2013

K-12 teachers' perceptions about social media integration into instruction in Saudi Arabia

Hamdan Abdulaziz Alamri
Eastern Washington University

Follow this and additional works at: https://dc.ewu.edu/theses

Part of the Education Commons

Recommended Citation
https://dc.ewu.edu/theses/166

This Thesis is brought to you for free and open access by the Student Research and Creative Works at EWU Digital Commons. It has been accepted for inclusion in EWU Masters Thesis Collection by an authorized administrator of EWU Digital Commons. For more information, please contact jotto@ewu.edu.
K-12 TEACHERS’ PERCEPTIONS ABOUT SOCIAL MEDIA INTEGRATION INTO INSTRUCTION IN SAUDI ARABIA

A Thesis

Presented To

Eastern Washington University

Cheney, Washington

In Partial Fulfillment of the Requirements

For the Degree

Master of Education, Instructional Media and Technology

By

Hamdan Abdulaziz Alamri

Spring 2013
THESIS OF HAMDAN ALAMRI APPROVED BY

______________________________________________   DATE ______________
DR. JANE LIU, GRADUATE STUDY COMMITTEE

______________________________________________   DATE ______________
DR. TARA HASKINS, GRADUATE STUDY COMMITTEE

______________________________________________   DATE ______________
Prof. ALAN BASHAM, GRADUATE STUDY COMMITTEE
MASTER’S THESIS

In presenting this thesis in partial fulfillment of the requirements for a master’s degree at Eastern Washington University, I agree that the JFK Library shall make copies freely available for inspection. I further agree that copying of this project in whole or in part is allowable only for scholarly purposes. It is understood, however, that any copying or publication of this thesis for commercial purposes, or for financial gain, shall not be allowed without my written permission.

Signature______________________

Date__________________________
# Table of Contents

CHAPTER 1

Introduction .................................................................................................................. 1
  Background ............................................................................................................... 1

Significance of This Study ......................................................................................... 2

Statement of the Problem ......................................................................................... 5

Research Questions ................................................................................................. 5

Limitations ................................................................................................................. 5

Terminology .............................................................................................................. 6

CHAPTER 2

Review of Literature ................................................................................................. 7

Overview of Social Media ......................................................................................... 8

  Social network sites ............................................................................................... 9

  Podcasts .................................................................................................................. 9

  Wikis ....................................................................................................................... 10

  Blogs ...................................................................................................................... 10

  Microblogs .......................................................................................................... 11

  Social bookmarking sites ..................................................................................... 11

  Forums .................................................................................................................. 12

Evolution of Social Media ....................................................................................... 12

Benefits of Social Media Usage in Instruction ....................................................... 14

  Motivation .............................................................................................................. 15

  Engagement ......................................................................................................... 15

  Collaboration and interaction .............................................................................. 17
How to Use Social Media in Instruction........................................20

Social network sites used in the classroom .........................21

Microblogging ........................................................................24

Forums ................................................................................24

Wiki ..................................................................................25

Challenges of Using Social Media in Instruction ..................27

Privacy and trust concerns. ..................................................27

Distraction............................................................................28

Cyber-bullying and abuse.....................................................28

Limited implementation of social media technologies in instruction 30

Summary............................................................................32

CHAPTER 3...........................................................................35

Research Design....................................................................35

The Purpose of This Study....................................................35

Selection of Research Method..............................................36

Participants..........................................................................37

Survey Instrument...............................................................40

Procedures...........................................................................42

Data Analysis Plan...............................................................43

CHAPTER 4...........................................................................45

Data Report...........................................................................45

Data Collection Process......................................................45

Demographics of the Participants.........................................46
Tables

Table 2.1. Definitions and Features of Social Media Sites ..................................33
Table 3.1. The Targeted Schools ...........................................................................44
Table 4.1. Demographics of the Participants (I).....................................................47
Table 4.2. Demographics of the Participants (II).......................................................48
Table 4.3. Status of Social Media Use (I) ...............................................................50
Table 4.4. Status of Social Media Use (II) .............................................................51
Table 4.5. Social Media Accessibility at Home and in Classroom.............................52
Table 4.6. School Location vs. their Perceptions of Motivation through Social Media...59
Table 4.7. School Location vs. their Perceptions about special needs and Social Media..59
Table 4.8. Grade Level vs. their Perceptions of Motivation through Social Media........60
Table 4.9. Grade Level vs. their Perceptions of Engagement through Social Media......60
Table 4.10. Grade Level vs. their Perceptions about special needs and Social Media......60
Table 4.11. Grade Level vs. their Perceptions of Enhancing Students’ Collaboration...61
Table 4.12. School Location vs. their Perceptions about Cyber-bullying through Social
Media.........................................................................................................................61
Table 4.13. Grade Level vs. their Perceptions of Students’ Privacy When Using Social
Media.........................................................................................................................61
Table 4.14. The Targeted Schools...........................................................................62
Figures

Figures 4.1. Social Media Use at Home……………………………………………………………. 52

Figures 4.2. Social Media Use in Classroom………………………………………………………52

Figures 4.3. Classroom Activities through Social Media………………………………………54

Figures 4.4. Ranks of Challenges……………………………………………………………………55
CHAPTER 1

Introduction

Background

Social media tools are used to turn communication into interactive dialogue among individuals, communities, and organizations. I remember the first time I received feedback from one of my friends on Facebook. He wrote his thoughts about my post, and I responded to him. As a result, I started posting my interests and thoughts and expected responses and feedback from my friends. Also, I used to write in certain forums and get feedback from all people who could see my posts. This encouraged me to use social media technologies such as these to share my thoughts.

When I was in college, I did not have an opportunity to communicate with my teachers through social media because they did not integrate these tools in their instruction. Nevertheless, I joined social network sites and started using them in my daily life. I motivated myself through using social media to write and discuss a variety of topics and issues, which included social, political, technological, and religious.

I have observed that many of my teachers in high school, and my professors in college in Saudi Arabia, have recently joined social network sites such as Facebook, Twitter, and Google+. This indicates that teachers in Saudi Arabia have begun to believe in the benefits of using social media and social network sites.

Through my use of social media, I have often thought that as educators we could find benefits in integrating social media in our instruction. We need to dedicate these
tools to instruction to help students and teachers interact and communicate together easily and effectively.

**Significance of This Study**

Learning and teaching requirements have evolved dramatically over the last decade, and the use of social media has increased sharply. Good instruction requires cooperative learning, and this can happen easily through social media and social networking sites. Social media technologies have demonstrated their influence in learning at all educational levels and fields. As educators, we need to integrate social media technologies into instruction and have students and teachers communicate and cooperate together in both classroom learning and outside the school.

Researching and examining teachers’ perceptions of social media tools is very demanding because there are enormous numbers of students who are using these technologies in their daily life. The Higher Education Research Institute reported that “94% of first year college students use social networking daily” (Finamore, Hochanadel, Hochanadel, Millam, & Reinhardt, 2012, p. 1). This huge number of students who use social media can benefit from this usage in their learning as well. They need to be instructed by their teachers and instructors about ways they can integrate those technologies in their education. In 2010, Pew Institute researchers asked 2,257 people whether they use Twitter or not. A total of 14% of the group between 18-29 answered yes, and 7% of adults between 30-49 use other social networking sites (Finamore et al., 2012). Another reason that makes it important to research social media technologies in education is that students and teachers can easily obtain technical devices such as
computers, mobile phones and tablets. This makes it easy for them to communicate and discuss anything related to their instruction.

Social media such as online social networks and online communities are very popular these days, and most young people are using them regularly. It is very hard to find a person who does not have an account on Facebook, Twitter, YouTube, Flicker, Web blogs, Google+, MySpace, LinkedIn, or other kinds of online social environments. According to Facebook, there were 901 million active users as of April, 2012. Also, Twitter had more than 140 million users as of March, 2012 with more than 50 million people who were tweeting more than 230 million tweets every day (McMillan, 2011). The huge numbers of users have led researchers to think about the benefits, challenges, use, and integration of these technologies in learning. In addition, social media has very powerful communication tools and their use is growing every day. Furthermore, people are connected by these tools for “different purposes such as shopping, gaming, exchanging ideas, expressing opinions, reconnecting with old friends and finding new relationships, etc” (Liu & McCombs, 2011, p. 1). Understanding social media tools can make us aware of their possible uses in education.

Students and educators can gain many benefits from the use of social media because these kinds of tools can enhance the ability to discuss and express opinions about an enormous number of topics. Also, students and educators have the opportunity to write their opinions on social media tools, such as Web blogs and forums, so they can improve their writing skills in less structured environments. Additionally, social media can motivate and engage students to learn new concepts and interact with each other
effectively. Social media can encourage students to reach their goals and to gain volition skills, which can lead them to a good future (Finamore et al., 2012).

