The Role of Social media in Improving Teaching according to the Perspective of Teachers of the Elementary Schools in East Jerusalem

El rol de las redes sociales en la mejora de la enseñanza desde la perspectiva de los profesores de las escuelas elementales en Jerusalem este

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Cómo citar este artículo:

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Abstract:
Today, social media platforms are used in the development of the educational process, which made the specialists in the field of education consider education based on social media as one of the most important types of education, as it had a clear impact on the effectiveness of the educational process. The 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 (n=150). The results of the research showed the importance of using social media to improve teachers' performance and experiences as it helps them acquire new educational skills. The results also showed the necessity to focus on the use of social media in teaching in Palestine as one of the components of effective e-learning. It also improves teachers 'performance and facilitates the educational process through Provide immediate access to information.

Key Words: Social nets; pupils; teachers; training

Resumen:
Hoy en día, las plataformas de redes sociales se utilizan en el desarrollo del proceso educativo, lo que hizo que los especialistas en el campo de la educación consideraran la educación basada en las redes sociales como uno de los tipos de educación más importantes, ya que tuvo un claro impacto en la efectividad de la educación. el proceso educativo. La investigación actual tiene como objetivo explorar el papel de las redes sociales en la mejora de la enseñanza. También trata de resaltar el papel de las redes sociales en la mejora del desempeño de los docentes (n = 150). Los resultados de la investigación mostraron la importancia de utilizar las redes sociales para mejorar el desempeño y las experiencias de los docentes, ya que les ayuda a adquirir nuevas habilidades educativas. Los resultados también mostraron la necesidad de centrarse en el uso de las redes sociales en la enseñanza en Palestina como uno de los componentes del

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aprendizaje electrónico eficaz. También mejora el desempeño de los docentes y facilita el proceso educativo a través de Brindar acceso inmediato a la información.

Palabras clave: Redes sociales; estudiante; profesores; formación.

1. INTRODUCCIÓN

In recent years, rapid technological developments have brought about changes in various social, cultural, scientific and other fields. With the emergence of social networks that played their role in reducing distances and making the world a small village, they became used in various areas of life, and affected human behaviour and decisions; the field of education and education is one of the most prominent areas affected by these changes and developments (Oyza & Edwin, 2015) Social media is one of the most used means of communication among people today because of its importance in terms of ease of use and the ability of its users to access information in a short time as it is the smartest means of communication in terms of attracting users (Baruah, 2012; Marín et al. 2016; Ruíz-Palmero et al, 2020).

The development of education enables us to meet the challenges of the future when the use of social media and the Internet becomes a major role in this direction to improve the quality of school performance. The latest developments and research in this field have focused on enhancing creativity among students, developing teachers' performance, and developing educational programs. Whatever an individual's interest in education, they will find the information they want on the Internet (Jankauskaitė, 2019).

Social media contributes to changing the methods of social communication between individuals around the world, and the integration of social media in the educational field contributes to an effective impact on students' academic life. Nowadays, educational institutions and schools seek to use Internet technologies and social media in the educational process, as an attempt to enhance the building of knowledge, collaboration and critical thinking skills (Lemoine et al.,2016; Vázquez-Cano et al., 2017).

The educational sector and the educational process have witnessed successive and cumulative developments based on developments and changes in communication and information technologies that changed educational concepts and methods, added some terminology, and permeated all fields. Jerusalem, with its ancient history and contemporary reality, is one of the most important education centers in Palestine, including the best educational institutions. The education sector in Jerusalem is of great importance because this sector plays a fundamental role in confirming the

Palestinian and Arab identity of the Holy City and its educational institutions. The educational process in East Jerusalem is not getting the attention it deserves. It is low and does not meet the needs of the labor market (Karlsson, 2016).

Several people believe that social networks, which are essential tools in the current era, have brought about many positive or negative changes in all areas of life, and that their use is no longer limited to communication between individuals but far beyond that (Baruah, 2012). It became used in educational institutions and universities as an effective means of communication and a mechanism for communication between the actors in the educational process (teacher and student), which added to this process an interactive and lively character that was not presented in classical education (Marín-Díaz et al., 2020; Rathore, 2019).

