these means is not limited to individual and personal use since companies use them. This means that companies can reach out to customers, interact with them, place advertisements through these means, or even provide different support services, based on the principle of exchange of ideas and information and building virtual communities (Ventola, 2014).

According to Edosomwan, Prakasan, Kouame, & Watson, & Seymour (2011), Social Media can be defined as "Web sites that allow its users to interact and communicate with each other by making new friends, exchanging ideas and even interests. It includes many different types, such as websites, social networks, blogs, or forum applications.

 Social media includes numerous forms such as magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or

pictures, video, rating and social bookmarking" (Baruah, 2012). In the midst of every daytechnological and digital developments in the world, many social media networks such as Facebook, WhatsApp, twitter, snapchat, skype, telegram and so oncan be used on computers or smart phones (Nyamboga, 2014). These networks are widely used for communicationbetween individuals or a group of individuals. Currently, most usersparticularly the youth are connected to various social media so as to stay in touch with their friends. Social media is a medium of social interaction as a subset that goes beyond social communication (Rathore & Jain, 2019).

1.3 Advantagesand Disadvantages of Social Media

The use of social media has many advantages for individuals and communitieswhere they live. Exchange of knowledge and information between different groups of people over the Internet is one of the most important features of social media sites. This online exchange of information also encourages improvinginterpersonal communication skills, particularly between learners / students of educational organizations (Bicen & Kaya, 2016).

- Social media promote continuous communication between friends and family and eliminate geographical boundaries and distances.
- Social media contribute to the increase of knowledge and general culture of individuals, and facilitate access to scientific research.
- Social media provide many job opportunities for young people in this field.
- Social media allow users to stay up to date with the latest events and news.
- Social media can be used to advertise products and services offered by companies (Nyamboga, 2014).

Although there are many advantages forsocial media, ithas many different disadvantages, which should be highlighted and discussed. The most prominent of these shortcomings were the following (Brändström, 2011):

- Not everything that is written on social media is real, as not all publishers are honest.
- It may make the user lazy because using it does not require any physical effort.
- It can be dangerous for children, as it may contain substances that children should not be exposed to.
- It can be a waste of time if users did not learn a new skill or develop a skill that they already have.
- It may be dangerous for users who use it while driving(Nyamboga, 2014).

There is also a drawback on the use of social media tools. Sometimes, such tools are abusedby people; this leads to interference into user's privacy. Such instances can lead to dangerous consequences which shed light on the ethical aspect of the use of such media. The social media tools have virtually brought people close to one another specially those living in far-off places.

1.4 Teaching Methods based on Social Media

➤ One of the simplest methods that can be used in education is based on social media; the teacher creates a web page on a social media platform like Facebook; this web page contains an explanation of the educational material and related exercises. It is supported by links to other related sites and articles that open the horizons of students and exit them out of the traditional textbook without any breach of the scientific material(Brändström, 2011).

➤ It can also enhance scientificsubjects with videos that can contribute to the student's better understanding of the material; the teacher does not have to record or prepare these materials since the Internet is full of thousands of educational videos.

➤ The use of closed groups provided by Facebook is one of the most successful means in promoting education; the teacher can create on Facebook a group, especially for students of the class or the subject and invites students to join; this allows them to discuss and exchange viewson topics related to the subject, or students can ask questions. This encourages them to interact, initiate, explore, and be self-reliant.Thiswill not burden them in having to learn about a specific software or exert a special effort to acquire knowledge since all students will be using the Facebook app(Bicen & Kaya, 2016).

This group will be in their daily follow-up on Facebook. This will also help the teacher to evaluate students through their participation in the discussion to counted as part of their assessment. This motivates studentsto have more interaction, participation and creativity. It is the best way to learn and the ideal alternative to rote learning.

➢ Twitter is the perfect spacetoday to obtainthe knowledge of the most famous specialists in different fields. Therefore, simply having a teacher on Twitter and urging students to follow them will enable studentsto acquire knowledge from their teacher away fromthe curriculum. This enhances the knowledge of students and does not confinethem to the pages of the textbook.Scheduled teacher tweets will provide a great opportunity to enhance the knowledge of students and establish a creative scientific communication with the teacher(Rathore & Jain, 2019).

Twitter will also open the prospects for students to follow other professionals in the same field; they will identify those professionalsthrough their search on Twitter or through the "retweet" for their tweets by the teacher.

➢ They will encourage students to establish a blog. Blogging on a continuous basis will enhance the student's personality and develop their writing and creativity skills and help them determine their career orientation early so the teacher (Blackstone, Spiri, & Naganuma, 2008). School or university should work to make student blogs part of their graduation projects or extracurricular activities. It can also encourage other students in class or same specialization to add comments to their colleagues' blogs; thus,they enhance dialogue, writing and knowledge exchange among all students (South, Stevens, & King, 2017).

➢ Sound and image are the most important elements of learning in our time, and no scientific content can reach students without students using them first. The teacher can exploit this by asking students to prepare videos (ÇAKIR, 2006), illustrations or presentations directly or indirectly related tothe subject they are studying. They are then asked

to share it on social media websites with their colleagues or even with the whole world (Al-mamun, 2014).

This will enhance students' media skills especially rhetoric, art of persuasion and influence, and it will strongly support their understanding of the scientific material as the presentation before others represents the highest degrees of learning. It also supports the idea of visual content.

➢ The teacher can provide student activities, exercises and electronic exams through the use of electronic platforms that provide these tools (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2015), especially Edmodo platform, which succeeded in providing a distinct learning environment that can be effectively used by experienced teachers even at ayounger age as a safe environment for young people (Manowong, 2016).

1.5 Importance of Social Media in the Educational Process

Social media is one of the most popular media outlets in recent years. Despite its short modernity, the demand for it has doubled significantly; it has acquireda politically, economically and socially influential role. Experts in the field of education indicate that social media added a lot to the educational field, through participation and interaction in the educational process; eventually, it helped to increase the desire for education.

One of the benefits of social media in the educational field is that the student gains many experiences and social skills in addition to direct educational benefit; studies have found that the use of this type of sites in the educational processraises the levels of social growth of students. Psychologists and socialists believe that the use of social communication in the educational

process is effective in overcoming the problems of introversion or chronic shyness.

The benefits of social media are also reflected in the development of the intellectual skills of students and learners (Bailey, et al., 2009); they foster a spirit of cooperation, collective participation, and creation of self-confidence (Faizi, Afia, & Chiheb, 2013).

Social media can be used to improve teaching and learning through a number of ways, such as educational programs that are shared through social media. You may connect with people who specialize in specific topics and follow them on social media, or you cansearch for a specific topic within these sites. This gives learners the ability to build friendships and social relationships (Faizi, Afia, & Chiheb, 2013).

In addition, there are a number of implications forusing social media to support e-learning, the most important of which are the following:

- There is a significant correlation between students and teachersin the degree of dependence on social media in teaching and learning.
- Social media make it easier for students to access information sources.
- Teaching via social media makes it easier for teachers to teach subjects.
- Education, based on Social media, creates a collaborative social learning environment.
- Traditional education is more effective when using social media educational tools.

1.6 Education in East Jerusalem

Jerusalem, with its ancient history and contemporary reality, is one of the most important centers of education which include the best educational institutions.

The educational process in East Jerusalem does not receive the attention it deserves.It is low and does not meet the needs of the labor market (UNDP, PAPP, MoEHE, & JDoE, 2018).

Teachers in East Jerusalem come across many new educational methods through which theyintegrate the curricula taught with the means of technology currently used. Tomorrow's technology provides students with the skills they need to achieve future successes, to allow students to develop their abilities and their creative skills and to reveal their talents and inclinations (Alian, 2016).

Most teachers in East Jerusalem who are interested in using social media in the classroom see an improvement in student participation and collaboration within the classroom, as well as a marked improvement in students'grades.

1.7 Theoretical Background

"Facebook, Twitter, Spotify, YouTube, Instagram, Skype, and other sites on the web, where people can interact, communicate, exchange knowledge with each other, create weblogs and share information", are all forms of social media (Paulsen& Tække, 2013, p. 1-2).

"At least a quarter of human population is actively engaging in social media" (Jankauskaitė, 2015, p. 54). This fact leads us to questionwhether this huge spread of social media use among both students and teachers improves both teaching and learning! In this context, Paulsen and Tække (2013, p.1) mention that "international research shows that there is a great potential in using social media in the educational interaction". Seaman also affirms the importance of exploring the use of social media in improving teaching and states that "over the years it has become increasingly important for those of us working in higher education to explore the exciting opportunities new technologies bring to institutions, educators and students" (2013, p. 4) Based on this, investigating the role of social media in improving teaching especially at the elementary educational stage is still undergoing research area.

According to Toplu et al. (2014, p.30), "its characteristics include interpersonal communication, information sharing and a user-focused design". Statistics indicate that more than ¼ of population is actively using social media, therefore more often discussions arise of social media's use in education (Jankauskaitė 2015, p.58).

The role and effects of social media on teaching havebeen investigated by several scholars and researchers. Results indicate that social media can positivelyeffect teaching and learning. For instance, Ventayen and Ventayen (2017) investigated the role of e-Learning of social media on education. The results of their study indicate that social media "could have the possible

potential to improve the quality of instruction in education" (Ventayen and Ventayen, 2017, p. 1).

Esteves (2012) examined the role that Facebook plays in enhancing learning and student engagement. The study indicates how the distinctive components and functionalities of Facebook, for example, the wall, like, poke and the share feature will reach media easily and result in engagement of students on online learning. The study's most significant finding is Facebook's feature could be very useful for teaching practical skills posted online could efforts reach a vast number of users. These video tutorials posted online could be very vital to learning (cited in Ventayen andVentayen 2017, p.1).

Seaman (2013) explored the use of social media in higher education. Findings of the study revealed that 40% of those surveyed responded that they were assigning students to read or view social media sites. The study also found that 20% of faculty surveyed were assigning students to use the social functionality by asking students to either comment on existing content or to create and post their own.

The huge spread of technology has changed teaching greatly. This has yielded new teaching methods as a result ofthis technological revolution. The field of education especially social media became attainable for most learners. The core of this study lies in investigating the role of using social media in improving teaching.

According to (Faizi, Afia, & Chiheb, 2013),social media provide a huge bulk of educational information on the Internet. Educational resources, references and information found on global platforms and websites represent an invaluable asset and a wealth of educational information of interest to all learners and students around the world.

1.8 Summary

The second chapter of this study provides theoretical backgroundand identifies facts related to social media and its importance in the field of education, and it discusses the most prominent educational methods that rely on social media; in addition, ithighlights education in East Jerusalem and the impact of social media on the educational process.

This chapter concludes thatsocial media haveexpanded to include all realmsof life, whether economic, social, political, cultural, media; it includes the educational field in general and the field of distance education in particular. The educational field is considered a fertile and complex field that requires special skills and abilities that are compatible with the new innovations. Studies and research papers conducted in this field reveal that the means of education and e-learning, based on social media, have a positive impact on the life of the individual. Interacting with the new lifestyle, and the means of free access, made users opt not buy books or follow traditional ways of teaching.

Today, social media platforms are used in the development of the educational process. This has led specialists in the field of education consider education based on social media as one of the most important types of education, as it has a strongimpact on the effectiveness of the educational process. These social media platforms, especially Facebook and YouTube, have helped rebuild the relationship between the professor and students and between students themselves. This constitutes a powerful motivation for learning and enhancement ofthe relationship between these parties. This impact has reached such a point that some researchers believe that social media platforms would in the near future become a complete alternative to traditional e-learning programs.

Furthermore, this type of education is distinguished for several characteristics and advantages, the most important advantages are reduction of time, effort and cost. Social media can be considered an effective means of promoting education by engaging students to interact with each other, including students who do not know anything about these social media or those students who have not succeeded in group activities. They would find fun and excitement in this type of learning and interaction.

Chapter Two: Literature Review

2.1 Introduction

This chapter of the present study provides the theoretical side and identifies facts related to social media and its importance in the education field.In addition, it willhighlight education in East Jerusalem and the impact of social media on the educational process.

2.2 Social networks

The various developments and changes that the world has witnessed lately have led tolarge scale leaps and qualitative shifts that have made it difficult to predict and foresee future coming developments. At the beginning of the twentieth century, post and telephone emerged as the most significantmeans of communication between individuals and different parties, followed by the emergence of computers that resulted in a quantum leap in the field of communication. Computers contributed directly to facilitate obtaining information in an orderly manner regardless of borders and restrictions imposed between different countries (Delello et al., 2015).

The Internet is one of the most prominent information resources in the current era, and the largest communication network in the world after the phone (Bingham & Conner, 2010). The usage of Internet in different areas has changed the lifestyle of individuals, and it has succeeded in taking part in most of the activities of the daily lives of individuals. Kumar and Vigil (2011) argued that the benefit from this network and its exploitation has become one of the most priorities of the second millennium, and its use in various areas of life has become one of the most important objectivesthat officials strive to achieve. The Internet provides many services by enabling

its beneficiaries to exchange information, as it is an advanced link in the field of information and communication (Oyza & Edwin, 2015).

Social media is one of the most used means of communication between people today (Oyza & Edwin, 2015) because of its importance in terms of ease of use and ability of its users to access information in a short time as it is the most intelligent means of communication in terms of attracting users (Baruah, 2012).

The use of social media has spread among members of society (Brady et al., 2010). Social media has succeeded in strengthening human relations amongdifferent countries of the world and transforming the world into a small village in which various countries and continents can be explored easily and quickly in an environment of a virtual community (Teclehaimanot and Hickman, 2011). This section of the chapter aims to provide a broad overview of the concept of social media, its development, as well as to hughlightthe advantages and disadvantages of using these social networks.

2.2.1 Emergence and Development of Social Media

The first social networking site appeared in the United States of America for American school students in (1995); it was called Classmates.com (Boyd and Ellison, 2007). This site was at the level of interaction between students only, and this site divided American society into a group of states, and divided a single state into a group of regions, and each region into a group of schools, so that all of these states, districts, and schools shared the same site (Maryam, 2014).

This was followed by the creation of SixDegrees.com, another social networking site that was established in (1997) (Samur, 2018). This site was mainly concerned with the links between individuals without any regard to their race, religion, or scientific affiliation. This site was considered the beginning that led to *Openness* to the world of social media without any limits or restrictions. This site mainly provided individuals with the ability to create personal files as well as the ability to send private messages to a segment of friends, but the inability of the site to cover the costs needed to provide services led to the closure of this site (Maryam, 2014). Maryam (2014) added that in the period (1997-1999) many social media sites appeared andwere mainly related to a range of different topics, such as Asianavenue.com and Blackplanet.com.

In general, the stages of establishing social networks can be divided into two basic stages:

1. **The first stage**: This stage is called the foundational stage for social networks; it is the stage that appeared with the first generation of the web 1. social networking sites. At the beginning of their emergence, they provided the service of sending private SMS messages between friends within a narrow field, where the Live journal site, 1999

cyworld, and Ryze are considered among the most prominent sites that have appeared at this stage (Zaki, 2012). The primary goal of Ryze was to create social relationships between businessmen to facilitate business operations. From 1997 to 2001, many social media networks appeared, such as LiveJournal, Black Planet and Asian Avenue. In the year 2003, Face Match was created (Boyd and Ellison, 2007). Ibrahim (2014) argued that despite the importance of the networks that appeared in the first stage, they did not generate profits for their founders, and therefore most of them were closed.

2. **The second stage**: It is the stage in which social networks were completed. This stage appeared with the second generation of Web 2 (Hamid et al., 2013). This web has significantly affected social networks and added great popularity to them through the contemporary applications it has provided, such as blogging, sharing, images and files. Tariq et al. (2012) emphasized that these applications succeeded in transforming social networks from stagnation to interactive life.

Tariq et al. (2013) indicated the most important networks that appeared with the second generation of the web:

A. *Friendster.com,* is considered one of the most prominent sites that gained wide fame, and it aimed mainly to be a tool for acquaintance and establishment of friendships among members of the community. The purpose of creating this site was to compete with the Match site.

B. Facebook, which appeared in 2004, gained wide fame worldwide.

C. MySpace: It appeared in the year 2005.

D. Many other sites, such as LinkedIn, Hi 5, Ning, Twitter, and YouTubehave appeared. In terms ofnumber of users, Facebook, Twitter and YouTube are among the most popular sites in the world.

Sharing features provided by these networks, speed of the connection, speed of exchange of files, pictures and videos contributed to the increase in its popularity worldwide (Tariq et al., 2012). In the year 2013, the number of social media users reached about 1.15 billion active users (Ibrahim, 2014). As for the latest statistics, Global Digital Reports (2020) revealed that the number of Internet users in 2020 reached more than 4.5 billion around the world, and that the number of users of social networks has exceeded 3.8 billion subscribers (Global Digital Reports, 2020).

2.2.2 Definition of Social Media

Social networking sites have become the most used sites and are linked to lives of individuals. These sites are distinguished from traditional activities that have become boringfor individuals. Social networking sites allow individuals to interact with a large number of users who show the same interests and share the same goals on these sites (Tess, 2013).

The concept of social media is considered one of the most prominent concepts that have spread in recent years. This concept has been directly linked to theInternet and the virtual community. Demand of individuals to use these sites has significantly increased in order to benefit from the services provided by these sites (Nomar, 2012).

Several definitions have been provided for social networking sites. Social media is a technology that is used across the Internet and uses multiple types of devices, such as computers, tablets, or even smartphones (Gikas & Grant, 2013). This allows users to interact with other users, such as family and friends. The use of these means is not limited to individual and personal use, but alsocompanies use it (Ventola, 2014). According to Edosomwan et al. (2011), social Media can be defined as Web sites that allow theirusers to interact and communicate with each other by making new friends, exchanging ideas and even interests. It includes many different types, such as websites, social networks, blogs, or forum applications.

Kittiwongvivat and Rakkanngan (2010) defined social networking sites as programs used on the Internet to enable individuals to communicate with each other for many reasons. Kittiwongvivat and Rakkanngan (2010) added that these programs represent places that allow individuals to meet within a set of rules and standards that are included in this program. Boyd and Ellison (2007) defined social networking sites as an expression used to describe a

group of people who engage in dialogue using the new media for purposes that may be professional, cultural, social or educational, except that the members do not attend in the same place; but rather, they meet within a virtual community that may be more interactive than the real community.

Moreover, Carr & Hayes (2015) defined social media sites as electronic communication networks of a social and participatory nature; these sites aim to provide people with news, safe and secure information and solid facts that help them form a correct opinion on a specific issue. Trocky & Buckley (2016) defined social media sites as websites that provide a range of services to users, such as instant chatting, file sharing, and others. It is also defined as websites that enable individuals to create their own page which includes information about their personality (Bruneel et al., 2013). Bruneel et al. (2013) stressed that this information can be available to a wide audience of individuals or is defined based on a system that allows the user to control the nature of the information displayed and to control the individuals who can view and access it (Boyd and Ellison, 2007: 211).

Bai and Yao (2010) also indicated that social media sites are websites that enable individuals to introduce themselves and form social relationships by engaging in social networks. These networks consist of a group of active members and those who have specific relationships.

Tamim et al. (2011) indicated that social media networks are new ways in the digital environment that allow small and large groups to meet and gather via the Internet and exchange useful information. Taylor et al. (2012) emphasized that social media networks are a system of interactive electronic social networks that allow users to create their own pages, make new friends, and discuss various information. Takacs et al. (2015) added that these networks allow social communication andformation of social relationships

between individuals who share common interests, where individuals can cooperate and exchange ideas and information with each other. Beemt et al. (2017) argued that social media platforms allow individuals with common interests and concerns to meet; thus, it contributed to individuals'support for one another.

Social media platforms have contributed to bringing abouta change in social behavior and have many important educational applications (Zixiu et al., 2011). Alrahmi et al. (2015) pointed out that these sites allow exchange of views and ideas between parents and enhance the level of awareness about various issues.

It is noted from the previous definitions that the concept of social networking sites differs from one researcher to another, but they all agree that these sites represent virtual social sites that take place within the so-called virtual community. These definitions also emphasize the importance of these sites as they contribute directly to the formation of relationships between the various individuals who have friendship or work relationships. In general, social media can be defined as a group of social media sites and networks that allow individuals to be introduced to each other and communicate within the virtual community; individuals who use these sites can post photos, videos and topics to other members. These sites provide many services that individual members can benefit from, such as personal files, creating friends, uploading an unlimited number of pictures and sharing them with others, creating groups, and creating pages.

2.2.3 Types of Social Networking Sites

The goals for which social networking sites are created vary, and these goals are necessarily related to the service that these sites seek to provide. Depending on the use of social networking sites, sites can be classified into three basic types (Hantoush, 2017):

A. Personal sites: These sites are used by a group of people and individuals to enable them to form friendships and social relationships.
B. Cultural sites: These sites are concerned with presenting specific arts and bringing together groups that are interested in a particular art type.
C. Career sites: These sites bring together professionals who perform the same career to create an interactive learning environment.

As for the method of communication between individuals, there are sites that allow written communication between individuals, sites that allow voice communication, and sites that allow visual communication between individuals and groups.

Moreover, Al-Rashidi (2012) divided social networks into two types, including:

A. A type of user profile that allows users to share photos, videos, links and texts with each other, such as Facebook and MySpace.
B. A type related to work, so these sites relate to individualswith the same profession and business. These sites include personal profiles of users that include their CVs as well as their achievements during their careers.

2.2.4 Most Famous Social Networking Sites

Since the emergence of social networking sites, they were varied between personal sites and public sites which aimed to achieve specific goals. On the historical level, "Six Degrees" and "MyNizo" have gained great importance on a large scale, but with the advancement of time, the ranking of these social sites has variedbased on the size of audience using each of these sites, as Facebook has rankedat the top of these sites in recent times (Nomar, 2014).

In general; Facebook, Twitter, WhatsApp, Snapchat, Instagram and YouTube are among the most prominent social media platforms at the present time.

- **Facebook** (facebook.com): Facebook is one of the most prominent social networking sites. It is characterized by ease of use where anyone who is good at dealing with the Internet can create his/her own account and use the various applications on it (Sadiq, 2008). Facebook was founded in 2004; it was the brainchild of a Harvard student named "Mark Zuckerberg" who became one of the richest men in the world and the youngest billionaire in the world (Nomar, 2014).
Facebook achieved great success in the world, as it was initially set up to provide services to university students, faculty, and employees, but later it expanded to contain large groups of people. The number of active Facebook users in 2011 reached nearly 800 million users (Nomar, 2014: 56). World figures proved, with the continuous increase in the acquisition of portable devices and personal computers, that the popularity of the Facebook social network is increasing worldwide. Facebook user base expanded around the world and reached about 1.39 billion active users at the end of the fourth quarter of 2014 (Al-Mobaideen, 2015). In the latest statistics, conducted in the

second quarter of 2020, the number of Facebook users around the world reached more than 2.7 billion monthly active users; thus, it can be considered the largest social network worldwide (Tankovska, 2021).

Facebook is a social networking site that providesthe possibility of forming friendships between individuals, and enables individuals to exchange personal photos, files and videos, as well asto conduct chats and instant conversations with real individuals. Facebook also makes it possible to meet old friends and learn about their latest news and whereabouts (El-Sayed and Abdel-Alal, 2009). Besides, Facebook allows individuals to postspecial events and invite individuals where they can share happy times and occasions with them (Al-Mansour, 2012).

- **Twitter** (Twitter.com): Twitter first appeared in 2006 as a research development project by the American company 'Obvious' in San Francisco, and then it was officially launched to users. In 2007, Twitter began to spread as a new service on the Internet (Mahmoud, 2011).

Twitter is used by many individuals around the world. Individuals can stay in constant contactwith each other. The messages that Twitter sends are called "tweets," which can be posted on various websites. These Tweets are available to everyone on the user's profile page, and any updates made on the user's page can be read by friends through their home page or by visiting the user's profile (Shakra, 2014).

Statistics indicate that there are more than 106 million users of this social site, andthis number doubles by about 300 thousand subscribers per day, and the number of tweets that are created per day is about 55 million tweets, that is, an average of 360 tweets per minute (Nomar,

2014). In 2019, the number of Twitter users reached 290.5 million monthly active users around the world (Tankovska, 2021).

Twitter site allows individuals to create short messages (tweets) consisting of 140 characters, and it enables individuals to follow one of the important figures and personalities. It also allows the individual to see any new post or messageof the other subscribers as soon as it is revealed (Huberman et al., 2008).

Twitter allows individuals to know what is happening at the present time by providing the site withthe question: What's happening now. When individuals write what is on their minds, this phrase spreads instantly across the world (Bellin, 2012). Twitter also provides the possibility of disseminating information from official and unofficial sources, as Twitter has emerged as a primary blogger in disseminating information related to major events (Nomar, 2014).

Mahmoud (2011) pointed out a set of features that characterize Twitter, including:

A. It is considered an effective tool for communicating, as it enables the user to make friends with different personalities and from multiple places around the world.

B. It is easy and fast. In order to join, it only requires the individual to login into the e-mail and record the username and password.

C. The user can view his/her various experiences, and he/she can review the experiences of others and benefit from them.

Sending blogs via Twitter is free, unlike SMS via phones.

However, one of the main drawbacksof this site is that each tweet is limited to 140 characters, and this makes it difficult for individuals to express their own thoughts within this limited number of characters.

In addition, most of the contents displayed on Twitter are textual, not visual.

- **WhatsApp:** WhatsApp is one of the most prominent social media sites, as it is an easy way for communicationbetween individuals and groups without any obstacles or barriers. WhatsApp is free of cost, i.e., it is available to all individuals who can download this application on their mobile phones. WhatsApp allows exchange ofmessages of various kinds, whether it ispersonal, religious orcultural; in addition, it allows upload of videos and pictures and sending them to others (Shalash, 2016).

WhatsApp also allows for the creation of groups and addition of members to them; this allows for the possibility of communicating with more than one individual atthe same time (Shalash, 2016). The number of WhatsApp users in 2014 reached about 400 million active users (Yahya, 2014). In the year 2017, the number of activemonthly users of WhatsApp was about 1.5 billion (Iqbal, 2021).

- **Snapchat:** Snapchat is a picture messaging application invented by Evan Spiegel and Robert Murphy and then developed by Stanford University students. The program is mainly based on photographing a specific snapshot of no more than fifteen seconds and sending it to individuals who are often from the list saved on the phone. Snapchat also takes a personal character more than other programs as it sends posts to those who follow the user from his/her list of names. In addition,it does not accept pictures and clips that are originally on the phone's memory, but an immediate picture must be taken and published at the same time (Al-Mousawi, 2015).

In 2016, the number of Snapchat users reached more than 100 million daily users; the number of Sanabis reached about 400 million per day, and about 6 billion videos were published daily through Snapchat (Al-

Momani, 2016). In the second quarter of 2020, the number of active daily usersof this application reached 265 million (Tankovska, 2021).

- **Instagram:** Instagram is one of the best and most popular social media that is available free of charge to all users. Instagram allows users to share photos and exchange them with various individuals on the Internet, and it also provides the ability to shoot videos and share them through social networks. Moreover, Instagram is characterized by itsability to download an infinite number of pictures. This program is mainly based on the idea of tracking, as it allows individuals to track people who have liked their photos, it will lead to the arrival of the photos that they add automatically to see them. In 2014, the number of users of this network was about 400 million users (Fathy, 2014). In 2018, the number of users of this application reached about one billion monthly active users(Tankovska, 2021).

- **YouTube:** in 2005, YouTube was launched by three PayPal employees; Chad Hurley, Steve Chen, and Jawed Karim. YouTube has now become the largest online video platform (Tankovska, 2021). YouTube is very much like Facebook; through it, videos on various topics and issuescan be viewed. This site is useful for students as they can view lectures before entering the classroom (Devi et al., 2019).

2.2.5 Advantages of Social Networks

The use of social media has many advantages for the individuals and the community in which they live. Social media is distinctfrom other applications and other sites on the Internet thanks to themany features and characteristics, which directly contributed to the continuous increase in the number of its users over the years. Nomar (2014) indicated that to be able to enter social media, it is imperative to create a personal page that includes the basic information of the user, through which the user can use various images, videos and music in order to support this page.

The exchange of knowledge and information over the Internet between different groups of people is one of the most important features of social media sites. This online information exchange also encourages improved interpersonal communication skills, particularly between learners / students of educational organizations (Bicen & Kaya, 2016).

Kittiwongvivat and Rakkanngan (2010) added that social media allows individuals to establish new relationships with members of similar interests, thus allowing the creation of an effective virtual community. Also, these sites enable individuals to communicate using many digital methods such as "Tags", and built-in applications that push individuals to communicate more (Cachia, 2008). Social networking sites mainly seek to embody the interaction between its various individuals in order to ensure continuity and continuous development, where these sites are mainly built through a common interest such as games, music, politics, health, foreign affairs and others (Chou and Chou, 2009).

Mazman and Kocakus-Luek (2009) and Baruch and Hershkovitz (2011) agreed that social media networks have become the most used because of their features and characteristics, the most important of which are:

A. Ease of identifying colleagues, through the user's special page that includes his/her personal information.

B. Ease of use, as these networks do not require complicated procedures and do not need difficult-to-acquire skills to enable the user to deal with them.

C. These networks do not require more than the availabilityof the internet.

D. These networks helpbuild communities quickly as it gathers individuals who share common interests and activities.

E. These networks provide quick communication channels, regardless of the distances between users, and the speed of finding solutions to the problems facing subscribers through the exchange of opinions and suggestions is a great asset.

F. These networks use multiple forms of written, verbal, visual and auditory communication.

G. They easily provide data and information required for users, through images, videos, documents, files and information in the fastest time.

H. The multiplicity of communication tools provided by these sites, includes chat rooms and direct messaging; this increases the capacity for social interaction amongorganizations and institutions and between individuals and institutionsto achieve common goals.

I. Positivity, as the social media makes the participant feel positive because it teaches him/her to innovate and constantly pushes him/her towards innovation.

One of the most important things that greatly contributed to the increase in the number of users of social media networks is the ease of its use; the individual's modest skills and capabilities in using the Internet enable him/her to create his/her own page on social media and interact directly with other members. Previously, it was difficult for these individuals to create and

develop pages. In addition, these sites were created in exchange for money, but nowadays, social media is considered free and available to everyone (Nomar, 2014).

The role of social networks is no longer limited to communicating with friends and exchanging social and political conversations, but also much more. Many companies began to use these sites to promote their products and communicate with the public. Governments also use them to publish data and information, and to receive opinions and comments from community members (Murad and Mahasneh, 2016).

Nyamboga (2014) stressed that sicial media has fivemain advanteges, including;

A. Social media promote continuous communication between friends and family and eliminate geographical boundaries and distances.
B. Contribute to increase the knowledge and general culture of individuals, and facilitate access to scientific research.
C. Social media provide many job opportunities for young people in this field.
D. Social media allow users to stay up to date with the latest events and news.
E. Social media can be used to advertise products and services offered by companies

Hantoush (2017) emphasized that social media play important roles in the lives of its users, as the most prominent of these roles are:

A. Social media enableindividuals to express their feelings and thoughts, as individuals can express their thoughts, discuss them with others, and comment on other users.

B. Social media provide ease of circulation of information and knowledge. Social Media havethe ability to enhance the level of individuals' awareness of the current political and social issues and allow them to ask questions in this area and receive answers to them.

C. Social media enhancethe cultural level of individuals by enabling them to form new friendships with individuals from different countries of the world.

D. Social media entertain, as social networking sites abound with many entertainment facilities, including videos, movies, music, and others.

E. Social media areimportant platforms for e-commerce, as they allow individuals to display and promote their products easily.

F. Social media enhancelevels of communication and rapprochement between individuals.

Awad (2014) explained that social media havemany features over other web site applications, which can be explained by the following points:

A. Globalism: Social media transcend borders and geographical and spatial factors that separate countries. These means allow individuals in the East to communicate with individuals in the West without any complications.

B. Interactivity: They provide opportunities for effective participation between different members and individuals. Its members are recipients, readers, and participants.

C. Multiple uses: They are used in many aspects and fields according to the nature of the individual using them; thus, some may use it for learning, others may use it to spread their knowledge to benefit others.

D. Ease of use: All the methods used in social media can be used by different individuals with different abilities and capabilities.

E. Saving: SocialMedia are free sites that allow different individuals of all financial capabilities to participate in and deal with them. These means are not confined to the rich class only; however, various classes of society can benefit directly from it; in this way it saves time, effort and money.