In the social media world, opportunities for learning are available like never before. Teachers may use social media tools such as Web blogs, Twitter, or YouTube to empower students with knowledge.

Social media use can result in good consequences, but also there are many negatives that make schools, teachers, and parents concerned about their children using social media. The protection of students’ personal information can be a factor in using social media because this may lead to abuse against them. Also, there are concerns about teachers’ and instructors’ personal privacy when using social media. There are many people who claim that their personal privacy has been shared to third parties since they posted information within Facebook. Bradley (2012) stated that “some information posted within Facebook could be shared outside of the social network on ads on third-party sites” (p. 1).

Through my research about how to integrate and use social media, I found that many scholars and researchers are interested in this topic. I discovered that students can learn differently and effectively when their teachers allow them to use social media, which they already use in their daily life, because sometimes they feel forced to learn through more formal education. Informal education can teach them life skills, new concepts, and general knowledge that they may need in their lives. Due to the usage of social media by students and teachers, instructors are required to have a strong understanding of these tools, and they should use some of them when possible.
Statement of the Problem

Social media started in the United States and other developed countries several decades ago. Communities, education, businesses and all other fields have gained benefits in using these kinds of technologies. Nevertheless, social media technologies just started in the last decade in the Kingdom of Saudi Arabia. The purpose of this study is to conduct a survey to investigate the status of social media technology’s use among K-12 teachers in the Kingdom of Saudi Arabia, and to identify Saudi teachers' perceptions of integrating social media technologies in their instruction. Using social media in classrooms requires more effort from teachers and schools in order to enhance communication, interaction, and collaboration, which are some of the essential skills of the 21st century.

Research Questions

This study will try to answer four essential questions:

1. What are teachers’ perceptions on social media in Saudi Arabia?

2. What are the benefits of social media integration in a classroom as perceived by Saudi teachers?

3. To what extent have Saudi teachers used social media in their instruction?

4. What are the challenges when using social media technology in the classroom in Saudi Arabia?

Limitations

This research study focused on teachers from four populated urban cities, so teachers from the rural areas and other smaller cities were excluded. As a result, some limitations were about the inferences and generalization of the findings. Also, the
researcher had a difficult time in finding research sources on social media from Saudi Arabia because the universities and colleges in Saudi Arabia hold a large number of resources, and many studies are not accessible to the public. Even though there have been articles related with social media use in education on newspapers and magazines, the publications are not research studies. More research studies with valid findings are expected. Additionally, this was a survey study without open-ended questions. The participants chose the options that were offered, but they were not asked to explain the reasons of their responses.

**Terminology**

**Social Media**: Bradley (2010) defined social media as “a set of technologies and channels targeted at forming and enabling a potentially massive community of participants to productively collaborate” (p. 1).

**SNSs**: Social Networking Sites are online services and platforms that could enable users to communicate and interact together in real time such as Facebook, Twitter, Google+, and LinkedIn.

**Informal Learning**: The learning that occurs in places other than schools, such as, work and home

**Formal Learning**: Planned learning through instruction and learning settings.

**Web 2.0**: A definition for presentation, video, mobile, and community tools that allow users to create, collaborate, edit and share user-generated content online.
CHAPTER 2

Review of Literature

In 2009, more than 175 million people joined Facebook, more than 3 billion photographs were posted on Flicker, and 10 hours of videos were uploaded to YouTube (Haenlein & Kaplan, 2010). Social media tools are not ambiguous to most people these days, and a large number of young people are familiar with them. The usage rate of social media has increased sharply. Thus, there is an imperative need to include these tools in instruction because they could help to improve students’ learning and educators’ teaching performance.

Teachers’ understanding about technology in general and social media in particular is required to implement this instructional practice into the classroom. Indeed, teachers in Saudi Arabia need to have a positive attitude toward technology and social media in order to discover these tools and integrate them into their instruction. Moreover, teachers need to welcome opportunities to use social media in their classrooms. They should know that the social media sites are no longer for personal use only, but they can also be useful tools for instruction and students. As practitioners of technology use in the classroom, teachers need to have appropriate perceptions about integrating social media into their instruction. Research studies have shown that teachers with a positive perception about technology and social media have a higher probability to use them in the classroom (Almekhlafi & Almeqdadi, 2010).

There are also some concerns and challenges about the appropriate use of social media in education. Solutions to these are coming to encourage the increased use of
technology in instruction because such practice offers opportunities to empower and increase students’ engagement and interaction.

This chapter contains a selected review of literature, which includes five areas. First, different definitions of social media are shared and different categories of social media are summarized. Second, the chapter discusses the evolution of social media throughout the years from 1978 until today. Third, the chapter states some of the most important benefits of social media usage in K-12 instruction. Fourth, it introduces some research-based best practices for using social media sites in instruction. Finally, the chapter addresses the challenges that may face the use of social media in instruction.

Overview of Social Media

Defining social media is very complicated due to the constant emergence of social media tools with different functions. People sometimes get confused between the terms social media, web 2.0, social networking, and other technology terms. Haenlein and Kaplan (2010) defined social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content” (p. 61).

Bradley (2010) defined social media from its foundation as “a set of technologies and channels targeted at forming and enabling a potentially massive community of participants to productively collaborate” (p. 1). Mayfield (2008) gave a general definition of social media by stating that any site that shares the characteristics of participation, openness, conversation, community, or connectedness can be considered a social media tool. Moreover, Kietzmann et al. (2011) stated that social media is “interactive platforms via which individuals and communities create and share user-generated content” (p. 241).
In this study, social media sites and social network sites are used interchangeably. In summary, social media is a general term that includes social network sites, podcasts, wikis, blogs, social bookmarking sites, forums and microblogs.

Because social media is becoming very broad, we must understand the tools that are currently in use. These tools fall under various categories. Each category has its own tools and unique advantages that attract people to them.

**Social network sites.** Many people think that social network sites are the only social media tools. In reality, social networking sites have their own features that are not in some social media sites. Boyd and Ellison (2008) defined social network sites as:

Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. (p. 2)

The most known social network sites are Facebook, Twitter, MySpace, Bebo, Flicker, Google+, Ning, Goodreads, Second Life, YouTube, Mog, MyLife, and some others that allow people to interact, communicate, share, and discuss. These sites provide many features that can help individuals to create their own web pages and share these pages with friends and family members and also share content. Additionally, social network sites are used for two-way communication among users, and sometimes they can be used to display products from social media.

**Podcasts.** In this era, podcasts are becoming popular among people. These refer to any audio, video or digital media that can be shared between devices, such as IPod and others. This technology could facilitate communication between people through video
and audio. Podcasts work to present the content of TV, lectures, tours of museums, and many wide topics (Jackson, n.d.).

**Wikis.** Ward Cunningham invented the wiki in 1994 and installed it on the Internet in 1995. Rouse (2006) defined a wiki as:

A server program that allows users to collaborate in forming the content of a Web site. With a wiki, any user can edit the site content, including other users' contributions, using a regular Web browser. Basically, a wiki Web site operates on a principle of collaborative trust. The term comes from the word "wikiwiki," which means "fast" in the Hawaiian language. (p. 1)

A wiki makes it easy to use, create, and design personal pages and add content through browsers. It does not require that a person be skilled in HTML codes to manage the page. Wikis, such as Wikispaces, and Wikipedia, allows users to communicate with each other and post their articles to share with other people who are interested in the same content.

Also, what makes Wikis unique is that other contributors can modify the content. These sites accept most popular content that could be shared on any other pages, such as videos, audio, games, pictures, and more.

**Blogs.** Rouse (2007) defined a blog as “a personal online journal that is frequently updated and intended for general public consumption. Blogs are defined by their format: a series of entries posted to a single page in reverse-chronological order” (p. 1). Also, blogging can take place on any site that has the feature of adding content to share with others. A blog can help people to obtain knowledge and new content from other people who may not be able to find a place to share what they have. There are many sites that
Microblogs. This tool is becoming common among people, especially for those people who know how to use Twitter. Kaplan and Haenlein (2011) defined microblogs as sites that "allow users to exchange small elements of content such as short sentences, individual images, or video links" (p. 107). People get together according to their interest and blog to each other about their thoughts. In traditional blogs, users’ blogs mostly contain long content, while in microblogging, the blogs are very short. For example, there are only 140 characters for each message. Finally, there are six common microblogging sites that allow users to blog easily. They are Twitter, Posterous, FriendFeed, Tumblr, Dailybooth, and 12 Seconds.