In fact, the rapid spread of technology and social media has changed teaching methods as a whole, so social media occupies a large area of students and teachers' lives, which prompted the researcher to carry out this study to show the goal of investigating the role that social media can play in improve and develop the entire educational process (Baruah, 2012). In addition, this topic appears to be one of the most advanced topics in the field of educational research, but it has not been examined, to the best of the researcher's knowledge, from the point of view of primary school teachers in East Jerusalem, despite the widespread availability of social media in Palestine and the educational developments the country is experiencing recently (Rajabi et al., 2020).

All this prompts the researcher to conduct this study that endeavor to identify the role of social media in improving teaching and the performance of teachers and students in primary school and in facilitating the educational process. 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 at 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, which may motivate local authorities and decision-makers in ministries of education in East

Jerusalem to benefit from the results of this study in adopting effective learning policies based on social media.

Social media refers to the use of mobile and web-based technologies and applications to transform communication into an interactive dialogue and to enhance interaction and social communication among people around the world (Kessler, 2013; Cerecero, 2018; Vázquez-Cano et al., 2020). Social media is a technology that is used online and uses multiple types of devices, such as computers, tablets, or even smartphones (Gikas &Grant, 2013; Marín-Díaz et al, 2016), and this allows users to interact with other users, such as family and friends, through what is shared through These means for example photos, blogs, videos and other items provided by social media (Oyza & Edwin, 2015).

Social media includes many different forms such as «Internet forums, magazines, social blogs, weblogs, microblogs, podcasts, wikis, photographs or pictures, videos, ratings, and social networking» (Baruah, 2012). Amidst the technological and digital developments in the world every day, there are many social media that can be used through computers or smartphones such as Facebook, Snapchat, Twitter, WhatsApp, Telegram, Skype, etc. (Nyamboga, 2014; Oyza & Edwin, 2015; Marín-Díaz et al., 2021). Using social media has many benefits for the individuals and society in which they live. Online exchange of knowledge and information between different groups of people is one of the most important features of social media sites (Oyza & Edwin, 2015). Conversely, there is also another aspect of using social media tools. Sometimes, these tools are misused by people who interfere with an individual's privacy. Cases like this can lead to dangerous proportions considering the ethical aspect of using such media.

One of the simplest methods that can be used in education on the basis of social media, a teacher creates a web page on a social media platform such as Facebook, this web page contains an explanation of the educational material and accompanying exercises and is supported by links to related sites and articles that open students' horizons and get them out of. The traditional textbook without any breach of the scientific material (Barauha, 2012; Oyza & Edwin, 2015). The use of closed groups provided by Facebook as one of the most successful means in promoting education, as the teacher can create a group on Facebook especially for students of the class or subject and invite

students to join them, allowing them to discuss and dialogue about topics related to the topic or students by question, and encourage them to interact And to initiate, explore and be self-reliant, without adding the burden of learning a specific program or making a special effort to gain knowledge as all students will use the Facebook app (Oyza & Edwin, 2015).

Twitter is the ideal place today to get to know the most famous professionals in various fields. Thus, simply having a teacher on Twitter and having students follow them will enable them to gain knowledge from their teacher outside of the curriculum (Rathore, 2019). Sound and image are the most important element of learning in our time and no scientific content can succeed in reaching students without using it, and here the teacher can exploit this by asking his students to prepare videos, illustrations or presentations directly or linked indirectly about the topic they are studying (Oyza & Edwin, 2015; Jankauskaitė, 2019). Then they are asked to share it on social media with colleagues or even the world at large (Oyza & Edwin, 2015; Lemoine et al., 2016). The teacher can provide student activities, exercises and electronic exams by using the electronic platforms that provide these tools (Oyza & Edwin, 2015; Karlsson, 2016; Cerecero, 2018), especially the Edmodo platform, which has succeeded in providing a distinct learning environment that can be effectively used by teachers and experienced Even with a younger age as a safe environment for young people (Rathore, 2019).

