

The Degree of Using Social Media in the Educational Process from the Perspective of Teachers in Jordan

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Abstract

This study aimed at investigating the degree of using social media in the educational process by the teachers of the upper-primary stage in Jordan from teacher's perspective. The survey method used in this study is the descriptive method. The data were collected using a questionnaire and was developed to achieve the objectives of the study. The population of the study includes 37703 teachers of the upper primary stage in governmental and private schools, supervised by the Ministry of Education in Jordan for the academic year (2016/2017). The study sample consisted of 2133 teachers (766 male teachers and 1367 female teachers) who were randomly selected according to the stratified random sampling. The first question was answered by calculating the mean and the standard deviations of the sample individual's responses based on the items of the questionnaire related to the degree of using social media in the educational process in the upper primary stage in Jordan.

In answering question one, the mean and the standard deviations of the responses of the sample individuals were calculated on the questionnaire based on the degree of using social media in the educational process in the upper primary stage in Jordan in general, and also for each dimension of the study questionnaire. Results of question one showed that the degree of using social media means by the teachers of upper primary stage in Jordan was low. In answering question two, the significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their gender, school type, and academic qualification were examined through calculated means, standard deviations, the independent samples t-test, and one way analysis of variance (ANOVA). Results of question two showed that there are statistically significant differences at $\alpha = 0.05$ on the scores of the respondents in the study sample. This, however, can be seen in terms of the dimensions of the degree of using social media by teachers of upper primary stage in educational process in Jordan, for the whole tool, due to gender in favor of males. The differences were in the dimension of knowledge, skills, and value for males. In terms of the social dimension, the differences were in favor of females. There are no statistically significant differences at $\alpha = 0.05$ on the degrees of the respondents to the study sample on the dimensions of the use of social media by teachers of upper primary stage in educational process in Jordan, and based on the degree of overall tool, according to school type variable (governmental, private). In the light of the study results, a number of recommendations were proposed, including enhancing the methods of the use of social media means in the educational process, and overcoming the obstacles that hinder the use of social media in the learning and teaching process.

Keywords: teachers, social media, students, learning, education, Jordan

1. Introduction and Background

Changing is the most prominent feature of the 21st century due to the tremendous and rapid development, especially in the dimension of communications. The information and technological revolution has led to the removal of temporal and spatial barriers between people. Also, it has facilitated the communication process between them, with the proliferation of smart phones and the easy access to the Internet. As a result, this has led the contemporary world to increasingly depend on electronic communication through digital social networks and related applications, such as Facebook, Twitter, YouTube and other social networks (Gitas, 2011). These social networks are among the latest and most important components of the information revolution and communication

technology; it is most popular and widespread in all societies (Al Amoudi, 2009).

Social media create virtual communities that enable individuals to communicate with each other, so that they can share images, videos, recordings, information, and materials through various websites (Sawayer, 2014). These communication means are classified as Web 2.0 sites and tools. They are called social because they contribute to building diverse virtual communities between individuals and groups to share common targets and interests (Abu Darb & Ammar, 2013). These websites offer individuals various opportunities to share interests, activities, opinions, and make friends with people of similar orientations and interests (Azmi, 2001). Kaplan and Heinlein (2010) identify social media as "the Internet-based set of applications built on the technological foundations of the Web (2.0) that allow the creation and exchange of digital content produced by the user" (p 61).

Social networks have emerged with the Web 2nd generation, allowing individuals to connect with each other by building a virtual population. This is only possible after creating a profile that includes public information, such as name, age, place of residence, activities, and interests of the person. It also allows the individual to share a personal picture of himself on the profile if he wants. Through this file, the subscriber will be able to communicate with old friends or to make new friends, and would also enable him/her to share content, share photos, and make video or voice chats through these sites (Boyd & Ellison, 2007).

In this term, the researchers procedurally define it as "virtual social applications that enable the formation of an interactive society between teachers and students, and between teachers and parents, which can be used as tools for communication and interaction between teachers and students through the exchange of information, ideas, attitudes, skills, values, files, voice and written messages through smart devices or the Computer system, in order to enhance the educational role of these means."

Social media are considered as an effective social and educational tool. This is because it provides new methods of communication between the parties of the educational process, without having to exist at a given time and place. Therefore, networking education has become an opportunity to overcome time and space barriers, and it allows access to information wherever it is located. Moreover, it has facilitated the communication process between students and teachers, in a timely manner, especially outside the working hours. Moreover, these tools can provide the teacher with a variety of ways to build, distribute, and classify information quickly and easily so as to assess the development of learners. It also gives learners the opportunity to receive good and distinct learning based on his potentialities and readiness. In addition, it also caters for the learner in a way that suits him, and thus allows for multiple teaching methods.