Findings of previous research and studies have shown that undergraduates spend at least 100 minutes on a daily basis on the Internet (Anderson, 2001). The Internet serves a personal benefit to individual users such as building relationships with individuals, maintaining the continuity of these relationships, and enhancing social knowledge, as well as achieving entertainment and amusement (Leung, 2007). The study of Ho Cho (2007) also established that the need for relaxation, fun and recreation are the main motivations for using social media through the Internet.

Urista et al. (2009) indicated that social media provide an easy and convenient way to communicate with others. Social media, such as Twitter and Facebook, also allow the user to publish information that could be useful to others, and allow them to comment on it and express their personal opinions on it. This indicates that social media are not used for entertainment alone; it is also used for education, business and mentoring (Park et al., 2014).

Ahmed and Omar (2013) concluded in their study that most students tend to use social media in order to communicate with family and friends, and indicated that most students do not use social media in education. Young people use social media to meet their needs and satisfy their desires. The ease of use and prompt response by social media users drive young people and

motivate them to use them, and social media contribute to maintaining relationships between individuals.

Moreover, the study of Al-Hazani (2013) found that social media networks contributed to the formation of research and scientific groups. These sites proved to be an important resource for students in obtaining scientific information and research resources; thus, it proved effective in enriching the knowledge of the students.

Social media significantly contribute to changing the way young people communicate, sinceyoung people prefer conversations that take place over the Internet toconversations that take place in reality. Young people control conversations that take place behind the screen more; conversations that take place through social media create a facade of sympathy, and create an illusion of friendship for individuals (Turkle, 2011).

All the previously mentioned characteristics and features indicate the great change brought about by social media in the ways individuals communicate with each other in line with social environments. It seems clear that social networks have opened new horizons for Internet users in the prospectof establishing relationships. These relationships may be with individuals who had relationships in the past or individuals who did not have any relationships in previous times, but rather they were introduced to one another through social media as a result of the already createdgroup with common interests between the two parties.

2.2.6 Disadvantages of Social Networks

Despite the multiplicity of benefits that social media sites contribute to achieving for their users, these sites face challenges represented in their level of acceptance, as some refuse the spread of these social sites due to the negative effects that may result from their misuse (Hantoush, 2017). The most prominent of these drawbacksis represented by individuals' addiction to sites, and the resulting chronic psychological symptoms including the preference of isolation (Hantoush, 2017).

Brändström (2011) emphasized that social media havemany shortcomings that limit their level of effectiveness in various activities and fields, including:

A. Not everything that is written on social media is real, as not all publishers are honest.
B. It may make the user lazy, because using it does not require any physical effort.
C. It can be dangerous for children, as it may contain substances that children should not be exposed to.
D. It can be a waste of time if children used it only for entertainment and without learning a new skill, or developing a skill that already exists.
E. It may be dangerous for users who use it while driving.

Awad (2014) added that there are a number of disadvantagesthat may be associated with the use of social media, including:

A. Spreading destructive ideas and ethically corrupt online groups: especially whenmost of the usersof social networks are young people, so it is easy to penetrate their minds with calls that advocate demolition and destruction.

B. Viewing pornography.

C. Defamation, fraud, extortion and forgery: Fraud is facilitated through social media networks. As for extortion, it could be through posting private videos on social networks. Awad (2014) argued that it is easy to commit fraud through social networks, as it can be done by entering wrong data, modifying existing data, or falsifying data about the same person, such as age, gender, etc.

D. Violation of privacy (public and private). The assault on privacy is considered a crime that deserves punishment, and social media havefacilitated the possibility of violating the privacy of individuals, as this can be done through a number of ways, including; individual impersonation or corporate impersonation.

Sari (2008) added that the Internet has radically changed the nature of family relationships, and this is evident in the limited time an individual spends with his family. Thus, the use of social media by young people has become a phenomenon through which the individual can communicate with various individuals, interact with them and share their needs, so that ultimately this leads to a change in the individual values system instead of a change in the social and collective values system.

2.3 Social Networks in Education

The Internet can be used in many forms and patternsthat overcome all limits and restrictions; it allows users to obtain information and publish it at any time and place, and it allows users to communicate with remote individuals. The educational field was not far from these facts, as the Internet became the main drive of modern trends pursued by ministries of education in various countries of the world (Veletsianos and Kimmons, 2013). The educational process and the educational sector have witnessed accumulated and consecutivedevelopments based on developments and changes in information and communication technologies and thus changed educational concepts and methods and added some new terms and penetrated all fields (South et al., 2017).

Rathore and Jain (2019) clarified that new types of web tools, called social media sites haveappeared; they became a basic performance in the educational process as they presented advanced patterns of participation and interactivity. The educational process and the educational sector have witnessed accumulated and consecutive developments based on the developments and changes in the information and communication technologies that have changed educational concepts and methods and added some terms and penetrated all fields.

Social media can be used by distance education students to provide the needed courses and educational materials easily. The integration of social media in the educational field produces an effective impact on the academic life of students. At present, educational institutions and schools are seeking to employ Internet technologies and social media in the educational process, as an attempt to enhance the skills of critical thinking, cooperation and knowledge-building (Boateng & Amankwaa, 2016). Thus, it has become

mandatory for educational institutions to use social media in various fields of knowledge, especially in the educational field in all academic and applied dimensions (Mancuso et al., 2010).

The Internet has managed to place the students in a prominent position, and has provided them with many ways and methods that enable them to communicate effectively with their colleagues and teachers (Moran et al., 2011). Junco et al. (2011) added that Internet also helped the teacher overcome many of the obstacles that he/she was facing in the educational process, and contributed to the establishment of links and effective relationships between the student and his/her teacher. The Internet has addressed many of the problems that hinder the progress of the educational process as required, such as the problem of resource inflation and students' inability to absorb the educational material during the class period (Bozarth, 2010). This section of the chapter aims to clarify the educational methods by which social media can be used in education, and it also aims to clarify the pros and cons of social media in the educational process.

2.3.1 Teaching Methods based on Social Media

The use of closed groups provided by Facebook is considered one of the most successful means in promoting education; the teacher can create a group on Facebook, especially for students of the class or the subject and invite the students to join them. This can help students to discuss and exchange ideas on topics related to the subject, encourage them to interact, initiate, explore, and be self-reliant (Bicen & Kaya, 2016). This method can help the teacher to evaluate students through their participation in the discussion. Thiswill in its turnmotivate them to constantly participate in the educational session. Bicen & Kaya (2016) argued that this way is considered one of the best ways to learn as it is considered an ideal alternative to indoctrination and rote learning.

Brändström (2011) stressed that one of the simplest methods that can be used in education based on social media involves lettingthe teacher create a web page on a social media platform like Facebook. This web page is uploaded withan explanation of the educational material and the accompanying exercises. It also can be supported by links related to sites and articles that open the horizons for students and pullthem out of the traditional textbook without any breach of the scientific material. Moreover, the scientific material can be enhanced through using videos that contribute to the student's better understanding of the subject. In this case the teacher does not have to record these materials since the Internet is full of thousands of educational videos that can be used effectively.

Rathore & Jain (2019) referred to the use of another social media platform, which is Twitter. They explained that Twitter represents the perfect place today to get the knowledge of the most famous specialists in different fields. Thus, simply having a teacher on Twitter and urging students to follow

him/her will enable studentsto acquire knowledge from their teacher in addition tothe curriculum. This can enhance the knowledge of students and encourage them to make communicate creativelywith the teacher. Twitter will also open the prospects for students to follow other professionals in the same field (Rathore & Jain, 2019).

Moreover, encouraging students to establish a blog and keepblogging on a regular basis wouldenhance the student's personality and develop his/her writing. It would alsohelp him/her in determining his/her career orientation at an early stage (Blackstone et al., 2008). School or university should work on makingstudent blogs part of their graduation projects or extracurricular activities. Teachers can also encourage other students in the class or specialization to add comments to their colleagues' blogs, thus enhancing dialogue, writing and knowledge exchange among all students (South et al., 2017).

In other cases, ateacher may ask students to prepare videos related to the scientific subject. Çakir (2006) argued that sound and image are the most important element of learning in this time and no scientific content can succeed in reaching students without using them. Al-Mamun (2014) added that the teacher can then ask the students to share these videos on social media websites with their colleagues or even with the whole world. This will enhance the media skills of students, especially rhetoric and art of persuasion and influence, and it will strongly support their understanding of the scientific material.

Through the use of electronic platforms, the teacher can provide students with activities, exercises and electronic exams provided by these tools (Ghavifekr et al., 2015), especially Edmodo platform; it has succeeded in providing a distinct learning environment that can be effectively used by

experienced teachers and even with younger age as it is considered a safe environment for young people (Manowong, 2016).

Hantoush (2017) pointed out a set of ways which faculty members can use through social networking sites in the educational process. This would lead to the development of the curriculum and the development of students' communication skills, the most important of which are:

A. Create a page on a social networking site and involve students in it. The aim of this page is to take students' opinions on various issues related to the curriculum. This method would help the teacher to define the content of the curriculum and formulate its objectives in line with the students' desires and needs.

B. Send messages to a specific student or to a group of students through personal files.

C. Make comments on students' status, share their thoughts, and like the content they display on their personal pages.

D. Use groups in opinion polls; these surveys would improve the level of interaction and communication between teachers and students.

E. Exploit social sites to exchange information resources.

F. Design educational activities that measure students' talents and creative abilities, and engage those withdistinctive abilities in educational competitions and contests at theinternational level.

G. Increase the time allocated to students toenable themto communicate regularlywith their teachers by allocating certain hours to them and settingthem onthe teacher profile.

2.3.2 Advantages of Social Media in Education

Social media is one of the most popular media outlets in recent years. Despite its short modernity, the demand for it has doubled significantly; it has become a politically, economically and socially influential role. Experts in the field of education stressed that social media added a lot to the educational field, through participation and interaction in the educational process. This helped to increase the desire of all concerned parties for education (Manca and Ranieri, 2013; Beemt et al., 2017; Hantoush, 2017; Devi et al., 2019).

Ibrahim (2014) argued that the importance of social media networks in the educational process is represented in the fact that there are a large number of educational perspectives whosupport the use of these networks in education, including cooperative education theory, constructivism theory, learning on demand theory, student-centered education theory, active learning theory, and the theory of learning. The use of these networks improves education, enhances modern teaching methods, and creates an environment for education with the participation of members, both from inside and outside, and it strengthens students' relations with each other, supports scientific cooperation and teamwork (Ibrahim, 2014; Mohammadi, 2015).

Employing social media in the educational sector may leadto many prospectstowardsimproving education outcomes by motivating students and developing their level of participation in the learning process (Beemt et al., 2017). Social media sites cannot be considered merely virtual spaces aimed at forming new friendships and relationships, but rather, be considered a distinct educational tool if it is treated as an important source of information. Hantoush (2017) stressed that it is necessary for educational institutions to encourage students to participate in social sites and develop their technical skills in dealing with the Internet. Manca and Ranieri (2013) argued that

social media contribute to adding the social aspect to the educational process and enhancing the participation of various parties in this process; therefore, it is not limited to presenting the course to the student only, but rathermakingthe student a main focus of the educational process.

Ainin et al. (2015) emphasized that in light of the increasing number of students in classrooms, the abundance of study materials, and the shortage of time available for discussion between students and teachers, these communication sites have become an appropriate tool to enhance communication opportunities between students and teachers outside the educational institutions. These sites have succeeded in eliminating the formalities present in educational institutions, and have improved the skills of individual communication with professors (Arnold and Paulus, 2010; Alloway & Alloway, 2012). These communication skills would contribute to the development of the student's personality and appropriately prepare him/her to deal with the various situations that he/she may face in addition to dealing effectively with the various challenges of the age (Annetta et al., 2009).

Ibrahim et al. (2013) indicated that nearly 90% of university education students spend most of their time on social networking sites; the use of these networks in education is constantly increasing. This emphasizes the importance of using social networks in the educational process as it provides good education through some useful ideas for researchers and academics.

Moreover, these sites provide students with skills that they cannot acquire in the regular classroom, from which they can identify, list and inspect files, and share audio and video files (Al-Azawei, 2019). These sites provide students with the ability to create, edit, copy and download files, arrange image files, and the ability to enjoy strategic monitoring and rapid response.

Ibrahim et al. (2013) stressed that these sites provide students with the skills of this century, which are the indispensable skills of dealing with modern technology.

These sites enable the student to learn according to his/her individual pace and ability, his/her educational level and his/her own circumstances. Social media sites also help easy exchange of scientific material amongstudents (Ameen et al., 2018). In addition, it helps afaculty member to provide immediate and direct educational guidance to his/her students outside the classroom; thus, it increases the student's sense of achievement by helping him/her (Martins et al., 2011).

One of the benefits of social media in the educational field is that the student can gain many experiences and social skills in addition to direct educational benefit. Studies have found that the use of this type of sites in the educational process wouldcontribute to raising the levels of social growth in students, as dealing with these sites imposes on them to deal and communicate with a larger segment of people (Faizi et al., 2013). Psychologists and socialists believe that the use of social communication in the educational process is an effective way to overcomethe problems of introversion or chronic shyness. Bailey et al. (2009) added that the benefits of social media are also reflected in the development of the intellectual skills of students and learners, by fostering a spirit of cooperation and collective participation, and creating self-confidence.

Social media can be used to improve teaching and learning through a number of ways, such as using educational programs that are shared through social media, connecting with people who are specialized in specific topics and following them on social media, as well assearching for a specific topic within these sites (Alloway & Alloway, 2012). These sites can give the

learners the ability to build friendships and social relationships (Faizi et al., 2013)

Many faculty members in Arab and foreign countries have started using these networks to communicate with students to create a transparent and interactive educational environment. In this environment, the student can be an effective element in the educational learning process, and not just a passive participant who receives information from the teacher in the classroom. Al-Arfaj (2012) clarified that the use of electronic social networks in the educational process has many advantages, the most important of which are:expanding the circle of learners by providing ease of communication between them and faculty members, spreading the technical culture, broadening students' perceptions by informing them of the latest developments in their field of study, giving the opportunity to some students who are shy to express their views in writing when facing educational situations. In addition, it achieves more social and economic benefits such as reduction ofspending on classrooms, educational facilities, and educational tools and aids.

Teachers can use these sites to improve communication levels between them and students, and to present educational materials to students in modern methods that differ from traditional methods that do not take into account the individual differences of students (Devi et al., 2019). This means that the teacher can use these communication sites to employ new ideas that enhance the effectiveness of the educational process. Also, the teacher's role is represented in his/her ability to direct students' attention towards the use of these communication sites and their exploitation in areas that benefit them instead of being merely entertainment sites. Among the most prominent of these areas are (Devi et al., 2019):

A. Enhancing students' ability to collaboratively review books and research papers by sending them to students.

B. Enabling students to follow the various developments in the specialization by giving students assignments to continuously search for new educational developments in the fields of the subjects they study.

C. Using these sites to conduct an opinion poll on a specific issue or idea.

D. Using communication sites in designing educational games that contribute to improving students' reading skills, sinceintroductionof new educational methods leads to the development of students' stock of terms.

E. Enabling students to find ongoingresources for their educational materials.

In general, Al-Hazani (2013) summarized the roles that social networking sites play in the educational field, as follows:

A. A tool for preserving information that has created interest in individual or self-education.

B. A tool to develop students' informational abilities, and to develop their scientific thinking skills.

C. A toolto develop creative thinking towards achieving many learning objectives.

D. A tool to find strategies and plans to solve some educational problems.

E. A tool that allows individuals to contact educational institutions in different countries of the world, and thus form connections and friendships around the world.

On the student level, Liu (2010); Gremu & Halse (2012); Belal (2014) agreed that there are many features that social media provide to students, the most important of which are:

1. Activating students' creative thinking skills.
2. Enablingstudents to communicate with different cultures and environments, thus enhancing their knowledge levels.
3. Providing students with better educational services and helping them to have a constructive discussion that leads to reaching agreement on the topic of discussion.
4. Deepening the level of participation, interaction and communication with other students.
5. Promoting the positive role of the learner in the dialogue and discussion of his/her opinion with others.
6. Providing a collaborative environment for the learner where he/she will be the focus of the learning process.
7. Bringing an atmosphere of joy to the educational process. This will enhance the student's desire to achieve the goals of the educational process.
8. Enhancing the level of communication and understanding between students and teachers.
9. Providing students with various trainings that help them improve their academic level.
10. Providing students with a variety of methods of learning so that the student can choose the most appropriate method for him/her based on his/her abilities.
11. Encouraging students to design new applications that serve the educational process.

Al-Rahmi et al. (2015) emphasized that social media havegreat advantages in the field of education specifically, as these features are summarized in the following points:

A. Social networking sites create an atmosphere of effective communication between people from different countries. Thus, it can be described as global as it transcends international borders and eliminats geographical and spatial barriers, making it easier for individuals to communicate even if they are in different countries.

B. It provides students with the opportunity to actively participate by commenting, writing, reading and speaking, thus it goes beyond the student's role of being solely a listener.

C. It facilitatescommunication between students and teachers.

D. It expands students' perceptions and knowledge by keeping them updated on the latest developments in various fields.

E. It enablesthe student to review educational content when needed without restrictions related to place or time.

F. It promotesconfidence in students who are shy about speaking to teachers and expressing their opinions.

The most important advantages of using social networks in the educational process, as mentioned in some studies, are (Bennett et al., 2010; Stanciu et al., 2012):

A. Suitability

B. Resilience

C. Interactivity is highly effective in the learning process with these networks

D. The ability to repeat information and refer to it in order to verify or review those ideas.

E. Comfort and accessibility

F. Free of charge

G. The faculty member knows the student's needs early and make them available quickly

H. The student can learn according to his/her individual ability, educational level and own circumstances.

I. Easily exchange academic material between students

J. Assists a faculty member in providing immediate and direct educational guidance to students outside the classroom

Greenhow (2011) added that social media sites are characterized by a set of educational characteristics, the most prominent of which is that they constitute an integrated cooperative environment based on participatory and interactive learning, dependenceon reactions of learners in developing educational content, providing an opportunity for students to enhance their ability to self-learning, and enabling students to follow all announcements and new issues. Brown (2012) also clarified that these sites stimulate creativity among students and help activate their cognitive intelligence skills. Also, these sites facilitate the exchange and discussion of information and knowledge; thus, it enhances effective dialogue skills among students and moves the educational process from being based on reception to being based on self-learning (Junco et al., 2011).

Several studies have proven that the use of electronic social networks in the academic field benefits students in communicating and integrating with different cultures (Brewe et al., 2009), and some studies have also shown that effective learning is achieved with students' use of electronic social networks. The study of Junco et al. (2011) also indicated that students 'use of electronic social networks in education increases students' motivation towards education.

Thus, this technology must be employed in education because it effectively prepares the learner to keep pace with technological progress. These networks, as a good educational environment, work to improve education as they are a good means of communication between students and each other, and between them and the faculty member; therefore, it must be incorporated into the curriculum, especially in all learners' preparation programs. The use of these networks activates the learning process for colleagues or peers as they can share and explore knowledge together, especially when they are in one network where they have common educational goals of their own such as study, tests and assignments.

2.3.3 Disadvantages of Social Media in Education

Although social media sites are considered as an educational support tool for students, it may negatively affect the educational process (Manca and Ranieri, 2013; Devi et al., 2019).

Payne et al. (2011); Kumar & Vigil (2011); Maxwell (2012) argued that although there are many advantages for using social networks in education, there are some disadvantages, the most prominent of which are:

A. There are privacy and security concerns.
B. Misunderstanding is sometimes due to lack of face-to-face confrontation.
C. Students may be exposed to inappropriate and unwanted content.
D. Sometimes there is no real friendship on these sites.
E. Communication problems occur in case of overcrowding.
F. Some students may face problems with slow operation.

Manca and Ranieri (2013) and Devi et al. (2019) have indicated that social media sites may negatively affect the educational process through:

A. Students' time wasted by spending a long time on these sites because of the various services provided by these sites. This long time may expose students to psychological and social problems.
B. Social media addiction as a result of the various features provided by these sites to students. The student's ability to freely express his/her opinion may attract him/her continuously to these sites as he/she finds a suitable opportunity to express his/her thoughts and feelings and express his/her views.

C. Social networking sites, including movies sites and entertainment sites, may become an alternative to reading and learning.

D. Social networking sites are only used for entertainment and communicative purposes with friends, while they have alimited use for educational purposes.

E. Violation ofstudents' privacy in case students' personal information is misused by unreliable persons. Students' personal information is displayed on these sites, and it is possible to be exposed to stealing.

F. Negative influence on the morals of students as they browse websites that advocate pornography and immorality; this leads them to distance themselves from religious and moral values.

Moreover, the theoretical literature indicated that there are many obstacles that may limit the level of effectiveness of using social media in the classroom (Minocha, 2009; Henderson et al., 2013; Tess, 2013; Piotrowski, 2015). Among the most prominent of these obstacles are teacher's fear of controlling students (Tess, 2013), weakness of some teachers inmodern technology skills (Minocha, 2009), and fear of students of being distracted as a result of the use of social media (Piotrowski, 2015). Beemt et al. (2017) added that some teachers have doubts about the effectiveness of engaging social media in students' performance, and these doubts eventually have implications on learning outcomes.

2.4 Research on Social Networks in Education Field

The role and effects of social media on teaching were investigated by several scholars and researchers. For instance, Kubey et al. (2001) conducted a study to examine the relationship between Internet use anddecline in the academic performance of university students by designing a questionnaire for university students. The study found that the level of academic performance of the students is low, as this is attributed to the excessive use of the Internet; as unregulated use leads to a decline in the performance of university students. The study found that this uncontrolled use has negative consequences onstudents, such as staying up late, excessive absence, and latenessfor lectures. The researcher recommended it is essential to guide students to methods of proper use of the Internet.

Al-Awad (2005) conducted a study to determinethe role of using the Internet in academic achievement among students of Naif Arab University for Security Sciences, and identifying ways in which students could benefit from the Internet in academic achievement.To achieve the objectives of the study, the researcher used the survey method by designing a questionnaire and distributing it onall 171 masters and doctoral students at the College of Graduate Studies at Naif Arab University for Security Sciences. The results of the study found that expressions that included the role of the Internet in increasing student understanding of the subject did not come first; this indicates that students do not benefit from the Internet to a large extent in academic achievement. The study also found that the use of university laboratory equipment to connect to the Internet, and enrollment in specialized courses in the field of using the Internet are one of the most prominent ways that students can make to benefit more fromusing the Internet in academic achievement. The study also showed that students' insufficient knowledge of the English language and the university's failure to require students to use the

Internet are among the most prominent obstacles that prevent students' use of the Internet in enhancing their academic achievement. In addition, the study found that providing financial means to support students' training to use the Internet is one of the most prominent proposals made by students to increase the amount of use of the Internet in academic achievement. The study recommended that it was essential to develop the university's website and activate it in a way that serves students.

Liu (2010) examined the students' perceptions and attitudes towards the use of social media, and sought to identify social sites that students prefer to a greater degree. The study found that there are four main reasons that push students to use social media networks, namely social participation, speed of communication, speed of comments, and desire to build social relationships. The study found that students prefer to use Facebook, Wikipedia and YouTube to a large extent.

Karbinsiki (2010) conducted a study to identify the effect of using social networking sites on student achievement among university students, and the degree of their use by faculty and students. The study sample consisted of 219 students. The study found that the achievement of students who use social networking sites ismuch higher than that of their counterparts who do not use them, and the more time a university student spends browsing educational sites, the greater his/her educational attainment will be.

Al-Balawneh (2012) carried out a study that aimed to investigate the effect of using Facebook on the level of academic and social communication of undergraduate students at Yarmouk University. The study sample consisted of 401 students, and the study used the questionnaire to collect data. The results of the study showed that the degree of students 'use of Facebook in academic communication was of a moderate degree, while the degree of

students' use of Facebook in the field of social communication was high. The results also showed that there were statistically significant differences in the use of Facebook attributed to gender variable and in favor of males.

According to Faizi et al. (2013), social media providea large amount of educational information available on the Internet. The educational resources, references and information found on global platforms and websites represent a huge asset and wealth of educational information of interest to all learners and students around the world.

The study of Belal (2014) aimed to identify the level of influence of social media on students' speaking and reading skills and the level of their impact on students' motivation towards learning. The study was applied to 8 public and private universities in Bangladesh, on a sample of 16 teachers and 160 students. The study found that the positive effects that social media have on students' skills in speaking and writing are more than the negative effects. These sites enable teachers to design group discussions that enable students to exchange and share ideas; thus, their communicative and interactive skills areimproved. However, the study also demonstrated some negative effects of using social media on writing and speaking skills, including students resort to short form of words, lack of interest in grammar, as well as inconsistent words and utterance.

In Jerusalem, Awad (2014) conducted a study to identify the effects of using social media on the level of student achievement in Tulkarm. The study found that the use of social networking sites has a negative effect on students' academic achievement, especially if the number of hours used by these sites exceeds the acceptable limit. As for the positive use of social media sites, the study found a positive effect tousing these sites on the educational process, especially if the students areunder the guidance of their parents.

Seaman (2013) explored the use of social media in higher education. Findings of the study revealed that 40% of those surveyed responded that they were assigning students to read or view social media sites. The study also found that 20% of colleges surveyed were assigning students to use the group assignment by asking students to either comment on existing content or through creating and posting their own.

Ibrahim (2014) carried out a study to examine the reality of the use of social networks in the educational process of faculty members and students in Upper Egypt universities, and to reveal the importance of using social networks in the educational process in Egyptian universities. The results of the study showed that both faculty members and students use social networks, especially Facebook, ata high degree in the educational process, as students use these networks to a large extent with their classmates, while their use of it in cooperation with faculty members is considered weak. The results of the study also revealed that the faculty members use these networks poorly in the educational process. This is because they suffer from administrative obstacles that prevent the use of these networks.

Al-Rahmi (2015) presented a study that sought to study the interactive aspects provided by social media to students in the educational process and the level of theirimpact on their academic performance; in addition, it aimed to identify the factors that contribute to enhancing the level of cooperative learning through social media. The study found that social media enhances the level of cooperative learning and participation among members of the educational process. The results also indicated that there is a positive correlation between the use of social media and the level of interaction with peers in the educational environment, and that the use of social media has a positive impact on the academic performance of students.

Al-Ashram (2015) conducted a study to identifythe impact of the use of social media on university youth, and understand the factors that drive university youth and motivate them to use social media. The number of participants was (50) students from Mansoura University in the Arab Republic of Egypt. The study found that the mostly used social media are Facebook, YouTube, followed by Twitter in third place; all participants use Facebook once a week. Most of the participants agreed that the use of social media, especially Facebook, aims mainly to know new individuals and work to build new relationships, as they indicated that social media has become an essential part of their daily activities.

Murad and Mahasneh (2016) carried out a study that aimed to investigate the level of students' use of social media in the educational process, and to identify the difficulties of using it. The researchers relied on aquestionnaire as a means of collecting data, and the study sample consisted of 175 students. The study found that students use social media sites in education to a moderate degree. It also found that failure of faculty members to allocate sufficient time for social networks, weakness of social networks, andlack of sufficient time for students to use social networks are among the most important obstacles that limit the extent of using social networks in the educational process.

Ventayen and Ventayen (2017) investigated the role of e-Learning of social media on education. The results of their study indicate that social media could have the lead in improving the quality of instruction in education (Ventayen and Ventayen 2017).

Hantoush (2017) conducted a studyto identify the effects of social networking sites in the education sector. The study focused on Facebook and YouTube to identify the strong points that make these sites contribute to the educational process. The researcher designed a questionnaire to collect data and

distributed it on a sample of 25 members of the teaching staff and 50 students from undergraduate students at Al-Qasim Green University. The study found multiple benefits provided by social media to the educational process ranging from stimulating and expanding knowledge, developing students' and teachers' technical capabilities, taking into account individual differences among students, and its positive impact on students' academic achievement.

Al-Jarrah et al. (2019) carried out a study to identify students' attitude towards the use of social media in the educational process and to determine which factors affect this attitude. The study found that social media represent an educational platform that enhances students' ability to self-learning, improve their knowledge levels, and improve their knowledge of grammar and writing abilities. The results also indicated that social media play an important role in improving students' level of writing in English.

The study of Beemt et al. (2019) aimed to achieve a clear understanding of the function performed by social media in the educational process. The study relied on reviewing literature and analyzing many conceptual models related to the use of social media in the educational process. The study found that social media proved its ability and effectiveness in motivating students towards effective communication, enhancing the student's desire to evaluate his/her performance, and reaching a wide range of students within a short period of time. Moreover, the results showed that the unorganized use of social media distracts students from performing their basic duties, as it becomes a means of continuously filling the student's time. The results also confirmed the existence of many factors that affect the level of social media ability to achieve a positive impact on the educational process, including school culture, teachers' orientation and their perception of social media, level of professional development of teachers, learning objectives and nature of school curricula. The results also indicated the existence of a set of obstacles

that limit the level of effectiveness of employing social media in the educational process, including negative attitude of some teachers towards social media, poor level of privacy and security and lack of experience of teachers in dealing with modern technology; thus, it limited their ability to use these means effectively for the benefit of the educational process.

Lasheen (2019) carried out a study to identify the effects of using social media on the educational process for the elementary stage. The researcher relied on reviewing previous studies to achieve the objectives of the study. The study found that social media enjoy agreat importance in the lives of students nowadays, as it enhanced the levels of communication between students and teachers, and allowed teachers to present educational material in new ways that differ from traditional methods and contributed to enhancing their level of motivation towards education. These methods are based on creating private groups and accounts for students. The results also confirmed that the effective use of social media makes these platforms the best way to teach students at the elementary level as student's prior knowledge of how to use them is required.

Devi et al. (2019) conducted a study to investigate the effect of using social media networks in education on students' performance. The study found that social mediabecame one of the most important means of communication between individuals. These networks enable students to exchange and share their knowledge with others through discussion panels that can be organized across groups and pages. Social media help to enhance the level of cooperation between teachers and students, and they stimulate their thinking skills. It also contributes to deepening the level of social bonds between members of the educational process, and thus improving the efficiency and quality of educational outcomes.

The study of Al-Azawei (2019) aimed to identify success variables that could positively affect the employment of social media applications in educational systems. The study was conducted on a sample of 143 Iraqi public university students. The study found that introducing social networks in education has become a basic requirement, and this requires preparation of students and teachers to use modern technology and deal with it effectively. The study emphasized that teachers need to exploit enormous capacity of social media in the educational process, especially after the failure of traditional educational systems that depend on indoctrination. The results indicated that modern technology helps to achieve the learner's satisfaction and increases their motivation towards innovation and creativity.

Following areview of a number of previous studies, it is noticed that they agreed on the necessity to activate the use of e-learning, whether through the Internet, or social networking sites. This is dueto its positive effects on increasing the student's motivation to participate in the educational process and improve their achievement levels. However, a scarcity in studies conducted inJerusalemwas noticed. This confirms the need for theoretical literature ofa recent study that supports this field and fills the gap in previous literature, and this emphasizesthe need toconduct this present study.

2.5 Education in Jerusalem

The Ministry of Education is one of the most important institutions affects various sectors, and it is one of the most important ministries, as it includes a large number of groups of society, where nearly a third of the population enrolls in schools. It also has the greatest impact on society from all aspects of economic, social and political life (Affouneh, 2014).

The educational system in Jerusalem includes three main types of schools. There are "government" schools, schools that were established mainly by religious, charitable institutions, in addition to the schools of the United Nations Relief and Works Agency for Palestine Refugees in the Near East-UNRWA, which has been working to provide primary and secondary education services. As for pre-school education and university education, it is customary for their provision to be restricted to private institutions only.

Since assuming its responsibilities, the Ministry of Education has been setting up educational policies and preparing plans to achieve compulsory education. These plans are stemming from international charters and legislation on the human right to education, as the implementation of the first five-year development plan has been completed. The Strategic Plan for

Educational Development 2008-2012 emerged from it, which considered education as a basic human right and a living tool for social and economic development and the cultivation of the roots of moral values (The Ministry of Education and Higher Education, 2008).

This plan focused on enrolling in a comprehensive educational system that consisted of the following stages (Affouneh, 2014):

A.   Preschool education: this type of education lasts for two years and is optional, due to the wishes of the parents, although many private schools do not accept students in the first grade without prior enrollment in kindergarten. Children of the age group (4-5) years are enrolled in this stage. The Ministry of Education supervises this type of education indirectly, but the actual responsibility rests with the local, civil, and international institutions in providing services to this sector. The role of the Ministry of Education is limited to granting the necessary licenses for kindergartens and setting the specifications and conditions necessary to obtain a license to practice, in addition to the outlines of the used curricula (The Ministry of Education and Higher Education, 2007).