Agarwal and Singh (2012) stated that Twitter can facilitate the learning in a classroom and can help the instruction process to exceed the limitations beyond the physical space. They pointed out that the Twitter integration into classroom teaching can turn into effective learning.

Social bookmarking sites. Social bookmarking is a definition for the sites that enable users to organize, save, and restore data and information. Also, these sites help users to obtain feeds from other websites through RSS technology. Additionally, these sites were founded to bring the most recent news from hundreds of sites to one page. Brauner (2010) stated that Social Bookmarking sites “are websites that people use to save, categorize, share and search bookmarks links and descriptive data, that refer to resources, such as web pages and other types of web media” (p. 1). Internet users do not have to download files and resources when they use social bookmarking. They need to
subscribe to their favorite websites, and then RSS brings the feeds to the social bookmarking site. The idea behind social bookmarking is tagging. Tagging is a term used to describe an action in social bookmarking that facilitates research about the data that were stored. The most common social bookmarking sites are Digg, StumbleUpon, Reddit, Pinterest, BuzzFeed, Delicious, Diigo, and more.

**Forums.** Online forums are one of the oldest technologies that are still popular among people. A forum is a website that allows users to post their thoughts as messages, and they can receive feedback from other users who subscribe to that forum. Obviously, the idea of social network sites is not new to people because forums introduced the advantage of sharing content with other people. Internet forums help people to share their experiences, ideas, and knowledge. Discussing posts and content in forums is the main goal of using this kind of technology. Hannafin at al (1999) claimed that online forums “support reflection and other forms of higher-order thinking” (as cited in Li, 2004, p. 24). Smith (2000) stated that “well-structured” and effectively and safely managed online forums help students explain their ideas and their thinking (as cited in Li, 2004). Also, Smith added that these kinds of forums attract students to share their ideas more than they do in face-to-face communication. Thus, the challenges in face-to-face discussions can be resolved to some extent with online forums. The students have the chance to reflect, think, review, and respond to the topic or the issue that has been discussed in the forums (as cited in Li, 2004). (See Table 2.1: Definitions and Features of Social Media Sites)

**Evolution of Social Media**

Edosomwan et al. (2011) pointed out that email was used to exchange messages around the 1960s, but computers had to be connected to receive messages. The use of
emails was not popular until 1991 when the Internet became available to the public. In 1969, Advanced Research Projects Agency was developed by a U.S. government agency. Rimskii and Ritholz (2010) defined this technology as an “early network of time-sharing computers that formed the basis of the internet” (as cited in Edosomwan et al., 2011, p. 2). Then, CompuServe was the “third development of the 1960s” (p. 2). It was developed to “provide time–sharing services by renting time on its computers” (p. 2).

Social media started more than 30 years ago when the Bulletin Board System was developed in 1978 to exchange data by phone line with others. After that, Tom Truscott and Jim Ellis created Usenet in 1979, which was a worldwide discussion system that allowed people to post messages to Internet users (Haenlein & Kaplan, 2010). Then, the story of social media continued to 1994 when the first social network site (GeoCities) was developed by David Bohnett and John Rezner. The original form of this site was to allow users to create their own web pages and add content to them. In 1995, Stephan Paternot and Todd Krizelman, who were students at Cornell University, founded Globe.com, which allowed users to create their own content with similar interests. Additionally, the year 1997 was an exciting year because AOL Instant Messenger was launched to provide real time communication for members. In the same year, SixDegrees.com was founded to let users interact together by listing friends and family members and creating their own profiles. In 2000, after the Internet grew up, the revolution of the Dot-Com Bubble started, and it helped the stock market to grow quickly. By 2002, Friendster was launched as a social networking service that allowed users to share media and any other content, but later a company in Malaysia redesigned the site to become a gaming site. MySpace was founded in 2003, and it could be coded in
10 days. MySpace was one of the most popular social network sites among users from 2005 to 2008. Facebook was launched in 2004 for college students by Harvard College students, and would find its way to more than 900 million people around the world by 2012. After Facebook, Twitter was founded in 2006, and it is one of the most common sites for microblogging and has more than 200 million active users (Eldon, 2008; O'Dell, 2011; Olsen, 2006).

**Benefits of Social Media Usage in Instruction**

Social media sites have enormous benefits for the improvement of students’ and teachers’ performance. Researchers in the education field always try to develop solutions to improve teachers’ performance and students learning to achieve the best results. Social media sites have been viewed as an easy solution. What we need as educators is to integrate these sites into teaching and learning and obtain the benefits of them. This integration can transform instruction from the traditional way to more interactive and effective ways of learning.

One of the benefits of integrating social media in teaching and learning is to motivate students to learn new concepts. Students can obtain intrinsic and extrinsic motivation through using social media tools because they feel free to express their opinions. Another benefit of integrating social media tools in instruction is students’ engagement. Social media offers students possibilities to think about and solve problems in learning or even in their daily lives. Collin, Rahilly, Richardson, and Third (2011) stated that schools and universities can use blogs in their learning and enhance learning outcomes. There is evidence of the impact of social network sites in young people's formal learning. The researchers stated that "SNS use between teachers and students can
improve relationship and motivation and engagement with education" (Collin et al., p. 13). The third benefit that researchers found is the collaboration and interaction between a teacher and his/her colleagues, among students with each other, or between students and teachers through social media tools and social networking sites. They have access to be in contact anytime and anywhere, so they are likely to interact effectively and easily.

**Motivation.** Social media tools can offer students more opportunities for engagement and interaction. The accessibility of social media can motivate students to write, and that can happen when a student sees his/her colleague write about certain topics in a forum or social networking site. Also, these tools can offer students an easy access to express their thinking critically about social issues, political topics, classroom instruction, or any other topics that can increase the discussion among students. Finamore et al. (2012) claimed that Animoto, Simple Truths, Twitter, and Facebook can be motivational tools that help students’ success in learning. In general, motivation is a very important factor in learning and teaching new concepts, so we, as educators, need to integrate any technology that can help students be motivated. Personally, I am motivated when I receive feedback from friends on Facebook and Twitter and discuss topics that could actually improve my writing, thinking, and problem solving.

**Engagement.** Engaging students is another factor for student success in learning especially, at the K-12 level. Astin (1984) defined engagement as “the amount of physical and psychological energy that the student devotes to the academic experience” (as cited in Junco, Heibergert, & Loken, 2010, p. 120). As an engagement example, Karissa engaged her students through blogs, and they wrote about topics that they studied during the day. In this way, students were more engaged to write and discover writing
abilities because such tools were enjoyable. When Karissa became the assistant at Oak Park School, she encouraged teachers to use the same technology with students to effectively engage them (as cited in Johnny, 2011).

Junco, Heibergert, and Loken (2010) conducted a study to find whether college students could be engaged through Twitter and have the chance to raise their grades. A total of 125 students of a first year seminar course for pre-health professional majors participated in this study. There were 70 students in the experimental group and 55 in the control group. The purpose of this study was to present the effects of Twitter for instructional purposes. Also, this study was to extend and show the relationship between social media use and students engagement.

Twitter was used for the experimental group for a variety of academic and co-curricular discussions. All the participants did not use Twitter before this time. Researchers used the ANOVA model to evaluate the differences in engagement and grades. Based on the National Survey of Student Engagement, 19 items were made, such as the level of academic challenge, active and collaborative learning, student-faculty instruction, and higher-order learning. The ANOVA results showed that “the experimental group had a significantly greater increase in engagement than the control group, as well as higher semester grade point averages” (p. 119). The experimental group had 0.51 higher GPA than the control group. The results showed that students’ and faculties’ engagement were higher. Obviously, Twitter can be used as an educational tool to help students become engaged in the instruction and collaborate to learn.

Junco et al. (2010) believed that “engagement encompasses various factors, including investment in the academic experience of college, interactions with faculty,
involvement in co-curricular activities, and interaction with peers” (p. 2). Kuh (2009) claimed that two factors can increase students’ success, which are 1) in class engagement and 2) out of class engagement, and both should be for educational purposes (as cited in Junco, Heibergert, & Loken, 2010).

Junco et al. (2010) compared two recent studies that examined the relationship between time spent on social media and students’ engagement. The first study was by Heiberger and Harper (2008) who conducted their study with 377 undergraduate students at a Midwestern institution, while the second study was a survey by the Higher Education Research Institute. Junco et al. (2010) argued that both studies discovered that there were positive relationships between the utilization of social networking sites and college students’ engagement. Finamore et al. (2012) found that targeted media, such as Animoto, Simple Truths, Twitter, and Facebook can encourage students’ engagement and keep them motivated in the online environment. Moreover, the National Survey of Students Engagement (2010) found that there were positive relationships between technology in education and student engagement (as cited in Junco, Heibergert, & Loken, 2010).