Social media is one of the most popular media in recent years. One of the benefits of social media in the educational field is that it acquires the student many social experiences and skills in addition to the direct educational benefit. Studies have found that using this type of website in the educational process works to raise the levels of social development among students, as dealing with them requires them to deal and communicating with a larger segment of people, psychologists and socialists believe that the use of social communication in the educational process is effective in overcoming 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, the promotion of a spirit of cooperation and collective participation, and the creation of self-confidence (Rajabi et al., 2020). Social media can be used to improve teaching and

learning through a number of things, such as educational programs shared on social media. Connect with people who specialize in specific topics and follow them on social media. Searching for a specific topic within these sites and giving learners the ability to build friendships and social relationships (Fiaz et al., 2013; Gikas et al, 2013).

2.- MATERIALS AND METHODS

This section describes the research methods used to execute the study, which allows the researchers to accomplish the study objective, which is to examine the role of social media in improving teaching and the performance of teachers and students in primary school and in facilitating the educational process. It also describes measures and variables of the study as well as the procedures for collecting and analyzing data, which is what research design implies as stated by Kothari (2004), Oyza y Edwin (2015) y Kessler (2013).

The authors chose to use a descriptive quantitative positivist approach in achieving the study goals and answering its questions. The quantitative method can uncover patterns in research, which could formulate facts using measurable data; therefore, primary data will be collected with the mean of a questionnaire. This methodology is regarded as a logical research method since the current study investigates a social phenomenon, where 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». 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» (Gikas, 2013; Oyza & Edwin (2015).

Accordingly, based on the above literature, the following nine hypotheses have been developed in order to be checked throughout this study:

> **H₁:** *There is a statistically significant effect of the use of social media in the educational process on improving students' performance in East Jerusalem.*

H₂: *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.*

H₃: *There is a statistically significant effect of the use of social media in facilitating teaching and education process in the elementary schools of East Jerusalem.*

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 the gender variable.*

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 the 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 the 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 the 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 the 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 the most popular utilized type of social media.*

3.1 Population and Sampling

Population of the study consists of all elementary stage teachers who work at the schools of East Jerusalem during the school year 2021/2022. The study population was the primary schools, which are Al-Sawahrah Al-Sharqiyah Elementary Girls School, Al-Sawahrah Al-Sharqiyah Elementary Boys School, Beit Surik Elementary Boys School, Jaba' Elementary Girls School and 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 randomly to respond to the online distributed

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. Table (1) shows the description of the members of the study sample according to their (age, gender, academic year and years of experience):

Table 1. Socio-demographic characteristics distribution of sample members

Variable	Categories	Frequency	Percentage%
Gender	Male	29	19.3%
	Female	121	80.7%
Age	Younger than 30	25	16.7%
	30-39	45	30.0%
	40-49	65	43.3%
	50-59	1	0.7%
	Older than 60	14	9.3%
Qualifications	Associate	4	2.7%
	Bachelor	75	50.0%
	Master	69	46.0%
	PhD	2	1.3%
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	4	2.7%

3.2 Data Collection and Analysis

The study uses a questionnaire designed based on previous studies to collect the data from its primary resource. The designed questionnaire consisted of two main sections. Section one includes the demographic information of the sample of the study, 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). 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).

The reliability of the tool and its items was determined through Cronbach's Alpha test by SPSS before distributing the tool over the study sample members. The Cronbach's Alpha was determined to be (0.884) for the first scale items, (0.855) for the second scale items and (0.786) for the third scale item. However, it was (0.923) for the overall tool items, meaning that the tool's reliability is acceptable as long as Cronbach's Alpha value higher than (0.7). On the other hand, the validity of this questionnaire was assured by presenting it to a group of referees specialized in the field of education and social studies, where the items were modified according to their observations and directions, and therefore a ready validated questionnaire was distributed to the selected sample.

An online survey sent via email to 5 Elementary schools in East Jerusalem as an invitation to their teachers to participate in this study. After receiving all entries from participating teachers, incomplete questionnaires will be filtered and discarded. Then the remaining ones will be analyzed to extract the preliminary results and data. After collecting the study data, the researcher entered the data on the SPSS program, and then analyzed it using a set of statistical processing (Arithmetic means, standard deviations and percentages, Cronbach's Alpha equation, Graphical representation of independent variables, One-way ANOVA and Independent sample T-test).