B.   Secondary education: This stage consists of academic education and includes grades eleventh and twelve. In this stage, the student can branch out, according to his/her desire and his/her rate in the tenth grade, to the scientific, literary or vocational branch. After completing 12 academic years, students sit for the General Secondary Education Certificate exam.

C.   Higher education: which is the stage of university education and lasts at least for four years

In Jerusalem specifically; the educational process in does not receive the attention it deserves, as it does not meet the needs of the labor market (UNDP, PAPP, MoEHE, & JDoE, 2018). Zuhd (2016) argued that the results of the ministry of education diagnosis showed that education has made remarkable progress in terms of enrollment, and that Jerusalem is progressing significantly towards achieving the quantitative goals of

universal basic education, but in terms of the quality of education, more efforts and resources are needed.

There are a number of challenges facing education in East Jerusalem (Zuhd, 2016). These includes the need to maintain high enrollment rates in basic education, as many schools suffer from overcrowding in classrooms, and therefore the provision of educational service in small population centers requires the provision of suitable buildings for it. In addition to the need to renovate school buildings, and rebuild as well as rehabilitation, as well as the low enrollment rate at the secondary level, the lack of appropriate educational facilities in schools, the need to develop a system of educational supervision and qualitative evaluation of education, modernization of teaching methods and the adoption of various technological approaches (Zuhd, 2016; Abu Arafa et al., 2012).

Many administrative bodies supervise the schools in Jerusalem, The Israeli Ministry of Education, The Islamic endowments of the Palestinian Authority, the Ministry of Education, the private sector, and the Relief and Works Agency for Refugees (UNRWA) (Abu Arafa et al., 2012). As for kindergartens in Jerusalem, they suffer from a number of difficulties such as infrastructure, budgets, equipment, playgrounds and squares. As for private schools in Jerusalem, they suffer from many difficulties, which are represented in the lack of student enrollment in them, as in the 2015-2016 academic year, their number reached 72 students only, due to their suffering from a shortage of technical trainers, the low salary scale, in addition to the difficulty of theoretical subjects that teach for students (Zuhd, 2016).

Moreover, educational institutions in Jerusalem suffer from a set of professional and educational difficulties, most notably the palpable shortage of classrooms, school dropouts, the permanent deficit in budgets (Al-Ashhab, 2009).

Also, one of the most prominent problems of education in Jerusalem is . The focus has been on the quality of education in all the documents of the Ministry of Education, and the slogan of the five-year strategic plan for education (2008-2012) "Towards the quality of education for development" but was not placed a clear and specific definition of this term, as many different definitions are mentioned in more than one place in the Ministry of Education documents. This confuses the reader and confuses the planner and the assessor who cannot judge the extent to which quality has been achieved according to the different concepts and indicators associated with it (Naftali & Shtern, 2018).

Accordingly, it is considered one of the basics of good strategic planning to unify concepts among those concerned with the subject, and it was found that this concept was not clear and adopted when interviewing officials, as it was defined from different unconnected angles, but the most important of which was the focus on the results of school students, and therefore all the plans that were built were for different objectives and various ways and methods to improve the quality of education according to the definition that was adopted in each case, and this negatively affects the possibility of achieving clear integrated outcomes according to the vision that is supposed to be approved (Zuhd, 2016; Qaymari, 2011).

Moreover, the lack of correlation between inputs, processes and outputs is one of the things that weaken the educational process in Jerusalem, as the focus has been on inputs and processes in particular, and the intended outputs have been largely neglected, although modern educational theories focus on expected outcomes and not goals or objectives. Processes only, because the output is the only real indicator that we have reached the desired goal. But this is directly related to the first problem, which is the absence of a clear and explicit educational vision that reflects the needs of the people (Status Report the Arab-Palestinian School System in East Jerusalem, 2009; Abu Arafa et al., 2012).

In general, Zuhd (2016) summarized the most prominent obstacles facing the development of education in the eastern city of Jerusalem with the following points:

A.   The multiplicity of educational references: The educational reality in East Jerusalem suffers from a real problem represented by the multiplicity of educational references and supervising authorities, which is one of the most serious problems in this sector. East Jerusalem lacked a unified reference for managing the educational process, which delineates goals and defines the values and concepts that must be adopted in schools. This has led to the emergence of negative aspects in the educational process, including the low quality of education, and consequently the low level of achievement among students, the low level of qualification teachers, and the spread of the school dropout phenomenon.

B.   Lack of adequate school buildings: School buildings suffer from a tragic reality, as the schools' capacity is small, and there is neglect of regular school maintenance procedures. This increases the level of overcrowding in the classroom and reduces the ability of schools to pay students to attend their schools. Also, most of the buildings are rented residential buildings at high costs that do not meet the educational, health or psychological conditions, and they lack many facilities such as squares and playgrounds. As for private schools, they suffer from the high rents of their rented buildings, especially as they face financial difficulties due to insufficient school fees to meet their basic needs.

C.   Students dropping out from schools: The phenomenon of school dropout is recorded in East Jerusalem at a high rate, as it exceeded 10% among the city's residents. This is because of the deteriorating economic situation of the parents, which may prompt them to direct their children early to the labor market instead of continuing its studies.

D.   The shortage of school buildings and classrooms and their overcrowding of students

E.   Lack of educational staff: As a result of the low salaries paid by schools in East Jerusalem, and the authorities 'refusal to grant special permits for teachers with West Bank IDs to enter Jerusalem, the city's schools suffer from a shortage of qualified educational staff specialized in various fields.

In order to improve the educational situation in Jerusalem, studies including (Naftali & Shtern, 2018; Qaymari, 2011) have shown that there are a set of initiatives that can achieve this including:

1)   The need to launch a strategy for preparing and qualifying teachersin partnership with all local and international educational institutions and with funding from sister countries, which aims to develop the performance of qualified teachers in order to improve learning opportunities for all students in Palestinian schools.

2)   Reviving the e-learning initiative, which aims to develop electronic curricula and infrastructure in schools, and improve the reality of the use of information and communication technology in education, thus contributing to the development of economy based on a knowledge society, as well as strengthening the partnership between the public and private sectors.

3)   Preparing a plan for evaluating the curricula, considering that the evaluation phase is a phase of the plan for preparing and developing thecurricula, and it is an educational entitlement.

4)   Develop a strategic plan for the development of human resources in the various sectors of work in the Ministry, for educational supervisors, managers, teachers and administrative staff.

5)   Follow-up the results of students' achievement in Arabic language, mathematics and science for basic, intermediate and secondary grades, given that they are the basic subjects in student education6). Building, expanding, furnishing and equipping dozens of school buildings within the framework of implementing a number of projects from friendly and brotherly countries, and self-financed projects or with the support of the local community.

6)   Exploiting the means of technology and social communication in teaching students and developing their educational and social skills.

2.6 Education using Networks in Jerusalem

One of the most important pillars of the general goals of education policies is the introduction of the latest technological advances in the world. To Consolidate these goals; the Ministry of Education is working to develop the employment of information and communication technology (education and e-learning), as part of its plan. This will contribute to achieve its goal t

owards improving the quality of education, as there are several scientific and educational studies that have proven that employing information and communication technology in an effective manner can contribute effectively to the development of the process educational and enhancing communication between the parties to the educational process (Kumar and Vigil, 2011; Veletsianos and Kimmons, 2013; Boateng and Amankwaa, 2016; South et al., 2017; Rathore and Jain, 2019; Qenibi et al., 2020).

The teaching of computer science developed from a theoretical stage to a practical stage. This means that it will create a generation capable of innovation in the field of computers that keeps pace with the tremendous development in the era of modern technology. This development in knowledge of what computers is, how it works, and so on, made thinking about e-learning a prerequisite for supplementing the educational process with more modern technology means until the term e-learning became popular among students, teachers, school administrations and parents as a pillar of modern education.

The Ministry has taken several steps in this field within the framework of implementing various projects that focus on the basic components of employing information and communication technology in education, which are; infrastructure, electronic content, capacity building, and strengthening the communication network within schools to reach a high capacity for information access (The Palestinian News and Information Agency, 2021).

E-learning has passed through different stages, there have been individual and sporadic attempts to employ ICT in education. In 2004, with the launch of the e-learning initiative, which aimed to improve the quality of education through the use of technology, a strategy for e-learning was developed, and since then the ministry has implemented several projects that have contributed to promoting the use of information and communication technology in education (Al Jayyousi, 2015).

 These projects include (Al Jayyousi, 2015):

A.   The Model Schools Network Project: which was launched in 2007, the Intel Education Program, which was launched since October 2008, the Integrated Science Education Improvement Project (Seed), which was launched in 2012, the PSD Net Book project, which was launched in March 2011. The PSD Net Book project is one of the largest and most important projects in the introduction of information and communication technology in education, which the Ministry is still implementing.

B.   The project of promoting e-learning in schools, which is financed by the Belgian government, and is implemented in cooperation with the Palestinian government, where the project was launched in 2010. This project is based on supporting and developing e-learning and education in primary schools. It aims to create an active interactive environment between students, teachers and the community inside and outside the classroom to provide students with critical and creative thinking skills and the ability to solve problems.

The percentage of e-learning application varies in schools. However, it can be said that more than 50% of schools in Palestine for example implement e-learning, but in different forms (Al Jayyousi, 2015). The Ministry is currently working to spread the culture of e-learning in all schools by expanding the experience of the e-learning enhancement project, which was implemented in about 280 schools in various directorates in the West Bank. It also includes a number of private schools, and about 30 UNRWA schools, in several phases and will be implemented during the next academic years in all schools (Al Jayyousi, 2015).

There are several benefits of implementing e-learning in Palestine for students, teachers, and curricula. It creates an interactive atmosphere between students, teachers and the community inside and outside the classroom; where e-learning is considered an essential building block in the process of transferring the focus of education to the student, by providing him/her with the skills of the twenty-first century (The Palestinian News and Information Agency, 2021). This will contribute to serves the community by creating a generation able to assume responsibilities.

One of the most important advantages of e-learning is that it provides students with the opportunity to self-learn, enhance the ability to solve problems, make the think critically and communicate more easily with a larger group of society groups (The Palestinian News and Information Agency, 2021). On counter, this may have a negative side if it is not used in a scientific pedagogical way. E-learning may require additional effort from the teacher; which may distract the professor from his/her basic mission in education, and this requires the ministry to develop incentive plans to encourage male and female teachers to effectively use e-learning effectively (UNESCO, 2020).

As well as for students; bad use of e-learning may lead to social isolation of the student if he/she relies only on virtual communication. Misuse of technological tools may result in health problems; for example: prolonged sitting in front of computer screens may lead to eye and back problems.

Many experts stress that this type of education, despite its importance, cannot constitute a real substitute for face education (Al Jayyousi, 2015).

Distance education especially school, is still facing many problems, foremost among is that some teachers, parents and students are not prepared for such a form of education, and they lack the skills required to practice it, in addition to the lack of logistical technical capabilities for some teachers and parents, especially equipment, computer, and high-speed Internet that enabling them to achieve the desired results (UNESCO, 2020).

As for the obstructions; education implementation needs special budgets and specialized experts for training and content development; it is imperative to develop incentive plans for the effective use of information and communication technology within the school. Internet service must be provided at good speeds within schools, protection of information security on the network must be provided, and the safe use of the Internet must be ensured (Al Jayyousi, 2015).

The obstacles facing e-learning in Palestine for examplemainly includes infrastructure, weak internet networks, power outages (especially in Gaza), and insufficient awareness among students and their families of the importance of e-learning. In addition, there are shortage in online materials and the availability of computers or smartphones for some students, especially students in the most marginalized areas such as East Jerusalem (UNESCO, 2020).

Qenibi et al. (2020) emphasized in his study thatteachers show disparities in the level of use of e-learning and the reliance on multiple methodologies and mechanisms in evaluation.

The study also indicated that the multiplicity of digital educational platforms and the limited computer literacy of teachers increased their level of confusion when using the Internet in education. Teachers differed in their responses to the axes related to the level of the technical school readiness and their contribution to the success of e-learning. This difference can be explained by the difference in equipment in the directorates and governorates, as there are many education directorates that benefit from projects to support computer laboratories, interactive whiteboards, and the Internet service.

Some other directorates still suffer from a lack of funding. Qenibi et al. (2020) emphasized that there is no support from any school institution that could contribute to developing a computer network or providing internet lines.

In in East Jerusalem specifically, the teachers in East Jerusalem find themselves in front of many new educational methods through which to integrate the curricula taught with the means of technology currently used. Teachers strive to provide students with the skills they need to achieve future successes, as well as allowing students to develop their abilities, their creative skills and reveal their talents and tendencies (Alian, 2016).

Most teachers in East Jerusalem who are interested in using social media in the classroom see an improvement in student participation and collaboration within the classroom, as well as a marked improvement in their grades.

To promote the employment of e-learning; the Ministry of Education is working on training all male and female teachers on e-learning and developing incentive plans so that e-learning will take place in all schools. The Ministry is also working on developing the electronic portal; so that it contains educational resources related to the curriculum and enhances communication between the teachers' community and schools, as well as between parents and students. And most importantly, improve internet lines in schools; as well as the electronic environment within all schools, which includes computer laboratories and improving the internal network and classroom environment. This guarantees an efficient use of e-learning.

Chapter Three: Methodology

3.1 Introduction

This chapter of the study deals with methods and procedures used by the researcher in determining the study population and sample, and it explains the steps and practical procedures followed in the construction of the study tool. Then, it describes the layout of the study design and variables, in addition to adoption of several types of statistical tests used in the study.

The researcher will follow sequential steps, so that the research is conducted in a structured manner, logical and documented knowledge. Research methodology and creation of successive foundations upon which research relies are important achievements. The methodology includes style, structured method, special techniques and computer programs that organize data, and facilitate the process of archiving and classification of data.

3.2 Problem of the Study

Many people believe that social networks, which are essential tools in the current era, have brought severalpositive or negative changes in all areas of life, and that their uses are no longer limited to connections and communication between individuals (Baruah, 2012), but they far exceeded that, when Educational institutions and universities started usingthem as an effective means of connection and a mechanism for communication between the parties (teacher and student)in the educational process; this added to the process an interactive and vital character which is not provided in classical education (Rathore & Jain, 2019).

Actually, the quick spread of technology and social media has changed all ways of teaching. First, as a teacher, I notice that social media occupy a large

space in both students' and teacher's lives. This status of social media among parties of the educational process has motivated me to investigate the role that the social media can play in improving and developing the whole process of teaching. Second, this topic is one of the most progressive topics in the field of pedagogical research. Third, the perspectives of teachers of the elementary educational stage in East Jerusalem towards the role of social media in improving teaching have never been investigated to the best of my knowledge. These reasons actually drove me to investigate this topic. Finally, results and findings of the study may motivate other researchers to carry out more studies on this topic. Thus, more results and findings can be generalized.

3.3 Objectives of the Study

The current study aims at investigating the role of social media in improving teaching. It also attempts to come to the following minor goals:

- ➤ Shedding light onthe role of social media in improving teacher's and students' performance.
- ➤ Investigating the role of social media in facilitating the process of teaching.
- ➤ Introducing recommendations with regard to the topic of the study that may lead to improving the process of both teaching and learning.
- ➤ Learning about the impact of the use of social media in education on the performance of primary school teachers.
- ➤ Revealing the impact of use of social media in education on the experiences of the primary school teachers in East Jerusalem.
- ➤ Highlighting the impact of use of social media in education on the educational attainment of primary school students.

3.4 Significance of the Study

The current study acquires its significance from different angles. First, it discusses a progressive topic in the field of education. Second, it is the first study that investigates the role of social media in improving teaching conducted from the perspective of teachers in East Jerusalem to the researcher's best knowledge. Finally, it is expected to provide clear answers for controversial questions regarding the role of social media in improving teaching.

3.5 Hypotheses of the Study

Based on the above, and followinga review of previous studies and research, a set of hypotheses wereformulated; they were classified into two groups, the first is the study questions that will be answered through the current study. The second group consists of a set of assumptions that will be validated through the current study.

- o What is the role of social media in improving students' performancefrom the perspective of teachers of the elementary schools in East Jerusalem?
- o What is the role of social media in improving the performance of elementary school teachersfrom the perspective of teachers of the elementary schools in East Jerusalem?
- o What is the role of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem?
- o Are there statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due tovariables of gender, age, academic year, experience or the most commonly utilized type of social media?

The following Hypotheses will also be validated:

H$_1$: There is a statistically significant effect of the use of social media in the educational process on improving students' performance in East Jerusalem.

H$_2$: There is a statistically significant effect of the use of social media in the educational process on improving primary school teachers' performance in East Jerusalem.

H$_3$: There is a statistically significant effect of the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem.

H$_4$: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable.

H$_5$: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age variable.

H6: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable.

H7: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable.

H8: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most.

H9: There are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to most commonlyutilized type of social media.

Study hypotheses regarding the differences between the averages of teachers' evaluation of social media role in improving teaching from the point of view of elementary school teachers in East Jerusalem were tested, using descriptive statistics (means and standard deviations), independent sample T-test as well as one way ANOVA Way to identify the indications of differences between the averages of teacher responses at the total score of the questionnaireand its axes and determine if there are statistically significant differences between them.

3.6 Methods

Regarding the methodology of the study, it is classifiedunder the theoretical framework of positivist research studies. This methodology is regarded as a logical research method; it "holds that the scientific method is the only way to establish truth and objective reality" (Kawulich& Chilisa 2015, p. 7). Since the current thesis investigates a social phenomenon, this approach is expected to be appropriate as it "holds that the methods, techniques and procedures used in the natural sciences offer the best framework for investigating the social world" (ibid.). This method further helps to get "accurate predictions", and "asserts that real events can be observed empirically and explained with logical analysis. The criterion for evaluating the validity of a scientific theory is whether our knowledge claims (i.e., theory-based predictions) are consistent with the information we are able to obtain using our senses" (Kaboub 2008, p. 343).

The researcher will begin this study with collection ofdata for the study through reviewing the most relevant previous studies and writing the theoretical framework of the study. Then, the researcher will design the

instrument of the study and modify it according to the feedback given by the supervisor of the research and other referees in the field of pedagogy. Then, the instrument of the study will be distributed to the sample of the study. Next, the questionnaire will be designed according to Likert Five-Dimensional scale in which respondents have to tick one choice of the five given choices. Data will be inserted into the Statistical Program for Social Studies (SPSS) and serial numbers will be given to them for analysis so as to include them in the main findings.

3.7 Population and Sample

Population of the study consists of all elementary stage teachers who work at the schools of East Jerusalem during the scholasticyear 2021/2022. The study population was represented by the following Elementary school:

- Al-Sawahrah Ash-Sharqiyah Elementary Girls School
- Al-Sawahrah Ash-Sharqiyah Elementary Boys School
- Beit Surik Elementary Boys School
- Jaba' Elementary Girls School
- Mkhamas Elementary School for Girls

The target sample of the study consists of (150) male and female teachers who teach elementary stage students at the schools of East Jerusalem. They were chosen randomlyand they responded to the online questionnaires. After the questionnaires were filled out by the 150 randomly selected respondents, a descriptive statistical analysis was performed by SPSS to determine the social and demographic characteristics of the sample members. The following Tables (1-4) and Figures (1-4) show the description of the members of the study sample according to (gender, age, academic year and years of experience):

- **Gender:**

Table 1: Distribution of the sample members according to gender (n=150)

Variable	Categories	Frequency	Percentage%
Gender	Male	29	19.3%
	Female	121	80.7%
	Total	150	100%
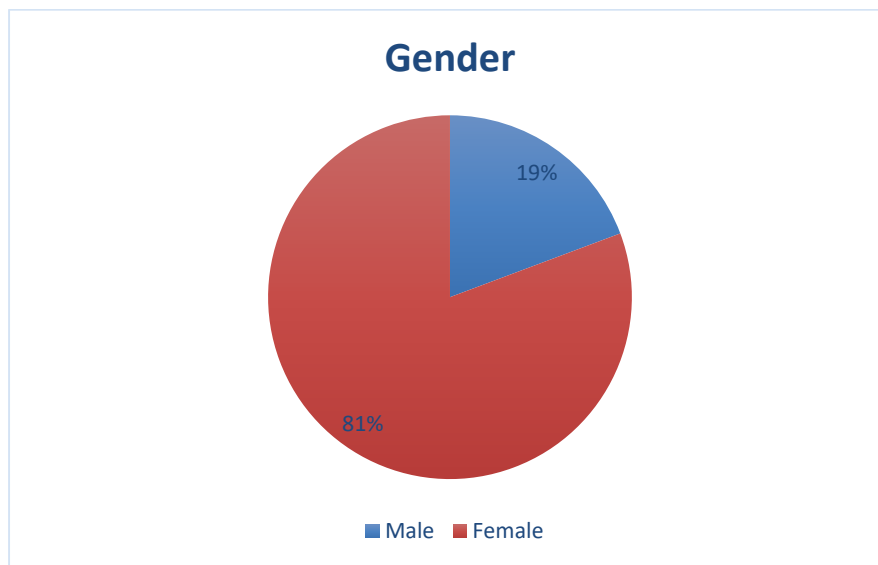
Figure 1: Pie chart distribution of participants according to gender (n=150)

It is clear from Table (1) that the majority of the sample is females, andtheir number reached (121) at a percentage of (80.7%), while the number of males was (29) individual atapercentage of (19.3%).

The reason for this discrepancy is that the researcher has conducted her study on three schools for girls compared to two schools for boys; this explains the high number of female participants.

However, the sample included both genders due to both genders' interest in social media, and thiswould give us a more comprehensive and realistic view as it considers the views of both sexes.

The low percentage of male teachers refers to the fact the boys' elementary schools are often taught by female teachers rather than male teachers.

- **Age:**

Table 2: Distribution of sample members according to age (n=150)

Variable	Categories	Frequency	Percentage%
Age (years)	Below 30	25	16.7%
	30-39	45	30.0%
	40-49	65	43.3%
	50-59	1	0.7%
	Above 60	14	9.3%
	Total	150	100%
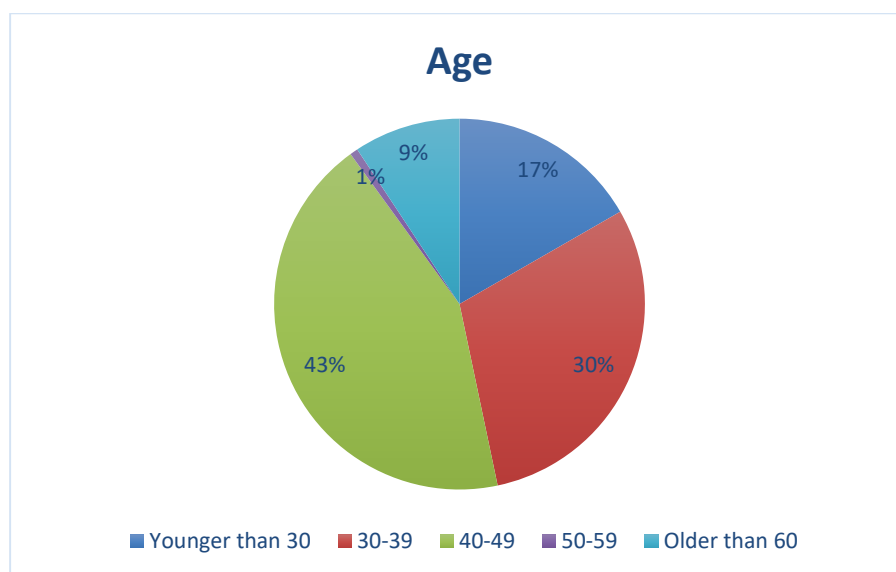
Figure 2: Pie chart distribution of participants according to age (n=150)

Table (2) and Figure (2) above show that the most commonage category in this survey was (40-49) years old ata percentage of (43.3%) followed by (30.0%) teachers of (30-39) years old and (16.7%) of teachers are below30 years ago, however, the age category of those older than 60 and (50-59) years old represent the least numbered categories of the sample atpercentages of (9.3%) and (0.7%) respectively.

This is due to the fact that teachers at this stage submit their resignations for early retirement and the are approved.

This indicates that more than half of the sample (90%) is no more than 49 years old.

This indicates that this sample includes an ambitious group of teachers who are still young and looking to take advantage of modern technology, such as social media, to improve the educational process and develop their performance as well as their students' academic performance.

In addition, (10%) of teachers are at an advanced age and have extensive experience in the educational sector and process; thiswill enable the researcher to obtain comprehensive opinions of different age groups and becloser to reality.

- **Academic year**:

Table 3:Distribution of sample members according to academic year (n=150)

Variable	Categories	Frequency	Percentage%
Qualifications	Associate	4	2.7%
	Bachelor	75	50.0%
	Master	69	46.0%
	PhD	2	1.3%
	Total	150	100%
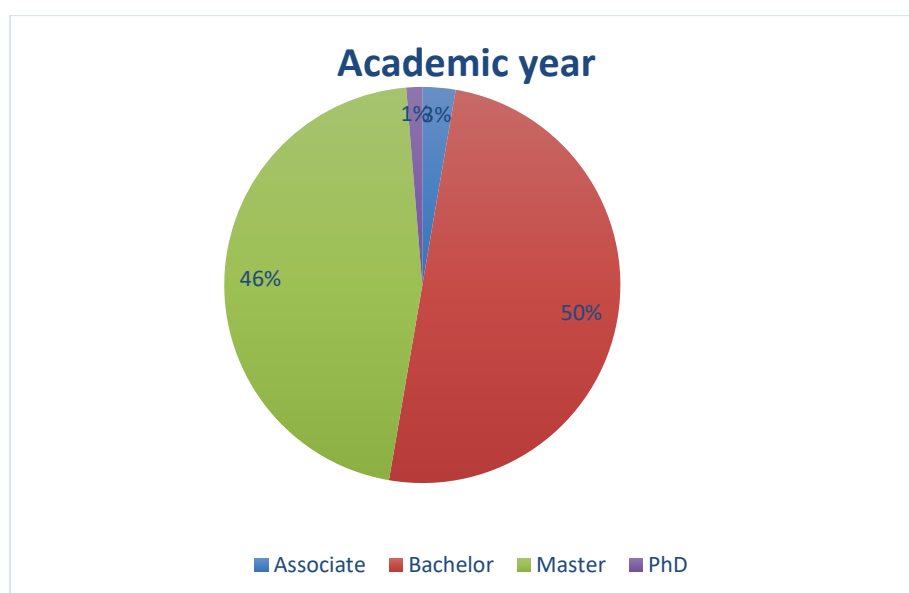
Figure 3: Pie chart distribution of participants according to academic year(n=150)

According to the aboveTable (3) and Figure (3), all members of the study sample arewell-educated where (2.7%) hold an associate degree (two years of post Tawjihi education) in education, (50%) hold a bachelor's degree, (46%) havea master's degree, and finally, the ratio of (1.3%) goes to teachers who have a doctorate.

This also shows that most of the respondents are well educated and can answer questions efficiently and with high credibility.

- **Years of experience**

Table 4:Distribution of sample members according to years of experience (n=150)

Variable	Categories	Frequency	Percentage%
Years of experience	Less than one year	4	2.7%
	1-5 years	22	14.7%
	6-10 years	23	15.3%
	11-15 years	42	28.0%
	16-20 years	28	18.7%
	More than 20 years	31	20.7%
	Total	150	100%
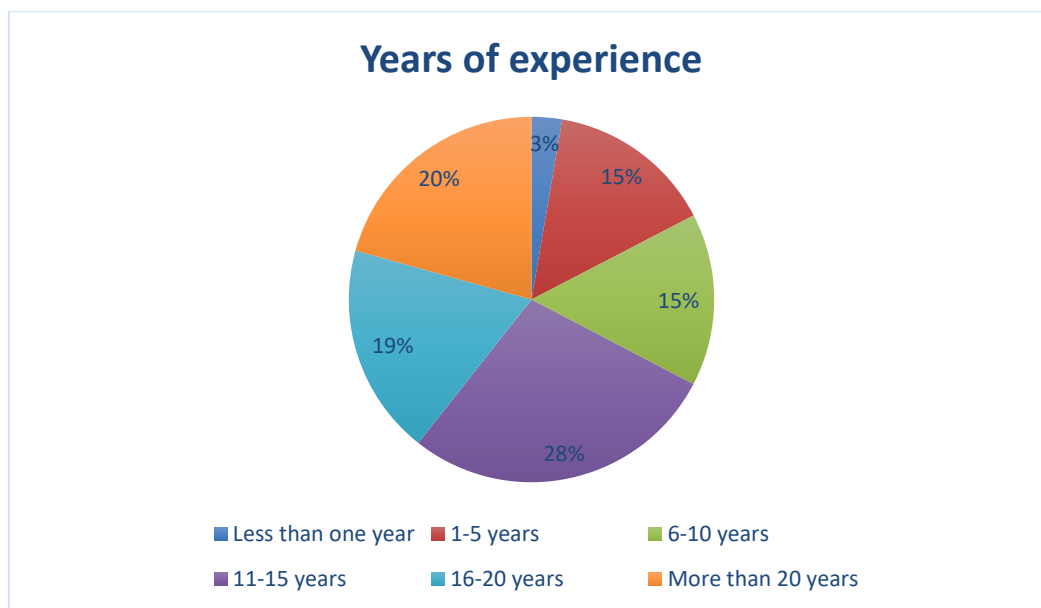
Figure 4:Pie chart distribution of participants according to years of experience (n=150)

Regarding years of experience that teachers have,Table (4) and Figure (4) show that there is a diversity in the percentages of teachers who have different years of experience;most of them are teachers who have (11-15) years of experience (28%), followed by teachers who have more than 20 years of experience ata percentage of (20.7%), then (18.7%) for teachers with experience of (16-20) years, followed by teachers with experience of (6-10) years at a percentage (15.3%), and then experience of (1-5) yearsata percentageof (14.7%).

Even the percentage of teachers who have less than one year of experience was the lowest by (2.7%).

This indicates that the study sample is composed of teachers from various ranges of experiences and that they would have a wide knowledge in the field of the study, and this shows that their responses will be representative and trustworthy.

- **Most popular social media used by teachers**

Table 5:Distribution of sample members according to the most popular social media used by teachers(n=150)

Variable	Categories	Frequency	Percentage%
The most popular social media	Facebook	118	78.7%
	WhatsApp	116	77.4%
	Instagram	53	35.4%
	YouTube	45	30%
	LinkedIn	4	2.7%
	Skype	10	6.7%
	Twitter	17	11.4%
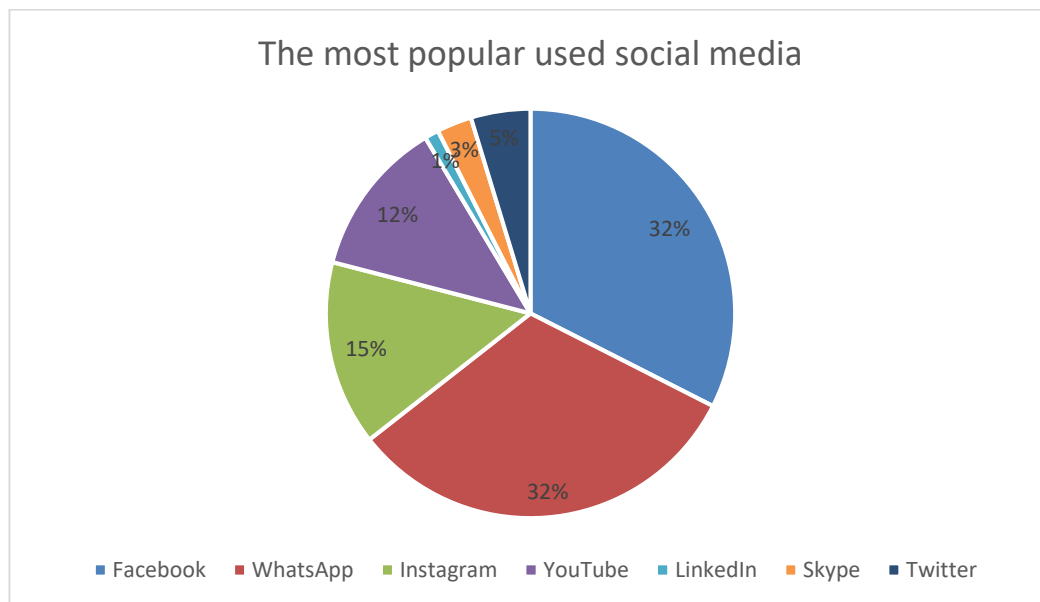
Figure 5:Pie chart distribution of the participants according tothe most popular used social media (n=150)

Table (5) and figure (5) show that the largest proportion of teachers, 118 teachers out of 150 teachers, tend to use Facebook ata percentage of (78.7%), followed by WhatsApp with an approximately similar percentage; it is used by 116 of the 150 teachers ata percentage of (77.4%), followed by Instagram (35.4%), then YouTube (30%), Twitter (11.4%).