Collaboration and interaction. Tomaszewski (2012) stated that some studies “suggest that approximately 70 percent of all organizations engage in structured collaboration using online social learning tools such as blogs, wikis and podcasts. The rise parallels the increased use of online tools like social media sites in schools” (p. 2). Torp and Myllylä (2010) conducted a study to integrate social media and dialogue evaluation in teacher education at the Teacher Education Center of Tampere University of Applied Sciences. The study attempted to make an in-depth understanding of the
teachers’ metacognitive skills that could be developed by social media and dialogue evaluation. The subjects of the study were teachers. This study was a qualitative study. The researchers used the observation method to explain the effectiveness of using Second Life and Skype to enhance teachers’ collaboration and interaction. During the academic years 2008-2009, blogs and Second Life were utilized as a means to facilitate teachers’ collaboration and interaction. The researchers observed the interactions and collaboration that occurred in the Second Life environment and Skype meetings. Also, the researchers observed what teachers learned by reading their blogs.

Dialogic evaluation is an approach that was tested in the online teacher education program of the Teacher Education Centre of Tampere University of Applied Science. It needed an “open and trusting” social media environment to guide “critical, rational conclusions regarding the phenomenon or topic being learned” (p. 4). The dialogic evaluation was held on Second Life and Skype to support collaboration and interaction among pre-service teachers. The benefit of this dialogue was to encourage students to reason, argue, and justify their opinions. The researchers found that Second Life, blogs, and Skype affect “self-direction, ability to assess one's own action and skills, ability to distribute one's expertise and learn from others, commitment to common goals and values, and confidence in one's professional skills” (p. 388).

The social media sites created new learning environments. These sites can help teachers rethink evaluation. The use of social media can also help students build self-confidence and commitment. The researchers proposed that metacognitive skills can be developed by dialogic evaluation, so this underlines the importance of social media tools.
in education. In this study, researchers sought to meet the requirements of the changes in society to enhance the authenticity of learning.

Goode and Caicedo (2010) conducted a study to reinforce that social media tools could encourage students to engage, participate and contribute. The study summarized the current research using discussion forums and collaborative authoring. The study examined several factors and behaviors that affected a student's exposure to a shared learning experience. Also, it evaluated the use of social media tools in graduate programs. The researchers conducted a survey to find the influence of social media applications in reaching learning targets and course satisfaction. They used three business courses within a professional MBA program. The students in these courses were about 30 years old and worked fulltime. They attended classes in the evenings. Due to this schedule, the instructors used social media to engage online discussion and collaboration. The students were assigned to discuss the class readings before coming to the classroom. Students had to post at least one comment about the reading in the forums. They had three things to finish in the forums for the courses every night: 1) post one original contribution, 2) post one extension contribution, and 3) rate their classmates' contribution (p. 2). The result of this study indicated that social media application could benefit students academically. The students were comfortable with their access to technology and their level of social interaction. As a result, students were satisfied with their improved communication skills. Also, the social media applications promoted instructional performance. Almost all students used the forums for discussion and contributed to original comments. The second part of the study was Collaboratively Authoring. The students could
collaboratively post comments to others’ original messages. Almost half of the class contributed to extension comments.

**How to Use Social Media in Instruction**

The use of social media is not strange to many people, especially with the revolution of social networking sites. Elderly as well as young people have joined social media, and many of them access these sites almost daily. The Higher Education Research Institute (2007) stated that about “94% of first year college students use social networking daily” (as cited in Finamore et al., 2012, p. 1). This percentage is enormous compared to other technologies, and the K-12 level has the same percentage of use for social media. Teachers and administrators should not ignore the use of social media tools, and the benefits that students may obtain are much needed in this era. More efforts and attention should be paid to the appropriate use and implementation of social media tools in instruction. Calif (2011) noticed that social media sites should be used as effective and positive tools for students to help both them and their parents to make useful connections.

Indeed, educators need to guide students in the use of social media tools to increase participation in class activities and connection with each other outside of class. Social media technologies are numerous, and it is hard to use all of them. Thus, educators need to choose the best tools for themselves and for their students. Also, they need to use the appropriate tools for students considering their age and gender. In addition, educators should connect students with good tools and improve their pages with the right content to allow students to learn new things when they visit their educators' pages. Pileiro (2012) stated that there are three components that each educator needs to follow in order to keep the use of social media technologies simple. First, educators need to connect to the best
social media tools that can be most effective. Secondly, collaboration is one of the factors that educators should consider before using social media. Educators and social media users in general should not just consume information that is posted, but also share what they have and their opinions and thoughts about the subject and instruction. Thirdly, educators need to use sites that can help them stay organized. They can gather all the useful sites into one by using social bookmarking sites. There are four examples of social media tools that can be implemented into instruction in easy and simple methods.

Social network sites used in the classroom. The use of social network sites was not initially founded for educational purpose, but these sites have evolved and are now integrated into classrooms in K-12 and college settings due to the benefits and learning opportunities that they can offer. Many schools and universities use social network sites in their instruction. Social network sites, such as Facebook, Twitter and LinkedIn are becoming powerful tools in the classroom. Jelin said that "Social networking helps you bring connectivity which is important, but you're not having that kind of communication with that one person, but also with everyone else that person communicates with" (as cited in Calif, 2011, p. 1). Kate Weber, a fourth grade teacher, said that "you'd think there's a lot of distraction, but it's actually the opposite. Kids are much quicker at stuff than we are. They can really multitask. They have hypertext minds" (Gabriel, 2011). For instance, Sandlin is an eighth-grade teacher at Brookhaven Middle School. She accepted her students as friends through Facebook. She spends an hour every night posting schedules and helping with homework. She said “so many times in math, if they get stuck, they quit…If I can help them with a problem, they can finish” (as cited in Johnny, 2011, p. 1).
Another example of the integration of social network sites into classrooms is a teacher’s use in her Spanish instruction at Michele Gelrud School in the State of Virginia. This teacher found out that her high school students were no longer interested in studying with traditional lecturing. She thought that social network sites could be the solution for her students. She asked them to find the best websites that teach Spanish and send the links to each other and also to her through Twitter and Facebook. Later, she created a Facebook page and challenged her students to share their Spanish links on her wall. She stated that sharing links was not the only aim of this integration, but there was positive social interaction and collaboration among students (Koenig, 2011).

In 2010, the U.S. Department of Education encouraged school districts to use social media and advanced technologies in their education system to enhance students with 21st century skills. In the meantime, the city of New York started providing training sessions for teachers to highlight the appropriate and best use of social media in the classroom. This was a city-wide effort to facilitate the use of social media in schools and support free-speech rights and encourage students to obtain the educational benefits of online learning. Fleisher (2012) argued that these uses of social media and online learning can be seen as comfortable settings for students and teachers. Also, the author stated that some upcoming sessions would be able to help students become more aware of privacy in these kinds of sites.

More and more educators use the Internet to bring live experience to the classroom in order to motivate students. For example, YouTube has been used as a tool at college and in K-12 instruction. Agarwal and Singh (2012) stated that YouTube is becoming an important tool at universities. Many faculty members use YouTube videos
during lessons. Also, some of these universities host free virtual classrooms. Students just need to subscribe to the channels and attend the virtual lectures through YouTube. Indira Gandhi National Open University has a YouTube channel that offers free online courses and lectures to the audience.

In addition, Second Life is one of the most effective tools that has been used for educational purposes. This platform is one of the most attractive social media sites due to its virtual simulation that reflects users’ real life experiences. Second Life can offer students and teachers rich experience, authentic context, and opportunities for creating virtual life that can enhance their distance education. Many activities can motivate students to learn new concepts and experience social life. Educators have used this platform to create a virtual environment for their instruction in history, geography, engineering, nursing, etc. Educators also hold meetings and discussions through this platform.

Agarwal and Singh (2012) stated that an instructor at Arkansas State University created simulation avatars in the Second Life environment to expose students to live experience instead of just lecturing. This instructor used avatars in history classes and created places and events. The geography class was enhanced with maps that were designed on Second Life to take students on virtual tours around the world. Additionally, engineering students could experience the benefits of the Second Life tool by building simulated versions of their projects. Students and faculty had the option to meet through Second Life and could make their schedules. The authors stated that Second Life is one of the most effective platforms in education. It can facilitate learning and teaching better
than ever. In addition to all of these features, Second Life is a free platform, and it can be accessed around the world.