Rashmi and Neetu (2014) argue that: "Social media can provide a great opportunity to share academic resources and exchange views among learners, and can cater a unique opportunity for teachers to strengthen their interactions with students and between students themselves." It can also encourage personal interactions that can create new knowledge. Consequently, it shows a positive relationship between academic uses of modern technology, such as social media and active learning between students and teachers, providing a broad opportunity for teachers to support students' learning. In this context, social media can lead to greater understanding of the content of materials and curricula through the adoption of collaborative learning methods. In addition, it can also increase students' motivation to learn through their participation in discussion and dialogue, which promotes learning and memory retention, and provides additional support and learning opportunities outside the classroom (Pollara, 2011).

The integration of these modern technological in educational dimension is considered imperative in nowadays digital age. This is attributed to the great benefits that these means can provide to both the teacher and the learner. The use of social media in the educational process can help in motivating students to focus on problem solving. It also trains them to practice creative thinking and related skills of higher thinking. Moreover, these methods functions to attract the students' attention and understanding. It also gives them the opportunity to practice practical skills, facilitate the searching process for teachers and students, increase the degree of the interactive process, provide the learner with a high ability to control his learning, and immerse himself in the learning experience, thereby enriching his or her learning process (Shurman, 2013). Social media facilitates the effective participatory of students, increases the fruitful exchange of knowledge between them, and helps to support and encourage students learning while maintaining each individual to have control over his time and in promoting participatory culture with other students (Minocha, 2009).

Furthermore, social media improve interaction between students and their teachers. This, however, makes it easier for students and teachers to communicate momentarily. Social media can be used to enhance students' integration, so that students who are bored and fearful in the traditional classroom may be relieved to express their creations and opinions online. Moreover, social networks can enhance the cooperation between students,

because it enables them to work collaboratively in achieving a common goal (Faizi, El Afia & Chiheb, 2013).

2. Research Problem

The problem of the study is that the prevalence of social communication among school students is very high. In addition, the intensity of their usage of mobile devices and their various applications can affect the behavior of students, either negatively or positively. These methods of usage have played an important role in shaping students' personalities, attitudes, opinions, and ways of thinking. This has posed a great danger to coming generations, which are characterized as the Internet generation and technology, if not properly used. Also, it has increased the challenges faced by teachers since the Jordanian society, like other contemporary societies, are experiencing a wide spread of the usage of the Social media between different age groups and in different environments, especially the school environment. Nevertheless, the use of these means for educational purposes in this environment is still limited, when compared to the use at the degree of recreation, social and personal purpose. Here, it is necessary to direct the use of these means and employ them properly. In this context, this study may help in stirring the attention of teachers towards the importance of increasing the use of social media in the learning and teaching process.

3. Objectives and Questions of the Study

The aim of this study is to examine the degree of using the social media in the educational process by the teachers of the Upper primary stage in Jordan. This can be achieved by providing answers to the following questions:

- 1- What is the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan from their perspective?
- 2- Are there significant statistical differences ($\alpha = 0.05$) in the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their gender, type of school, and academic qualification variables?

4. Research Method

This study employed quantitative data collection procedures. However, descriptive research was used as a methodology to answer the research questions.

5. The Population and Sample

The study population consisted of all the teachers of the upper primary stage in the public and private schools, supervised by the Ministry of Education in Jordan for the academic year (2016/2017). Study Population consisted of 37703 male and female teachers, 14506 males, and 23197 females, according to Queen Rania Information Technology Center, distributed throughout 12 governorates, covering the three regions of the Hashemite Kingdom of Jordan in the North Central Region and the South. The sample of the study consisted of 2133 male and female teachers who were randomly selected. The stratified sample approach was used. The sample consisted of 766 male teachers representing 35.9% of the study population and 1367 female teachers, representing 64.1% of the study Population. Four governorates were purposively selected to be included in the sample of the study. After then, it was divided into three regions: the Northern Region (Irbid governorate), the Central Region (Capital Governorate and Zarqa Governorate), and the Southern Region (Karak Governorate).

6. The Questionnaire

The questionnaire was designed to provide easy comparison, reliability, and analysis. In constructing the questionnaire, the researchers carried out a comprehensive review of the literature related to social media and media education. To check the suitability and validity of the questionnaire and detect any ambiguities, the questionnaire was examined by academic experts in the Faculties of Education at Jordan Universities. However, they were asked to comment freely on the questionnaire with regard to content and length. Helpful remarks were offered which further modified the questionnaire.