As for Skype and LinkedIn, theycame as the least social media means used by teachers ata percentage of (6.7%) and (2.7%), respectively.

These results indicate that teachers in primary schools in East Jerusalem use multiple social media means in different proportions, but their favourite ones are Facebook and WhatsApp, as a result of the widespread popularity of these two social media means and the increase indemand for them thanks toease of use and simple techniques and applications they adopt.

3.8 Research Instruments

The study uses a questionnaire consisting of two main sections. Section one includes the demographic information of the study sample, namely gender, age, academic degree and years of experience.

The second section contains (30) items distributed on three domains equally. The first domain investigates the role of social media in improving teachers' performance. The second investigates the role of social media in improving learners' performance.

The last domain investigates the role of social media in facilitating teaching. Moreover, this survey uses multiple choice and Likert scale questions formats ranging from 1 to 5 (1 = strongly disagree, 2= disagree, 3= neutral, 4= agree and 5 = strongly agree).

One of the main research tasks is validating the validityand reliability of the chosen data collection tools (Roberts & Priest, 2006). Hence, for this research, it was essential to verify validity and reliability ofthe questionnaire.

- **Validity:**
  In order to ensure having a reliable data for this research, the validity of its tools was checked according to the following criteria (Bryman, 2012):
  1. Content validity: The questionnaire content was verified and validated before it was distributed to the study sample; it wassubmitted to a group of specialists in teaching methods and curricula and educational technology; the referees verified clarity of questionnaire wording and extent of statements relevance to the study. The questionnaire statements were modified by deletion, addition oramendment based oncomments of specialists.

2. Criterion validity: The studyquestionnaire was compared with other similar questionnaires found in other peer-reviewed previous studies.

3. External validity: Data was collected from highly experienced elementary stage teachers who work at schools of East Jerusalem; this supportsthe generalizationof the studyresults over East Jerusalem.

- **Exploratory Factor Analysis:**

Before examining the reliability of the items used in the questionnaire, it is necessary to perform exploratory factor analysis, a technique similar to cluster analysis, in which similar variables are grouped under specific dimensions. The purpose is to identify latent constructs or variables. It involves reducing individual items into a small number of dimensions. Consequently, the researcher performed factor analysis to determine the questions that measure each part (dimension) of the study and to show how items relate to each dimension. The following Table (6) shows the results of factor analysis performed with (1.5) as Eigen value to improve the strength of the dimensions:

Table 6: Results of factor analysis (rotated component matrix)

No.	Item	Dimensions		
		D1	**D2**	**D3**
1	The teacher can manage the educational process through social media sites.	0.811		
2	Social media help teachers increase their experience and knowledge about educational material.	0.810		
3	Social media help the teacher to design e-learning materials that support the course.	0.809		
4	Social media help teachers learn about others' experiences in education.	0.783		
5	Social media enable the teacher to communicate with students outside office hours.	0.740		
6	Social networks encourage teachers to create and design new applications that support learning materials.	0.712		
7	Social media help teachers to follow up new announcements and manage projects related to educational process.	0.709		
8	Through social media, the teacher can monitor student activity and redirect them to useful activities.	0.673		
9	Through social media, the teacher can view scientific questions and choose model answers.	0.671		
10	Social media help the teacher motivate students to compete with one another to solve the most difficult problems they face in the educational process.	0.663		
11	The use of social media sites develops the skill of learning and self-reliance among students.		0.833	
12	The use of social media applications positively affects learners' test results.		0.783	
13	Social media enrich students' scientific knowledge.		0.765	
14	Social media enable students to communicate with each other anytime, anywhere.		0.756	
15	Social Media help students in constructive learningby offering a variety of integrated exercises.		0.746	
16	Social media encourage students to innovate in everything related to education and learning materials.		0.726	
17	Social networks encourage students to use new apps that support learning materials.		0.703	
18	Social networking sites develop many skills for students.		0.651	

19	Social networking sites provide opportunities for students to learn about various educational experiences.		0.638	
20	Social media help develop students' creative thinking skills and patterns.		0.530	
21	Social networking sites are an important means forpublishing studies and research articles.			0.836
22	Social networking sites help identify new and innovative methods of learning.			0.768
23	Social media help to identify the problems faced by the school through what is posted on the school's web page on social networking sites.			0.761
24	Social media promotes communication between teachers and parents.			0.761
25	Social media make it easy to communicate queries and complaints to school administration, by sending messages or digital comments on the school's web pages viaone of the social networking sites.			0.743
26	Social media make use of opinion polls and follow-up developments in various fields of education.			0.676
27	Social media contribute to dissemination of pictures and educational videos suitable foreducational materials and exchange them among students for easy discussions.			0.663
28	Social mediamake it possible to learn new languages and cultures by communicating with people from different foreign environments.			0.656
29	Social media contribute to the design and introduction of new applications that serve and benefit the educational material.			0.608
30	Social media transform education from traditional teaching based on indoctrination to participatory, interactive and collaborativeeducation and knowledge-building.			0.596

It can be noticed from the above Table (6) that three dimensions were extracted when the rotation converged in their iterations. The three dimensions were: (the role of social media in improving teachers' performance; the role of social media in improving learners' performance; the role of social media in facilitating teaching). Out of the 30 items in the questionnaire, 10 items were categorized as D1: The role of social media in

improving teachers' performance; 10 items were categorized under the D2: The role of social media in improving learners' performance, 10 items were categorized as D3: The role of social media in facilitating teaching.

- **Reliability:**

It alludes to the ability togenerate results that help an exploration study. It is reliant on the methodology embraced to gather data. Moreover, it gauges the suitability of research data collection tools and its potential to generate reasonable results (Bryman, 2012).

In order to test the study tools reliability, the designed questionnaire was tested on a small pilot sample consisting of 30 male and female teachers for the elementary stage in East Jerusalem schools. From outside the actual study sample, the Cronbach alpha equation was used to extract the internal consistency factor for each of the internal axes of the questionnaire.

This pilot study meant to acquire primaryestimations of the expected quality of the collected information and feature different issues in the data collection instrument, including uncertain or unacceptable inquiries, before beginning the real survey. It prompted a few proposed alterations to the inquiries and helped the researcher in editing the inquiries and improving the reliability of its study tool (Bryman, 2012).

The following Table (7) demonstrates the tested reliability (internal consistency) for the distributed questionnaire utilizing Cronbach alpha values from SPSS:

Table 7:Results of Cronbach' alpha reliability test

No.	Questionnaire Dimensions	Number of Items	Cronbachalpha value
1	Role of social media in improving teachers'performance	10	0.884
2	Role of social media in improving learners'performance.	10	0.855
3	Role of social media in facilitating teaching	10	0.786
Overall Tool Items		30	0.923

It can be noticed from the aboveTable (7) that Cronbach alpha value was determined to be (0.884) for the first scale statements, (0.855) for the second scale statements and (0.786) for the third scale statements of the questionnaire. Moreover, it was (0.923) for the overall 30 questionnaire statements which are directed to investigate the role of social media in improving teaching according to the perspective of teachers of the elementary schools in East Jerusalem, i.e. the tool reliability is acceptable as long as Cronbach Alpha value is higher than (0.7) for all of its individual parts as well as overall parts.

These results indicate that all the statements are correlated to theirsection and the overall sections statements are related to the questionnaire; thus, there is no need for revising or discarding any item (Graham, 2006).

3.9 Variables

The study variables are divided into independent and dependent variables:

Independent variable: is represented in the social media.

Dependent variable: is represented in the sample average response degree towards the role of social media in improving teaching.

After an approval was granted to conduct this survey, an online replica wassent via email to 5 Elementary schools in East Jerusalem andan invitation to their teachers to participate in this study.

3.9.1 Data Analysis and Statistical Processing

After receiving all entries from participating teachers, incomplete questionnaireswill be filtered and discarded. Then the remaining questionnaireswill be analyzedto extract the preliminary results and data. After collecting the study data, the researcher will enter the data on the SPSS program, and then analyze it using a set of statistical processing tools, namely:

- Arithmetic means, standard deviations and percentages.
- Cronbach's Alpha equation.
- Graphical representation of independent variables.
- One-wayANOVA.
- Independent sample T-test.

Chapter Four: Analysis and Results

4.1 Introduction

In the previous chapter, the researcher discussed and explained the quantitative descriptive method used in this study to collect and analyze data. Accordingly, the current chapter seeks to statistically analyze the data collected from the quantitative survey (questionnaires) and conducted on a sample of male and female teachers who teach elementary stage students at the schools of East Jerusalem utilizing SPSS. The purpose is to obtain a comprehensive and influential conclusion regarding the role of social media in improving teaching from the perspective of teachers.

4.2 Analysis and Results of Hypotheses Testing

Results of Testing Hypothesis 1: "There is a statistically significant effect of the use of social media in the educational process on improving students' performance in East Jerusalem."

In order to test the first hypothesis and identify the effect of the use of social media in the educational process on improving students' performance in East Jerusalem, the descriptive statistics (means and standard deviation) and (t) values of the responses and their ranks, which were elicited using a five-point Likert scale, were calculated via SPSS as shown in Table (8) and Figure (6) below. The means ranging from (1-1.80) were considered very low, from (1.81 to 2.60) were considered low, from (2.61-3.40) were considered moderate, from (3.41-4.20) were considered high and from (4.21-5.00) were considered very high.

Table 8: Descriptive summary and one sample T testresults for participants' responses to items measuring the effect of the use of social media in the educational process on improving students' performance (n=150)

No.	Items	Mean	Std. Deviation	"t" value	Sig.	Rank	Level
1	Use of social media sites develops the skill of learning and self-reliance among students.	3.69	0.868	52.016	0.000	5	High
2	Use of social media applications positively affects learners' test results.	3.53	0.917	47.183	0.000	9	High
3	Social media enrich students' scientific knowledge	3.67	0.798	56.345	0.000	6	High
4	Social media enable students to communicate with each other anytime, anywhere.	4.01	0.728	67.395	0.000	1	High
5	Social Media help students in constructive study by offering a variety of integrated exercises.	3.64	0.838	53.218	0.000	7	High
6	Social media encourage students to innovate in everything related to education and learning materials.	3.61	0.873	50.688	0.000	8	High
7	Social networks encourage students to use new apps that support learning materials.	3.8	0.803	57.981	0.000	4	High
8	Social networking sites develop many skills for students.	3.83	0.755	62.22	0.000	3	High
9	Social networking sites provide opportunities for students to learn about various educational experiences.	3.84	0.733	64.12	0.000	2	High
10	Social media help develop students' creative thinking skills and patterns.	3.47	0.751	53.625	0.000	10	High
Overall		**3.7221**	**0.62979**	**72.383**	**0.000**	**-**	**High**
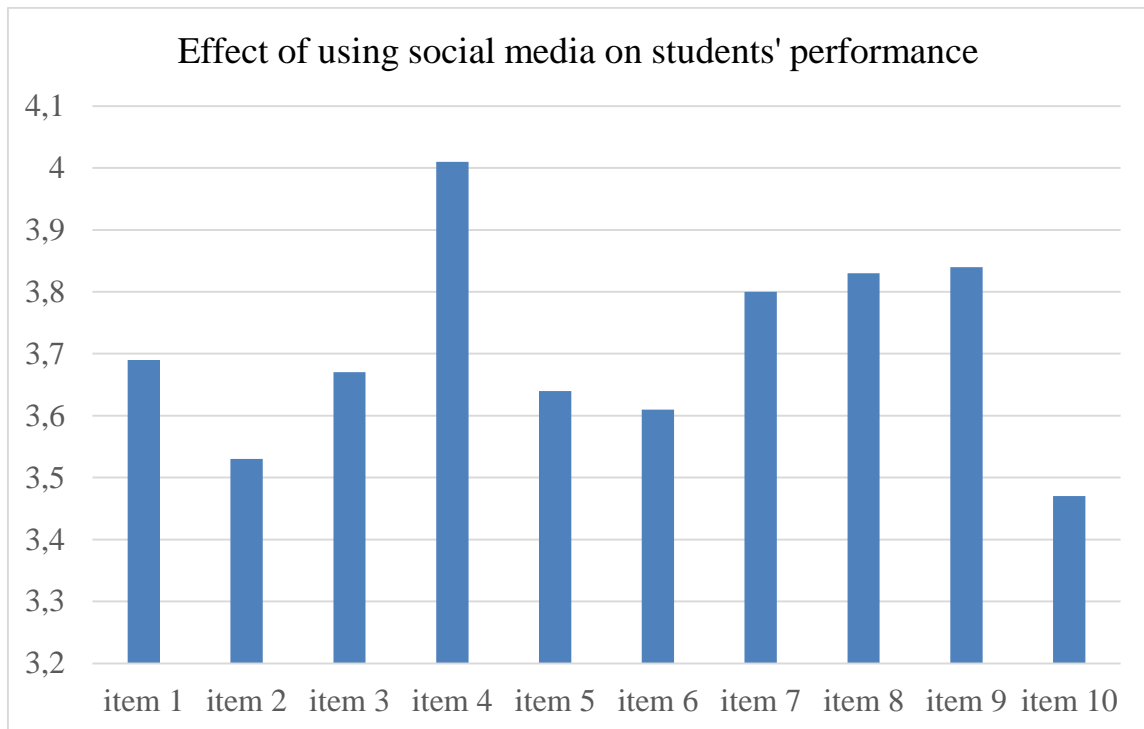
Figure 6: Arrangement of items related to effect of using social media on students' performance according to arithmetic means

It can be noticed from Table (8) and Figure (6) above that the arithmetic means, that measure the effect of the use of social media in the educational process on improving students' performance, are high and rangefrom (3.47-4.01). All of them have high (t) values and significant at (α≤ 0.05). The highest mean reached (4.01) out of (5) for item (4), which states that: "Social media enable students to communicate with each other anytime, anywhere", and was followed by item (9) in second place whichstatesthat: "Social networking sites provide opportunities for students to learn about various educational experiences." with a mean of (3.84), in third p;ace item (8) which statesthat: "Social networking sites develop many skills for students." with a mean of (3.83), in fourth place item (7) which statesthat: "Social networks encourage students to use new apps that support learning materials." with a mean of (3.8), in fifth place item (1) which statesthat: "Use of social media sites develops the skill of learning and self-reliance among students" with a

mean of (3.69) and in sixth place item (3) which statesthat: "Social media enrich students'scientific knowledge" with a mean of (3.67).

However, the least mean value was for item (10) which states that: "Social media help develop students'creative thinking skills and patterns."with a highly agreed mean too(3.47), followed by item (2) which statesthat: "Use of social media applications positively affects learners'test results" with a mean of (3.53), followed by item (6) which statesthat: "Social media encourage students to innovate in everything related to education and learning materials" with a mean of (3.61) and followed by item (5) which statesthat: "Social Media help students in constructive study by offering a variety of integrated exercises" with a mean of (3.64).

Moreover, the overall mean for "Effect of use of social media in the educational process on improving students' performance" was (3.7221) and (t) value was (72.383) and significant at ($\alpha \leq 0.05$); this shows that there is a high agreement among respondents on the importance of using social media for improving student's academic performance and experience as it helps students in gaining different learning skills, strengthens their self-reliance, and enables them to communicate with each other at any time and cooperate to solve integrated exercises in a way that encourages their creative thinking. Hence, the result confirms the validity of acceptance of the first hypothesis which states: "There is a statistically significant effect of use of social media in the educational process on improving students' performance in East Jerusalem".

This result is consistent withBaileyet al. (2009) andFaizi, Afia, and Chiheb (2013), who showed the positive impact that the use of social media has on improving students'academic and social performance, since it helps in developing the intellectual skills of students and learners, enhances the spirit

of cooperation and collective participation, and creates self-confidence among students.

4.2.1 Results of Testing Hypothesis 2:
"There is a statistically significant effect of the use of social media in the educational process on improving primary school teachers' performance in East Jerusalem."

In order to test the second hypothesis and identify the effect of use of social media in the educational process on improving primary school teachers' performance in East Jerusalem, the descriptive statistics (means and standard deviation) and (t) values of the responses and their ranks, which were elicited using a five-point Likert scale, were calculated via SPSS as shown in Table (9) and Figure (7) below:

**Table 9: Descriptive summary and one sample T test results for participants'
responses to items measuring the effect of the use of social media in the educational
process on improving teachers' performance(n=150)**

| No.	Items	Mean	Std. Deviation	"t" value	Sig.	Rank	Level
1	The teacher can manage the educational process through social media sites.	3.63	0.979	45.45	0.000	9	High
2	Social media help teachers increase their experience and knowledge about educational material.	3.91	0.777	61.712	0.000	6	High
3	Social media help the teacher to design e-learning materials that support the course.	4.07	0.682	73.014	0.000	3	High
4	Social media help teachers learn about others' experiences in education.	4.15	0.663	76.737	0.000	2	High
5	Social media enable the teacher to communicate with students outside office hours.	4.15	0.621	81.903	0.000	1	High
6	Social networks encourage teachers to create and design new applications that support learning materials.	4	0.666	73.608	0.000	5	High
7	Social media help teachers follow up new announcements and manage projects related to the educational process.	4.04	0.623	79.471	0.000	4	High
8	Through social media, the teacher can monitor student activity and redirect them to useful activities.	3.68	0.972	46.391	0.000	8	High
9	Through social media, the teacher can view scientific questions and choose model answers.	3.89	0.778	61.254	0.000	7	High
10	Social media help the teacher motivate students to compete with one another to solve the most difficult problems they face in the educational process.	3.49	0.968	44.137	0.000	10	High
Overall		**3.902**	**0.57117**	**83.669**	**0.000**	**-**	**High**
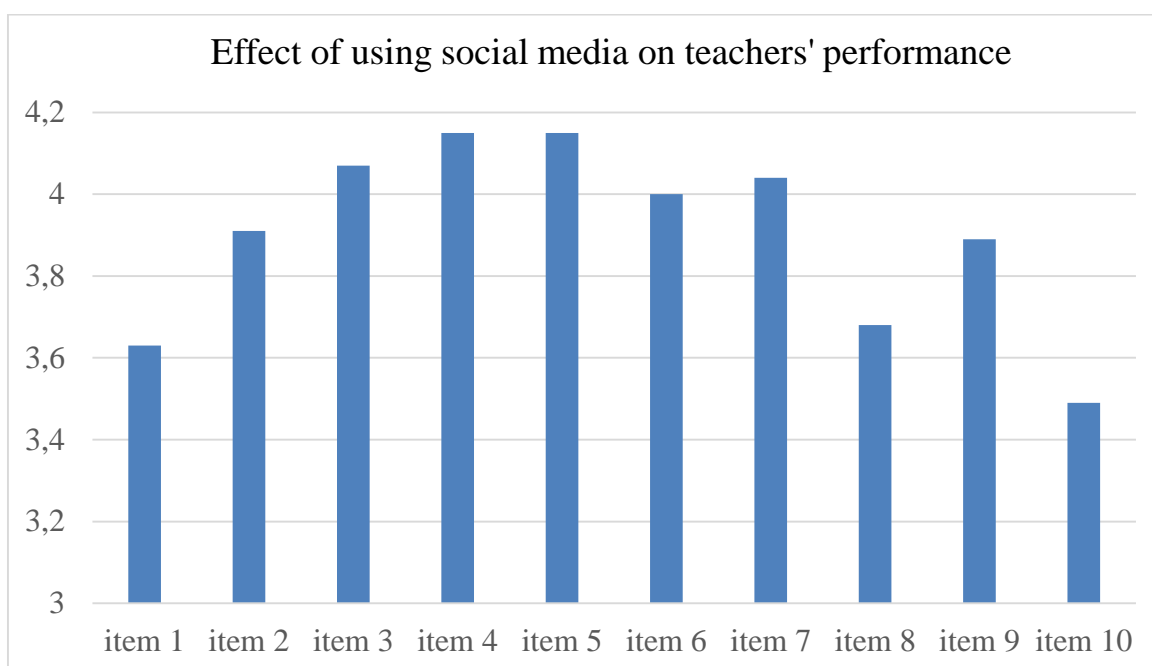
Figure 7: Arrangement of items related to effect of using social media on teachers' performance according to arithmetic means

It can be noticed from Table (9) and Figure (7) above that the arithmetic means, that measure the effect of the use of social media in the educational process on improving teachers' performance, are high and rangefrom (3.49-4.15); all of them have high (t) values and significant at (α≤ 0.05).

The highest mean reached (4.15) out of (5) for item (5), which states that: "Social media enable the teacher to communicate with students outside office hours", and was followed by item (4) in second place which statesthat: "Social media help teachers learn about others' experiences in education." with a mean of (4.15), in third place item (3) which statesthat: "Social media help the teacher to design e-learning materials that support the course."

With a mean of (4.07),in fourth place item (7) which statesthat: "Social media help teachers follow up new announcements and manage projects related to the educational process." with a mean of (4.04),in fifth place item

(6) which statesthat: "Social networks encourage teachers to create and design new applications that support learning materials" with a mean of (4) and sixthly item (2) which statesthat: "Social media help teachers increase their experience and knowledge about educational material" with a mean of (3.91).

However, the least mean value was for item (10) which statesthat: "Social media help the teacher motivate students to compete with one another to solve the most difficult problems they face in the educational process." with a highly agreed mean of(3.49), followed by item (1) which statesthat: "The teacher can manage the educational process through social media sites" with a mean of (3.63), followed by item (8) which statesthat: "Through social media, the teacher can monitor student activity and redirect them to useful activities" with a mean of (3.68) and followed by item (9) which statesthat: "Through social media, the teacher can view scientific questions and choose model answers" with a mean of (3.89).

Moreover, the overall mean for "the effect of the use of social media in the educational process on improving teachers' performance"was (3.902) and (t) value was (83.669) and significant at ($\alpha \leq 0.05$);this shows that there is a high agreement among respondents on the importance of using social media for improving teachers' performance and experience as it helps students in gaining different learning skills, strengthens their self-reliance, and enables them to communicate with each other at any time and cooperate to solve integrated exercises in a way that encourages their creative thinking. Hence, the result confirms the validity of acceptance of the second hypothesis which states: "There is a statistically significant effect of the use of social media in the educational process on improving primary school teachers' performance in East Jerusalem".

This result is consistent with the study of (Tække, 2017), (Ventayen & Ventayen, 2017) and (Toplu et al., 2014) who have stated that the benefit of using social media in educationwould also accrue to the teacher in terms of the development of his/her performance and experience, as his/her feeling will not be limited to the pleasure of interacting with students and seeing their enthusiasm towards their subjects. He/shewouldalso find him/herself learning a new skill and perhaps achievinga deeper understanding of the educationalsubject he/she is teaching by clarifying and presenting its details in another way.

4.2.2 Results of Testing Hypothesis 3:

"There is a statistically significant effect of the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem"

In order to test the third hypothesis and identify the effect of the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem, the descriptive statistics (means and standard deviation) and (t) values of the responses and their ranks, which were elicited using a five-point Likert scale, were calculated via SPSS as shown in Table (10) and Figure (8) below:

Table 10: Descriptive summary and one sample T test results for participants' responses to items measuring of the use of social media in facilitating teaching and educational process(n=150) – (Next page)

No.	Items	Mean	Std. Deviation	"t" value	Sig.	Rank	Level
1	Social networking sites are an important means of publishing studies and research articles.	4.09	0.797	62.886	0.000	1	High
2	Social networking sites help identify new and innovative methods of learning.	3.96	0.694	69.886	0.000	5	High
3	Social media help to identify the problems faced by the school through what is posted on the school's web page on social networking sites.	3.63	0.807	55.024	0.000	10	High
4	Social media promote communication between teachers and parents.	4.03	0.645	76.518	0.000	3	High
5	Social media make it easy to communicate queries and complaints to the school administration, by sending messages or digital comments on the school's web pages on one of the social networking sites.	3.96	0.654	74.141	0.000	4	High
6	Social media help to take advantage of opinion polls and follow-up developments in various fields of education.	3.94	0.697	69.197	0.000	7	High
7	Social media contribute to the dissemination of pictures and educational videos suitable for the educational material and exchangethem among students to have aneasy discussion.	4.07	0.672	74.09	0.000	2	High
8	Social media made it possible to learn new languages and cultures by communicating with people from different foreign environments.	3.92	0.737	65.099	0.000	8	High
9	Social media contributed to the design and introductionof new applications that serve and benefit the educational material,	3.95	0.643	75.192	0.000	6	High
10	Transforming education from traditional teaching based on indoctrination to participatory, interactive and collaborative education and knowledge-building.	3.83	0.862	54.435	0.000	9	High
Overall		**3.9373**	**0.50614**	**95.274**	**0.000**	**-**	**High**
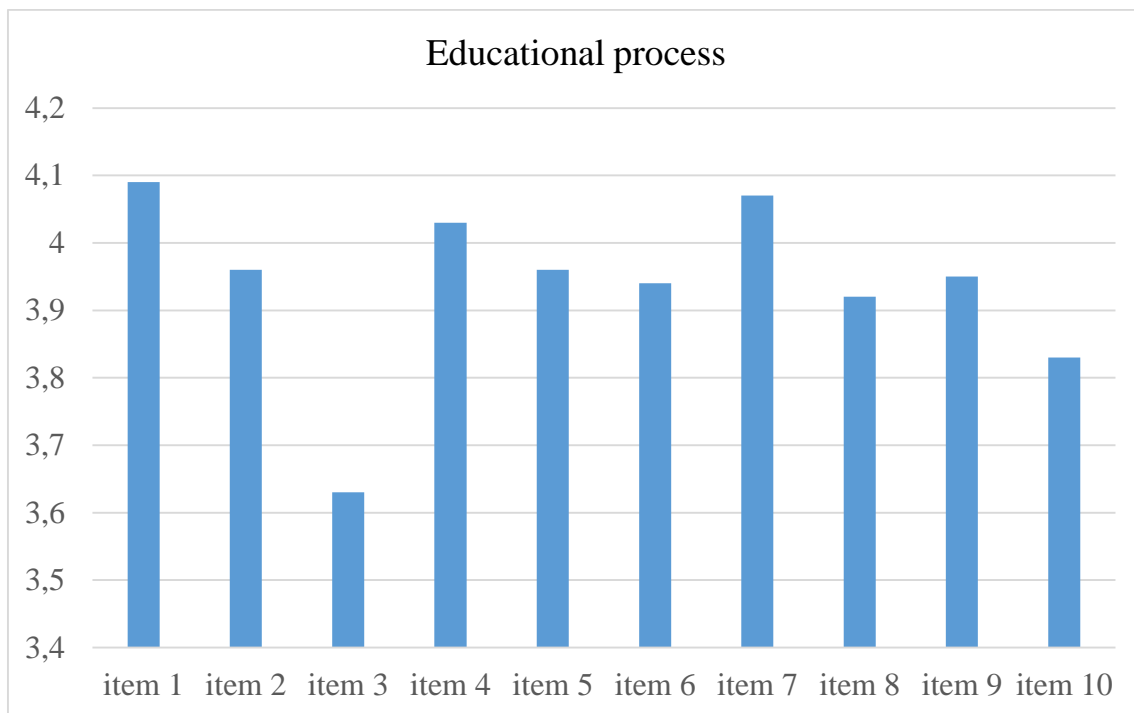
Figure 8: Arrangement of items related to the use of social media in facilitating teaching and educational processaccording to the arithmetic means

It can be noticed from Table (10) and Figure (8) above that the arithmetic means, that measure the effect of the use of social mediain facilitating teaching and educational process, are high and range from (3.63- 4.09), and all of them have high (t) values and significant at ($α≤ 0.05$). The highest mean was(4.09) out of (5) for item (1), which states that: "Social networking sites are an important means of publishing studies and research articles.", and it was followed by item (7) in second place which statesthat: "Social media contributed to the dissemination of pictures and educational videos suitable for the educational material and exchange them among students to have an easy discussion." with a mean of (4.07), in third place item (4)which states that: "Social media promote communication between teachers and parents." with a mean of (4.03), in fourth place item (5) which states that: "Social media make it easy to communicate queries and complaints to the school administration, by sending messages or digital comments on the

school's web pages on one of the social networking sites." with a mean of (3.96), in fifth place item (2) which states that: "Social networking sites help identify new and innovative methods of learning" with a mean of (3.96) and in sixth place item (9) which states that: "Social media contribute to the design and introductionof new applications that serve and benefit the educational material." with a mean of (3.95) .

However, the least mean value was for item (3) which statesthat: "Social media help to identify the problems faced by the school through what is posted on the school's web page on social networking sites." with a highly agreed mean too(3.63), followed by item (10) which statesthat: "Transforming education from traditional teaching based on indoctrination to participatory, interactive and collaborative education and knowledge-building" with a mean of (3.83), followed by item (8) which statesthat: "Social media made it possible to learn new languages and cultures by communicating with people from different foreign environments" with a mean of (3.92) and followed by item (6) which statesthat: "Social media help to take advantage of opinion polls and follow-up developments in various fields of education" with a mean of (3.94).

Moreover, the overall mean for "the effect of the use of social media in facilitating teaching and educational process" was (3.9373) and (t) value was (95.274) and significant at (α≤ 0.05), which shows that there is a high agreement among respondents on the importance of using social media in facilitating teaching and educational process as social media enhance the educational process and add an atmosphere of fun and excitement in learning, and make it easier for students to access sources of information, create a collaborative social learning environment, and transform education from traditional indoctrination-based teaching to participatory, interactive and collaborative learning and knowledge building. Hence, the result

confirms the validity of acceptance of the third hypothesis which states: "There is a statistically significant effect of the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem".

This result is consistent with the study of (Ventayen & Ventayen, 2017), (Seaman, 2013) and (Esteves, 2012) who indicated that the use of social media in teaching resulted in the emergence of new and more effective teaching methods in education, and contributed to the arrival of knowledge and science to learners and make them accessible to all; it alsoindicated that some sites, such as Facebook, may have the potential to improve the quality of teaching through the provision of public training on various practical skills.

4.2.3 Results of Testing Hypothesis 4:
"There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable"

Statistical difference between participants'perceptions about the role of social media in improving the performance of primary school teachers in East Jerusalem according to gender was analyzed by the independent sample T-test, utilizing SPSS, to investigate if the teachers' gender has an effect on the participants' perceptions about the role of social media in improving the performance of primary school teachers. The results were as shown below in Table (11) and Figure (9):

Table 11:Results ofindependent sample T-test for the differences between participants'perceptions about therole of social media in improving the performance of teachers according to gender

Variable		Mean	Std. Deviation	(T) value	Significant value (α)	Significance
Gender	**Male**	4.1552	0.70030	2.268	0.029	Significant
	Female	3.8413	0.52100			
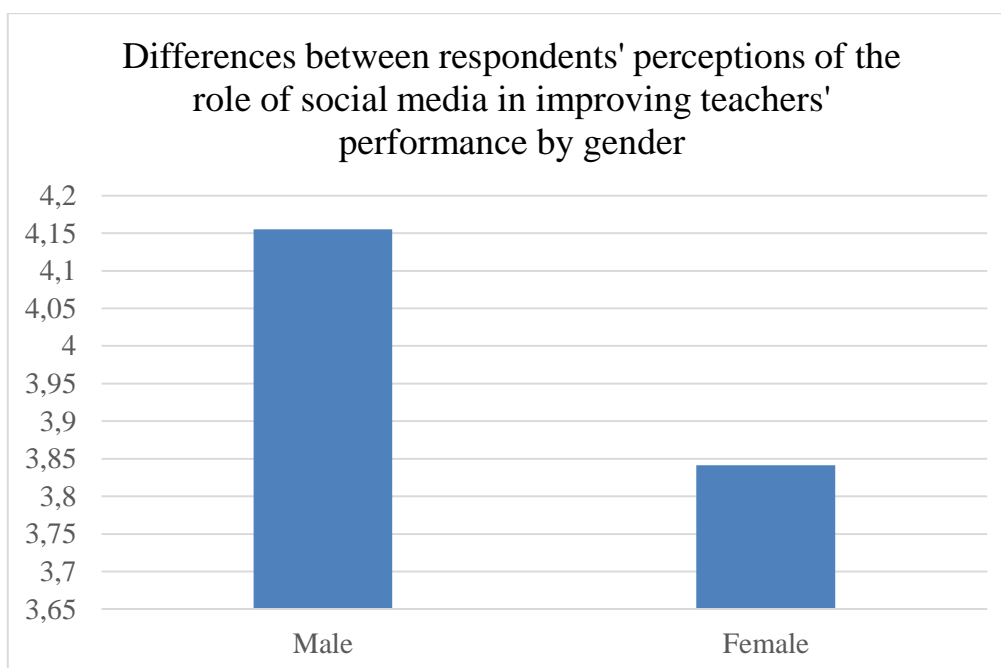
Figure 9: Differences between participants' perceptions of the role of social media in improving teachers' performance by gender

The results in Table (11) and Figure (9) showed that there are differences in perceptions about the role of social media in improving the performance of teachers according to gender; the (T) test value reached (2.268) and this value is statistically significant ($\alpha = 0.029 \leq 0.05$). Moreover, the differences are in favor of maleswith a mean of (4.1552) while the arithmetic mean for females is (3.8413).