**Microblogging.** This tool is becoming more popular than ever because of the attractive function of microblogging. Users connect with others from all around the world through this tool and share content and multimedia based on their interests. Microblogging sites, such as Twitter, Posterous, FriendFeed, and Tumblr can be used in classrooms. Educators can make students blog about certain topics and have their thoughts written down and shared with each other. Educators also can teach journalism by having students use Twitter to tweet news in 140 characters. Twitter can enhance students’ writing skills and can teach them how to write succinctly (“100 Inspiring ways,” 2010).

Miller (n.d.) indicated that there are many teachers using Twitter to keep their students engaged in learning. Miller developed a project to provide best practices that can help teachers use Twitter with their students. This project suggested 50 ways to use Twitter effectively with students, such as tweeting about upcoming due dates or assignments, providing the class with a running news feed, coordinating assignments, tracking a hash tag, experiencing live tweet field trips, asking questions, taking and sharing notes, engaging parents, facilitating discussions, comparing religions, posting math puzzles, and directing messages to students and parents. In short, microblogging tools can be used as effective tools to support students’ writing skills, social skills, discussion skills, and many other skills that students need in the 21st century.

**Forums.** An online forum is a platform for students to participate and share their thoughts to help them build their knowledge. Li (2004) mentioned that students use
online forums to generate new and useful ideas and questions when they discuss a topic or an issue. These forums also offer the opportunity to help with students’ autonomy, self-direction, and critical thinking. Online forums have been used for discussion at most education levels as well as in many other fields. In my research about the use of these forums, I found a number of studies that were conducted with online forums in higher education and professional conferences. Also, there have been studies showing how K-12 education used forums inside and outside the classroom to encourage students’ learning. Martin (2008) said that the practitioner and research literature proposed that “online conferences can have positive impacts on students’ experience and historical thinking and the emphasis that the revised curriculum places on online conferencing is therefore to be welcomed” (p. 1).

Teachers need to consider online discussion forums as effective tools to promote students’ thinking skills. They can use online forums to facilitate the discussion between students regarding course topics. The idea of threads that online forums offer can encourage students to write their opinions. Students need such technologies become more engaged and to improve their writing skills. For example, Kaur (2011) recommended that in Malaysia, students need to be more engaged and encouraged to use online forums to discover and learn the English Language. Primary and secondary schools have limited time to teach English in the classroom, so the author suggested that teachers encourage students to use this tool to improve their English Language learning.

**Wiki.** This tool is an effective software program that allow users to create and design their own wikis as they like. Teachers may use this tool with students when they need to communicate, collaborate and discuss topics related to class content. What makes
this tool unique is that it is free, easy to create and design sites, and has the option of making the wikis private or public. In my experience, I used Wikispaces.com in my graduate program. The engagement among students and between me and my instructor allowed for effective and timely communication.

Many writers and volunteers collaborate more and more these days to improve the contents on Wikipedia, Wikimedia and all other popular wikis. These wikis are considered to be helpful resources for many learners. Also, many educators and students use these wikis in their instruction and daily lives as a search engine where they can find answers for their questions. The study of “The Utilization of Social Media by Collegiate Aviation Faculty” by Daniel Prather (2011) indicated that 97% of the participating faculties used Wikipedia for their personal use and 9.20% of the same participants used Wikipedia for professional purposes. Liu and McCombs (2011) also conducted a survey at the University of Houston to examine students’ perceptions of using social media in their instruction or their daily lives. The data indicates that the top three tools used by students were Facebook, Wikimedia, and YouTube.

Classrooms may face some limitation in communication between students and their teachers or limitation in activities during class time. Wikis can offer the best solution to these limitations and facilitate the learning process. Guth (2007) pointed out that wikis can “enable communication between people and knowledge sharing beyond the limits of the classroom and classroom activities” (p. 61). In short, wikis can be used to review, discuss, share thoughts and share course documents and materials.
Challenges of Using Social Media in Instruction

We agree that social media technologies have positive effects on peoples’ communication and their life in general. Also, social media technologies have had a positive influence on education. However, with all these benefits, there are also many concerns and challenges related to using social media. Many parents claimed that social media could be harmful for their children and invade their privacy. Others claim that social media can be a distraction for their children and may affect their academic performance. Cyber-bullying is another challenge during implementation of social media tools and SNS.

**Privacy and trust concerns.** Privacy in social media in general and in SNS in particular is the first challenge when utilizing social media. However, Bahadur (2010) stated that social media network users do not have to post their personal information or their identification such as date of birth, social security number, or any other information that can hurt them in any way. Also, users should not post too much personal information when they share information with friends. He said that users should have knowledge about information classification to know what information can and cannot be shared in these kinds of sites.

Trust is a very important factor in building new relationships and interactions with other people in online communities. There are millions of people who have joined social networking sites, and all of them have created profiles that include their personal information. Dwyer, Passerini, and Hiltz (2007) conducted an online survey on privacy concerns and trust issues within social networking sites. The survey aimed to discover users’ understanding of information sharing, usage of the sites, and their new
relationships with other people. The researchers compared data between Facebook and MySpace to find out what users thought about their personal information on each site. The result of the study showed that about 82% of Facebook participating members and 72% of MySpace participating members updated their profiles once in a while. Eight percent (8%) of the Facebook members posted public comments to a friend’s profile regularly and 18% of the MySpace members posted daily. Overall, the data indicates that the participating members were not too worried about the information they shared and their concern level was above neutral. The SNSs members were fairly comfortable with their information privacy which indicated that people felt comfortable in using social media in their daily life.

**Distraction.** Social media sites sometimes can be a distraction for children in particular. Lederer (2012) said that the common educators' complaint about using social media in the classroom is the distraction that social media can cause because social media tools are attractive to use, and they catch students’ attention during class time. Lederer (2012) stated that "Facebook and Twitter divert students' attention away from what's happening in class and are ultimately disruptive to the learning process" (p. 1). At this point, educators and parents should pay attention to children’s use of social media and show them the correct way to use social media to reduce distractions. For example, parents should limit the time their children spend on social media.

**Cyber-bullying and abuse.** Many people have experienced cyber-bullying or abuse on social media sites. Cyber-bullying or abuse can happen easily, and it can escalate very quickly. Social media sites may contain the users' personal information, and that can be taken advantage of. In a study about cyber-bullying at Indiana State
University, researchers found that about 22% of college students experienced online harassment and 25% of this group reported that the harassment was through SNS (Lederer, 2012). This study indicates that cyber-bullying can be a difficult challenge when using social media sites. The solution to this problem is to inform children, parents, and social media users in general about the risks of cyber-bullying. Collin, Rahilly, Richardson and Third (2011) conducted a study in Australia about the use of social networking sites. The researchers found that children had knowledge of the likely risks that they could face through social media. The researchers stated that the risks for children online were not worse than offline risks. They also stated that the person who is at risk offline can continue to be at risk online. The guidelines in New York City for social media use in schools say “If a particular type of behavior is inappropriate in the classroom or a professional workplace, then that behavior is also inappropriate on the professional social media site” (as cited in Fleisher, 2012, p. 1).

Now, many schools around the United States have requested to ban some social media sites to prevent any abuse, cyber-bullying or any potential danger for students during the use of these sites. Llanos (2011) illustrated that the Pinellas County school board in Florida voted to ban the use of social media sites such as Facebook and Twitter in the schools because of inappropriate communication and contact that can be shared during communications between students and teachers. Moreover, Llanos said that until the year 2010, Los Angeles Unified School District banned the use of social media in schools.

However, there are many schools around the country that are debating about making new policies for teachers and administrators to use social media sites in schools.
and make connections with their students. These policies and guidelines aim at facilitating appropriate uses of social media and protecting students from any abuse that may happen to them. Weaver (2010) pointed out that “schools need to ensure that guidelines are provided for expectations about acceptable online communication, in relation to school matters” (p. 26). He also stated that students should be aware of the acceptable behaviors for using any technology.

In addition, schools should require parents be aware of the danger of using social media sites. The U.S. Department of Education suggests parents sign consent forms about their children’s use of social media and participation in activities that might occur through these sites (as cited in Fleisher, 2012, p. 1). Again, parents may join the social media sites with their children to see the activities and communication that taken place between teachers and students.