4. RESULTS

4.1 Results of Testing Hypothesis 1:

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 2 below, where 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 2. Descriptive summary for items measuring the effect of the use of social media in the educational process on improving students' performance

No.	Items	M.	T value	Sig.	Level
1	The use of social media sites develops the skill of learning and self-reliance among students.	3.69	52.016	0.000	High

2	The use of social media applications positively affects learners' test results.	3.53	47.183	0.000	High
3	Social media enrich students' scientific knowledge	3.67	56.345	0.000	High
4	Social media enables students to communicate with each other anytime, anywhere.	4.01	67.395	0.000	High
5	Social Media helps students in constructive study by offering a variety of integrated exercises.	3.64	53.218	0.000	High
6	Social media encourage students to innovate in everything related to education and learning materials.	3.61	50.688	0.000	High
7	Social networks encourage students to use new apps that support learning materials.	3.8	57.981	0.000	High
8	Social networking sites develop many skills for students.	3.83	62.22	0.000	High
9	Social networking sites provide opportunities for students to learn about various educational experiences.	3.84	64.12	0.000	High
10	Social media help develop students' creative thinking skills and patterns.	3.47	53.625	0.000	High
	Overall	**3.72**	**72.383**	**0.000**	**High**

It can be noticed from Table 2 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 ranging from (3.47- 4.01), and all of them have high (t) values and significant at (a≤ 0.05).

Moreover, the overall mean for «the effect of the use of social media in the educational process on improving students' performance» was (3.7221) and (t) value was (72.383) and significant at (a≤ 0.05), which shows that there is a high agreement among respondents on the importance of using social media for improving student's academic performance and experience. Hence, the result confirms the validity of acceptance of the **H1** 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».

4.2 Results of Testing Hypothesis 2

In order to test the second hypothesis and identify the effect of the 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 3 below.

Table 3. Descriptive summary for items measuring the effect of the use of social media in the educational process on improving teachers' performance

No.	Items	Mean	T value	Sig.	Level
1	The teacher can manage the educational process through social media sites.	3.63	45.45	0.000	High
2	Social media helps teachers increase their experience and knowledge about educational material.	3.91	61.712	0.000	High
3	Social media help the teacher to design e-learning materials that support the course.	4.07	73.014	0.000	High
4	Social media helps teachers learn about others' experiences in education.	4.15	76.737	0.000	High
5	Social media enable the teacher to communicate with students outside office hours.	4.15	81.903	0.000	High
6	Social networks encourage teachers to create and design new applications that support learning materials.	4	73.608	0.000	High
7	Social media helps teachers keep follow up of new ads and manage projects related to the educational process.	4.04	79.471	0.000	High
8	Through social media, the teacher can monitor student activity and redirect them to useful activities.	3.68	46.391	0.000	High
9	Through social media, the teacher can view scientific questions and choose typical answers.	3.89	61.254	0.000	High
10	Social media helps the teacher motivate students to race to solve the most difficult problems they face in the educational process.	3.49	44.137	0.000	High
	Overall	**3.902**	**83.669**	**0.000**	**High**

It can be noticed from Table 3 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 ranging from (3.49- 4.15), and all of them have high (t) values and significant at ($\alpha \leq 0.05$).

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 ($\alpha \leq 0.05$), which shows that there is a high agreement among respondents on the importance of using social media for improving teachers' performance and experience. 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».

4.3 Results of Testing Hypothesis 3

In order to test the third hypothesis and identify the effect of the use of social media in facilitating teaching and education 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 4 below:

Table 4. Descriptive summary for items measuring of the use of social media in facilitating teaching and education process.

No.	Items	Mean	T value	Sig.	Level
1	Social networking sites are an important means of publishing studies and research articles.	4.09	62.886	0.000	High
2	Social networking sites help identify new and innovative methods of learning.	3.96	69.886	0.000	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	55.024	0.000	High
4	Social media promotes communication between teachers and parents.	4.03	76.518	0.000	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	74.141	0.000	High
6	Social media helps to take advantage of opinion polls and follow-up developments in various fields of education.	3.94	69.197	0.000	High
7	Social media contributed to the dissemination of pictures and educational videos suitable for the educational material and exchange among students and easily discussed.	4.07	74.09	0.000	High
8	Social media has made it possible to learn new languages and cultures by communicating with people from different foreign environments.	3.92	65.099	0.000	High
9	Social media contributed to the design and presentation of new applications that serve the educational material, and benefit from it.	3.95	75.192	0.000	High
10	Transforming education from traditional teaching based on indoctrination to participatory, interactive and collaborative in education and knowledge-building.	3.83	54.435	0.000	High
	Overall	**3.9373**	**95.274**	**0.000**	**High**

It can be noticed from Table 4 above that the arithmetic means that measure the effect of the use of social media in facilitating teaching and education process are high and ranging from (3.63- 4.09), and all of them have high (t) values and significant at (α≤ 0.05).