Cronbach's alpha coefficient, one of the most commonly used measures of reliability, was used to determine the internal consistency reliability of various measuring instruments. Therefore, the researchers also calculated the questionnaires' internal consistency coefficient (Cronbach's Alpha) between items to evaluate the reliability of the survey instrument used in this study. A sample of 50 male and female teachers from the upper primary stage in Jordan and from outside the sample of the study was selected. The values of the validity coefficients based on the degree of using social media ranged between 0.94 to 0.97. However, these are considered high and appropriate for the purposes of the study as shown in Table 1:

Table 1. Values of Alpha Coefficient for Internal Consistency for each dimension of study of the degree of using

social media in Educational process by the teachers of upper primary stage

No.	Dimension	Values of coefficients of consistency Cronbach's Alpha
1	Knowledge	0.96
2	Skills	0.94
3	Social	0.96
4	Values	0.97

Thus, the questionnaire has been shown to have valid and consistent indications which allow it to be applied to the study's original sample. The questionnaire consisted of 59 items, divided into four dimensions:

- Knowledge dimension includes items (1-23)
- Skill dimension includes items (24-31)
- Social dimension includes items (32-45)
- Values dimension and items (46-59)

The responses to the sample were designed on the Likert five-point study tool. Each student-selected response was given a weight ranging from 5-1 to positive points. Thus, all the items were positive. For the purposes of the current study, the degree of using social media in the educational process was calculated as follows:

The maximum limit of alternatives is 5 and the minimum of substitutions is 1. By subtraction of the minimum limit out of the upper limit, the result equals to (4), and then we divided the two-degree difference on three levels, i.e. (high, intermediate and low). The result equals to 1.33, ($1 + 1.33 = 2.33$) and the mean is $(2.34) + 1.33 = 3.67$, while the upper limit equals 3.68.

7. Results and Discussion

The study results were presented for each question as follows:

Results and Discussion of Question One: What is the degree of using social media in the educational process by teachers of the upper primary stage in Jordan from their perspective?

The mean and the standard deviations of the responses of the sample individuals were calculated on the questionnaire based on the degree of using social media in the educational process in the upper primary stage in Jordan in general, and for each dimension of the study instrument. For the means of social communication in the educational process, Table 2 is as shown below:

Table 2. Mean and standard deviations to the extent of the degree of using social media in the educational process by teachers of the upper elementary stage in Jordan

Item No.	Dimension	Mean	Standard Deviation	Rank	Degree
4	Values	2.34	0.76	1	Intermediate
3	Social	2.29	1.12	2	Low
2	Skills	2.25	0.86	3	Low
1	Knowledge	2.16	1.03	4	Low
Cumulative		0.88	2.26	Low	

The results in Table 2 indicate that the degree of using social media in the educational process by teachers of upper primary stage was low. The cumulative mean of using social media in the educational process from the perspective of the upper primary stage teachers was 2.26 with a standard deviation of 2.88. At the first rank came the value dimension with a mean (2.34) and standard deviation (0.76), with an intermediate degree. In the second rank came the "social dimension" with a mean (2.29) and standard deviation (1.12), and a low degree. The third rank "skills dimension" came with a mean (2.25) and a standard deviation (0.86) and low degree. In the fourth place came the "cognitive dimension" with a mean (2.16) and standard deviation (1.03), and low degree. This result may be due to the teachers' belief that the social media was found for entertainment and communication with relatives and friends to strengthen social relations, and to make new friends. This, however, is in addition to

their belief in the difficulty of using them in educational process. In this context, this study is consistent with that of Murad (2014), which indicates that the majority of male and female teachers use ICT applications and software adequately. However, their usage of them for education purposes was low, while the results of this study differed from the results of Chen and Bryer (2012) which showed that a large number of teachers' adopt social networking in education.

The mean and standard deviations of the degree of using social media in the educational process in the upper primary stage in Jordan were also calculated for each of the dimensions of the questionnaire as follows:

The mean and standard deviations of the degree of using social media in the educational process in the upper primary stage in Jordan were also calculated for the values dimension as shown in Table 3:

Table 3. Mean and Standard Deviations of the degree of using social media by the teachers of upper Primary stage in Jordan in the Educational Process of the values dimension

Item No.	Dimension	Mean	Standard Deviation	Rank	Degree
54	I urge students to keep themselves away from extreme usage of social media	2.44	1.22	1	Intermediate
52	I concentrate on tolerance values and spread this value among students.	2.42	1.23	2	Intermediate
56	I urge students to occupy their free time on social media positively.	2.40	1.22	3	Intermediate
53	I enhance cultural dialogue between students through social media.	2.39	1.20	4	Intermediate
55	I help students to get rid of negative behaviors through social media.	2.38	1.20	5	Intermediate
57	I enhance students' motivation towards learning through using social media in the educational process.	2.38	1.24	6	Intermediate
46	I enhance religious acceptance among students through using social media.	2.35	1.26	7	Intermediate
47	I enhance citizen belonging among students through using social media.	2.35	1.21	8	Intermediate
51	I enhance religious values through social media.	2.34	1.23	9	Intermediate
48	I increase students' self-confidence through social media.	2.33	1.22	10	Low
58	I decrease the student's dependency on tuitions through using social media in teaching.	2.31	1.24	11	Low
49	I enhance the value of achievement among students through using social media.	2.31	1.24	11	Low
50	I encourage students' independence through social media.	2.29	1.20	13	Low
59	I compensate cancelled lessons for any reason by communicating with students through social media.	2.10	1.15	14	Low
Total		2.34	0.76		Intermediate