**Limited implementation of social media technologies in instruction.** Social media implementation in instruction comes after the implementation of technology in general. Clearly, if a school or a university has a good foundation of technology, such as labs, Internet connections, and classroom computers and projectors, the implementation of social media technologies will be easier for educators and students. Another factor that may affect the implementation of social media in instruction is the educators' perceptions about how to use these technologies and the ability to integrate them into classroom. Chen and Bryer (2012) conducted a study to investigate instructional strategies for using social media in both formal and informal learning. The researchers reported that educators' utilization of social media in teaching was still rare.
The Faculty Survey of Student Engagement was conducted with 4,600 faculty members from 50 U.S. colleges and universities in 2009. The survey revealed that more than 80% of the surveyed faculty had never used social media tools in their classroom or did not know about these tools "such as blog, wikis, Google docs, video conferencing, video games, or virtual world" (as cited in Chen & Bryer, 2012, p. 90). The FSSE findings suggested that “most instructors continue to teach using traditional lecture-based instruction” (as cited in Chen & Bryer, 2012, p. 90).

The study by Moran, Seaman, and Tinti-Kane (2012) confirmed the low usage of social media in higher education. The survey was about the rate of faculty social media use in their personal life or for professional purposes. The findings showed that the faculties were very aware of the use of social media sites. The participants visited some main sites in their daily life such as Facebook, Twitter and LinkedIn. Facebook was the most visited for professional and personal use. One-half of the participants visited their Facebook pages monthly. Nevertheless, the participants’ use of Twitter was low, and the use of podcasts, LinkedIn, blogs, and wikis was also low for personal use.

The researchers pointed out that faculty use of social media was evolving. In 2011, Facebook was the most visited site for professional purposes, but by 2012 using LinkedIn exceeded Facebook and became the most visited by faculty for professional purposes. Also, the study showed that they were excited about using videos from social media sites in their instruction.

As for faculty personal use of social media, 64% indicated monthly use, 19% rarely used social media, and 16% did not use social media. More than 80% of the participants aged 35 or younger used social media for personal reasons. In general, the
younger faculty members were more engaged with social media sites than the older faculty. Facebook had the most daily use.

The study showed that 44% of the participating faculties used social media for professional purpose, and 55% did not use social media in their classes. In 2011, more than 10% of faculty members used Facebook daily, more than 20% used it weekly, and about 30% used it monthly. However, in 2012 the usage rate of Facebook dropped to about 6% daily, 12% weekly, and 17% monthly. In comparison, the use of LinkedIn increased in 2012 more than Facebook owing to LinkedIn’s higher security. Twitter professional use was lower than Facebook and LinkedIn in both 2011 and 2012.

**Summary**

Social media is becoming very important in our society these days, so it is necessary to use it in instruction to enhance teaching and learning. Numerous studies have shown effective use of social media in education. The literature review discussed the history of social media development. It also examined definitions and distinctions between social media and its sites. It is very obvious that social media can benefit educators and students if applied appropriately in teaching. There are possible use and effective strategies for these tools in the classroom, including the use of social network sites, wikis, forums, and microblogs. Some of the challenges have been addressed in order to prevent inappropriate implementation of social media in education.
Table 2.1. Definitions and Features of Social Media Sites

<table>
<thead>
<tr>
<th>Category</th>
<th>Some Example</th>
<th>Some of the Features</th>
</tr>
</thead>
</table>
| Social Networking Sites | Facebook, Twitter, MySpace, LinkedIn, Google+, and YouTube, etc.             | - Sharing interesting content, such as video, audio, website links or pictures  
                                                                             - Interaction  
                                                                             - Communication with friends  
                                                                             - Creating personal profiles  
                                                                             - Sharing locations |
| Podcasts             | Radio Lap, ITunes, audio books, Apple: podcasting in education, Room 208 podcast, and podcasting: tips for teachers, etc. | - Record and Share lectures and course contents  
                                                                             - Listening to audio books  
                                                                             - Podcast dictionary  
                                                                             - Watching videos |
| Wikis                | Wikisources, Wikimedia, Wikispaces, Wikispecies, Wikipedia, etc.              | - Adding content  
                                                                             - Editing content  
                                                                             - Search  
                                                                             - Media insertion  
                                                                             - RSS  
                                                                             - Equation editor  
                                                                             - Blogging  
                                                                             - Hyperlink insertion  
                                                                             - Image insertion |
| Blogs                | WordPress, Blogger, Blog.com, Tumblr, Weebly, Zemanta, Posterous, etc.      | - Creating and Writing posts  
                                                                             - Publishing posts to the public  
                                                                             - Adding photos and videos to the blog  
                                                                             - Getting feedback from other readers  
                                                                             - Group blogging  
                                                                             - Enhancing the web with enormous information  
                                                                             - Find support from readers  
                                                                             - Publish RSS feed |
| **Social Bookmarking Sites** | Digg, StumbleUpon, Reddit, Pinterest, BuzzFeed, Delicious, Diigo, etc. | - Save, organize, restore, and manage data websites  
- Share content with other users publicly or privately  
- Descriptions of metadata  
- Tagging and Placing categories  
- Links searching  
-  |
|-------------------------------|------------------------------------------------------------------|--------------------------------------------------|
| **Forums**                    | TheBrain Forums, GSD West, InsideFood Message Board, Speak Up, and millions more forums around the would | - Hold discussions  
- Place to write  
- Contain enormous amounts of information in many fields  
- Attachment  
- Polling  
- Private messages  |
| **Microblogging**             | Twitter, Posterous, FriendFeed, Tumblr, Dailybooth, 12 Seconds, etc. | - Discussion  
- Getting feedback from other users  
- Short blogs  
- Sharing links, videos, and photos.  
- Reading and writing  
- Speedy blog  
- Searching  
- Blogging to thousands or millions of people |
CHAPTER 3

Research Design

This chapter describes the methodology that was implemented in this study. It articulates the plan that the researcher made for the study. In the beginning, as stated in Chapter One, the purpose of this study was to investigate Saudi K-12 teachers’ perceptions about social media integration. To fulfill the purpose, this chapter addresses the reason why the researcher chose the survey method for this study. The chapter also includes the participants’ demographics. A description of the survey instrument is made to show how the survey was developed and described the fine-tuning process. Next, all the research procedures are explained to provide an accurate account of the research design. At the end of this chapter, the data analysis plans are included to explain how the researcher analyzed the data collected.

The Purpose of This Study

There is no doubt that most societies all over the world are involved in using social media. In particular, Saudi society is now more aware of social media use. This is because of increased Internet access throughout the country. Visibly, Internet access has brought about enormous shifts in the use of technology in Saudi Arabia and in the use of social media sites. Obviously, the Internet in Saudi Arabia now is considered a main component in people’s daily lives. According to Internetworldstats.com (2012), 50% (13,000,000) of the Saudi population have access to the Internet and actively use it. The same website stated that about 22% (5,800,000) of the Saudi population are active users on Facebook. This means that awareness and use of the Internet and social media sites in
Saudi Arabia are increasing sharply. According to the article “Number of Twitter users in Saudi Arabia increases by 3,000%: CEO” (2012), Saudi Arabia was the highest ranked country for new Twitter users with 3,000% in May 2012. In this same article, the Twitter CEO (2012) said that “Saudi Arabia is the fastest-growing country with a 3,000 percent growth last month” (p. 1). This growth in Twitter and social media in general show that the users in Saudi Arabia are willing to use these kinds of technology.

The Ministry of Education in Saudi Arabia has developed some programs to support the use of technology, such as Noor and Jusur. In the meantime, there have been many attempts to increase technology use in schools in Saudi Arabia. Currently, most of the schools all around the country have access to the Internet. This can lead to more implementation and integration of technology and social media into classrooms. Nevertheless, some of these schools that have access to the Internet do not have computer labs for students. Internet access might be for teachers and administrators only.

As a result, this researcher investigated the status of social media technology use by K-12 teachers in the Kingdom of Saudi Arabia, and identified Saudi teachers' perceptions of integrating social media technologies in their instruction.

**Selection of Research Method**

This researcher noticed that the usage of social media sites in Saudi Arabia has increased in the last decade in the Saudi society. However, the field of education in this country has a lower usage of social media sites to facilitate students’ learning and development. As indicated in Chapter Two, social media sites can support learning and teaching from conforming to culture to supporting children’s learning and voices. Students in this country are becoming aware of such sites, so as educators, we should use
these sites in instruction. This researcher chose the survey method to collect data to determine Saudi K-12 teachers’ perceptions about integrating social media into their instruction. The survey included 26 questions to address the research questions. A survey can reach a large number of subjects and then specify the most accurate findings about teachers’ perceptions of social media in Saudi Arabia.

The idea of developing a survey for this study came about because the research topic relates to the teachers’ perceptions about integrating social media into their instruction. There have been several similar studies that used surveys, questionnaires, or interviews to explore the participants’ perceptions. Black, Harrison, and Baldwin (2010) used a survey method to investigate the problem and complexities of using social media systems and global software development. The National Survey of Student Engagement (2010) identified the relationship between technology in education and student engagement. Also, Goode and Caicedo (2010) conducted a survey study to discover the influence of social media applications to reach learning targets and achieve course satisfaction. Learning from the studies, this researcher thought that a survey would be the ideal method at this time to collect data about teachers’ perceptions of integrating social media into their instruction.