Hence, the result confirms the validity of rejection of the fourth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable".

This difference can be explained by the fact that males are always more audacious, more confident and enthusiastic. They try all that is new and take the risks of new experiences compared to females who tend to be afraid and refrain from taking risks; they prefer to stay on traditional patterns of education and do not want to try modern technology, such as social media.

4.2.4 Results of Testing Hypothesis 5: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age variable"

To investigate whether there isa significant difference between participants' perceptions about the role of social media in improving the performance of primary school teachers in East Jerusalem due to age variable, a one-way ANOVA test was performed and the results were as shown below in Table (11):

Table 12: Results of one-way ANOVA for the differences between participants' perceptions about the role of social media in improving the performance of teachers according to age

Source of variance	Sum the squares	df	Mean of squares	(F) Value	Significance
Between groups	0.189	4	0.047	0.142	0.966
Inside groups	48.420	145	0.334		
Total	48.609	149			

The results in Table (11) show that there are no differences between participants' perceptions about the role of social media in improving the performance of teachers according to age variable;the ANOVAs test value amounted (F =0.142), and this value was not statistically significant at (α=0.966 >0.05); this reveals the validity of the acceptance of the fifth hypothesiswhich states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due toage variable".

This non-difference can beprobablyexplained by the fact that recently all ages of all groups are using the internet and social media, and almost all age groups are aware of the importance of social media. This will not give an age group precedence over another in believing in the ability of social media to serve the educational process.

4.2.5 Results of Testing Hypothesis 6:

There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable.

To investigate whether there is a significant difference between participants' perceptions about the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable, a one-way ANOVA test was performed and the results were as shown below in Table (12):

Table 13: Results of one-way ANOVA for the differences between participants' perceptions about the role of social media in improving the performance of teachers according to academic year

Source of variance	Sum the squares	df	Mean of squares	(F) Value	Significance
Between groups	0.852	3	0.284	0.868	0.009
Inside groups	47.757	146	0.327		
Total	48.609	149			

The results in Table (12) showed that there are differences in the participants' perceptions about the role of social media in improving the performance of teachers according to academic year The ANOVAs test value amounted (F =0.868), and this value was statistically significant at (α=0.009 $\leq$ 0.05). This reveals the validity of rejection of the sixth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable". To detect source of differences, the research applied Scheffe test See Table (13):

Table 14: The results of Scheffe test the means of the responses of participants about the role of social media in improving the performance of teachers according to academic year variable

Variable	Mean Differences	Associate	Bachelor	Master	PhD
Role of social media in improving the performance of teachers	Associate		-0.633*	-0.835*	-0.980*
	Bachelor	0.633*		-0.499*	-0.659*
	Master	0.835*	0.499*		-0.584*
	PhD	0.980	0.659*	0.584*	

*Significant at level (α ≤ 0.05)

Table (13) shows that there are statistically significant differences at the level of significance (α ≤ 0.05) between the means of the responses of the individuals of the study sample on the role of social media in improving the performance of teachers according to academic year variable, and in favor of those with higher academic qualification, i.e., in favor of PhD, Master's, Bachelor and Associate in a descending order.

This result can be explained by the higherthe level of education of the teacher, the higher isthe percentage of awareness and interest in him/her in all that is new and the ability to think positively; thismakes him/her more enthusiastic, prepared, convinced and believing in the effectiveness of using social media to serve the educational sector;in addition, most teachers who have higher educational qualifications also have higher teaching skills, and greater capabilities to use social media compared to teachers with lower qualifications, since itenhances their attitudes towards the use of social media in the educational process.

4.2.6 Results of Testing Hypothesis 7:

There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable.

To investigate whether there is a significant difference between participants' perceptions about the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable, a one-way ANOVA test was performed and the results were as shown below in Table (15):

Table 15: Results of one-way ANOVA for the differences between participants' perceptions about the role of social media in improving the performance of teachers according to years of experience

Source of variance	Sum ofsquares	df	Mean of squares	(F) Value	Significance
Between groups	1.514	5	0.303	0.926	0.466
Inside groups	47.096	144	0.327		
Total	48.609	149			

The results in Table (15) show that there are no differences in the participants' perceptions about the role of social media in improving the performance of teachers according to years of experience variable, the ANOVAs test value amounted (F =0.926), and this value was not statistically significant at (α=0.466 > 0.05). This reveals the validity of acceptance of the seventh hypothesiswhich states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable".

This result can be explained by the fact that teachers with greater experience do not necessarily have to be more aware of the importance of social media in serving the educational process as is the case for those who have less experience, given that those who have greater experience may be more adherent to traditional methods of education and refuse to integrate modern technologies such as social media in the educational process.As for those who have less experience, their limitedpractical experiences may not qualify them to use social media in an effective and correct way that serves the educational process and improves their level of performance as well as that of the students.

4.2.7 Results of Testing Hypothesis 8:

There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most.

To investigate whether there is a significant difference between participants' perceptions ofthe role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most, a one-way ANOVA test was performed and the results were as shown below in Table (16):

Table 16: Results of one-way ANOVA for the differences between participants' perceptions ofthe role of social media in improving the performance of teachers according to type of social media they utilized the most

Source of variance	Sum ofsquares	df	Mean of squares	(F) Value	Significance
Between groups	1.271	6	0.212	0.640	0.698
Inside groups	47.338	143	0.331		
Total	48.609	149			

The results in Table (16) show that there are no differences between participants' perceptions about the role of social media in improving the performance of teachers according to type of social media they utilized the most" variable, the ANOVAs test value amounted (F =0.640), and this value was not statistically significant at (α=0.698 > 0.05) which reveals the validity of the acceptance of the eighth hypothesiswhich states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most".

These results can be explained by the fact that social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) havebecome easily accessible and commonly used by teachers, and this does not give preference to one over the other in improving the performance of teachers. This is more evident based onwhat was previously explained. Teachers are able to use all of these social media means; therefore, they can use them all to serve the educational process without having one advantage over one at the expense of the other.

4.2.8 Results of Testing Hypothesis 9:

There are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media.

To investigate whether there is a significant difference between participants'perceptions ofthe role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media, a one-way ANOVA test was performed and the results were as shown below in Table (17):

Table 17: Results of one-way ANOVA for the differences between participants' perceptions about the role of social media in facilitating teaching in primary school due to the most commonly utilized type of social media

Source of variance	Sum ofsquares	df	Mean of squares	(F) Value	Significance
Between groups	3.021	6	0.504	2.048	0.063
Inside groups	35.150	143	0.246		
Total	38.171	149			

The results in Table (17) show that there are no differences in the participants'perceptions of social media in facilitating teaching in primary school due to the most commonly utilized type of social media, the ANOVAs test value amounted (F =2.048), and this value is not statistically significant at (α= 0.063 > 0.05).This reveals the validity of acceptance of the ninth hypothesis which states: "There are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media".

These results can be explained by the fact that social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) have become easily accessible and commonly used by teachers, and this does not give preference to one over the other in improving the performance of teachers. This is more evident based on what was previously explained. Teachers are able to use all of these social media means; therefore, they can use them all to serve the educational process without having one advantage over one at the expense of the other.

4.3 Summary of the Results

Following theanalysis of the data collected from responses of (150) male and female teachers who teach elementary stage students at the schools of East Jerusalem to an electronic questionnaire distributed to them, and application of various descriptive (means, standard deviation and percentages) and analytical tests (one-way ANOVA and independent sample T-test) on the SPSS program in analyzing data to answer study questions and to test its hypotheses, the following findings were concluded:

1. The validity of acceptance of the first hypothesis which states: "There is a statistically significant effect of the use of social media in the educational process on improving students' performance in East Jerusalem" is confirmed. It was shown that there is a high agreement among respondents on the importance of using social media for improving student's academic performance and experience as it helps students in gaining different learning skills, strengthens their self-reliance, and enables them to communicate with each other at any time and cooperate to solve integrated exercises in a way that encourages their creative thinking.

   This result is consistent with Bailey et al. (2009) andFaizi, Afia, and Chiheb (2013), who show the positive impact that the use of social media has on improving students'academic and social performance, i.e., it helps in developing the intellectual skills of students and learners, enhances the spirit of cooperation and collective participation, and creates self-confidence among students.

2. The validity of acceptance of the second hypothesis which states: "There is a statistically significant effect of the use of social media in the educational process on improving primary school teachers' performance in East Jerusalem" is confirmed. It was shown that there is a high agreement among respondents on the importance of using social media for improving teachers' performance and experience as it helps students in gaining different learning skills, strengthens their self-reliance, and enables them to communicate with each other at any time and cooperate to solve integrated exercises in a way that encourages their creative thinking.

   This result is consistent with the study of (Tække, 2017), (Ventayen & Ventine, 2017) and (Toplu et al., 2014) who stated that the benefit of using social media in education would also accrue to the teacher in terms of the development of his/her performance and experience, as his/her feeling will not be limited to the pleasure of interacting with students and seeing their enthusiasm towards their subjects. He/she would also find him/herself learning a new skill and perhaps achievinga deeper understanding of the education subject he/she is teaching by clarifying it and presenting its details in another way.

3. The validity of acceptance of the third hypothesis which states: "There is a statistically significant effect of the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem"is confirmed. It was shown that there is a high agreement among respondents on the importance of using social media in facilitating teaching and educational process as it enhances the educational process, adds an atmosphere of fun and excitement in learning, makes it easier for students to access sources of information,

creates a collaborative social learning environment, and transforms education from traditional indoctrination-based teaching to participatory, interactive and collaborative learning and knowledge building.

This result is consistent with the study of (Ventayen & Ventayen, 2017), (Seaman, 2013) and (Esteves, 2012) who indicated that the use of social media in teaching resulted in the emergence of new and more effective teaching methods in education, and made knowledge and science accessible forlearners, it also indicated that some sites, such as Facebook, may have the potential to improve the quality of teaching through the provision of public training on various practical skills.

4. There are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable for the favor of male teachers. The result confirms the validity of rejection of the fourth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable".
This difference is explained by the fact that males are always more audacious, more confident and enthusiastic to try all that is new and to take risks of new experiences compared to females who tend to be afraid and refrain from taking risks, and prefer to stay on traditional patterns of education and do not want to try modern technology, such as social media.

5. There are no significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age. The result confirms the validity of the acceptance of the fifth hypothesis which states that: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age variable".

This non-difference is explained by the fact that recently all ages of all groups are using the internet and social media, and almost all age groups are aware of the importance of social media; this will not give an age group precedence over another in believing in the ability of social media to serve the educational process.

6. There are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable. The result confirms the validity of rejection of the sixth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable".

This result is explained by the fact that the greater the educationallevel of the teacher, the greaterthe percentage of awareness and interest in all that is new and the ability to think positively; this makes the teacher more enthusiastic, prepared, convinced and believing in the effectiveness of using social media to serve the educational sector.

In addition, most teachers, who have higher educational qualifications, have higher teaching skills, and greater capabilities to use social media compared to teachers with lower qualifications since this enhances their attitudes towards the use of social media in the educational process.

7. There are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable. The result confirms the validity of the acceptance of the seventh hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable".

8. There are no statistically significant differences in the role of social media in improving the performance of primary school teachers and in facilitating teaching in East Jerusalem according to the most commonly utilized type of social media which validates the acceptance of eighth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most" and ninth hypothesis which states: "There are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media".

These results are explained by the fact that social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) havebecome easily accessible and commonly used by teachers; however, it does not give priority to one over the other in improving the performance of teachers. It is more evident according to what was previously explained, i.e., teachers are able to use all of these social media means. Therefore, they can use them all to serve the educational process without having one advantage over one at the expense of the other.

Chapter Five: Discussion and Conclusion

5.1 Introduction

The conclusions of this study, accompanied with the discussion of the summary of the main results obtained following analysis of the questionnaires, are provided in this chapter. It also proposessome research suggestions and future recommendations for academics and researchers.

5.2 Findings and Discussion

The rapid development of Internet applications has led to the development of social media. The surgein social media has changed the way people communicate and interact both online and offline. Social media aregenerally used on the basis of daily life by millions of people, especially for young people around the world for various reasons. Students constitute a large segmentof users of social media. Using social media, students have changed the way they use the web to retrieve information to create and share information with their peers online. This change also affects how technology is used in the classroom to support teaching and learning as well.

Emerging technologies such as social media brought new enhanced functionality, which is hugely beneficial for the improvement ofteaching and learning in schools. This research explores the role that social media plays in elementary education in East Jerusalem. It is particularly interested in understanding how the use of emerging technologies to support classroom work affects students' learning experience and communication within the classroom.

The term social media is used torefer to emerging online tools that are used in education to convey information to students. In this study, a social media tool isaninternet-based application that "allows the creation and sharing of user-generated content", and seven of them were selected for this research: (Facebook, WhatsApp, Instagram, YouTube, Linkedin, Skype, and Twitter).

Due to the popularity of social media used by students, much of the education literature focus on the use of social media by teachers and students for educational purposes, and its pedagogical values. Several studies argue that these tools provide an opportunity to enhance learning by supporting social learning, enhancing student-teacher interaction, which in turn improves active learning and promotes student-centered learning (Taylor et al., 2012; Ajjan & Hartshorne, 2008).

Despite these potential benefits and pedagogical values, researchers argue that the majority of students and lecturers are still reluctant to use teaching and learning tools. It was suggested that students are not keen on using social media to communicate and interact in a formal academic relationship with faculty. Although many studies focused on the educational uses of social media by students and teachers, and their pedagogical values, few studies looked at its effects on students' learning experience (Hrastinski & Aghaee, 2012; Gikas & Grant, 2013). Therefore, this research came to fill these knowledge gaps by addressing the following research questions:

- o What is the role of social media in improving students' performance from the perspective of teachers of the elementary schools in East Jerusalem?

- o What is the role of social media in improving the performance of elementary school teachers from the perspective of teachers of the elementary schools in East Jerusalem?

- o What is the role of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem?

- o Are there statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to variables of gender, age, academic year, experience or the most commonly utilized type of social media?

Accordingly, this research began with a reviewof a literature, then adoptedthe methodology to be used fordata analysis. Thirdly, the research presentedthe research results which describe the use and interaction of students and teachers in the use of social media to support teaching and learning, and its effects on students'learning experience and communication within the classroom. Fourthly, discussion and analysis of the research findings were made to gain a better understanding of how social media are used to support learning by students and teachers. Finally, this research made some guidelines and recommendations for future research as well as pointing out the limitations of the study.

It can be concluded that the purpose of this study is to explore how elementary students in East Jerusalem schools and their teachers use social media to support learning and in particular to understand how the use of emerging technologies affects students' learning experience and communication in the classroom. The study is a significant contribution to the undergoing investigation of the role of social media in facilitating the

teaching process, and identifying the impact of the use of social media in education on the performance of primary school teachers and students, and the extent to which teachers' views differ toward these media according to age, gender, experience, academic year, and type of social media adopted in teaching. Finally, this research makes several recommendations on the subject of study so as to pave the way for more improvement of the teaching and learning process.

In this study, the social media tools under study are social networking sites such as Facebook, Twitter, Instagram and other media sharing sites, creation and publishing tools, social bookmarking, and online messaging. As for the methodology, it was based on the descriptive-analytical approach, by statistically analysis ofthe responses of a sample consistingof (150) male and female teachers,with at least one year of experience, and with different qualifications and age groups, and teach elementary stage students at the schools of East Jerusalem; they responded to an electronic questionnaire.Various descriptive (means, standard deviation and percentages) and analytical tests (one-way ANOVA and independent sample T-test) on the SPSS program were used for analysis.

The presented results in the previous section were intended to answer the research questions, namely to gain some insight into how social media wereused to support learning by students and teachers, and theirimpacts on class communication and students' learning experience. The study answered the various questions of this study and tested its hypotheses. The following is a discussion of these results and how these results answered the four questions of the study:

5.2.1 Discussion of the Results related to the First Question:

What is the role of social media in improving students' performance from the perspective of teachers of the elementary schools in East Jerusalem?

With regard to the result for the above question, the study found that there is a high agreement among respondents on the importance of using social media for improving student's academic performance and experience as it helps students in gaining different learning skills, strengthens their self-reliance, and enables them to communicate with each other at any time as well as tocooperate to solve integrated exercises in a way that encourages their creative thinking. This led to the acceptance of the first hypothesis which states: "There is a statistically significant effect of the use of social media in the educational process on improving students' performance in East Jerusalem".

This result is explained by the study of (Panekham, 2014) who showed that social media support classroom work and help facilitate learning activities such as communication, cooperation, discussion, requesting clarification, and accessing and retrieving information. However, there are a number of negative effects of using social media for learning activities on communication between students and teachers. This study confirmed that the use of social media is important to support classroom activities, and this led to the improvement of students' ability to learn in several ways and raise their achievement and educational level.

Researchers such as (Bailey et al., 2009; Faizi, Afia & Chiheb, 2013) show that learning to use social media did not affect students' learning directly, but it improved their ability to access information and communicate with their classmates. This means that with the social media tools, students will be able

to better discuss, collaborate, and share study resources with their colleagues. They also showed the positive impact of using social media in improving the academic and social performance of students, as it helps in developing the intellectual skills of students and learners, enhances the spirit of cooperation and group participation, and creates self-confidence among students.

The current result can also be explained by (Faizi et al., 2013), who mentioned that one of the benefits of social media in the educational field is that the student can gain a lot of experience and social skills in addition to direct educational benefit. The study indicated that the use of this type of sites in the educational process will raise the levels of social growth in students who are required to deal and communicatewith a larger segment of people. Psychologists and sociologistsbelieve that the use of social communication in the educational process is effective in overcoming the problems of introversion or chronic shyness.

According to Ahmed and Omar (2013) study, the learning experience can be greatly improved if teachers integrate tools into learning correctly and theyuse the social media tools well. Then students are able to share any new knowledge orresource with the class, as these tools provide a collaborative space for students to share knowledge.

Ahmed and Omar (2013) also showed that using social media to support classroom work can enhance students'learning experience, especially since students use informal collaborative learning tools more than formal learning.

It also plays a prominent role in achieving the right educational integration, which benefits students and improves their performance and study skills.

Beemt et al. (2017) added that engaging social media in the educational sector may create many possibilities in improving educational outcomes by

motivating students and developing their level of participation in the learning process.

Furthermore, Al-Azawei (2019) stressed the positive impact of social media utilization on students' learning and academic achievement; these sites provide students with skills likeidentify, list and inspect files, and share audio and video files. Such skills cannot be learnt and acquired in a regular classroom. These sites provide students with the ability to create, edit, copy and download files, arrange image files, and practice the ability to strategic monitoring and rapid response.

Ameen et al. (2018) confirmed the result of this study too. They mentioned that these social media websites enable the student to learn according to their individual pace, educational level and circumstances. Social media sites also help easyexchange of scientific material between students.

This was also asserted by Ibrahim et al. (2013) who clarified that these sites have become indispensable since they provide students with the 21st century skills.

Moreover, the findings of Brown (2012) were in line with the current study results. Brown (2012) clarified that these social media sites stimulate creativity among students and help to activate their cognitive intelligence skills. Also, these sites facilitate the exchange and discussion of information and knowledge; thus, they enhance effective dialogue skills among students and move the educational process from being based on passive reception to being based on active self-learning.

On the other hand, everything has its pros and cons. Other studies, such as Sari (2008) have results that contradict those results reached by this study. They showed that social media sites too have many negative effects as a

result in addiction, especially negative psychological symptoms, isolation and individual performance in one room before a screen; in addition, they have negative effects on the academic performance and scientific perceptions of students.

One ofthese studies is the study of Hantoush (2017); it showed that the use of social networking sites as an educational means in support of education contributes to a waste of student's time. Social networking sites with their attractive entertainment services may lead students to losetime and forget the duties assigned to them; the long time a student spends in front of a computer or phone screen may lead to some psychological and social problems.

In another study by Bernard and Dzandza (2018), it was shown that social networking sites cause students to become addicted because long-term use of them leads to addiction and students will become victims to destructive ideas that violate morals and religion.

The student may ignore or neglectreading and learning and opt for entertainment sites and movies available on these sites.

The study of Awad (2014) showed that students may resort to social networking sites for entertainment purposes, communicate with friends and play, and forget the educational purpose of them.

This leads to low academic performance, which is in line with the results of this study.

Students became prone to frequent fluctuations in mood and self-control.

The study ofDevi et al. (2019) stated that these websites may cause students stress, anxiety or fear, and students ignore studies by spending time on social

networking sites instead of studying or interacting with people in person. Students prefer to chat with friends for hours.

As a result, it is a wasted time that could have been used forstudying or learning new skills. Students who regularly use social media may lose their ability to engage in face-to-face communication. Although students spend a lot of time socializing in an efficient manner.

For example, Gupta and Irwin (2016) said that Facebook can distub students, especially when they consider making their homework as less important. A similar idea was shared by Junco (2012).

Davies and Cranston (2008) listed some of the risks associated with social media; it included criminal activities such as identity theft, fake communications prevalent today, sexual assault or harassment and inappropriate advertising. By the same token, O'keeffe and Clarke-Pearson (2011) also mentioned cyberbullying, online harassment, SMS messaging, book depression, and privacy concerns as some of the challenges associated with social networking.

A study byTezer et al. (2017) indicated that time spent on the Internet and social media, had no effect on the academic achievement of prospective teachers. All in all, it can be said that social media can demonstrate the academic success of students if used properly in a classroom environment. It also encourages active participation in the class, but on the condition that it is used properlyand that its disadvantages including waste of time are avoided.

5.2.2 Discussion of the Results related to the Second Question:

What is the role of social media in improving the performance of elementary school teachers from the perspective of teachers of the elementary schools in East Jerusalem?

With regard to the result of this question, the study found that there is a high agreement among respondents on the importance of using social media for improving teachers' performance and experience as it helps students in gaining different learning skills, strengthens their self-reliance, and enables them to communicate with each other at any time and cooperate to solve integrated exercises in a way that encourages their creative thinking. This led to the acceptance of the second hypothesis which states: "There is a statistically significant effect of the use of social media in the educational process on improving primary school teachers' performance in East Jerusalem".

This result can be explained by the study of Tække (2017) who stated that the benefit of using social media in education would also accrue to the teacher in terms of the development of his/her performance and experience, as his/her feeling will not be limited to the pleasure of interacting with students and seeing their enthusiasm towards their subjects. He/she would also find him/herself learning a new skill and perhaps achieve a deeper understanding of the educational subject he/she is teaching by clarifying and presenting its details in another way.

Furthermore, the study of Junco et al. (2011) added that Internet and social media also helped the teacher overcome many of the obstacles that he/she was facing in the educational process, and contributed to the establishment of links and effective relationships between the student and his/her teacher. These social mediahaveaddressed many of the problems that hinder the

progress of the educational process as required, such as the problem of resource inflation and the students' inability to graspthe educational material during the class period.

It was also affirmed by Bicen and Kaya (2016) that the use of closed groups provided by Facebook is considered one of the most successful means in promoting education. The teacher can create a group on Facebook, especially for students of the class or the subject and then invites the students to join them. This can help students to discuss and exchange thoughts on topics related to the subject, encourage them to interact, initiate, explore, and be self-reliant. This method can help the teacher to evaluate students through participation in the discussion; this in turn will motivate them to constantly participate in the educational session. Bicen & Kaya (2016) argued that this way is considered one of the best ways for teachers to teach as it is considered an ideal alternative to indoctrination.

Moreover, the study of Ghavifekr et al. (2015) indicated that through the use of electronic platforms, the teacher can provide students with activities, exercises and electronic exams that are provided by these tools; this has succeeded in providing a distinguished learning environment that can be effectively used by teachers and experienced teachers with younger age as it is considered a safe environment for young people.

The result of the current study is also consistent with Hantoush (2017) who pointed out a set of ways in which faculty members can use social networking sites in the educational process in a way that leads to curriculum developmentand improves students' communication skills. It provides the teacher with a variety of attractive tools and media such as videos, images, and interactive activities that enhance the educational process and make it easier for him/her to perform various tasks.

Furthermore, Alloway & Alloway (2012) confirmed this result. They stated that social media can be used to improve teaching and learning through a number of ways, such as using the educational programs that are shared through social media, connecting with people who are specialized in specific topics, following them on social media, and searching for a specific topic within these sites.

According to Martins et al. (2011), social media help faculty members and teachers to provide immediate and direct educational guidance to their students outside the classroom; thus, this increases the student's sense of achievement by helping him/her to be like his/her other colleagues.

This was also affirmed by many faculty members in Arab and foreign countries who started using these networks to communicate with students so as to create a transparent and interactive educational environment. In this environment, the student can be an effective element in the educational learning process, and not just a participant who receives information from the teacher in the classroom (Ventayen & Ventine, 2017; Toplu et al., 2014).

Al-Arfaj (2012) clarified that the use of electronic social networks in the educational process has many advantages onteachers' performance, the most important of which are expanding the circle of learners by providing ease of communication between them and faculty members, spreading the technical culture, broadening students' perceptions by informing them about the latest developments in their field of study, giving the opportunity to some students who are shy to express their views in writing when facing educational situations, as well as achieving more social and economic benefits such as to reduce spending on classrooms, educational facilities, and educational tools and aids.

Devi et al. (2019) also stressed this positive impact of using social media on teachers' performance. Devi et al. (2019) clarified that teachers can use these sites to improve communication levels between them and students, and to present educational materials to students in modern methods that differ from traditional methods whichdo not take into account the individual differences of students.

The study of Ventayen and Ventayen (2017) also confirmed this result; it showed that the role of the teacher in education, through social media, is 'rich and subtle'. In practice, this presupposes a balanced performance, creating a climate of openness and use of pedagogical expertise to create structures supportive of learning. It requires a lot of trust and sensitivity on part of the teacher so as not to interfere into the learner's activities right away. It helps build (throughout the work) some kind of delicate support framework for the group.

Also, in this type of education, the teacher allows the students to find their own rhythms and ways of working together by closely observing the group of students without interfering but being ready to help. This helps the teacher to build a pedagogical framework for participants to use when they are ready. To create specific learning contexts, social networking services can become a great tool in collaborative work; the educational possibilities offered by these tools are almost endless when they aim to enhance interaction among the group, and between the group and the teacher, as well as between teachers themselves; all of this takes place outside the time and spatial constraints of the school environment.

This means that the teacher can use these networkingsites to introduce new ideas that enhance the effectiveness of the educational process. Also, the teacher's role is represented in his/her ability to direct students' attention

towards the use of these communication sites to exploit them in areas that are beneficial instead of being merely entertainment sites.

The study of (Toplu et al., 2014) also confirmed that teachers and supervisors who use social media are able to play an active role in cooperation with students. This is due to the factthat it is their responsibility to enhance student creativity, evaluate activities, explain confusing ideasarising from the content area and create knowledge in order to maintain the integrity of the learning environment.

Studies including (Bailey et al. 2009) also explained those results and showed that some lecturers and supervisors are able to integrate social media into their lectures and curricula in effective and purposeful ways, as they use it in appropriate conditions for learning and optimally as an introductory review. It is a collaborative learning tool, and not only an announcement for class reminders.

Thestudy of Al-Rahmi et al. (2015) that is consistent with the findings of the current study emphasized that lecturers and supervisors, who are looking to integrate social media into their teaching methods, should ensure that a particular type of social media aligns with learning outcomes in order to improve academic performance.

Chen (2015) showed that participants that participants with "Assimilating" and "Diverging" learning styles performed better than those with "Accommodating" and "Converging" learning styles did and had higher self-efficacy, observational modelling and habit strength toward learning in mobile Facebook. This social networking site has become so popular, and has the potential to act as an educational tool that enables peer responses, interaction and learning in a social context.

Thus, lecturers and supervisors, wishing to use social media in their academic courses to enhance student learning. must be prepared to support students in their learning since they play an important role in facilitating a collaborative learning community. Supposing that students easily know how to handle social media may negatively affect those who are not familiar with it and who still need supervision and direction. It is also critical for educators to acknowledge the potential for distractions and overstimulation of some specific types of social media.

5.2.3 Discussion of the Results related to the Third Question:

What is the role of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem?

With regard to the result of this question, the study found that there is a high agreement among respondents on the importance of using social media in facilitating teaching. This enhances the educational process and adds an atmosphere of fun and excitement in learning and educational process; it makes it easier for students to access sources of information, creates a collaborative social learning environment, and transforms education from traditional indoctrination-based teaching to participatory, interactive and collaborative learning and knowledge building. This led to the acceptance of the third hypothesis which states: "There is a statistically significant effect of the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem".

This result can be explained by the results of Ventayen and Ventayen, (2017) study whichindicated that the use of social media in teaching has resulted in the emergence of new and more effective teaching methods in education, and contributed to the arrival and accessibility of knowledge and science to all learners. It also indicated that some sites, such as Facebook, may have the

potential to improve the quality of teaching through the provision of public training on various practical skills.

It was also confirmed by Al-Hazani (2013) study which summarized the roles that social networking sites play in the educational field. It showed that these sites are tools for preserving information and this increased interest in individual or self-education, contributed to the development of students' informational abilities, and to the development of their scientific thinking skills, helps to develop creative thinking, thus achieving many learning objectives; it helped in finding strategies and plans to solve some educational problems and it allowed individuals to contact educational institutions in different countries of the world, and thus form friendships around the world.

The results of the current study can be also explained by Ibrahim (2014) who argued that the importance of social media networks in the educational process is represented in the fact that there are a large number of educational perspectives that support the use of these networks in education, including cooperative education theory, constructivism theory, learning on demand theory, student-centered education theory, active learning theory, and the theory of learning.

The use of these networks improves education and enhances modern teaching methods, creates an environment for education with the participation of members, strengthens students'relations with each other, supports scientific cooperation and works as a team.

This was also approved by Manca and Ranieri (2013) who argued that social media contributes to adding the social aspect to the educational process and enhancing the participation of various parties in this process; therefore, it is not limited to introducing the course to the student only, rather, it makes the student a main focus of the educational process.

This was confirmed by the study of Seaman (2013) who showed that social sites are not only virtual spaces to meet and communicate with new friends, or know what is happening in the world. They are educational tools with great features if used effectively, and an important source of information that teachers can use to improve communication among students and help them toparticipate effectivelyin activities that differ from traditional teaching methods.

The study Esteves (2012) showed the importance of using social media in education and its positive consequences on the educational process, as itenables students to review books and research collaboratively; students and teachers can review and follow up research together by sending it to students in the same specialty for review, as well as to the teacher. In addition, social media let students follow up any developments in their specialization: the professor can give students assignments to search for developments in the field of the scientific subject they are studying.

In this way, the teacher maintains the students' link with new information and keeps track of their opinion on the use of the specialization, and increases the use of the site as an educational survey tool for students to use.

Furthermore, the results of the current study are also in line with the study of Ainin et al. (2015). Itshowed the importance of social media in improving the educational process and facilitating the learning process through innovative and modern educational methods that they provide, such as educational games; students can use these games to improve reading skills, especially English as a second language, as these games increase the stock of English terms for students.In addition,the teacher can find sources of information specific to the student, by using updates of Facebook, Instagram,

and Twitter feed center to follow up on urgent political and sports news and university news.

In addition, the use of multimedia such as videos or photos in teaching can also be used and sent to students to facilitate the learning process.

The current study result regardingthe positive effect can be explained by Arnold and Paulus (2010) results. They stated that because social media tools are specifically designed for communication and social interaction, the use of these tools for educational purposes provides a number of beneficial pedagogical benefits for students and teachers in teaching and learning environments.

Because of these pedagogical assets, many teachers began to invest their time and effort in technology to facilitate and enhance their education.

This finding was reflected by other studies on social media in higher education (Ajjan & Hartshorne, 2008; Gikas & Grant, 2013). They found that social media can be used in the classroom to support social learning, enhance student-teacher interaction, improve active learning, and promote student-centered and highly constructivist learning activities.

The result of our study is consistent with the study of Panekham (2014) which showed that one of the most common advantages of social media is the ability to engage students through continuous communication, which in turn makes learning available upon request.