Table 3 shows that the degree of using social media by the upper primary stage teachers in the educational process in Jordan of values dimension was moderate. The mean was 2.34 with a standard deviation of 0.76. The items of this dimension ranged between intermediate and low. Mean was between 2.44-2.10. Item 54, which states that "I urge students to keep themselves way from extreme usage of social media," ranked first with a mean of 2.44 and a standard deviation of 1.22 , and it came within the intermediate degree. This result indicates

the poor guidance by teachers to students about the proper manner to use social media in educational process, which increases the potentiality of negative effects when using social media. This can be attributed to teachers' belief that social media have a lot of negative effects on students. Therefore, this increases the importance of directing teachers to their students on how to use social media in a sound manner without being affected by its negative effects.

Item (56), which states that "I urge students to occupy their free time on social media positively," came in third place with a mean of 2.40 and a standard deviation of 1.22, and it came within the intermediate degree. This may be due to the belief that students are still unable to deal with the social communication effectively and in a useful manner. Thus, this exposes them to misuse these networks negatively by wasting their time in chatting, playing games, and using useless programs. It is worthy to mention that emphasis should be given to the role of social media in the provision of sites, links, and pages. However, this can develop students' abilities and skills and prepare them to use their free time on programs and useful educational games that will be of immense benefit to them. This was emphasized by Al-Daryoush (2015).

Table 3 indicates that item (53), which states that "I enhance cultural dialogue between students" is ranked fourth with a mean of 2.39 and a standard deviation of 1.20. This is due to the fact that teachers are not apprehensive about students' misuse of social media networks, such as using them to abuse others, insulting them, and verbal abuse. This is because of their belief in the absence of mechanisms and culture of dialogue in the methods adopted by families in upbringing children. As a result, this leads to poor public awareness and lack of ethics in dialogue and negotiation with others. This result opposes the study conducted by Bouhnik and Deshen (2014), which stressed on the importance of social media in creating dialogue between students and their teachers.

Table 3 indicates that item (57) was ranked sixth with a mean of 2.38 and a standard deviation of 1.24, with an intermediate degree. It stated that "I enhance students' motivation towards learning through using social media in educational process." This result is due to the weakness of teachers' motivation to use social media to stimulate students' motivation to learn. This may be due to teachers' preference to use traditional methods of education and their belief that modern technological means, such as social media, may distract students and lead them to bad behaviors, such as electronic addiction and lack of interest to study, rather than increasing their motivation to learn. Therefore, this result is consistent with the study of Vural (2015), which emphasized the role of teacher's interaction with students through social media to raise and develop motivation among students.

Table 3 indicates that item (59) received the last rank in values dimension with a mean of 2.10 and a standard deviation of 1.15 at a low degree. It stated that "I compensate lost lessons for any reason by communicating with students through social media." This may be due to the fact that many students do not have computers or smart phones, in addition to the lack of internet access for many students. Alternatively, students do not have personal accounts in social media networks due to parents' reluctance or teacher's unwillingness in communicating with his or her student during holidays or due to lack of appropriate educational programs. Thus, this result gives an indication of the need for teachers to be more flexible and positive in interaction with students in the education process. As a result, this can be achieved through the activation of investment and social media in the educational process and by overcoming all the difficulties that has prevented it.

The mean and standard deviations of the degree of using social media in the educational process in the upper primary stage in Jordan were also calculated for the social dimension as follows:

Table 4. Mean and Standard Deviations of the degree of using social media by the teachers of upper Primary stage in Jordan in Educational Process for the social dimension

Item No.	Dimension	Mean	Standard Deviation	Rank	Degree
33	I enjoy teaching by using social media in the educational process.	2.40	1.20	1	Intermediate
34	I use social media to treat students' psychological problem, such as introversion and abashment.	2.35	1.23	2	Intermediate
38	I exchange congratulations and consolation expressions with students and their parents through social media.	2.33	1.18	3	Low
39	I attempt to remove psychological and social barriers (between me and students and between students each others) using the social media.	2.29	1.15	4	Low

43	I help students in using social media to freely express themselves by words, photos or videos.	2.29	1.14	4	Low
35	I improve the degree of social interaction between students by using social media.	2.29	1.15	4	Low
40	I enhance participatory culture between students through social media.	2.29	1.22	4	Low
41	I strengthen students' social relations through social media.	2.28	1.18	8	Low
42	I use social media to support social symbiosis between students to help the poor.	2.27	1.16	9	Low
44	I use social media to encourage students' participation in the social activities, such as going for picnics and sports.	2.26	1.17	10	Low
45	I discuss social issues with students and their parents using social media.	2.25	1.19	11	Low
37	I use social media to encourage students to participate in volunteer activities.	2.24	1.19	12	Low
32	I create positive class environment by using social media in teaching students.	2.23	1.19	13	Low
36	I activate the usage of social media to solve student's social problems with their parents.	2.22	1.18	14	Low
Total		2.29	2.21	Low	