The survey was delivered to K-12 teachers by the researcher’s friends in Saudi Arabia due to the long distance between the United States and Saudi Arabia. Then, the participants returned the surveys by mail to the researcher’s friends anonymously.

**Participants**

The participants of this study included Saudi K-12 teachers from major city schools in Riyadh, Jeddah, Mecca and the Eastern Province. Riyadh is the capital city of
Saudi Arabia, and it is located in the middle of the country. Its population exceeds 6,000,000 people. The community in this city can be considered as mainly middle and upper class. The government of Saudi Arabia is located in this city, and obviously the city is more civilized than others with a large and well-educated population. Additionally, Riyadh has many universities and colleges that can promote education in the city and in the country as a whole. King Saud University is one of the best universities and highly ranked in Middle East. The K-12 schools in Riyadh are similar to schools in Jeddah, Mecca and the Eastern Province. These schools have a large number of teachers and students.

The targeted schools from this city included 7 male schools and 3 female schools with enhanced technology labs and Internet access. The average number of students in these schools is about 200 to 800 students and 15-50 teachers in each school. These schools are located downtown, south, east, west and east of the city. This researcher planned to have more surveys delivered in this city because Riyadh has the Ministry of Education, so the schools should have the best accessibility to technology. Consequently, the participants may have a better understanding and use of social media in their instruction.

The second city is Jeddah, the biggest city on the west side of Saudi Arabia. It has the most important port of the country. The community in this city can be considered as middle and upper class. Many people are attracted to the city for the opportunity to study at a variety of universities and colleges. For example, King Abdullah University of Science and Technology was founded in 2009 to support the innovation of science and technology. This university is one of the biggest universities in technology and science in
the world. The schools in this city are varied because it has public, private and international schools. One school was targeted to participate from this city due to a personal contact at that school. The school was a female school with more than 640 female students and more than 40 teachers. In general, schools in Jeddah are big with a large number of students.

Mecca is the third choice for this study, and it is one of the most important cities to the Kingdom of Saudi Arabia and all other Muslim countries because of its holy mosque and holy areas. Immigration from many countries to this city contribute to the population’s diversity. It has one of the biggest Islamic universities in the region. There are public, private and international schools with an average of 500-600 students and 30-40 teachers in each school. The researcher targeted two male schools and one female school in this city.

The fourth one is the Eastern Province; the biggest region in the country. It is one of the most important areas in the world because of oil production. Its community is middle and upper class. The schools are enhanced with technology labs and Internet access. The targeted schools in this area were two male schools and one female school. One male school belonged to Saudi Aramco, which is the largest oil company. That means the school should have better accessibility to technology than any other school in the country. The average student body of the targeted schools was 200-600 students and 30-40 teachers in each school. The targeted schools were very representative of the schools in this region. (See Table 3.1: The Targeted Schools).

The researcher wanted to cover most regions of the country to produce the best representation of K-12 teachers’ perceptions about integrating social media into their
instruction. Obviously, teachers from rural areas are unlike teachers from urban areas in their use of social media sites due to Internet accessibility. In other words, some teachers have access to computers, Internet, and all technology tools, while others do not have the same accessibility. Because of this, the study did not include rural schools in Saudi Arabia.

**Survey Instrument**

The survey development went through three stages: writing a first draft, conducting a pilot study, and finalizing the last draft. The researcher developed the first draft based on what was learned from the Literature Review. The survey was divided into four sections. The first section was about the participants’ demographics including educational level, gender, years of teaching experience, subject(s) each participant teaches, and the frequency of visiting social media sites in their daily lives.

The second section obtained data about the teachers’ use of social media sites in their daily lives and classroom practice. This section included the accessibility of social media sites inside the classroom, accessibility at home, sites that can be accessed, and activities and practices that can occur through social media sites in the classroom.

The third section was to test and gather data about teachers’ perceptions of using social media sites in their instruction. The survey used the 3-level Likert Scale to allow the participants to indicate their agreement and disagreement with 10 statements. This section included questions that investigated the teachers’ perceptions regarding the benefits of social media in the classroom, including the impact of technology use upon students’ motivation, engagement, self-direction, collaboration, communication skills, expression of opinions, and also the service to students’ special needs. Additionally, this
section was used to determine if the teachers had concerns about students’ privacy and cyber-bullying issues when using social media in instruction.

Finally, the last section of the survey was designed to uncover the challenges that the participating teachers perceived when using social media inside or outside the classroom.

The first draft of the survey was delivered to 10 participants for a pilot study to test the validity of the survey and find if it was written clearly. The participants offered constructive feedback. As a result, modifications were made. First, the option “None” was not included in some of the survey questions on the first draft. Some of the participants stated that they had not used any of the listed social media sites or activities into their instruction, so the survey needed this option to gather accurate data. The second change was to the organization of the options that the participants could choose. Numbers and letters were added to the options on the survey to make them better organized and easier to follow. Thirdly, one more demographic item was added: the location of the participants’ schools. With this addition, comparisons can be made between targeted cities to find whether some schools have better Internet accessibility, and if teachers have different perceptions. Finally, for question 26, the similar options “social media accessibility” and “Internet accessibility” were combined into one. Some of the pilot study participants noticed that having social media accessibility means that the school already has Internet accessibility, so one option could be enough for this question. The finalized survey can be seen in Appendix B.
Procedures

During the course of conducting this study, this researcher went through 9 steps. First, the literature review was written to provide evidence of the effectiveness of social media in instruction. It included many studies that show the effectiveness of social media sites in classrooms and in learning in general. After all, the researcher wanted to use the findings of this study to improve the use of social media in education in Saudi Arabia. Many teachers in this country use social media sites in their daily lives and some of them use these sites in their instruction while others do not have knowledge of these sites and do not have experience using them. Thus, more studies are required to specify the problems and challenges that have prevented teachers from using social media sites in their instruction. In other words, conducting research studies on social media and technology use are needed in Saudi Arabia in order to improve the teaching and learning models. Secondly, the researcher developed a survey to collect data about Saudi teachers’ perceptions of integrating social media into their instruction. Thirdly, a pilot study was conducted to ensure the best quality of the survey. Fourthly, a revision was made on the survey combining feedback from the pilot study. Afterwards, the researcher translated the survey into Arabic because the study was conducted in Saudi Arabia. Most of the teachers in Saudi Arabia do not have English Language mastery, so the translation was necessary. Next, the researcher obtained approval for conducting the study in Saudi Arabia from the Institutional Review Board for Human Subjects Research. This approval was to protect the participants’ privacy from any further exposure. Other approval came from the Ministry of Higher Education in Saudi Arabia. This approval was to support the study and help the researcher to conduct the survey at Saudi schools all around the
country. The last approval was from the Ministry of Education in Saudi Arabia to allow the researcher to conduct the survey at the targeted schools whether they were private or public schools. All of the approval documents and the survey translation are included in Appendixes C, D and E.

Finally, the survey was sent to Saudi Arabia, and to all the targeted schools. When the survey was done, the researcher received all the returned surveys anonymously. Later, raw data was entered onto a spreadsheet. SPSS program was used for data analysis. Lastly, the researcher reported the findings and made recommendations regarding the future use of social media into K-12 classrooms.

**Data Analysis Plan**

The researcher planned to use descriptive data analysis to present the demographics of the participants and status of social media usage among the participating teachers. Chi-square distributions would be used to present a comparison of the responses based on the participants’ demographics.
### Table 3.1. The Targeted Schools

<table>
<thead>
<tr>
<th>City</th>
<th>School</th>
<th>Size</th>
<th>Survey sent out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riyadh</td>
<td>Abu al Aswad Al Du'ali School</td>
<td>14</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td>Hisham Bin Ammar School</td>
<td>35</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Rabee Ibn Amir School</td>
<td>40</td>
<td>545</td>
</tr>
<tr>
<td></td>
<td>Ergah High School</td>
<td>32</td>
<td>315</td>
</tr>
<tr>
<td></td>
<td>Al Muzahimiyah Elementary School</td>
<td>43</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td>Prince Naif School</td>
<td>50</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>Ibn Al Abbas School</td>
<td>30</td>
<td>350</td>
</tr>
<tr>
<td></td>
<td>The Sixth Middle School</td>
<td>20</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>The First High School</td>
<td>20</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>The Sixth Middle School</td>
<td>30</td>
<td>368</td>
</tr>
<tr>
<td>Mecca</td>
<td>Al Bushra Alzahar Middle School</td>
<td>14</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Al Bushra Alzahar High School</td>
<td>50</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Al Faisal Private School</td>
<td>23</td>
<td>240</td>
</tr>
<tr>
<td>Eastern Province</td>
<td>Al hasan Al Basri School</td>
<td>28</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Quranic School</td>
<td>30</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>The Private East School</td>
<td>18</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>The 15th School</td>
<td>35</td>
<td>650</td>
</tr>
<tr>
<td>Jeddah</td>
<td>The 49th School</td>
<td>40</td>
<td>640</td>
</tr>
</tbody>
</table>
CHAPTER 4

Data Report

This chapter contains five sections to report data collection and data processing. The first section was on the data collection process. The demographics of the participants were then presented. Next, the chapter reported the status of social media usage by the participants for personal use or for instructional purposes. Fourthly, inferential data was generated and reported regarding the participating teachers’ perceptions about integration of social media into their instruction. Finally, a brief summary concluded the research findings.