This means that learning is no longer restricted by time or place. By using social media, students have the ability to communicate with their classmates and teacher. Furthermore, the ease of an ongoingconnection provided by social media tools allows students to retrieve course content and access information quickly.

This study also agrees with the study of Toplu et al. (2014) which showed that the main reason students use social networking sites as educational tools is that they can communicate and receive support from their peers. At the same time, knowledge can be easily discovered and shared as well.

The study found that 'face-to-face'instructionin the classroom can be enhanced by connecting with teachers through social networks. The ability to engage students in the learning process is another area why it is imperativeto use social media in the classroom.

According to Shih (2011), itinvestigated the use of social networking services in a blended learning environment. The results suggest that teachers can enhance building student knowledge, increase student interest and participation, and promote collaborative learning by integrating Facebook and peer assessment into their courses.

Junco et al. (2011) suggest that using Twitter for academic discussion in an encouraging environment also has a positive impact on students' grades, engagement, and motivation.

The study found that the increase in overall student engagement could be a result of using a variety of social media tools as part of the course to complement the teaching and learning process.

Study of Balevičienė (2015) also agrees with the current study that the use of social media strengthens learning management systems, provides a set of various educational programs and gives institutions other administrative activities.

Learning how to use social media can also include chat and video functions, forums for sharing information, and other lesson resources to assist students.

Most learning management systems come with built-in social media integration, and this causes instant interaction between users and the system.

The system enhances student participation and makes it easy to collaborate on team projects. The system addresses issues related to students and learning to improve educational plans.

It is beneficial for organizations to use common learning management systems with social media integration to achieve better impact across the system. Other social learning benefits are live conferencing systems, publication of programs, group post reviews, blogging and much more.

Another frequently cited advantage of social media is found in Chelliah and Clarke (2011) study. It showed the ability of social mediato promote collaborative learning between peers and other knowledgeable persons outside of academia.

Using social media provides students with the ability to collaborate, discuss, and build their knowledge with classmates and instructors.

5.2.4 Discussion of the results related to the Fourth Question:

Are there statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender, age, academic year, experience or the most commonly utilized type of social media variables?

With regard to the results of this question, six hypotheses related to this field were formulated, and the result of each hypothesis is discussed below in detail:

- **Discussion of H4: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable.**

The study results indicated that there are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable in favor of male teachers.

The result confirms the validity of rejection of the fourth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable".

This differenceis explained by the fact that males are always more audacious, more confident and enthusiastic to try all that is new and take the risks of new experiences compared to females who tend to be afraidand refrain from taking risks, and prefer to stay on traditional patterns of education and do not want to try modern technology, such as social media.

This can be also explained by referring to the study of Gok (2016) as it showed a statistically significant difference between males and females in

terms of the level of academic achievement and performance using social media. It showed that male students spend more time than female students on the smartphone daily and on social networking sites, and that they are more attracted to it. Calling friends, texting, listening to music, watching videos and specially using social networking sites (Facebook, Youtube, blog, Foursquare, Twitter, etc.), make them more attached and more receptive to their use for learning.

While Mwingi (2014) study showed that males are naturally more intelligent and achieve academic performance more than females; male students are always based on superior performance compared to female students. However, studies show there are no gender differences in the achievement of boys and girls in early school.

Nevertheless, the differences between the sexes become clearer in higher classes; boys' performance is better than girls' performance in areas that involve calculations, as there is an innate superiority of males in intelligence; this may explain the tendency of males to use technology and master it more than females.

Our study result contradicts the result of Gopal (2015) study that showed that there is no difference between genders in the preference for e-learning courses and the use of social media in learning. However, it found that males preferred accredited the author and the technology connected with the subject. Therefore, these aspects should be highlighted when promoting the course. This gives further insights into how the e-learning industry can increase its presence in the market while targeting a male audience for courses, and it is noted that female gender gave more importance to location, schedules and availability of course materials, so flexibility in course timing could be an advantage to target the market for female students.

- **Discussion of H5: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age variable.**

The study results indicated that there are no significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age.

The result confirms the validity of the acceptance of the fifth hypothesis which states that: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to age variable".

This non-difference is explained by the fact that recently all ages of all groups are using the internet and social media, and almost all age groups are aware of the importance of social media; this will not give an age group any precedence over another in believing that social media couldserve the educational process.

This can also be explained by referring to the study of Mardiana (2016). It showed that the use of social media in the learning process rose significantly and teachers regardless of their ageturned to it as a modern and effective educational strategy, especially since this method provides many benefits, namely communication with their students or with their colleagues; its aim is to reach the best teaching methods, such as learning based on the principles of group exploration, play and innovation rather than individual teaching. All teachers of all ages and specializations are headingtowards this type of education in the classroom to create more value for the learning process.

Also, according to Al-Rahmi (2015) study, the Internet today is the most important source of information and the increasing consequences of

students' use of social media cannot be underestimated. Accordingly, all age groups are interested in Internet and social media; this explains the fact that teachers of all ages devote attention and time to social media to use it effectively in the educational process, and in a way that brings them closer to students and reflects at the same time students' improved performance and academic results.

The results of the current study are also consistent with the study of Frye et al. (2010) which showed that all lecturers and school and educational supervisors who use social media should be able to play an active role in cooperation with students regardless of age and gender, because their responsibility is to enhance student creativity, evaluate activities and explain confusing topicsemerging from the domain of content and knowledge creation in order to maintain the integrity of the learning environment.

Some lecturers and supervisors have identified ways to incorporate social media into their lectures and curricula while others do not want to use it. However, the use of social media must havepurposeful and appropriate learning conditions in proportion with the teacher's abilities and expertise, to eventually guarantee a full understanding of both researchers and students.

The study of Liu (2011) also is in line with the results of the current study. The former showed that the optimal use of social media as an introductory review and a collaborative educational tool, and not only as an announcementfor class reminders, is required of all teachers of all ages, in order to keep pace with the requirements of moderntimes and students'desires. In their teaching methods, teachers ensure that the particular type of social media used is aligned with learning outcomes towards theimprovement of academic performance.

In agreement with the current study results, Chen (2015) also showed that age is not a prerequisite for the application of learning through social media, and it is not a factor affecting the desire and inclination of teachers towards this type of learning, but rather experience and training constitute the main elements that contribute to the desire to use social media to enhance students' learning and playing. It plays an important role in facilitating a collaborative learning community. Presupposition that students easily know how to deal with social media may negatively affect those who are not familiar with it and who still need supervision and guidance; this shows the importance of experience and training for the teacher to be able to integrate the student into the new way of teaching.

- **Discussion of H6: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable.**

The study results indicated that there are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable.

The result confirms the validity of rejection of the sixth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to academic year variable".

This result is explained by the greater the level of education of the teacher, the greater the percentage of awareness and interest in all whatis new and the ability to think positively;this makes the teacher more enthusiastic, prepared, convinced and believing in the effectiveness of using social media to serve the educational sector.In addition, most teachers, who have higher

educational qualifications, also have higher teaching skills, and greater capabilities to use social media compared to teachers with lower qualifications.As a result, this discrepancyenhances their attitudes towards the use of social media in the educational process.

This result can also be explained by the study of Bulu et al. (2016). It agrees with the current study result which showed that the higher the level of teacher education, the higher the percentage of awareness and interest in everything new. It provides the ability to think positively, so the teacherbecomes more enthusiastic, ready, convinced and believing in the effectiveness of using social media in serving the educational sector. However, as for the other teachers with lower degrees of education, they adhere more to the traditional means fortheir belief that they are the most effective in education, and that social media are for entertainment and waste oftime and are not suitable as a source of education.

The study of Al-Rahmi (2015) differs with the results of the current study; it showed that all teachers, regardless of their academic level, ages, and orientations, have come to realize the importance of social media and technology in education and how it helps them communicate with students even when they are outside the classroom.

The study of Frye et al. (2010) showed that teachers of all levels are aware of the unlimited resources and texts from trusted sources that can be provided to students by using social media platforms and can be used to their advantage like articles, projects and power point presentations. They can also use it as a way to give and receive feedback at any time. This way students can easily access comments made by teachers and peers with the click of a button instead of flipping through pages of notes and handouts.

The study also showed that teachers of different educational levels, whether primary, preparatory or secondary, are aware of the importance of social media and the benefit it brings to students in teaching. All of them have the intention of adopting it to keep pace with the development and modern mechanisms in teaching; social media are seen as a type information and ideas archive and other media types where users can retrieve anything day or night. It enables them to quickly send comments and feedback via social media, and it bridges the communication gap between students and teachers. Since students are able to post their ideas and respond almost immediately, it has been noted that this increase in communication has led to a deeper understanding of class material.

Furthermore, the study of Liu (2011) contradicts with the result of current study sinceit stated that teacher's intention to use the social media network in collaborative learning represents the main factor in structuring technology acceptance models. All of these theories or models extend from the basic principles of structure, which postulates that the intention to use the system is a function of the attitude towards individual behavior and subjective norms. This was later expanded to include intent to use and thus cooperative and interactive learning theory. Perceived enjoyment is an important user belief after adoption whichleads to increased levels of user satisfaction and intent for continuity.

Thus, according to Mardiana (2016) study, all teachers of all grades will enjoy the web system and will view their interactions with the system positively, and thus show a high intent to use it to improve collaborative learning.

- **Discussion of H7: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable.**

The study results indicated that there are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable.

The result confirms the validity of the acceptance of the seventh hypothesis which states that: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable".

This result is explained by the fact that teachers with greater experience do not necessarily have to be more aware of the importance of social media in serving the educational process as is the case for those who have less experience, given that those who have great experiences may be more adherent to traditional methods of education and refuse to integrate modern technologies such as social media in the educational process. As for those who have less experience, their few practical experiences may not qualify them to use social media in an effective and correct way that serves the educational process and improves their level of performance and that of students.

This result is consistent with Al-Rahmi study (2015) that showed that the practice of teaching through social media requires renewed experiences, and a continuous transition towards these practices. Perhaps it was because teachers imitated and were influenced by each other, through the application of patterns and behaviors of a traditional nature. It is inspired by the ideas of the behavioral school, which neutralizes the impact of the teaching

experience, and renders it useless totransfer modern ideas in e-learning into the classroom environment.

Meanwhile, another studyby Mardiana (2016) shows that teachers with different educational experiences are aware of the unlimited resources and texts from trusted sources that can be used by students using social media platforms and can use them to their advantage likearticles, projects, and power point presentations. They can also use it as a way to give and receive feedback at any time. This way students can easily access comments made by teachers and peers with the click of a button instead of flipping between pages of notes and handouts.

The study of Frye et al. (2010) also showed that teachers, regardless of their teaching experience, are aware of the importance of social media and its usefulness to students in teaching, and all of them intend to adopt it to keep up to date with this. In modern developments and mechanisms in teaching, social media is seen as a kind of archive of ideas and other media that users can retrieve anything day or night. It enables them to quickly send feedback via social media, andbridge the communication gap between students and teachers. Since students are able to present and respond almost immediately, it has been noted that this increase in communication lead to a deeper understanding of classroom material.

The current study result is also in consistent with Bicen and Kaya (2016) who showed that teachers of different educational experiences, whether longor short, realize that the use of social media to provide the required courses and educational materials has become an important, essentialand a prerequisite for the educational era. The integration of social media into the educational field effectively impacts the academic life of students.

The study ofBrändström (2011) also showed that educational institutions and schools, through all their teachers, different specializations, trends, experiences and ages, currently seek to use Internet and social media technologies in the educational process, as an attempt to enhance critical thinking skills, cooperation and knowledge building. Thus, it has become essentialfor educational institutions to use social media in various fields of knowledge, especially in the educational field in all academic and applied dimensions.

Moreover, the study of Junco et al. (2011) indicated that teachers, regardless of their teaching experience, realize that Internet and learning through social media have become indispensable means of placing students in a prominent position, and providing them with many ways and methods that enable them to communicate effectively with their colleagues and teachers.

Furthermore, the results of Boateng and Amankwaa (2016) were consistent with the results of the current study; it also added that all teachers with great experience or new teachers realize that Internet and social mediahelped the teacher to overcome many obstacles he/she was facing in the educational process, and contributed to the establishment of effective links and relationships between the student and his teacher. The Internet solved many problems that used to hinder the progress of the educational process as required. For example, the problem of inflation of resources and the inability of students to absorb the educational material during the study period were solved.

- **Discussion of H8: There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most.**

The study results indicated that there are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most.

This validates the acceptance of eighth hypothesis which states: "There are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to type of social media they utilized the most".

These results were explained by the fact that social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) became easy and common among teachers; this does not give priority to one over the other in improving the performance of teachers; and this is more evident according to what was previously explained; teachers are able to use all of these social media means. Therefore, they can use them all to serve the educational process without having one advantage over one at the expense of the other.

It isalso explained by Devi et al. (2019). Their study showed that different social networking sites have similar features and contribute equally to the improvement of the educational process and teacher performance in education. For example, Facebook provides a space for students to ask questions and answer them. When the students come home and start working on their homework, they can send a question to the groups for it to be answered by the group members. It is also ideal for teachers who use the flipped classroom, to post videos, photos, documents, and other resources on

a group wall that students can access before class or when working on their assignments.

Another studybyAlhumaid (2020) showed that all social networking sites, whether Facebook, WhatsApp, Instagram or Twitter, provide a good space for cooperative learning, communication and interaction in the educational process; this develops the teacher's performance and enables him/her to communicate information in all forms digital, visual, audio, etc. For example, Twitter provides a quick way to post class announcements and reminders as well as real-time information on class field trips. It also helps to keep track of information on any topic. For example, if a class discusses a current event or job topic, Twitter can provide up-to-date information and thus eliminate the need for extensive research. Many organizations offer Twitter chat sessions that students can interact with.

By the same token, a studyby Al-Rahmi et al. (2015) showed that YouTube: just like Facebook, indicate the similarity of goals and advantages of different social media; YouTube is an excellent option for flipping the classroom, so that students can watch lectures and resources before entering the classroom. Again, in blogging, and because the material will be seen by a wider audience, students will be more willing to put their best effort into creating a video, and will enjoy being able to express their creativity as they connect more deeply with the course material.

The same goes for Instagram: "A picture is worth a thousand words." Instagram can showcase students' work by providing a place to display the student's hard work or even interesting details about the student, as well as other social networking sites that represent an interactive and educational platform with features and digital media that support learners and educators.

- **Discussion of H9: There are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media.**

The study results indicated thatthere are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media.

The result confirms the validity of acceptance of the ninth hypothesis which states: "There are no statistically significant differences in the role of social media in facilitating teaching in primary school in East Jerusalem due to the most commonly utilized type of social media".

These results were explained by the fact that social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) havebecome easy and common among teachers; this does not give priority to one over the other in improving the performance of teachers, and it is more evident according to what was previously explained. Teachers are able to use all of these social media means; therefore, they can use them all these social media to serve the educational process without having one advantage over one at the expense of the other.

Their study showed that different social networking sites have similar features and contribute equally to the improvement of the educational process and teacher performance in education. For example, Facebook provides a space for students to ask questions and answer them. When the students come home and start working on their homework, they can send a question to the groups for it to be answered by the group members. It is also ideal for teachers who use the flipped classroom to post videos, photos,

documents, and other resources on a group wall that students can access before class or when working on their assignments.

However, this result contradicts with the study byMatteson (2011) which indicated that Facebook is the preferred social media tool in facilitating teaching. He indicated that Facebook is a social utility that helps people communicate more efficiently with their friends, family and coworkers. It is used to connect between educators and students with regard to schedules, news and everything else. In fact, this notion of using social media as a learning tool crossed over to the business world. As a social network site, Facebook appears in public discourse while it is possible that educators were reluctant to use it as a media for learning and teaching. However, without disrupting the flow of work in the classroom, lecturers and students can ask questions and give responses to the lesson and post photos or related sources with hyperlinks. In this way, everyone remains on the same page with few interruptions.

Furthermore, Writer (2009) confirmed that Facebook is amongst the best social media tools for education and facilitation of teaching in comparison to others. He stated a teacher can utilize Facebook, an incredible learning tool, for class project, for enhancing communication and for engaging students in a manner that might not be entirely possible in face-to-face classroom setting. An excellent way to ensure students are more engaged in the learning experience in the classroom is by strengthening communication between students and student-to-teacher to keep current information flowing through the class.

Amongst other social media platforms, Facebook was the most preferred tool by educators. Bicen and Kaya (2016) mentioned that the use of closed groups provided by Facebook is considered one of the most successful means in

promoting education; the teacher can create a group on Facebook, especially for students of the class or the subject and invites the students to join them. This can help students to discuss and exchange ideas on topics related to the subject, encourage them to interact, initiate, explore, and be self-reliant. This method can help the teacher to evaluate students based ontheir participation in the discussion; this will in turn motivate them to constantly participate in the educational session. Bicen and Kaya (2016) argued that this way is considered one of the best ways to learn as it considered an ideal alternative to indoctrination.

Moreover, Brändström (2011) stressed that one of the simplest methods, that can be used in education based on social media, involves making the teacher create a web page on a social media platform like Facebook. This web page contains an explanation of the educational material and the accompanying exercises. It can also be supported by links to related sites and articles that open the horizons forstudents and takethem out of the traditional textbook without any breach of the scientific material. Moreover, the scientific material can be enhanced through using videos that can increase the student's understanding of the subject. In this case, the teacher does not have to record these materials himself/herself since the Internet is full of thousands of educational videos that can be used effectively.

On the other hand, Rathore and Jain (2019) referred to the use of another social media platform, which is Twitter; they explained that Twitter represents the perfect place today to get the knowledge of the most famous specialists in different fields. Thus, simply having a teacher on Twitter and urging students to follow him/her will enable them to acquire knowledge from their teacher outside the curriculum. This can enhance the knowledge of students and encourage them to holda creative communication with the

teacher. Twitter will also open the prospects for students to follow other professionals in the same field.

It can be said that our study shows that different social networking sites have similar features and they equally contribute to the improvement of the educational process and the teacher's performance in education. However, this contradicts with the previous studies findings that showed the advantage of Facebook and Twitter over other social networking sites for their ease of use and the great advantages they provide and facilitate to the process of learning and teaching.

5.3 Conclusion

Information, communication and Interaction technologies have reshaped our live today, sostudents and instructors nowadays highlyutilizesmart phones, iPads, laptops and other sophisticatedgadgets; in addition, they are constantlyon the huntfor modern technologies.

However, utilization of these gadgets does not take place in the regular manner expected by innovation proponents. All these technologies and smart devices are equipped or used for social media applications like Twitter, Facebook, WhatsApp, YouTube, Instagram, andTelegram which are important for what is commonly known as Social Web 2.0, best portrayed by the thoughts of social communication, content sharing, and collective knowledge.

Social media influence countless parts of our lives. Our contention that it should not come as a surprise to indicate that these tools, likewise, can be applied to teachingand learning processes. Hence, the increasing and widespread roleof social media has opened the horizons for achieving huge leaps in educational fieldsparticularly in teaching and learning experiences.

Accordingly, this quantitative cross-sectional study intended to comprehend the role that social media playin the improvement of teaching performance and learning achievementand facilitation of the educational process in elementary schools in East Jerusalem from the perspective of teachers.

It further seeks to verifywhethergender, age, academic year, years of experience and type of social media significantly affectthe performance of primary school teachers in East Jerusalem and the facilitation of learning process from the perspective of teachers.

The results of the analyzed questionnaires of the study sample, which consisted from 150 male and female teachers who teach elementary stage students at the schools of East Jerusalem, showed the validity ofthe acceptance of the first hypothesis which states that there is a statistically significant positive effect of the use of social media in the educational process on improving students' performance in East Jerusalem.

This positive effect is reflected in the assistance of students togaindifferent learning skills, strengthen their self-reliance, and enable them to communicate with each other at any time and cooperate to solve integrated exercises in a way that encourages their creative thinkingwhich is also affirmed byBailey et al. (2009) and Faizi, Afia, and Chiheb (2013).

The results also show the importance of using social media to improve teachers'performance and experiences as it helps them in acquiring new educational skills. This was in line withthe study of (Tække, 2017), (Ventayen &Ventayen, 2017) and (Toplu et al., 2014) who stated that social media enhance teachers' teaching feelings; they will not be limited to the pleasure of interacting with students and seeing their enthusiasm for their topics, but also, they find that they are learning new skillsthat help them achieve a deeper understanding ofthe subject they teachby explaining and showing its details in a newway. This validates the acceptance of the second hypothesis which claimsthat there is a statistically significant effect of the use of social media in the educational process on improving primary school teachers' performance in East Jerusalem.

Regarding the role of social media in facilitating teaching and the educational process and following the analysis ofdata, it showes that the use of social media in teaching resulted in the emergence of new and more effective teaching methods in education, which give all students accessto

knowledge and science. Also, it indicated that some sites, such as Facebook, may have the potential to improve the quality of teaching through the provision of public training on various practical skills. This led to acceptance of third hypothesis which indicated a statistically significant positive impactof the use of social media in facilitating teaching and educational process in the elementary schools of East Jerusalem.

Furthermore, the results indicated that there are significant statistical differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to gender variable in favor of male teachers. This was justified by the fact that males are always more audacious, more confident and enthusiastic to try all that is new and take the risks of new experiences compared to females who tend to be afraidand refrain from taking risks; they prefer to stay on traditional patterns of education and do not want to try modern technology, such as social media as indicated by Booker, Kelly and Sacker (2018).

However, regarding the age variable, the results showed the validity of the acceptance of the fifth hypothesis which states that there are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to the age variable. This can be potentially explained by Ofcom (2018) who indicated that nowadaysall ages of all groups use the internet and social media, and almost all age groups are aware of the importance of social media; this will not give an age group any precedence over another in believing in the ability of social media to serve the educational process.

Regarding the academic year variable, the results revealthe validity of rejection of the sixth hypothesis which states: there are no statistically significant differences in the role of social media in improving the

performance of primary school teachers in East Jerusalem due to academic year variable. The results show that there is a difference in the role of social media in improving the performance of teachers according to academic year in favor of those with higher academic qualifications, that is, in favor of the doctorate, master, bachelor, and associate degrees, in descending order. This result can be explained by the fact that the high level of teachers' education leads to an increase in the level of their awareness and interest in everything new and their ability to think positively. This makes them more enthusiastic, prepared, and convinced of the effectiveness of using social media to serve the educational sector.

However, regarding the years of experience, the results show the validity of the acceptance of the seventh hypothesis which states that there are no statistically significant differences in the role of social media in improving the performance of primary school teachers in East Jerusalem due to years of experience variable. Thisresult is explained by the fact that senior teachers do not necessarily have to be interested in modern technologies, and the same is true for the less experienced, whose few practical experiences may not qualify them to use social media effectively in a way that serves the educational process and improves their performance and students' performance.

The study eventually showed that there are no statistically significant differences in the role of social media in improving the performance of primary school teachers and in facilitating teaching in East Jerusalem according to the most commonly utilized type of social media. This validates the acceptance of eighth and ninth hypotheses. Based on this outcome social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) havebecome easy and popular for use by teachers, sothey donot prioritize one over the other in improving the performance of teachers.

In conclusion, it can be said that the use of social media in education is very importantbecause of its benefits to the educational and learning process as well as to the performance of teachers and students. It maintains student interaction and interest, and enables teachers to improve their practices by integrating the tools that our digital citizens are familiar with.

5.4 Recommendations

The results obtained from this study show the need to focus on the use of social media in teaching in Jerusalem as one of the components of effective e-learning and as it improves the performance of teachers and facilitatesthe educational process by providing immediate access to information, and facilitating new forms of creative expression in the teaching and learningprocess.

The following recommendations are presented according to the results and conclusions reached by the researcher:

1) To develop a number of new units in theMinistry of Education that deal with technical developments, and to hirespecialists in networks and social media to maximize their use in the educational process.
2) To providetechnical assistance to teachers and students by establishing an accurate, rich and renewable technical information base in schools.
3) To holdtraining workshops and lectures that enhance teachers' ability to make optimal use of social media sites and blogs in education.
4) To support decision-makers at different administrative levels in drawing a future vision, directing the maximum benefit from technological development, and paying attention to what communication means on our lives in general, and on the lives of students and teachers in particular.
5) To practice caution in the selection of effective administrative leaders whokeep pace with technological development, in a way that ensures the utilization of modern capabilities, as well asthe accumulated experiences of first-generation teachers.

5.5 Limitations and Future Studies

This study is limited due to collection of data from one area inJerusalem, East Jerusalem. Moreover, using the survey to collect data limits the accuracy of the results as they reflect self-report, which may differ from actual conditions. This study might be different if data were obtained from a larger sample of participants. Thus, future research should obtain data from a wider spectrum of respondents representing a wider geographic area in order to improve the generalizability of research results. Furthermore, more qualitative research is needed through interviews with educators to obtain more detailed information on the ability of social media to improve student engagement, learning outcomes, and removal of barriers. Finally, future research could explore the personal perspectives of educational managers as it allows a more robust platform of social media to understand the benefits they experienced and how they overcame challenges.

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Appendix

(1)

Questionnaire

Entitled:

The Role of Social Media in Improving Teachingaccording to the Perspective of Teachers of the Elementary Schools in East Jerusalem

In order to achieve the objectives of the study and answer its questions, which focus on the role of social media in improving teaching according to the view of primary school teachers in East Jerusalem, the researcher prepared a questionnaire tool, which consists of three main sections; each sectionconsists of 10 questions related to the subject of the study. The researchers hope that you will answer the questions of this questionnaire as you see fit from your point of view, note that these data will be used only for scientific purposes.

Thank you for your cooperation

Best regards

Part 1: Demographic information

1. **Gender:**

Male ◯   Female ◯

2. **Age:**

<30-39 ◯   40-49 ◯   50-59 ◯   >60 ◯

3. **Academic degree:**

Associate ◯   Bachelor ◯   Master ◯   PhD ◯

4. **Years of experience:**

Less than one year ◯   1-5 years ◯   6-10 years ◯

11-15 years ◯   16-20 years ◯   21-25 years ◯

5. **The most commonly social media:**

Facebook ◯   Twitter ◯   Instagram ◯   WhatsApp ◯

YouTube ◯   LinkedIn ◯   Spotify ◯   Skype ◯

Others ……………………………..

Part 2:

Nº	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	The role of social media in improving teachers' performance					
1.	The teacher can manage the educational process through social media sites.					
2.	Social media help teachers increase their experience and knowledge about educational material.					
3.	Social media help the teacher to design e-learning materials that support the course.					
4.	Social media help teachers learn about others' experiences in education.					
5.	Social media enable the teacher to communicate with students outside office hours.					
6.	Social networks encourage teachers to create and design new applications that support learning materials.					
7.	Social media help teachers keep up with new announcementsand manage projects related to the educational process.					
8.	Through social media, the teacher can monitor students' activity and redirect them to useful activities.					
9.	Through social media, the teacher can view scientific questions and choose model answers.					
10.	Social media help the teacher motivate students to compete with one another to solve the most difficult problems they face in the educational process.					

The role of social media in improving learners' performance.

Nº	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The use of social media sites develops the skill of learning and self-reliance among students.					
2.	The use of social media applications positively affects learners' test results.					
3.	Social media enrich students' scientific knowledge					
4.	Social media enable students to communicate with each other anytime, anywhere.					
5.	Social media help students in constructive study by offering a variety of integrated exercises.					
6.	Social media encourage students to innovate in everything related to education and learning materials.					
7.	Social networks encourage students to use new apps that support learning materials.					
8.	Social networking sites develop many skills for students.					
9.	Social networking sites provide opportunities for students to learn about various educational experiences.					
10.	Social media help develop students' creative thinking skills and patterns.					

The role of social media in facilitating teaching

Nº	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Social networking sites are an important means for publishing studies and research articles.					
2.	Social networking sites help identify new and innovative methods of learning.					
3.	Social media help to identify the problems faced by the school through what is posted on the school's web page on social networking sites.					
4.	Social media promote communication between teachers and parents.					
5.	Social media make it easy to communicate queries and complaints to the school administration, by sending messages or digital comments on the school's web pages on one of the social networking sites.					
6.	Social media help to take advantage of opinion polls and follow-up developments in various fields of education.					
7.	Social media contribute to the dissemination of pictures and educational videos suitable for educational material and exchange among students foreasy discussion.					
8.	Social media hav made it possible to learn new languages and cultures by communicating with people from different foreign environments.					
9.	Social media contribute to the design and presentation of new applications that serve and benefit the educational material.					
10.	Social media transform education from traditional teaching based on indoctrination to participatory, interactive and collaborative education and knowledge-building.					

RESUMEN EN ESPAÑOL

El papel de las redes sociales en la mejora de la enseñanza desde la perspectiva de los profesores de las escuelas primarias en Jerusalén oriental.

Autora: Wafa Hamdan

Actualmente las plataformas de redes sociales –RRSS- son comúnmente usadas en el desarrollo de proceso educativo; Esto ha hecho que los especialistas en el campo de la educación consideren esta enseñanza, basada en las redes sociales, como uno de los tipos de educación más importantes.

Esto ha causado un fuerte impacto en la efectividad del proceso educativo actual, lo que nos conduce al objetivo de esta investigación:
Explorar el papel de las redes sociales para la mejorar la enseñanza. Tratando de resaltar el papel de las mismas en la mejora del desempeño de profesores y estudiantes.

Los resultados de la investigación muestran la importancia de utilizar las redes sociales para mejorar el trabajo y las experiencias de los docentes, ya que les ayuda a adquirir nuevas habilidades educativas. Y también la necesidad de centrar el uso de las redes sociales en la educación, en Jerusalén Este, como un componente eficaz de la educación digital, pues mejora el desempeño de los docentes y facilita el proceso educativo brindando acceso inmediato a la información.

Palabras clave: Redes Sociales, plataformas, escuela primaria, proceso educativo, aprendizaje digital, Jerusalén este.

1. Introducción

Los rápidos avances tecnológicos de los últimos años han provocado cambios en diversos campos científicos, culturales, sociales y de todo tipo.
Las redes sociales, que han jugado un importante papel acortando distancias y haciendo del mundo una pequeña aldea, se han utilizado en diversas áreas de la vida y han afectado en los comportamientos y decisiones humanas; el campo de la educación es una de las áreas más importantes afectadas por estos cambios y desarrollos.
Las redes sociales son uno de los medios de comunicación más usados entre las personas actualmente (Oyza & Edwin, 2015) debido a su importancia, en cuanto a la facilidad de su uso y la capacidad de los usuarios para acceder a la información a través de ellas, en un corto período de tiempo. Siendo este el medio de comunicación más inteligente en términos de atracción de usuarios (Baruah, 2012).

El desarrollo de la educación nos permite enfrentar los desafíos del futuro, cuando el uso de Internet y las redes sociales se convierta en un papel clave en esta dirección, para ayudar a mejorar la calidad del desempeño escolar. Los últimos avances e investigaciones en este campo se han centrado en el desarrollo de la función docente, la promoción de la creatividad entre los estudiantes, y el desarrollo de programas educativos. Sea cual sea el interés del individuo en la educación, encontrará la información que desee en Internet.

Las redes sociales contribuyen a cambiar la comunicación social entre los individuos en todo el mundo. La integración de las redes sociales en el campo educativo contribuye al impacto efectivo en la vida académica de los estudiantes. Actualmente las instituciones educativas y las escuelas buscan emplear las tecnologías de Internet y las redes sociales en el proceso educativo, como un intento de mejorar las habilidades de pensamiento crítico, cooperación y construcción de conocimiento. (Boateng & Amankwaa, 2016).

El sector y el proceso educativo han sido testigos de desarrollos acumulados y secuenciales, basados en los adelantos y cambios en las tecnologías de la información y comunicación, que han cambiado conceptos y métodos educativos, agregado algunos términos y penetrado en todos los campos.
Internet y redes sociales son alguno de los frutos de estos desarrollos tecnológicos que se han instalado en nuestra vida cotidiana, convirtiéndose en indispensables.
Tanto, que son el terreno de juego para los niños, con una gran cantidad de juegos interactivos y entretenimiento disponibles.

El uso de la tecnología y las bases de datos de Internet condujo al surgimiento de la revolución del e-learning, o educación digital. Cuyo objetivo es crear un entorno interactivo, rico en aplicaciones basadas en tecnologías informáticas e Internet, y permitir a los estudiantes acceder a los recursos de aprendizaje en cualquier momento y desde cualquier lugar; y también condujo a la aparición de las redes sociales, que pueden ser utilizadas por los estudiantes de educación a distancia para proporcionar fácilmente los cursos y materiales pedagógicos necesarios.