Table 4 shows that the degree of using social media by the teachers of the upper primary stage in Jordan in the educational process was low based on the social dimension. The mean was at 2.29 with a standard deviation of 1.21. Items of this dimension ranged from intermediate to low degrees between 2.22-2.40. Table 4 shows the results of the social dimension where item (33) came first, and it stated "I enjoy teaching by using social media in educational process" with a mean of 2.40 and a standard deviation of 1.20 at an intermediate degree. This result indicates the lack of awareness of some teachers based on the ability of these means to attract and entertain students. It is possible to introduce the educational material to students in new, attractive, and interesting ways. This is done so that they can have the pleasure and desire to learn. This result may be attributed to teachers' unwillingness to change their teaching methods because they believe that these means need more time and effort which exceeds the potentiality of teachers and students. Consequently, this result is not consistent with the study of Bouhnik and Deshen (2014) and Al-Daryoush (2015), which emphasized the impact of positive social media to make learning more enjoyable for students.

Item (38) in Table 4 came in the third rank and stated that "I exchange congratulations and consolation expressions with students and their parents through social media." It scored a mean of 2.33 and a standard deviation of 1.18 at a low degree. The weakness of the relationship between teachers and students may attributed to some barriers that prevent teachers from making stronger relations with students for fear of losing prestige to students. Also, there is the possibility that students and their parents may embolden their inconvenient behaviors causing discomfort to teachers.

Item (35) ranked fourth with a mean of 2.29 and a standard deviation of 1.15. The item stated that "I improve the degree of social interaction between students by using social media" with a low degree. This result can be attributed to teachers' unwillingness to increase the degree of communication with students, fearing the students' discontent and their lack of adherence to the rules and regulations of using these means of communication, as well as the fear of threatening the privacy of teachers. This result opposes the study of Faizi et al. (2013) who argued that Social media raise the degree of interaction among students themselves and with their teachers, providing an opportunity for students to express themselves freely and promoting cooperation among them.

Item (40) was also ranked fourth with a mean of 2.29 and a standard deviation of 1.22. It stated that "I enhance participatory culture between students through social media." This item came at a low degree. This result indicates weak collective and cooperative work. This may be due to the teachers' belief that activating the teamwork requires more time and effort than individual work. This is because of the large number of students in the classes or because they believe it is difficult to promote the participatory culture of students through social media. This study disagrees with the study of Minocha (2009) who emphasized the importance of Social media in promoting the participatory culture of students.

Item (36) ranked last in the social dimension with a mean of 2.22 and a standard deviation of 1.18. It came

within the low degree. It stated that “social media are used to solve the problems of students with their parents” and “I activate the usage of social media to solve students’ social problems with their parents.” This can be attributed to teachers’ fears to interfere in the personal affairs of students, expecting unpleasant reaction from the part of their parents. However, this can result to the use of violence, such as beatings or verbal abuse, especially if the teachers are unfamiliar with the cultural background of parents. Solving social problems of students requires building bridges of trust and love between teachers and students from one hand and between teachers and parents on the other hand. This requires more time for better relationship and harmony. In this context, teachers always complain of lack of time to build such strong relations.

The mean and standard deviations of the degree of using social media in the educational process in the upper primary stage in Jordan were also calculated for the skills dimension as follows:

Table 5. Mean and Standard Deviations of the Degree of using social media by the teachers of upper Primary stage in Jordan in the educational process for the skills dimension

Item No.	Dimension	Mean	Standard Deviation	Rank	Degree
26	I use social media to encourage academic research skills among students.	2.30	1.17	1	Low
29	I use social media to encourage students’ creative ideas.	2.29	1.18	2	Low
28	I use social media to promote students’ electronic communicating skills.	2.28	1.21	3	Low
27	I use social media to motivate students to practice critical thinking.	2.27	1.19	4	Low
30	I use social networks to promote problem solving-based educational process.	2.26	1.19	5	Low
25	I use social media to support students’ life-long self-learning.	2.25	1.20	6	Low
31	I use social media to qualify students to practice the skills required in life situations.	2.23	1.19	7	Low
24	I use social media to increase students’ linguistic and writing skills.	2.17	1.16	8	Low
	Total	2.25	0.86	Low	

Table 5 shows that the degree of using social media in educational process by teachers of upper primary stage in Jordan based on the skills dimension were low. The Mean was 2.25 with a standard deviation of 0.86. All items in this dimension came at low degree, with a mean of 2.17-2.30. Item (26) was ranked first in terms of skills dimension with a mean of 2.30 and a standard deviation of 1.17 at a low degree. The item stated: "I use social media to encourage academic research skills among the students." This result may be attributed to the poor mastery of academic research of teachers themselves. This study, in contrast with the study of Al-Hazani (2013), indicated the importance of social media in forming study and research groups. Item (28) came in the third place with a mean of 2.28 and a standard deviation of 1.21 at a low degree. This item indicates that "I use social media to promote students’ electronic communicating skills." Furthermore, this result is referred to the teachers' reliance on direct interaction between them and the students, and their beliefs that is based on the ineffectiveness of e-communication as a new way of communication with students. This study, in contrast with El-Omda (2012) study, indicated the effectiveness of Facebook and Twitter in developing e-learning skills and social skills.