Moreover, the overall mean for «the effect of the use of social media in facilitating teaching and education 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 education process as social media enhances the educational process and adds an atmosphere of fun and excitement in learning, and 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. 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 education process in the elementary schools of East Jerusalem».

4.4 Results of Testing Hypothesis 4

Statistical difference between participants' perceptions about 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 5:

Table 5. Results of independent sample T-test for the differences between participants' perceptions about the role of social media in improving the performance of teachers according to gender

Variable		Mean	Std. Deviation	(T) value	Significant value (a)	Significance
Gender	Male	4.1552	0.70030	2.268	0.029	Significant
	Female	3.8413	0.52100	69.886	0.000	High

The results in Table 5 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 (a =0.029 ≤ 0.05). This difference can be 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 fear and refrain from taking risks. 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 the gender variable».

4.5 Results of Testing Hypothesis 5

To investigate whether there was 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 the age variable, a one-way ANOVA test was performed and the results were as shown below in Table 6:

Table 6. 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 the variance	Sum of the aquares	df	Mean of squares	(F)value	Significance
Between the groups	0.189	4	0.047	0.142	0.966
Inside the groups	48.420	145	0.334		
Total	48.609	149			

The results in Table 6 showed 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 (a=0.966 > 0.05) which reveals the validity of the acceptance of the fifth 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 the age variable». This non-difference can be potentially 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, which will not give an age group precedence over another in believing in the ability of social media to serve the educational process.

4.6 Results of Testing Hypothesis 6

To investigate whether there was 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 the academic year variable, a one-way ANOVA test was performed and the results were as shown below in Table 7:

Table 7. 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 the variance	Sum of the aquares	df	Mean of squares	(F)value	Significance
Between the groups	0.852	3	0.284	0.868	0.009
Inside the groups	47.757	146	0.327		
Total	48.609	149			

The results in Table 7 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 (a=0.009 ≤ 0.05) which 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 the academic year variable». To detect source of differences, Scheffe test have been applied, see Table 8:

Table 8. The results of Scheffe test between 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
The 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 (a ≤ 0.05)

Table 8 shows that there are statistically significant differences at the level of significance (a ≤ 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, the master's, Bachelor's degree and Associate in a descending manner. This result can be explained by the greater the level of education of the teacher, the greater the percentage of awareness and interest in him/her in all that is new and the ability to think positively, which makes him/her more enthusiastic, prepared, convinced and believing in the effectiveness of using social media to serve the educational sector, in addition to the fact that 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, which enhances their attitudes towards the use of social media in the educational process.

4.7 Results of Testing Hypothesis 7

To investigate whether there was 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 the years of experience variable, a one-way ANOVA test was performed and the results were as shown below in Table 9:

Table 9. 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 the variance	Sum of the aquares	df	Mean of squares	(F)value	Significance
Between the groups	1.514	5	0.303	0.926	0.466
Inside the groups	47.096	144	0.327		
Total	48.609	149			

The results in Table 9 showed 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 (a=0.466 > 0.05) which reveals the validity of 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 the years of experience variable».

These results 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.

4.8 Results of Testing Hypothesis 8

To investigate whether there was 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 the type of social media they utilized the most, a one-way ANOVA test was performed and the results were as shown below in Table 10:

Table 10. 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 the type of social media they utilized the most

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

The results in Table 10 showed that there are no differences between 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 =0.640), and this value was not statistically significant at (a=0.698 > 0.05) which reveals the validity of the acceptance of the 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 the 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.) has become easy and common to be used by teachers, which does not give priority to one over the other in improving the performance of teachers.