Facebook, Twitter, Spotify, YouTube, Instagram, Skype y otros sitios web, donde las personas pueden interactuar, comunicarse, intercambiar conocimientos entre sí, crear weblogs y compartir información, son todas formas de redes sociales (Paulsen & Tække, 2013).

Esto nos lleva a preguntarnos si la gran difusión del uso de las redes sociales entre estudiantes y profesores, mejora tanto la enseñanza como el aprendizaje. En base a esto, analizar el papel de las redes sociales en la mejora de la enseñanza, especialmente en la etapa de educación primaria, es un tema aún poco investigado.

Varios académicos e investigadores han estudiado el papel y los efectos de las redes sociales en la enseñanza, y los resultados indican que éstas pueden afectar de manera positiva en la enseñanza y el aprendizaje.

Por ejemplo, Ventayen y Ventine (2017) investigaron el papel del e-Learning y las redes sociales en la educación. Los resultados de su estudio indican que las redes sociales *"podrían tener el potencial de mejorar la calidad de la instrucción en educación"* (Ventayen y Ventayen 2017).

Esteves (2012) examinó el papel que desempeña Facebook en la mejora del aprendizaje y la participación de los estudiantes: El estudio indica cómo los componentes y funcionalidades distintivos de Facebook, como por ejemplo el muro, el botón *me gusta*, y la función para compartir, llegarán fácilmente a los medios, lo que resultará en la participación de los estudiantes en el aprendizaje en línea.

El hallazgo más significativo del estudio es que la función de Facebook podría ser muy útil para enseñar habilidades prácticas publicadas en la red, si los esfuerzos pudieran llegar a una gran cantidad de usuarios. Estos videos tutoriales publicados en la red podrían ser muy importantes para el aprendizaje (Ventayen y Ventayen 2017).

La enorme difusión de la tecnología ha cambiado mucho la enseñanza. Esto ha dado lugar a nuevos métodos de enseñanza y, como resultado de esta revolución tecnológica, el campo de la educación ha sido testigo de muchos y nuevos métodos de enseñanza, especialmente las redes sociales.

Basándonos en esto, el núcleo principal de esta investigación radica en investigar el papel del uso de las redes sociales en la mejora de la enseñanza, además de resaltar la educación en la parte de Jerusalén Este, y el impacto de las redes sociales en el proceso educativo.

1.1 Problemas de la investigación y preguntas

Mucha gente cree que las redes sociales, herramientas imprescindibles en la era actual, han traído muchos cambios - positivos o negativos - en todos los ámbitos de la vida. Y que sus usos ya no se limitan a la conexión y comunicación entre individuos (Baruah, 2012). Pero más allá de eso, cuando se empezaron a usar en las instituciones educativas y universidades, como un medio eficaz de conexión y comunicación entre docentes y alumnos, esto le agregó al proceso educativo, yn carácter interactivo y vital que no se le brindaba a la educación de antes (Rathore & Jain, 2019).

De hecho, la rápida difusión de la tecnología y las redes sociales ha cambiado por completo los métodos de enseñanza. Además, las redes sociales ocupan un gran espacio en la vida de los estudiantes y docentes. Por tanto, el problema de la investigación radica en indagar en el papel que juegan las redes sociales en la mejora y desarrollo de todo el proceso educativo. Este tema es uno de los más avanzados en el campo de la investigación educativa (pues no ha sido verificado desde el punto de vista de los maestros de escuela primaria en Jerusalén Este) hacia el papel de las redes sociales en la mejora de la enseñanza. Por lo tanto, esta investigación pretende llenar estas lagunas de conocimiento, al abordar las siguientes preguntas de investigación:

- ¿Cuál es el papel de las redes sociales en la mejora del desempeño de los estudiantes según la perspectiva de los maestros de las escuelas primarias al Este de Jerusalén?
- ¿Cuál es el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria según la perspectiva de los maestros de las escuelas primarias al Este de Jerusalén?
- ¿Cuál es el papel de las redes sociales para facilitar el proceso de enseñanza y educación en las escuelas primarias de Jerusalén Este?
- ¿Existen diferencias, estadísticamente significativas, en el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este – según variables de género, edad, año académico, experiencia o red social más utilizada?

2. Revisión de la literatura

2.1. Redes Sociales

Las redes sociales se refieren al uso de aplicaciones móviles y tecnologías digitales para transformar la comunicación en un diálogo interactivo, y mejorar la interacción y la comunicación social entre personas de todo el mundo (Kessler, 2013).

Las redes sociales son una tecnología que se utiliza a través de Internet, y utiliza múltiples tipos de dispositivos, como computadoras, tabletas o incluso teléfonos inteligentes (Gikas & Grant, 2013). Esto permite a los usuarios interactuar con otros, como familiares y amigos, a través de lo que se comparte en estos medios, por ejemplo: fotos, blogs, videos y otros contenidos proporcionados por las redes sociales (Oyza & Edwin, 2015).
El uso de estos recursos no se limita solo al uso individual y personal, sino también empresarial. Basándose en el intercambio de ideas e información, y la construcción de comunidades virtuales, la intención es llegar a los clientes para interactuar con ellos, promocionarse u ofrecer servicios de apoyo, entre otros. (Ventola, 2014).

El uso de las redes sociales tiene muchas ventajas para las personas y la comunidad en la que viven. El intercambio de conocimientos e información a través de Internet entre diferentes grupos de personas, es una de las características más importantes de las redes sociales. Este intercambio de información en línea también fomenta la mejora de las habilidades de comunicación interpersonal, particularmente entre los alumnos/estudiantes de las organizaciones educativas (Bicen & Kaya, 2016).

Como profesor, uno de los métodos más simples que pueden usarse en educación, basado en redes sociales, consiste en crear un perfil (por ejemplo, en Facebook) que contenga explicaciones del material educativo y ejercicios, acompañado de links que enlazan con otros portales y artículos de interés para ampliar los conocimientos y horizontes de los estudiantes, apartándolos del libro de texto tradicional, sin violar la materia científica que necesitan(Brändström, 2011)(Bicen & Kaya, 2016).

Es más, hoy en día Twitter es el lugar perfecto para adquirir conocimiento de los especialistas más famosos de diferentes campos. Por lo que el simple hecho de tener un profesor en twitter y motivar a los estudiantes a seguirle, les facilita a adquirir el conocimiento extracurricular que necesitan. Esto mejora el conocimiento de los estudiantes, que ya no queda limitado solo a las páginas de los libros.

Los tuits ya programados de estos profesores expertos son una fuente de conocimiento y una gran oportunidad para aumentar el conocimiento de los estudiantes y una comunicación científica más enriquecida y creativa con el profesor (Rathore & Jain, 2019).

El profesor puede proveer a los estudiantes con actividades, ejercicios y exámenes electrónicos a través del uso de una plataforma digital que ofrece esas herramientas (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2015), en especial la plataforma Edmodo, que ha tenido mucho éxito creando un entorno educativo distintivo, que pueden usar profesores y personas expertas, aunque sean novatos, pues se trata de un ambiente seguro para los jóvenes. (Manowong, 2016).

Uno de los beneficios de las redes sociales en el campo de la educación es que enriquece al estudiante con múltiples experiencias y habilidades sociales. Además de beneficio educativo directo, los estudios han concluido que los usos de este tipo de plataformas en el proceso educativo elevan el nivel de crecimiento social en los estudiantes, pues les obliga a tratar y comunicarse con un número mayor de personas. Psicólogos y sociólogos creen que la comunicación social en el proceso educativo ayuda a superar problemas de introversión o timidez crónica.

Los beneficios de las redes sociales también se reflejan en el desarrollo de las herramientas intelectuales de los estudiantes. (Bailey, Armour, Kirk, Jess, Pickup, & Sandford, 2009) fomentando un espíritu de cooperación y participación colectiva, y generando confianza en uno mismo (Faizi, Afia, & Chiheb, 2013)

Además, hay una serie de implicaciones cuando se usan las redes sociales para apoyar la educación digital, siendo estas las más importantes:

- Existe una correlación significativa en el grado de dependencia de las redes sociales en la enseñanza, y el aprendizaje entre estudiantes y docentes.
- Las redes sociales facilitan el acceso de los estudiantes a las fuentes de información.
- La enseñanza a través de las redes sociales facilita que los profesores transmitan la materia y sus conocimientos.
- La educación basada en las redes sociales crea un entorno de aprendizaje social colaborativo.
- La educación tradicional es más efectiva cuando se usan las redes sociales como herramientas educativas.

2.1 Las redes sociales en la educación

Los diferentes adelantos y cambios que el mundo ha presenciado hasta ahora, han contribuido a la ocurrencia de muchos saltos y mejoras cualitativas, que han hecho difícil predecir los próximos desarrollos.

A principios del siglo XX, el correo y el teléfono surgieron como los medios de comunicación más importantes entre individuos en diferentes partes del mundo, seguidos por la aparición de las computadoras, que supusieron un salto cuántico en el campo de la comunicación. Esto contribuyó a facilitar la obtención de información de manera ordenada, sin importar las fronteras y restricciones impuestas entre diferentes países (Delello et al., 2015).

Internet es uno de los recursos de información más destacados en la era actual, y la red de comunicación más grande del mundo después del teléfono (Bingham & Conner, 2010). Su uso en diferentes áreas ha logrado cambiar el estilo de vida de las personas, y forma parte de la vida diaria de las personas.
Kumar y Vigil (2011) argumentan que el aprovechamiento de esta red y su explotación se ha convertido en una de las máximas prioridades del segundo milenio, y su uso en diversos ámbitos cotidianos se ha convertido en uno de los deberes más importantes que los funcionarios se esfuerzan por cumplir. Internet brinda muchos servicios al permitir a sus beneficiarios intercambiar información, ya que su enlace es clave en el campo de la información y la comunicación (Oyza & Edwin, 2015).

Uno de los medios de comunicación más utilizados actualmente son las redes sociales (Oyza & Edwin, 2015), debido a la facilidad que ofrece a sus usuarios para acceder a la información en poco tiempo y a su atractivo a la hora de captar adeptos. (Baruah, 2012). El uso de las redes sociales se ha extendido entre los miembros de la sociedad (Brady et al., 2010).

Las redes sociales han logrado fortalecer las relaciones humanas entre los diferentes países del mundo, transformando el mundo en una pequeña aldea, en la que se pueden recorrer con facilidad y rapidez varios países y continentes en un entorno de comunidad virtual (Teclehaimanot y Hickman, 2011).

Internet se puede utilizar de muchas formas, acompañado de imágenes que superan todos los límites y restricciones, pues permite a sus usuarios obtener información y publicarla en cualquier momento y lugar. Además de facilitar la comunicación con personas remotas.
Y el ámbito educativo no se queda al margen, pues Internet se convirtió en el principal impulsor de las modernas tendencias que anhelan los ministerios de educación, en diversos países del mundo (Veletsianos y Kimmons, 2013).

Así pues, tanto el sector como el proceso educativo han sido testigos de desarrollos acumulados y secuenciales, a partir de los avances y cambios en las tecnologías de la información y la comunicación, que han cambiado conceptos y métodos educativos y han agregado algunos términos, penetrando en todos los campos (South et al., 2017). Rathore y Jain (2019) aclaran que aparecieron nuevos tipos de herramientas web, denominadas redes sociales, que se convirtieron en un utensilio básico en el proceso educativo, al presentar patrones avanzados de participación e interactividad. Tanto el

proceso como el sector educativo han sido testigos de desarrollos acumulados y secuenciales, basados en los avances y cambios en las tecnologías de la información y la comunicación, que han cambiado los conceptos y métodos educativos y han agregado algunos términos y han penetrado en todos los campos.

Los estudiantes de educación a distancia pueden utilizar las redes sociales para acceder fácilmente a los cursos y materiales educativos necesarios.
La integración de las redes sociales en el ámbito educativo contribuye al impacto efectivo en la vida académica de los estudiantes.

En la actualidad, las instituciones educativas y las escuelas buscan emplear las tecnologías de internet y redes sociales en el proceso educativo, como un intento de mejorar las habilidades de pensamiento crítico, cooperación y construcción de conocimiento (Boateng & Amankwaa, 2016).

Volviéndose así obligatorio, para las instituciones educativas, el uso de las redes sociales en diversos campos del conocimiento, especialmente en el ámbito educativo en todas sus dimensiones académicas y aplicadas (Mancuso et al., 2010).

Internet ha logrado colocar a los estudiantes en una posición destacada y les ha proporcionado muchas formas y métodos, que les permiten comunicarse de manera efectiva con sus colegas y profesores (Moran et al., 2011).
Junco et al. (2011) añaden que Internet también ayudó al docente a superar muchos de los obstáculos a los que se enfrentaba en el proceso educativo, y contribuyó al establecimiento de vínculos y relaciones efectivas entre el alumno y su docente.

Internet ha abordado muchos de los problemas que dificultan el progreso del proceso educativo, como el problema de la inflación de recursos y la incapacidad de los estudiantes para absorber el material educativo durante el período de clase, por ejemplo (Bozarth, 2010).

Varios académicos e investigadores han estudiado el papel y los efectos de las redes sociales en la enseñanza.
Liu (2010) examinó las percepciones y actitudes de los estudiantes hacia el uso de las redes sociales, e identificó los portales sociales que los estudiantes prefieren en mayor medida. El estudio encontró que hay cuatro razones principales que empujan a los estudiantes a usar las redes sociales:
1. la participación social
2. la velocidad de comunicación
3. la velocidad de los comentarios
4. el deseo de construir relaciones sociales.
Este estudio determinó que los estudiantes prefieren usar Facebook, Wikipedia y YouTube en mayor medida.
Karbinsiki (2010) realizó un estudio para identificar el efecto del uso de redes sociales en el rendimiento estudiantil entre estudiantes universitarios, y el grado de uso por parte de profesores y estudiantes.
La muestra del estudio estuvo constituida por 219 estudiantes.
El estudio encontró que los logros de los estudiantes que usan redes sociales son mucho más altos que los de sus contrapartes que no los usan y, cuanto más tiempo pasa un estudiante universitario navegando en sitios educativos, mayor es su logro educativo.

Al-Balawneh (2012) llevó a cabo un estudio que tuvo como objetivo investigar "el efecto del uso de Facebook en el nivel de comunicación académica y social de los estudiantes de pregrado de la Universidad de Yarmouk".

En este estudio, la muestra consistió en 401 estudiantes y se utilizó el cuestionario para recopilar datos.
Los resultados mostraron que el grado de uso de Facebook de los estudiantes, en la comunicación académica, fue de grado moderado. Mientras que el grado de uso de Facebook, entre los estudiantes en el campo de la comunicación social, fue alto.
Estos resultados también mostraron que existían diferencias estadísticamente significativas en el uso de Facebook, atribuidas a la variable género a favor de los varones.

Según Faizi et al. (2013) Las redes sociales proporcionan una gran cantidad de información educativa disponible en Internet. Los recursos educativos, las referencias y la información que se encuentran en las plataformas y sitios web globales, representan un gran activo y gran cantidad de información educativa de interés para todos los alumnos y estudiantes de todo el mundo.

El estudio de Belal (2014) tuvo como objetivo identificar el nivel de influencia de las redes sociales en las habilidades del estudiante al hablar y leer, y el nivel de su impacto en la motivación de los estudiantes hacia el aprendizaje.

Este estudio se aplicó en 8 universidades públicas y privadas de Bangladesh, sobre una muestra de 16 docentes y 160 estudiantes, determinando que los efectos positivos que las redes sociales tienen en las habilidades de los estudiantes para hablar y escribir, son mayores que los efectos negativos.

Estas plataformas permiten a los docentes diseñar debates grupales, facilitando a los estudiantes intercambiar y compartir ideas, mejorando así sus habilidades comunicativas e interactivas.
Sin embargo, el estudio también demostró algunos efectos negativos del uso de las redes sociales en las habilidades de escritura y habla, como por ejemplo estudiantes que recurren a usar abreviaturas de palabras, falta de interés en la gramática y hablar sin conciencia.

En Palestina, Awad (2014) realizó un estudio para identificar los efectos de las redes sociales en el nivel de rendimiento de los estudiantes en Tulkarem.
El estudio encontró que éstas tienen un efecto negativo en el rendimiento académico de los estudiantes, especialmente si la cantidad de horas invertidas en estos sitios excede el límite aceptable.
En cuanto al uso positivo de redes sociales, el estudio encontró un efecto positivo durante el proceso educativo, especialmente si los estudiantes estaban bajo la guía de sus padres.

2.2. El uso de las redes sociales en la educación en Jerusalén

En general, la educación y las instituciones educativas de Jerusalén sufren una serie de dificultades profesionales y educativas, entre las que destacan la escasez de aulas, la deserción escolar, el déficit permanente en los presupuestos y el muro del apartheid que se siente, el cual juega un papel importante en la complejidad del proceso educativo y tiene muchos impactos negativos en los estudiantes (Al-Ashhab, 2009).

Uno de los pilares más importantes en los objetivos generales de las políticas educativas en Palestina, es la introducción de los últimos avances tecnológicos en el mundo. Para consolidar estos objetivos, el Ministerio de Educación de Palestina está trabajando para desarrollar el empleo de las tecnologías de la información y la comunicación (educación y aprendizaje electrónico), como parte de su plan.
Esto contribuirá a lograr su meta de mejorar la calidad de la educación, ya que existen varios estudios científicos y educativos que han demostrado que, empleando las tecnologías de la información y la comunicación de manera eficaz se puede contribuir eficazmente al desarrollo del proceso educativo y potenciar la comunicación entre los partes (Rathore y Jain, 2019).

La educación digital ha pasado por diferentes etapas. Desde el establecimiento de la Autoridad Palestina, ha habido intentos individuales y esporádicos de emplear las TIC en la educación. En 2004, con el lanzamiento de la iniciativa e-learning, cuyo objetivo era mejorar la calidad de la educación a través del uso de la tecnología, se desarrolló una estrategia de educación digital, y desde entonces el ministerio ha implementado varios proyectos que han contribuido a promover el uso de estas en la enseñanza (Al Jayyousi, 2015).

Son varios los beneficios de implementar el aprendizaje digital en Palestina, para estudiantes, maestros y planes de estudio. Pues crea una atmósfera interactiva entre éstos y la comunidad, dentro y fuera del aula, donde el e-learning se considera un componente esencial en el proceso de transferir el enfoque de la educación al estudiante, brindándole las habilidades del siglo XXI (The Palestine News and Information Agency, 2021).

Esto contribuirá a servir a la comunidad, creando una generación capaz de asumir responsabilidades.
Una de las ventajas más importantes de la educación digital es que brinda a los estudiantes la oportunidad de auto aprender y mejorar la capacidad de resolver problemas. Además, hace que el pensamiento crítico y comunicarse sea más fácil con grupos más grandes (The Palestine News and Agencia de Información, 2021).

Por el contrario, esto puede tener un lado negativo si no se utiliza de una manera pedagógica científica. El aprendizaje online puede requerir un esfuerzo adicional por parte del maestro; lo que puede distraer al profesor de su misión básica en la educación, y esto requiere que el ministerio desarrolle planes de incentivos para alentar a estos docentes a usar efectivamente las herramientas digitales (UNESCO, 2020).
Específicamente en Jerusalén Este, los maestros se encuentran frente a muchos métodos educativos nuevos con los que integrar los planes de estudio, a través de los medios tecnológicos utilizados actualmente.

Los docentes se esfuerzan por brindar a los estudiantes las habilidades que necesitan para lograr éxitos futuros, permitiendo que las desarrollen, junto con sus habilidades creativas, y revelen sus talentos y tendencias (Alian, 2016).

La mayoría de los maestros en Jerusalén Este, que están interesados en usar las redes sociales en clase, ven una mejora en la participación y colaboración de los estudiantes dentro de las aulas y una notable mejora en sus calificaciones.

Para promover el empleo de la educación digital en Palestina, el Ministerio de Educación está trabajando para capacitar a todos los docentes en el aprendizaje electrónico, y desarrolla planes de incentivos para que éste se lleve a cabo en todas las escuelas dela zona.
El Ministerio también defiende el desarrollo de un portal electrónico, que contenga recursos educativos relacionados con el currículo palestino y potencie la comunicación entre la comunidad de docentes y las escuelas, así como entre padres y alumnos.
Y lo más importante, mejorar las líneas de internet en las escuelas; así como el ambiente digital dentro de ellas, incluyendo laboratorios de computación y mejora de la red interna y el ambiente en las clases. Garantizando así un uso eficiente del e-learning.

3. Métodos

Esta sección describe los métodos de investigación utilizados para llevar a cabo el estudio, que permite a los investigadores lograr el objetivo del análisis:
Estudiar el papel de las redes sociales en la mejora de la enseñanza desde la perspectiva de los maestros de escuela primaria en Jerusalén Este.

También describe las medidas y variables, así como los procedimientos para la recopilación y el análisis de datos.
El estudio comienza con la recopilación de datos, mediante la revisión de anteriores análisis más relevantes, y la redacción del marco teórico del estudio.
Luego, se determina el instrumento del estudio, modificándose de acuerdo a la retroalimentación dada por el supervisor de la investigación, y otros expertos en el campo de la pedagogía.
Más tarde el instrumento del estudio se distribuye a la muestra del estudio.
A continuación, se diseña el cuestionario según la escala de cinco dimensiones de Likert, en la que los encuestados tienen que marcar una opción de las 5 posibilidades ofrecidas.

Los datos insertados en el Programa Estadístico de Estudios Sociales (SPSS) ofrecen números de serie para ser analizados e incluir los principales hallazgos.
En base a lo anterior, y a través de una revisión de estudios e investigaciones previas, se agregan a un conjunto de hipótesis, clasificadas tal y como se muestra a continuación, y validadas posteriormente.

H1: Hay un efecto estadísticamente significativo del uso de las redes sociales en el proceso educativo, para mejorar el desempeño de los estudiantes en Jerusalén Este.

H2: Hay un efecto estadísticamente significativo del uso de las redes sociales en el proceso educativo, para mejorar el desempeño de los maestros de escuela primaria en Jerusalén Este.

H3: Hay un efecto estadísticamente significativo del uso de las redes sociales, para facilitar el proceso de enseñanza y educación en las escuelas primarias de Jerusalén Este.

H4: No hay diferencias, estadísticamente significativas, en el papel de las redes sociales sobre la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, en cuanto a la variable de género.

H5: No hay diferencias, estadísticamente significativas, en el papel de las redes sociales sobre la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, en cuanto a la variable de edad.

H6: No hay diferencias, estadísticamente significativas, en el papel de las redes sociales sobre la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, en cuanto a la variable del año académico.

H7: No hay diferencias, estadísticamente significativas, en el papel de las redes sociales sobre la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, en cuanto a la variable de los años de experiencia.

H8: No hay diferencias, estadísticamente significativas, en el papel de las redes sociales sobre la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, en cuanto al tipo de redes sociales que más se utilizan.

H9: No hay diferencias, estadísticamente significativas, en el papel de las redes sociales para facilitar la enseñanza en la escuela primaria en Jerusalén Este, en cuanto al tipo de red social más popular.

Se probaron las hipótesis del estudio con respecto a las diferencias entre los promedios de la evaluación de los maestros, sobre el papel de las redes sociales en la mejora de la enseñanza desde el punto de vista de los maestros de escuela primaria en Jerusalén Este. Se utilizaron estadísticas descriptivas (medias y desviaciones estándar), prueba T de muestra independiente y ANOVA unidireccional para identificar los indicios de diferencias entre los promedios de las respuestas de los docentes, en la puntuación total del cuestionario y sus ejes, para determinar si existen diferencias estadísticamente significativas entre ellos.

3.1 Población y Muestra

La población del estudio está compuesta por todos los maestros de primaria que trabajan en las escuelas de Jerusalén Este durante el año escolar 2020/2021.

La población de estudio estuvo representada por las siguientes Escuelas Primarias:
Escuela primaria para niñas Al-Sawahrah Al-Sharqiyah
Escuela primaria para niños Al-Sawahrah Al-Sharqiyah
Escuela primaria para niños Beit Surik
Escuela primaria para niñas Jaba'
Escuela primaria para niñas Mkhamas.

La muestra objetivo del estudio consta de (150) maestros y maestras que enseñan a estudiantes de la etapa primaria en las escuelas de Jerusalén Este.
Fueron elegidos al azar para responder a los cuestionarios distribuidos en línea.
Después de que los 150 encuestados, seleccionados al azar, completaran los cuestionarios, SPSS realizó un análisis estadístico descriptivo para determinar las características sociales y demográficas de los miembros de la muestra.

En la tabla (1) se muestra la descripción de los integrantes de la muestra de estudio según su edad, género, posición académica y años de experiencia:

Tabla 1:

Distribución de las características sociodemográficas de los miembros de la muestra.

Variable	Categorias	Frecuencia	Porcentaje%
Sexo	Masculino	29	19.3%
	Femenino	121	80.7%
Edad (años)	Menores de 30	25	16.7%
	30-39	45	30.0%
	40-49	65	43.3%
	50-59	1	0.7%
	Mayores de 60	14	9.3%
Posición académica	Técnico Superior Universitario	4	2.7%
	Licenciado	75	50.0%
	Maestría	69	46.0%
	Doctorado	2	1.3%
Años de experiencia	Menor a 1 año	4	2.7%
	Entre 1-5 años	22	14.7%
	Entre 6-10 años	23	15.3%
	Entre 11-15 años	42	28.0%
	Entre 16-20 años	28	18.7%
	Más de 20 años	31	20.7%

3.2 Instrumentos de investigación

El estudio utiliza un cuestionario que consta de 2 secciones principales.
La primera incluye la información demográfica de la muestra del estudio, a saber: sexo, edad, grado académico y años de experiencia.
La segunda sección contiene 30 elementos distribuidos en tres dominios por igual.

El primer dominio investiga el papel de las redes sociales en la mejora del desempeño de los docentes.
El segundo dominio investiga el papel de las redes sociales en la mejora del rendimiento de los alumnos.
El último dominio investiga el papel de las redes sociales para facilitar la enseñanza.

Además, esta encuesta utiliza formatos de preguntas de opción múltiple y escala Likert que van del 1 al 5
(1 = muy en desacuerdo, 2 = en desacuerdo, 3 = neutral, 4 = de acuerdo y 5 = muy de acuerdo).

La variable independiente en este estudio son las redes sociales, y la variable dependiente es el grado de respuesta promedio de la muestra hacia el papel de las redes sociales en la mejora de la enseñanza.
Después de obtener la aprobación para realizar esta investigación, se envió una encuesta en línea por correo electrónico a 5 escuelas primarias en Jerusalén Este, con una invitación a sus maestros para participar en este estudio.

Tras recibir la confirmación de los maestros participantes, las publicaciones incompletas se filtraron y destruyeron. Más tarde se analizaron las restantes y se extrajeron los resultados y datos preliminares.
Después de recopilar los datos del estudio, el investigador ingresó los datos en el programa SPSS y procedió a su análisis, utilizando un conjunto de procesamiento estadístico.

4.Resultados

El análisis de los datos recopilados - a partir de las respuestas de los 150 maestros y maestras de escuelas de primaria en Jerusalén Este - en el cuestionario electrónico que se les distribuyó, mediante el uso de variantes descriptivas (medias, desviación estándar y porcentajes,) y pruebas analíticas (ANOVA unidireccional y prueba T de muestra independiente) en el programa SPSS – concluyó lo siguiente:

4.1 Resultados de la prueba de la hipótesis 1:

Tabla 2: Resumen descriptivo y resultados de la prueba T de una muestra para las respuestas de los participantes a los ítems que miden *el efecto del uso de las redes sociales en el proceso educativo para mejorar el desempeño de los estudiantes*. (n=150)

Nº.	Elementos	Media	Desviación estándar	Valor "T"	Sig.	Rango	Nivel
1	El uso de las redes sociales desarrolla la habilidad de aprender y la autosuficiencia entre los estudiantes.	3.69	0.868	52.016	0.000	5	Alto
2	El uso de aplicaciones de redes sociales afecta positivamente los resultados de las pruebas de los alumnos.	3.53	0.917	47.183	0.000	9	Alto
3	Las redes sociales enriquecen el conocimiento científico de los estudiantes	3.67	0.798	56.345	0.000	6	Alto
4	Las redes sociales permiten a los estudiantes comunicarse entre sí en cualquier momento y en cualquier lugar.	4.01	0.728	67.395	0.000	1	Alto
5	Las redes sociales ayudan a los estudiantes en el estudio constructivo, al ofrecer una variedad de ejercicios integrados.	3.64	0.838	53.218	0.000	7	Alto
6	Las redes sociales animan a los estudiantes a innovar en todo lo relacionado con la educación y los materiales de aprendizaje.	3.61	0.873	50.688	0.000	8	Alto
7	Las redes sociales alientan a los estudiantes a usar nuevas aplicaciones que apoyen los materiales de aprendizaje.	3.8	0.803	57.981	0.000	4	Alto
8	Las de redes sociales desarrollan muchas habilidades para los estudiantes.	3.83	0.755	62.22	0.000	3	Alto
9	Las redes sociales brindan oportunidades para que los estudiantes aprendan sobre diversas experiencias educativas.	3.84	0.733	64.12	0.000	2	Alto
10	Las redes sociales ayudan a desarrollar las habilidades y patrones de pensamiento creativo de los estudiantes.	3.47	0.751	53.625	0.000	10	Alto
General		**3.7221**	**0.62979**	**72.383**	**0.000**	**-**	**Alto**

En la anterior Tabla (2), se observa que las medias aritméticas que miden *el efecto del uso de las redes sociales en el proceso educativo para mejorar el desempeño de los estudiantes*, son altas y van desde (3.47-4.01).
Todas ellas tienen un alta (T) valores y significativos en (α≤ 0.05).

La media más alta alcanza (4.01 sobre 5) para el ítem (4), que establece que: "Las redes sociales permiten a los estudiantes comunicarse entre sí en cualquier momento y en cualquier lugar".

En segundo lugar, la sigue el ítem (9), en el que se afirma que: "Las redes sociales brindan oportunidades para que los estudiantes aprendan sobre diversas experiencias educativas", con una media (3,84).

El tercer ítem (8) que afirma que: "Las redes sociales desarrollan muchas habilidades en los estudiantes", con una media de (3.83).

El cuarto ítem (7) que afirma que: "Las redes sociales alientan a los estudiantes a utilizar nuevas aplicaciones que apoyen los materiales de aprendizaje", con una media (3.8).

El quinto (1) planta que: "El uso de los sitios de redes sociales desarrolla la habilidad de aprendizaje y la autosuficiencia en los estudiantes", con una media (3,69).

Y el sexto ítem (3) que establece que: "Las redes sociales enriquecen el conocimiento científico de los estudiantes", con una media (3,67).

Sin embargo, el valor promedio más bajo fue para el ítem (10) que indica que: "Las redes sociales ayudan a desarrollar las habilidades y patrones de pensamiento creativo de los estudiantes", con una media muy concordada también (3.47).

Seguido del ítem (2) que establece que: "El uso de las redes sociales afecta positivamente los resultados de las pruebas de los alumnos", con una media de (3.53).

Y el ítem (6) que afirma que: "Las redes sociales alientan a los estudiantes a innovar en todo lo relacionado con la educación y los materiales de aprendizaje", con una media de (3.61).

Finalizando con el ítem (5) que establece que: "las redes sociales ayudan a los estudiantes en el estudio constructivo al ofrecer una variedad de ejercicios integrados", con una media de (3.64).

Además, la media general para "el efecto del uso de las redes sociales en el proceso educativo en la mejora del desempeño de los estudiantes" fue (3.7221) y el valor (T) fue (72.383) y significativo en ($\alpha \leq 0.05$), lo que muestra que existe un alto acuerdo entre los encuestados, sobre la importancia de usar las redes sociales para mejorar el rendimiento académico y la experiencia de los estudiantes. Pues les ayuda a adquirir diferentes habilidades de aprendizaje, fortalece su autosuficiencia y les permite comunicarse entre sí en cualquier momento, y cooperar para resolver ejercicios integrados de una manera que fomente su pensamiento creativo.

Por lo tanto, el resultado confirma la validez de la aceptación de la primera hipótesis, que establece que: "Existe un efecto estadísticamente significativo del uso de las redes sociales en el proceso educativo para mejorar el desempeño de los estudiantes en Jerusalén Este". Demostrándose que, existe un alto acuerdo entre los encuestados sobre la importancia de usar las redes sociales para mejorar el rendimiento académico y la

experiencia de los estudiantes, ya que les ayuda a adquirir diferentes habilidades de aprendizaje, fortalece su autosuficiencia y les permite comunicarse entre sí en cualquier momento, y cooperar para resolver ejercicios integrados de una manera que fomente su pensamiento creativo.