Item (25) stated that “I use social media to support students’ life-long self-learning” scored a mean of 2.25 and a standard deviation of 1.20 with a low degree. This result represents teachers’ lack of knowledge in terms of the 21st century skills, which depends on supporting students' self-learning skills and encouraging them to life-long continuous learning. This can easily be provided by social media if it is activated and used optimally. Lack of teachers’ adequacy can be attributed to the lack of modern training courses for teachers related to technology integration Education and related skills courses.

Therefore, the mean and standard deviations of the degree of using social media in the educational process in the upper primary stage in Jordan were also calculated for the knowledge dimension as shown in Table 6:

Table 6. Mean and standard deviations of the degree of using social media in the educational process in the upper primary stage in Jordan for the knowledge dimension

Item No.	Dimension	Mean	Standard Deviation	Rank	Degree
17	I exchange educational activities with colleagues through social media.	2.47	1.22	1	Intermediate
16	I exchange experiences with colleagues from the same specialization through social media.	2.46	1.16	2	Intermediate
15	I follow the pages related to the subject I teach through social media.	2.38	1.15	3	Intermediate
19	I encourage students' scientific talents through social media.	2.31	1.05	4	Low
1	I pursue lecturing students on social media after school times.	2.31	1.07	4	Low
21	I support students' talents through social media.	2.25	1.13	6	Low
20	I enhance students' artistic talents through social media.	2.24	1.10	7	Low
22	I encourage students' participatory spirit through social media.	2.24	1.20	7	Low
8	I help students' to understand some terms through social media.	2.20	1.14	9	Low
10	I post new educational information using social media.	2.18	1.21	10	Low
11	I share scientific information with students through social media networks.	2.17	1.19	11	Low
2	I create group discussions for students' to discuss the subject I teach using social media.	2.15	1.14	12	Low
23	I organize cultural activities, such as lectures, seminars and fairs through social media.	2.13	1.13	13	Low
18	I use social media to communicate with the absentee students to follow up on issues related to their education.	2.11	1.16	14	Low
3	I create group discussions for parents to follow up their children's academic progress.	2.09	1.29	15	Low
9	I create a forum to discuss subject material with the students through social media.	2.06	1.33	16	Low
14	I use social media to make immediate feedback for the students.	2.03	1.28	17	Low
7	I receive videos and educational files from students through social media.	2.03	1.13	17	Low
6	I send videos and educational files to students through social media.	2.02	1.18	19	Low
12	I receive students' assignments through social media.	2.02	1.18	19	Low
13	I assess students' works through social media.	2.00	1.19	21	Low
4	I send educational voice messages to students through social media.	1.95	1.48	22	Low
5	I receive educational voice messages to students through social media.	1.95	1.15	22	Low
	Total	2.16	1.03	Low	

Table 6 shows that the degree of using social media by teachers of upper primary stage in the educational process of the knowledge dimension was ranked between intermediate and low. Thus, it has a mean of 2.16 and a standard deviation of 1.03. The means ranged between 2.47 to 1.95. Item (17) came first in the dimension of knowledge with a mean of 2.27 and a standard deviation of 1.22. It stated that "I exchange academic activities

with colleagues through social media." It came at an intermediate degree due to the teachers' lack of awareness of the benefits they can get, their unwillingness to engage in educational and teaching activities all the time, or their lack of motivation to develop their selves professionally through exchanging of experience with others.

Item (15) came in the third rank with a mean of 2.38 and a standard deviation of 1.15. This item stated "I follow the pages related to the subject I teach through social media." This is due to the teachers' poor attention to follow pages that discusses the academic materials because of lack of motivation, weakness of their desire to keep pace with technological development, and lack of innovations of educational tools. It also refers to the teacher's frustration and lack of interest of their profession.

Item (1) stated that "I pursue lecturing students on the social media after school hours" came in the fourth rank with a mean of 2.31 and a standard deviation of 1.07 with a low degree. This is due to weakness of interaction between teachers and students after school times, as teachers are busy with their families as well as due to the weakness of the infrastructure. Also, most students lack computers and smart phones, which have hindered them in the interaction process. This result disagrees with the studies of Chen and Bryer (2012) and Dan Da (2013), which showed the effective role of the social media in the educational process after the school hours.

Item (3) that states "I create groups for parents to follow up their children's academic issues" was ranked (15) with a mean of 2.09 and a standard deviation of 1.29 with a low degree. This result represents weak teachers' interaction with parents and the reluctance to communicate with parents to discuss students' affairs in order to improve their academic level. This indicates that there is a defect in the relationship between teachers and students on one hand, and between teachers and parents on the other hand, especially with the intensive use of social media by teachers for personal matters. In addition, this is due to the teachers' lack of awareness on the importance of communication with the parents via social media.