4.9 Results of Testing Hypothesis 9

To investigate whether there was a significant difference between participants' perceptions about the role of social media in facilitating teaching in primary school in East Jerusalem due to the most popular utilized type of social media, a one-way ANOVA test was performed and the results were as shown below in Table 11:

Table 11. 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 popular utilized type of social media

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

The results in Table (12) showed that there are no differences in the participants' perceptions about of social media in facilitating teaching in primary school due to the most popular utilized type of social media, the ANOVAs test value amounted (F =2.048), and this value is not statistically

significant at (a= 0.063 > 0.05) which 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 popular utilized type of social media».

These results can be explained by the fact that social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) has become easy and common to be used by teachers, which does not give priority to one over the other in improving the performance of teachers.

4. DISCUSSION

This quantitative cross-sectional study intended to comprehend the role played by social media in improving teaching and the performance of teachers and students and facilitating the educational process in elementary schools in East Jerusalem from the perspective of teachers. It further seeks to realize if gender, age, academic year, years of experience and type of social media significantly affects the performance of primary school teachers in East Jerusalem and the facilitation of learning process from the perspective of Palestinian teachers.

The results of the analyzed questionnaires of the study sample consisted from 150 male and female teachers who teach elementary stage students at the schools of East Jerusalem showed the validity of the acceptance of the first hypothesis which states 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 appears 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 which was also affirmed by Bailey et al. (2009), Faizi et al. (2013) and Oyza and Edwin (2015).

The results also showed 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 with the study of Orlanda-Ventayen and Ventine (2017) and Toplu et al. (2014) who have stated that social media enhance teachers' teaching feelings, where their feelings will not be limited to the pleasure of interacting with students and seeing their enthusiasm for their

topics, but they will also find that they are learning new skills and may achieve a deeper understanding for the teaching subject they taught by explaining it and showing its details in another way. This validate the acceptance of the second hypothesis which claimed that 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.

Moreover, regarding the role of social media in facilitating teaching and education process, it was shown by the analyzed data 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 of knowledge and science to learners and make them accessible to all, and 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. This led to acceptance of third hypothesis which indicated a statistically significant positive impact of the use of social media in facilitating teaching and education 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 the gender variable for the 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 fear 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 as indicated by Booker et al. (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 Kaya and Bicen (2016) who indicated 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, which will not give an age group precedence over another in believing in the ability of social media to serve the educational process.

Regarding the academic year variable, the results 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 the academic year variable. The results show that there was a difference in the role of social media in improving the performance of teachers according to the academic year in favor of those with higher academic qualifications, that is, in favor of the doctorate, master's, bachelor's, and associates, 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 awareness and interest of them in everything new and the ability to think positively, which 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 showed 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 the years of experience variable. This result was 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 popular utilized type of social media which validates the acceptance of eighth and ninth hypotheses. This was concluded as social media of all kinds (Twitter, Facebook, WhatsApp, YouTube, etc.) has become easy and popular for use by teachers, which does not prioritize one of them over the other in improving the performance of teachers.

5. CONCLUSIONS

In conclusion, it can be said that the use of social media in education is important because of its benefits in the educational process and teaching as well as the performance of teachers and students. It keeps students engaged and interested, and enables educators to improve their practices by incorporating the tools our digital citizens know. Information, communication and interaction technologies have reshaped our lives today, and Palestinian students and teachers nowadays benefit greatly from smart cell phones, laptops, iPads and other technical gadgets; In addition, they are constantly looking for new technologies.

However, regular use of these tools is not in the way innovation advocates expect. All these technologies and smart devices are equipped or used for social media applications for example Facebook, Twitter, YouTube, WhatsApp, Telegram and Instagram which are important to what is known as Social Web 2.0, and best portrayed through social networking ideas, content sharing and collective knowledge. Social media affects countless parts of our lives, so our claim that they can be similarly applied to the teaching and learning process should be unexpected. Therefore, the rising role of social media may open the door to improving teaching and learning experiences. The results showed the importance of using social media to improve teachers' performance and experiences, as it helps them acquire new educational skills.

The results obtained from this study showed the need to focus on the use of social media in teaching in Palestine as one of the components of effective e-learning, as it improves the performance of teachers and facilitates the educational process by providing immediate access to information. And facilitate new forms of creative expression in the mentoring process. Additionally, 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 barriers to its use. Finally, future research could explore the personal perspectives of education administrators as it provides a more powerful platform for social media to understand the benefits they tried and how they overcame the challenges.

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