4.2 Resultados de la prueba de la hipótesis 2:

Tabla 3: Resumen descriptivo y resultados de la prueba (T) de una muestra, para las respuestas de los participantes a los ítems que miden *el efecto del uso de las redes sociales en el proceso educativo para mejorar el desempeño de los docentes* (n=150)

Nº.	Elementos	Media	Desviación estándar	Valor "T"	Sig.	Rango	Nivel
1	El profesor puede gestionar el proceso educativo a través de las redes sociales.	3.63	0.979	45.45	0.000	9	Alto
2	Las redes sociales ayudan a los docentes a aumentar su experiencia y conocimiento sobre el material educativo.	3.91	0.777	61.712	0.000	6	Alto
3	Las redes sociales ayudan al docente a diseñar materiales de e-learning que apoyen el curso.	4.07	0.682	73.014	0.000	3	Alto
4	Las redes sociales ayudan a los maestros a conocer las experiencias de otros en la educación.	4.15	0.663	76.737	0.000	2	Alto
5	Las redes sociales permiten al maestro comunicarse con los estudiantes fuera del horario de oficina.	4.15	0.621	81.903	0.000	1	Alto
6	Las redes sociales alientan a los docentes a crear y diseñar nuevas aplicaciones que apoyen los materiales de aprendizaje.	4	0.666	73.608	0.000	5	Alto
7	Las redes sociales ayudan a los docentes a realizar un seguimiento de los nuevos anuncios y gestionar proyectos relacionados con el proceso educativo.	4.04	0.623	79.471	0.000	4	Alto
8	A través de las redes sociales, el maestro puede monitorear la actividad de los estudiantes y redirigirlos a actividades útiles.	3.68	0.972	46.391	0.000	8	Alto
9	A través de las redes sociales, el maestro puede ver preguntas científicas y elegir respuestas típicas.	3.89	0.778	61.254	0.000	7	Alto
10	Las redes sociales ayudan al maestro a motivar a los estudiantes a competir para resolver los problemas más difíciles que enfrentan en el proceso educativo.	3.49	0.968	44.137	0.000	10	Alto
General		**3.902**	**0.57117**	**83.669**	**0.000**	**-**	Alto

En la Tabla (3) observamos que las medias aritméticas que miden *el efecto del uso de las redes sociales en el proceso educativo para mejorar el desempeño de los docentes* son altas y oscilan entre (3.49-4.15), y todas ellas tienen un alta (T) valores y significativos en ($\alpha \leq 0.05$).

Donde la media más alta alcanza (4,15 sobre 5) para el ítem (5), que establece que: "Las redes sociales permiten al docente comunicarse con los alumnos fuera del horario de oficina".

Le sigue el ítem (4) en segundo lugar, en el que se afirma que: "Las redes sociales ayudan a los docentes a conocer las experiencias de otros en la educación", con una media (4.15).

El tercer ítem (3) establece que: "Las redes sociales ayudan al docente a diseñar materiales de e-learning que apoyen el curso", con una media de (4.07).

Seguido por el cuarto ítem (7) que afirma que: "Las redes sociales ayudan a los docentes a realizar un seguimiento de los nuevos anuncios y gestionar proyectos relacionados con el proceso educativo", con una media (4.04).

El quinto ítem (6) establece que: "Las redes sociales alientan a los docentes a crear y diseñar nuevas aplicaciones que apoyen los materiales de aprendizaje", con una media (4)

Seguimos con el sexto ítem (2) que afirma que: "Las redes sociales ayudan a los docentes a aumentar su experiencia y conocimiento sobre el material educativo", con una media (3,91).

No obstante, el valor promedio más bajo fue para el ítem (10), que afirma que: "Las redes sociales ayudan al docente a motivar a los estudiantes a correr para resolver los problemas más difíciles que enfrentan en el proceso educativo", con una media muy concordada también (3.49).

Seguido del ítem (1) que plantea que: "El docente puede gestionar el proceso educativo a través de las redes sociales", con una media de (3.63).

A continuación, el ítem (8) que plantea que: "A través de las redes sociales el docente puede monitorear la actividad de los estudiantes y redirigirlos a actividades útiles", con una media de (3.68).

Y el último, ítem (9) que afirma que: "A través de las redes sociales, el docente puede visualizar preguntas científicas y elegir respuestas típicas", con una media de (3.89).

Además, la media general para "el efecto del uso de las redes sociales en el proceso educativo en la mejora del desempeño de los docentes" fue (3,902) y el valor (T) fue (83,669) y significativo en ($\alpha \leq 0,05$), lo cual muestra que existe un alto acuerdo entre los encuestados, sobre la importancia del uso de las redes sociales para mejorar el desempeño y la experiencia de los docentes. Ayudando así a los estudiantes a adquirir diferentes habilidades de aprendizaje, fortalecer su autosuficiencia y permitiéndoles comunicarse entre sí en cualquier momento, y cooperar para resolver ejercicios integrados de una manera que fomente su pensamiento creativo.

Por lo tanto, el resultado confirma la validez de la aceptación de la segunda hipótesis que establece: "Existe un efecto estadísticamente significativo del uso de las redes sociales en el proceso educativo, para mejorar el desempeño de los maestros de escuela primaria en Jerusalén Este".

Se demostró que existe una gran relación entre los encuestados sobre la importancia de usar las redes sociales para mejorar el desempeño y la experiencia de los docentes, pues ayuda a los estudiantes a adquirir diferentes habilidades de aprendizaje, fortalece su autosuficiencia y les permite comunicarse entre sí en cualquier momento, cooperando para resolver ejercicios integrados de una manera que fomente su pensamiento creativo.

4.3 Resultados de la prueba de la hipótesis 3:

Tabla 4: Resumen descriptivo y resultados de la prueba T de una muestra para las respuestas de los participantes, a los ítems que miden *el uso de las redes sociales para facilitar el proceso de enseñanza y educación (n=150).*

Nº.	Elementos	Media	Desviación estándar	Valor "T"	Sig.	Rango	Nivel
1	Las redes sociales son un medio importante para publicar estudios y artículos de investigación.	4.09	0.797	62.886	0.000	1	Alto
2	Las redes sociales ayudan a identificar métodos de aprendizaje nuevos e innovadores.	3.96	0.694	69.886	0.000	5	Alto
3	Las redes sociales ayudan a identificar los problemas que enfrenta la escuela, a través de lo que se publica en la página web de la escuela en las redes sociales.	3.63	0.807	55.024	0.000	10	Alto
4	Las redes sociales promueven la comunicación entre maestros y padres.	4.03	0.645	76.518	0.000	3	Alto
5	Las redes sociales facilitan la comunicación de consultas y quejas a la administración de la escuela, mediante el envío de mensajes o comentarios digitales en las páginas web de la escuela en las redes sociales.	3.96	0.654	74.141	0.000	4	Alto
6	Las redes sociales ayudan a aprovechar las encuestas de opinión y el seguimiento de la evolución en diversos campos de la educación.	3.94	0.697	69.197	0.000	7	High
7	Las redes sociales contribuyeron a la difusión de imágenes y videos educativos, adecuados para el material educativo y el intercambio entre los estudiantes y de fácil discusión.	4.07	0.672	74.09	0.000	2	High
8	Las redes sociales han hecho posible aprender nuevos idiomas y culturas, comunicándose con personas de diferentes entornos extranjeros.	3.92	0.737	65.099	0.000	8	High
9	Las redes sociales contribuyeron al diseño y presentación de nuevas aplicaciones, que sirven al material educativo y se benefician de él.	3.95	0.643	75.192	0.000	6	High
10	Transformar la educación de la enseñanza tradicional basada en el adoctrinamiento a la educación participativa, interactiva y colaborativa y la construcción del conocimiento.	3.83	0.862	54.435	0.000	9	High
General		**3.9373**	**0.50614**	**95.274**	**0.000**	**-**	**High**

En la Tabla (4) vemos que las medias aritméticas, que miden el *efecto del uso de las redes sociales para facilitar el proceso de enseñanza y educación*, son altas y van desde (3.63-4.09), todos ellos con valores altos (t) y significativos en (α≤ 0.05).
Donde la media más alta alcanza (4,09 sobre 5) para el ítem (1), que establece que: "Los sitios de redes sociales son un medio importante para publicar estudios y artículos de investigación".
Le sigue el ítem (7) en segundo lugar, en el que se afirma que: "Los medios sociales contribuyeron a la difusión de imágenes y videos didácticos aptos para el material didáctico y el intercambio entre estudiantes y de fácil discusión", con una media (4.07).

El siguiente punto (4) en el que se afirma que: "Las redes sociales favorecen la comunicación entre docentes y padres de familia", con una media de (4.03).

A continuación, el punto (5) que establece que: "Las redes sociales facilitan la comunicación de consultas y quejas a la administración del colegio, mediante el envío de mensajes o comentarios digitales en las páginas web del colegio en alguna de las redes sociales", con una media (3.96).

En quinto lugar, el ítem (2) que afirma que: "Los sitios de redes sociales ayudan a identificar nuevos e innovadores métodos de aprendizaje", con una media (3,96).

Y por último el punto (9) que establece que: "Los medios sociales contribuyeron al diseño y presentación de nuevas aplicaciones que sirvan al material educativo, y se beneficien de él", con una media (3,95).

Por otra parte, destacar que el valor medio más bajo fue para el ítem (3) que indica que: "Las redes sociales ayudan a identificar los problemas que enfrenta la escuela, a través de lo que se publica en la página web de la escuela en los sitios de redes sociales", con una media muy concordada también (3.63).

Seguido del ítem (10) que establece que: "Transformar la educación de la enseñanza tradicional basada en el adoctrinamiento a la educación participativa, interactiva y colaborativa y la construcción del conocimiento", con una media de (3.83).

A continuación, el ítem (8) que afirma que: "Las redes sociales han hecho posible aprender nuevos idiomas y culturas comunicándose con personas de diferentes entornos extranjeros", con una media de (3.92).

Y, por último, el ítem (6) que indica que: "Las redes sociales ayudan a aprovechar las encuestas de opinión y hacer un seguimiento de la evolución en diversos campos de la educación", con una media de (3,94).

Además, la media general para "el efecto del uso de las redes sociales para facilitar el proceso de enseñanza y educación" fue (3.9373) y el valor (t) fue (95.274) y significativo en (α≤ 0.05). Demostrándose que existe un alto acuerdo entre los encuestados sobre *la importancia del uso de las redes sociales para facilitar el proceso de enseñanza y educación*, ya que las redes sociales mejoran el proceso educativo y agregan una atmósfera de diversión y entusiasmo en el aprendizaje, además de facilitar que los estudiantes accedan a las fuentes de información.

Esto crea un entorno de aprendizaje social colaborativo y transforma la educación de la enseñanza tradicional, basada en el adoctrinamiento al aprendizaje y la construcción de conocimientos participativos, interactivos y colaborativos.

4.4 Resultados de la prueba de la hipótesis 4:

Tabla 5: Resultados de la prueba T de muestra independiente para las diferencias entre las percepciones de los participantes sobre *el papel de las redes sociales en la mejora del desempeño de los docentes según el género.*

Variable		Media	Desviación estándar	(T) valor	Valor significativo(α)	Significado
Género	**Masculino**	4.1552	0.70030	2.268	0.029	Significativo
	Femenino	3.8413	0.52100			

Los resultados de la Tabla (5) mostraron que existen diferencias en las percepciones sobre el papel de las redes sociales, en la mejora del desempeño de los docentes según el género.
El valor de la prueba (T) alcanzó (2.268) y este valor resulta estadísticamente significativo (α =0.029 ≤ 0,05).
Por otra parte, se diferencia a favor del género masculino, la media de (4,1552) mientras que la media aritmética para la Mujer es de (3,8413).

El resultado confirma la validez del rechazo de la cuarta hipótesis, que establece que: "No hay diferencias estadísticamente significativas en el papel de las redes sociales, en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, debido a la variable de género".

Esta diferencia se explica por el hecho de que los hombres son siempre más audaces, más confiados y entusiastas para probar todo lo nuevo y arriesgarse con nuevas experiencias, en comparación con las mujeres, que tienden a temer y abstenerse de correr riesgos y prefieren mantener los tradicionales patrones de educación, y no quieren probar tecnología moderna, como las redes sociales.

4.5 Resultados de la prueba de la hipótesis 5:

Tabla 6: Resultados de ANOVA unidireccional, en las diferencias entre las percepciones de los participantes, sobre *el papel de las redes sociales en la mejora del desempeño de los docentes según la edad.*

Fuente de la variante	Suma de los cuadrados	df	Media de los cuadrados	(F) Valor	Significado
Entre los grupos	0.189	4	0.047	0.142	0.966
Dentro de los grupos	48.420	145	0.334		
Total	48.609	149			

Los resultados de la Tabla (6) mostraron que no existen diferencias entre las percepciones de los participantes, sobre el papel de las redes sociales en la mejora del desempeño de los docentes, según la variable edad, el valor de la prueba ANOVA ascendió a (F =0.142).

Este valor no fue estadísticamente significativo en (α=0.966 > 0.05), lo que confirma la validez de la aceptación de la quinta hipótesis, que establece que: "No hay diferencias estadísticamente significativas en el papel de las redes sociales, en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, debido a la variable de edad"**.**

Esta no diferencia se explica por el hecho de que, recientemente todas las edades de todos los grupos utilizan Internet y las redes sociales, y casi todos los grupos de edad son conscientes de la importancia de las redes sociales, que no darán prioridad a un grupo de edad sobre otro en la creencia de la capacidad de las redes sociales para servir al proceso educativo.

4.6 Resultados de la prueba de la hipótesis 6:

Tabla 7: Resultados de ANOVA unidireccional para las diferencias entre las percepciones de los participantes sobre *el papel de las redes sociales en la mejora del desempeño de los docentes según el año académico.*

Fuente de la variante	Suma de los cuadrados	df	Media de los cuadrados	(F) Valor	Significado
Entre los grupos	0.852	3	0.284	0.868	0.009
Dentro de los grupos	47.757	146	0.327		
Total	48.609	149			

Los resultados de la Tabla (7) mostraron que existen diferencias en las percepciones de los participantes, sobre el papel de las redes sociales en la mejora del desempeño de los docentes, según el año académico.
El valor de la prueba ANOVAs ascendió a (F =0.868) y este valor fue estadísticamente significativo en (α=0.009 ≤ 0.05).

Este resultado confirma la validez de rechazo de la sexta hipótesis, que establece que: "No hay diferencias estadísticamente significativas, en el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, debido a la variable del año académico".

4.7 Resultados de la prueba de la hipótesis 7

Tabla 8: Los resultados de la prueba de Scheffe, entre las medias de las respuestas de los participantes sobre *el papel de las redes sociales en la mejora del desempeño de los docentes, según la variable año académico.*

Variable	Diferencia de medias	Técnico Superior Universitario	Licenciado	Maestría	Doctorado
El papel de las redes sociales en la mejora del desempeño de los docentes	Técnico Superior Universitario		-0.633*	-0.835*	-0.980*
	Licenciado	0.633*		-0.499*	-0.659*
	Maestría	0.835*	0.499*		-0.584*
	Doctorado	0.980	0.659*	0.584*	

*Significativo a nivel ($\alpha \leq 0.05$)

La tabla (8) muestra que existen diferencias, estadísticamente significativas, a nivel de significancia ($\alpha \leq 0.05$) entre la media de las respuestas de los individuos de lamuestra de estudio, sobre el rol de las redes sociales en la mejora del desempeño de los docentes, según la variable del año académico, y a favor de los de mayor calificación académica. Es decir, a favor del doctorado, la maestría, la licenciatura y el Técnico/a Superior Universitario/a en forma descendente.

Este resultado se explica porque, a mayor nivel de formación del docente, mayor porcentaje de conciencia e interés por él en todo lo nuevo, y capacidad de pensar en positivo. Esto lo hace más entusiasta, preparado, convencido y creyente en la efectividad del uso de las redes sociales, para servir al sector educativo. Además del hecho de que la mayoría de los docentes que cuentan con mayor calificación educativa, también tienen mayores habilidades docentes y mayores capacidades para usar las redes sociales, en comparación con los docentes con menor calificación. Lo cual mejora sus actitudes hacia el uso de las redes sociales en el proceso educativo.

El estudio también mostró que, los docentes de los diferentes niveles educativos (ya sea de primaria, secundaria o preparatoria) son conscientes de la importancia de las redes sociales y el beneficio que brindan a los estudiantes en la enseñanza.
Además, todos tienen la intención de adoptarlas para poder estar al día en cuanto a desarrollo y nuevos mecanismos en la enseñanza.

En este caso las redes sociales se ven como un tipo de archivo de ideas y otros medios, que sus usuarios pueden consultar y recuperar en cualquier momento. Permitiéndoles enviar comentarios rápidamente a través de las redes sociales, cerrando así la brecha en la comunicación entre estudiantes y profesores.
Dado que los estudiantes pueden presentar y responder casi de inmediato, se ha observado que este aumento en la comunicación lleva a una comprensión más profunda del material de clase.

4.8 Resultados de la prueba de la hipótesis 8:

Tabla 9: Resultados de ANOVA unidireccional que prueba las diferencias entre las percepciones de los participantes sobre *el papel de las redes sociales en la mejora del desempeño de los docentes, según años de experiencia.*

Fuente de la variante	Suma de los cuadrados	Df	Media de los cuadrados	(F) Valor	Significado
Entre los grupos	1.514	5	0.303	0.926	0.466
Dentro de los grupos	47.096	144	0.327		
Total	48.609	149			

Los resultados de la Tabla (9) mostraron que no existen diferencias en las percepciones de los participantes, sobre el papel de las redes sociales en la mejora del desempeño de los docentes, según la variable años de experiencia.
El valor de la prueba ANOVAs ascendió a (F =0.926), y este valor no fue estadísticamente significativo en (α=0.466 > 0.05).

Este resultado confirma la validez de la aceptación de la séptima hipótesis, que establece que: "No hay diferencias estadísticamente significativas en el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, debido a la variable años de experiencia".

Estos resultados pueden explicarse por el hecho de que los docentes con mayor experiencia, no necesariamente tienen que ser más conscientes de la importancia de las redes sociales al servicio del proceso educativo, como es el caso de los que tienen menos experiencia. Dado que aquellos que tienen más experiencia pueden ser más adherentes a los métodos tradicionales de educación, y opuestos a integrar tecnologías modernas, como las redes sociales, en el proceso educativo.

En el caso de los más jóvenes, que tienen menos experiencia, es posible que su falta de práctica no los capacite para utilizar las redes sociales de una manera efectiva y correcta, que sirva al proceso educativo y mejore su nivel de rendimiento y el de los estudiantes.

4.9 Resultados de la prueba de la hipótesis 9

Tabla 10: Resultados de ANOVA unidireccional, que prueba las diferencias entre las percepciones de los participantes sobre *el papel de las redes sociales en la mejora del desempeño de los docentes, según el tipo de redes sociales que más utilizan.*

Fuente de la variante	Suma de los cuadrados	df	Media de los cuadrados	(F) Valor	Significado
Entre los grupos	1.271	6	0.212	0.640	0.698
Dentro de los grupos	47.338	143	0.331		
Total	48.609	149			

Los resultados de la Tabla (10) mostraron que: No hay diferencias en el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria, y en la facilitación de la enseñanza en Jerusalén Este, según el tipo de red social más popular. Lo cual valida la aceptación de la octava hipótesis, que dice: "No hay diferencias estadísticamente significativas en el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, debido al tipo de redes sociales que más utilizan".

Y la novena hipótesis, que establece: "No hay diferencias estadísticamente significativas en el papel de las redes sociales para facilitar la enseñanza en la escuela primaria en Jerusalén Este, debido al tipo de red social más utilizado".

Estos resultados se dan porque las redes sociales de todo tipo (Twitter, Facebook, WhatsApp, YouTube, etc.) se han vuelto fáciles y alcanzables para los docentes, sin dar prioridad a unas sobre otras en la mejora del desempeño entre maestros.

Lo cual se evidencia con lo explicado anteriormente, pues los docentes son capaces de utilizar todos estos medios digitales, y ponerlos al servicio del proceso educativo, sin que uno tenga ventaja sobre otro.

4.10 Resultados de la prueba de la hipótesis 10

Tabla 11: Resultados de ANOVA unidireccional, que prueba las diferencias entre las percepciones de los participantes sobre *el papel de las redes sociales, para facilitar la enseñanza en la escuela primaria debido al tipo de red social más utilizado.*

Fuente de la variante	Suma de los cuadrados	df	Media de los cuadrados	(F) Valor	Significado
Entre los grupos	3.021	6	0.504	2.048	0.063
Dentro de los grupos	35.150	143	0.246		
Total	38.171	149			

Los resultados en la Tabla (11) mostraron que no hay diferencias en las percepciones de los participantes sobre las redes sociales, para facilitar la enseñanza en la escuela primaria debido al tipo de red social más utilizado.
El valor de la prueba ANOVA ascendió (F = 2.048) y este valor no es estadísticamente significativo en (α= 0.063 > 0.05).

No existen diferencias estadísticamente significativas en el papel de las redes sociales, en la mejora del desempeño de los maestros de escuela primaria y en la facilitación de la enseñanza en Jerusalén Este, de acuerdo con el tipo de red social más utilizado.
Lo que valida la aceptación de la octava hipótesis que establece que: "No hay diferencias estadísticamente significativas en el papel de las redes sociales en la mejora del desempeño de los maestros de escuela primaria en Jerusalén Este, debido al tipo de redes sociales que más utilizan".
Y la novena hipótesis, que establece que: "No existen diferencias estadísticamente significativas en el papel de las redes sociales para facilitar la enseñanza en la escuela primaria en Jerusalén Este, debido al tipo de red social más utilizado".

Estos resultados se explican porque las redes sociales de todo tipo (Twitter, Facebook, WhatsApp, YouTube, etc.) se han vuelto fáciles y comunes para los docentes, lo que no da prioridad a unas sobre otras, en cuanto a la mejora del desempeño entre maestros.
Esto se evidencia más, de acuerdo a lo explicado anteriormente, y es que los docentes son capaces de utilizar las redes sociales, y ponerlas al servicio del proceso educativo, sin que uno tenga ventaja sobre otro.

5. Debate

El auge de las redes sociales ha cambiado la forma en que nos comunicamos e interactuamos, tanto en línea como en persona. Éstas son generalmente utilizadas en la vida diaria por millones de personas, especialmente por jóvenes de todo el mundo, por diversas razones, y por supuesto, los estudiantes constituyen una gran parte de estos usuarios.

Mediante el uso de las redes sociales, los estudiantes han cambiado la forma de usar plataformas digitales para recuperar, crear y compartir información con sus compañeros. Este cambio también ha afectado en la forma en que se utiliza la tecnología en el aula, para apoyar la enseñanza y el aprendizaje.

Debido a su popularidad, gran parte de la literatura educativa se ha centrado en el uso de las redes sociales, por parte de docentes y estudiantes, con fines educativos y por sus valores pedagógicos.
Así pues, varios estudios argumentan que estas herramientas brindan la oportunidad de mejorar el aprendizaje al apoyar al desarrollo social, mejorando la interacción alumno-profesor. Lo que a su vez mejora el aprendizaje activo y se centra en el alumno (Taylor et al., 2012; Ajjan & Hartshorne, 2008).

A pesar de estos beneficios potenciales y valores pedagógicos, los investigadores argumentan que la mayoría de estudiantes y profesores aún son reacios a utilizar estas herramientas de enseñanza y aprendizaje, sugiriendo que los alumnos no están interesados en usar las redes sociales para comunicarse e interactuar en una relación académica formal con la facultad.
Aunque muchos estudios se han centrado en los usos educativos de las redes sociales por parte de estudiantes y profesores, y sus valores pedagógicos, hay pocos estudios que hayan analizado sus efectos en la experiencia de aprendizaje de los estudiantes (Hrastinski & Aghaee, 2012; Gikas & Grant, 2013).

Investigadores como (Bailey et al., 2009; Faizi, Afia & Chiheb, 2013) muestran que el aprendizaje a través de las redes sociales no afectó directamente el aprendizaje de los estudiantes, pero sí mejoró su capacidad para acceder a la información y comunicarse con sus compañeros. Esto significa que, con las herramientas de las redes sociales, podrán debatir, colaborar y compartir mejor los recursos de estudio con sus colegas. También mostraron el impacto positivo del uso de éstas para mejorar el desempeño académico y social de los estudiantes, ya que ayuda a desarrollar las habilidades intelectuales de los estudiantes y aprendices, mejora el espíritu de cooperación y participación grupal y crea confianza entre los estudiantes.

El resultado actual también puede ser explicado por (Faizi et al., 2013), quien mencionó que uno de los beneficios de las redes sociales en el campo educativo, es que puede incorporar en el estudiante muchas experiencias y habilidades sociales, además del beneficio educativo directo.
El estudio indicó que el uso de este tipo de plataformas, en el proceso educativo, contribuirá a elevar los niveles de crecimiento social de los estudiantes, ya que el manejo de estos sitios conlleva a tratar y comunicarse con un segmento más amplio de personas.

Psicólogos y sociólogos creen que el uso de la comunicación social en el proceso educativo es eficaz para superar los problemas de introversión o timidez crónica.

Los estudiantes se volvieron propensos a frecuentes cambios en el estado de ánimo y el autocontrol.
El estudio de Devi et al. (2019) afirma que estos sitios web pueden causar estrés, ansiedad o miedo en los estudiantes, ignorando así sus estudios, al pasar tanto tiempo en las redes sociales, en lugar de estudiar o interactuar con personas físicas.

Los alumnos prefieren chatear con amigos durante horas, y esto resulta en una pérdida de tiempo que podría haberse utilizado para estudiar o aprender nuevas habilidades. Los estudiantes que usan las redes sociales con regularidad pueden perder la capacidad de participar en la comunicación cara a cara, aunque pasen mucho tiempo socializando de manera eficiente.

El estudio también encontró que existe un alto acuerdo entre los encuestados sobre la importancia de usar las redes sociales para mejorar el desempeño y la experiencia de los docentes. Pues ayuda a los estudiantes a adquirir diferentes habilidades de aprendizaje, fortalece su autosuficiencia y les permite comunicarse entre sí en cualquier momento, y cooperar para resolver ejercicios integrados de una manera que fomente su pensamiento creativo.

Además, Junco et al. (2011) agregan que Internet y las redes sociales también ayudaron al docente a superar muchos de los obstáculos que enfrentaba en el proceso educativo, y contribuyeron al establecimiento de vínculos y relaciones efectivas entre el estudiante y su docente.

Estas redes sociales han abordado muchos de los problemas que dificultan el progreso del proceso educativo según lo requerido, como el problema de la inflación de recursos y la incapacidad de los estudiantes para absorber el material educativo durante el período de clase.

También fue confirmado por Bicen y Kaya (2016) que el uso de grupos cerrados que proporciona Facebook, es considerado uno de los medios más exitosos en la promoción de la educación, donde el docente puede crear un grupo, especialmente para los estudiantes de la clase o el tema, invitándolos a unirse a él.

Esto puede ayudar a los estudiantes a discutir y dialogar sobre asuntos relacionados con el tema, alentarlos a interactuar, iniciar, explorar y ser autosuficientes. Este método puede apoyar al docente en la evaluación a los estudiantes, a través de su participación en la discusión, lo cual les motiva a participar constantemente en la sesión educativa. Bicen & Kaya (2016) argumentaron que esta forma se considera una de las mejores para que los docentes enseñen, ya que está vista como una alternativa ideal al adoctrinamiento. Además, el estudio de Ghavifekr et al. (2015) indica que, a través del uso de plataformas electrónicas, el docente puede proporcionar a los estudiantes herramientas, actividades, ejercicios y exámenes digitales que brindan un entorno de aprendizaje distinto, que puede ser utilizado de manera efectiva por los docentes, experimentando incluso con los más pequeños, ya que se considera un entorno seguro para los jóvenes.

Además, en este tipo de educación, el docente permite que los alumnos encuentren sus propios ritmos y formas de trabajar juntos, observando de cerca al grupo de alumnos sin interferir, pero estando dispuesto a ayudar.

Para crear contextos de aprendizaje específicos, los servicios de redes sociales pueden convertirse en una gran herramienta de trabajo colaborativo. Las posibilidades educativas que ofrecen estas son casi infinitas, cuando pretenden potenciar la interacción entre el grupo, entre el docente y el grupo, y entre los docentes; todo ello fuera de las limitaciones temporales y espaciales del entorno escolar.

Esto significa que el maestro puede usar estas plataformas digitales para emplear nuevas ideas que mejoren la efectividad del proceso educativo.

Este resultado puede explicarse a través del estudio de Ventayen y Ventayen, (2017) quienes plantearon que, el uso de las redes sociales en la enseñanza ha resultado en el surgimiento de nuevos y más efectivos métodos de enseñanza en la educación, contribuyendo a la llegada del conocimiento y ciencia a los estudiantes, haciéndolos accesibles para todos.

También indicó que plataformas como Facebook, pueden tener el potencial de mejorar la calidad de la enseñanza a través de la provisión de capacitación pública sobre diversas habilidades prácticas.

Se podría decir que este estudio muestra que, diferentes redes sociales tienen características similares, y contribuyen a mejorar el proceso educativo y el desempeño del docente en la educación en la misma medida.

Sin embargo, esto contradice estudios previos que mostraban la ventaja de Facebook y Twitter frente a otras redes sociales, por su facilidad de uso y las grandes ventajas que brindan, facilitando el proceso de aprendizaje y enseñanza.

El sistema mejora la participación de los estudiantes y facilita la colaboración en proyectos de equipo. Éste existe para abordar cuestiones relacionadas con los estudiantes y el aprendizaje, como mejorar los planes educativos.

Es beneficioso para las organizaciones utilizar sistemas de gestión de aprendizaje populares con integración de redes sociales, para lograr un mejor alcance e impacto en todo el proceso.

Otros beneficios del aprendizaje social son los sistemas de conferencias en vivo, la capacidad de publicar programas, revisiones de publicaciones grupales, blogs y mucho más.

6. Conclusión

Las tecnologías de la información, la comunicación y la interacción han remodelado nuestra vida actual, y hoy en día los estudiantes y profesores palestinos cuentan con teléfonos móviles inteligentes, iPads, ordenadores portátiles y otros dispositivos técnicos; además, buscan constantemente acercarse a las nuevas tecnologías.
Sin embargo, a menudo los defensores de la innovación no prevén el uso de estos dispositivos.

Todas estas tecnologías y dispositivos inteligentes están equipados o se utilizan para aplicaciones de redes sociales como Twitter, Facebook, WhatsApp, YouTube, Instagram y Telegram, que son importantes para lo que se conoce como Social Web 2.0, mejor representado por las ideas de comunicación social, intercambio de contenido y el conocimiento colectivo.

Las redes sociales influyen en innumerables partes de nuestras vidas, por lo que nuestra afirmación de que también se pueden aplicar al proceso de instrucción y aprendizaje cabría ser inesperada. Este efecto positivo aparece porque ayuda a los estudiantes a adquirir diferentes habilidades de aprendizaje, fortalece su autosuficiencia y les permite comunicarse entre sí en cualquier momento y cooperar para resolver ejercicios integrados de una manera que fomente su pensamiento creativo.

Además, con respecto al papel de las redes sociales para facilitar el proceso de enseñanza y educación, los datos analizados demostraron que el uso de las redes sociales en la enseñanza ha resultado en el surgimiento de nuevos y más efectivos métodos de educación, y ha contribuido a la abertura del conocimiento y la ciencia en los alumnos, haciéndolo accesibles para todos.
Así, algunos sitios, como Facebook, pueden tener el potencial de mejorar la calidad de la enseñanza mediante la provisión de capacitación pública sobre diversas habilidades prácticas.

Esto llevó a la aceptación de la tercera hipótesis que indica un impacto positivo estadísticamente significativo del uso de las redes sociales, para facilitar el proceso de enseñanza y educación en las escuelas primarias de Jerusalén Este.

Para concluir, se puede decir que el uso de las redes sociales en la educación es importante por sus beneficios en el proceso educativo y de aprendizaje, así como en el desempeño de docentes y estudiantes.

También mantiene la interacción y el interés de los estudiantes, y permite a los profesores mejorar sus prácticas al integrar las herramientas, con las que los ciudadanos digitales están familiarizados.

Finalmente, la investigación futura podría explorar las perspectivas personales de los administradores educativos, ya que permite que una plataforma más sólida de redes sociales comprenda los beneficios que se han experimentado y cómo superaron los desafíos.

7. Referencias

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