Item (14) that stated "I use social media to make immediate feedback for the students" scored a mean of 2.03 and a standard deviation of 1.28, and ranked (17) with a low degree. This result can be attributed to the teachers' belief that it is difficult to provide feedback to students because they do not all have smart phones or computers, or because they don't have access to Internet, or because the teachers do not have enough time to continue the educational process for students after school hours.

Item (12) that stated "I receive students' assignments through social media" scored a mean of 2.02 and a standard deviation of 1.18. Also, it has a rank of 19 and a low degree. This is referred to the weakness of teachers' usage of social media due to lack of equipment and infrastructure in most schools, in addition to the weakness of the Internet signal in schools and the continuous interruption. On the other hand, it can also be attributed to the lack of Internet access to all students at their homes because of the high cost. This result is not consistent with the study of Dan Dao (2013), which emphasized that social media represent good tools for students to accomplish their tasks and duties.

Item (4) that stated "I send educational voice messages to students through social media" scored a mean of 1.95 and a standard deviation of 1.48 and 1.15, with a rank of 22 and a low degree. This perhaps can be attributed to the lack of motivation and willingness to use the means of social communication in the educational process through which teachers may incur additional burdens without obtaining financial incentives.

Results and Discussion of Question Two: Are there significant statistical differences at $\alpha = 0.05$ based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their gender, type of school, and academic qualification variables?

The significant statistical differences ($\alpha = 0.05$) in the degree of using of social media in the educational process by the teachers of the upper primary stage in Jordan due to their gender were examined through calculated means, standard deviations, and the independent samples t-test of the items of each dimension of the study. Table 7 shows the results:

Table 7 shows that there are statistically significant differences at $\alpha = 0.05$ on the scores of the respondents in the study sample. This, however, can be seen in terms of the dimensions of the degree of using social media by teachers of upper primary stage in educational process in Jordan, for the whole tool, due to gender in favor of males. The differences were in the dimension of knowledge, skills, and value for males. In terms of the social dimension, the differences were in favor of females. This may be due to gender differences in regards to interests and tendencies. Males are probably more influential on male students at the levels of knowledge, skills, and values. Females are probably more influential on female students at the degree of social dimensions than males. In addition, females tend to be more sociably oriented than males, as they are more responsive and tend to accept social values and customs. Hence, this makes the teachers focus on the development of values and needs in the

socialization of female students through the means of social media more than males.

Table 7. Mean, standard deviation, and t-test for the significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their gender

Variables (Source Variation)	of Gender	Number	Mean	Standard Deviation	Value of (T) Test	of Degrees Freedom	of Significance
Knowledge Dimension	Male	766	2.31	0.53	5.16	2130	0.00*
	Female	1367	2.08	0.47			
Skills Dimension	Male	766	2.36	0.18	3.21	2130	0.00*
	Female	1367	2.20	0.17			
Social Dimension	Male	766	2.41	0.33	3.94	2130	0.00*
	Female	1367	2.88	0.431			
Values Dimension	Male	766	2.45	0.34	3.34	2130	0.00*
	Female	1367	2.28	0.31			
Total	Male	766	2.37	1.39	4.37	2130	0.00*
	Female	1367	2.28	1.28			

Statically Significance at $\alpha = 0.05$

The significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their school type were examined through calculated means, standard deviations, and the independent samples t-test based on the items of each dimension of the study. Table 8 shows the results:

Table 8. Mean, standard deviation, and t-test for the significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their type of school variable

Variables (Source Variation)	of Gender	Number	Arithmetic Mean	Standard Deviation	Value of (T) Test	Degrees Freedom	of Significance
Knowledge Dimension	Male	1533	2.15	0.49	0.95	2131	0.34
	Female	600	2.20	0.50			
Skills Dimension	Male	1533	2.25	0.18	3.21	2131	0.51
	Female	600	2.28	0.17			
Social Dimension	Male	1533	2.28	0.31	0.55	2131	0.58
	Female	600	2.31	0.432			
Values Dimension	Male	1533	2.34	0.32	3.42	2131	0.67
	Female	600	2.36	0.33			
Total	Male	1533	2.24	1.39	4.37	2130	0.47
	Female	600	2.27	1.28			

Table 8 shows that there are no statistically significant differences at $\alpha = 0.05$ on the degrees of the respondents to the study sample on the dimensions of the use of social media by teachers of upper primary stage in educational process in Jordan, and based on the degree of overall tool, according to school type variable (governmental, private). Subsequently, this may be attributed to the teachers' exposure to same circumstances, conditions, and pressures in governmental and private schools that makes them share same perception towards the usage of social media in educational process. Thus, this is because of their fear and concern about the increase of responsibilities and teaching burdens, in addition to the lack of incentives and financial or moral rewards. This may also be due to teachers' concern about the longer time needed for learning through social media networks, all of which reduces teachers' desire to use any new learning methods.

The significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their academic qualification were examined through calculated means, standard deviations, and the independent samples t-test based on the items of each dimension of the study. Table 9 shows the results:

Table 9. Mean, standard deviation, and t-test for the significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their academic qualification

Dimension	Academic Qualification	Number	Mean	Standard Deviation
Knowledge Dimension	Diploma	230	2.20	0.50
	Bachelor	1394	2.10	0.48
	Higher Studies	500	2.33	0.53
Skills Dimension	Diploma	230	2.29	0.33
	Bachelor	1394	2.19	0.31
	Higher Studies	500	2.24	0.34
Social Dimension	Diploma	230	2.33	0.18
	Bachelor	1394	2.23	0.17
	Higher Studies	500	2.42	0.19
Values Dimension	Diploma	230	2.42	0.32
	Bachelor	1394	2.28	0.31
	Higher Studies	500	2.48	0.33

Table 9 shows that there are apparent differences between the means of responses of the study sample members, in terms of the use of the teachers of the upper primary stage in Jordan for social media in the educational process due to their academic qualification. It also determines whether these differences are statistically significant at $\alpha = 0.05$. However, the one-way analysis of variance (ANOVA) was used as shown in Table 10 below:

Table 10. Results of the one-way analysis of variance (ANOVA) for the significant statistical differences ($\alpha = 0.05$) based on the degree of using social media in the educational process by the teachers of the upper primary stage in Jordan due to their academic qualification

Variables (Source Variation)	of District	Number of Squares	Degree of freedom	of Squares mean	Value of (F) Test	Significance
Knowledge Dimension	Between Groups	10557.49	2	5278.746	11.040	0.00*
	Within Groups	1018485.83	2130	478.162		
	Total	1029043.33	2132			
Skills Dimension	Between Groups	1221.35	2	610.68	8.22	0.00*
	Within Groups	158210.48	2130	74.28		
	Total	159431.83	2132			
Social Dimension	Between Groups	2737.04	2	1368.52	6.28	0.00*
	Within Groups	464540.91	2130	218.09		
	Total	467277.95	2132			
Values Dimension	Between Groups	3037.58	2	1518.788	6.621	0.00*

Whole Questionnaire	Within Groups	488572.25	2130	229.377	9.17	0.00*
	Total	491609.82	2132			
	Between Groups	59699.44	2	29849.72		
	Within Groups	6936376.92	2130	3256.52		
	Total	6996076.36	2132			

Statically Significance at $\alpha = 0.05$

Table 10 shows statistical significant differences ($\alpha = 0.05$) between the means of responses of the study sample on the dimensions due the teachers academic qualification variable at each dimension of the questionnaire and the whole questionnaire. The statistical significance was 0.00 at the degree of each dimension of the study, which has a statistical value. To find out the source of these differences, the Scheffe test was used for post-comparisons as shown in Table 11:

Table 11. The results of Scheffe test between the means of the study sample responses to the dimensions of questionnaire of the degree of using the social media in the educational process in Jordan due to the academic qualification variable

Dimension	Differences	Diploma	Bachelor	Higher Studies
Knowledge Dimension	Diploma		2.34	-2.97
	Bachelor	-2.34		-5.309*
	Higher Studies	2.97	5.309*	
Skills Dimension	Diploma		0.77	-1.04
	Bachelor	-0.77		-1.81*
	Higher Studies	1.04	1.81*	
Social Dimension	Diploma		1.36	-1.32
	Bachelor	-1.36		-2.68*
	Higher Studies	1.32	2.68*	
Values Dimension	Diploma		1.95	-0.77
	Bachelor	-1.95		-2.72*
	Higher Studies	0.77	2.72*	

Statically Significance at $\alpha = 0.05$

Table 11 shows statistically significant differences ($\alpha = 0.05$) between the means of the study sample responses to the dimensions of questionnaire based on the degree of using the social media in the educational process in Jordan due to the academic qualification variable. The difference between the mean of the holders of Bachelor degrees and the mean of the holders of postgraduate studies are in favor of the higher degrees. This refers to the fact that those with higher academic qualifications may have a higher degree of awareness and recognition of the importance of activation of the use of social media in educational process more than those with lower qualifications. Also, it may be attributed to the fact that those with higher academic qualifications may have electronic, social skills and other skills more than those with lower qualifications. Therefore, this makes them to welcome the integration of modern technology in the educational process, and to overcome obstacles hindering the learning and teaching process.

8. Recommendations

In the light of the study results, it recommends the following:

Provide teachers with the required professional training that enhance their knowledge and skills needed to implement social media in the teaching and learning process.

Raise the level of awareness among teachers and students on the importance of the social media in the educational process.

Improve the quality of the infrastructures and resources that teachers, students, and parents need to have an effective implementation of the social media in the educational process.

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