Data Collection Process

The researcher targeted a large sample size with an attempt to get the responses that could best represent the population’s perception about social media use in Saudi K-12 schools. A total of 400 survey instruments were sent out to 18 schools, and 315 were returned with a return rate of 78%. The surveys were sent to four areas: Riyadh, Mecca, Jeddah and Eastern Province. Among the returned surveys, 191 were from the city of Riyadh and 10 schools were involved in the study. The researcher paid extra attention to this city because it is the capital city of Saudi Arabia. The schools in this city are well supplied with advanced technology. Four schools in Eastern Province participated in the study with 59 returned surveys. Sixty surveys were sent to three schools in Mecca, and 37 were returned. Forty surveys were sent out to schools in Jeddah, but only 28 were returned. The participants taught at either public or private schools. Most of the targeted schools were supplied with computers and had Internet access in the classrooms. Rural
schools were excluded from this study because they may not have the same accessibility to the Internet, computers or social media sites as the schools in the areas. (See Table 4.14: The Targeted Schools)

Demographics of the Participants

Among the 315 returned surveys, 306 surveys were used for data analysis. Nine returned surveys were excluded due to too much missing information on each of them. Among the 306 participants, 209 (68%) were male teachers and 97 (32%) were female teachers. There were 183 participants (150 male, 33 female) from the City of Riyadh, 58 (25 male, 33 female) from Eastern Province, 37 (34 male, 3 female) from Mecca, and 28 female teachers from Jeddah. Approximately, half of the participants (147, 48%) were elementary school teachers. Seventeen percent of the participants (53) were middle school teachers, and more than one third of the participants (104, 34%) were high school teachers. (See Table 4.1: Demographics of the Participants I)

The survey divided the participants’ educational background into three categories: Bachelor of Arts/ Bachelor of Science, Bachelor of Arts/ Bachelor of Science with a Teaching Certificate, and Post- Bachelor of Arts/ Bachelor of Science. One hundred forty-six (146) respondents (47%) reported a Bachelor's degree, 122 (40%) had a Bachelor's degree with a Teaching Certificate, and 33 (11%) of the respondents had a Master’s or a PhD degree. (See Table 4.1: Demographics of the Participants I)

The subjects that the participants taught covered five subject areas: math and science, language arts, Islamic and religious studies, social studies, and others. Less than a quarter (69, 22%) of the participants taught math and science, and a little more than a quarter (82, 27%) of the participants were language arts teachers. A quarter of the
participants (77, 25%) taught Islamic and religious studies. There were 31 (10%) of the participants teaching social studies such as history and geography. Almost 14% of the participants marked other, including computer science, physical education, special education, creation and innovation, French, psychology, nutrition, communication and administration. (See Table 4.2: Demographics of the Participants II)

The participants’ years of teaching experience were distributed into five levels: 3 or less years, 3-6 years, 7-10 years, 10-20 years or more than 20 years. Approximately one third of the participants had taught more than 10 years, but less than 20 years. The others were rather evenly distributed among the other four levels: 56 (18%) had 3 years of teaching experience or less; 52 (17%) had between 3-6 years; 48 (16%) were between 7-10 years; and 45 (15%) had more than 20 years. (See Table 4.2: Demographics of the Participants II)

Table 4.1. Demographics of the Participants (I)
Reported Social Media Usage

Social media for personal use. The survey asked the participants about their experience of using social media sites for personal purposes. Five levels of usage were included in the survey to allow the participants to specify their experience with social media: 1) no use of social media sites, 2) 1-2 years of usage, 3) 2-3 years, 4) 4-6 years or 5) more than 7 years. The data distribution showed that more than one third of the participants in Riyadh, Mecca and Eastern Province had used social media sites for one to two years. One fifth of the participants in Riyadh had used social media sites for two to three years, and also one fifth had used them between four and seven years. A quarter of the participants of the Eastern Province had used the sites between four and seven years. In Mecca, more than one quarter of the participants had used the sites for one to two years, and about one third had done it for four to seven years. More than 20% of the participants in Riyadh and Eastern Province had no experience with social media sites.
while only about 11% of the participants in the two areas of Mecca and Jeddah had no experience with these sites.

The survey asked the participants to predict their likelihood of joining new social media sites. Among the participants from the areas of Riyadh, Mecca and Eastern Province, 90% indicated their likelihood to join new sites for personal use. (See Table 4.3: Status of Social Media Use)

Half of the participants in all targeted cites indicated that they visited their social media sites daily while about 20% did 2-3 times a week. About one third of the participants in the areas of Riyadh and Eastern Province indicated that they visited their sites only once a month or never. In contrast, only about one fifth of the participants in the areas of Mecca and Jeddah indicated that they visited their sites once a month or never. The participants in the two areas, Mecca and Jeddah, both had a higher percentage of teachers who visited social media sites daily. A higher percentage of the participants who seldom or never visited the social media sites were from the other two areas, Riyadh and Eastern Province.

Table 4.4 presents the number of social media accounts the participants reported and the frequency of visit. In Mecca, only 8% of its participants did not have any Social Media accounts and 30% of the participants had three or more accounts. In sharp contrast, 25% in Riyadh and 29% in Eastern Province had zero social media accounts. A positive correlation seems to have existed between the two variables. The more accounts the participants have, the more frequently they visit other social media sites in addition to their own account. (See Table 4.4: Status of Social Media Use)

Jeddah is one of the most economically developed cities in Saudi Arabia.
Economic development impacts people’s technology use. This city is significantly different from all other cities. The participants from this city had the most experience in using social media sites among all the participants. About 39% of the Jeddah participants had used social media for four to six years. Also, almost half of the participants had at least two active social media accounts while more than one third had one account. Additionally, 57% of the participants from Jeddah visit their accounts daily, and this is the highest percentage of visit frequency of all the participants. In addition, 57% of the Jeddah participants stated that they still might join new social media sites. Obviously, the participants from Jeddah held a more active attitude toward use of social media sites compared with their counterparts from the other three areas. Notably, all of the participants of this city were female teachers. (See Table 4.3 & 4.4: Status of Social Media Use)

**Table 4.3. Status of Social Media Use**

<table>
<thead>
<tr>
<th>School Regions</th>
<th>Years Using Social Media %</th>
<th>Total %</th>
<th>Likely to Join %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Y 1-2Y 2-3Y 4-6Y 7+Y</td>
<td></td>
<td>Likely Maybe Impossible</td>
<td></td>
</tr>
<tr>
<td>Riyadh</td>
<td>20 38 21 13 7</td>
<td>99%</td>
<td>52 40 7</td>
<td>99%</td>
</tr>
<tr>
<td>Eastern Province</td>
<td>27 40 14 12 7</td>
<td>100%</td>
<td>50 41 9</td>
<td>100%</td>
</tr>
<tr>
<td>Mecca</td>
<td>11 32 27 16 13</td>
<td>99%</td>
<td>49 43 3</td>
<td>95%*</td>
</tr>
<tr>
<td>Jeddah</td>
<td>11 14 18 39 18</td>
<td>100%</td>
<td>43 57 0</td>
<td>100%</td>
</tr>
</tbody>
</table>

*5% Were Missing Data*
A total of 283 participants (93%) indicated they had accessibility to social media sites at home through computer, Smartphone, and tablets. (See Figure 4.1: Social Media Use at Home) The 93% of the participants who had access to social media at home indicated that they had at least two social media sites for their personal use. When they were asked to mark all applicable social media sites, their responses showed: Twitter was most used with 64% of participants using it, YouTube was the second most used with 61% use, Facebook was the third with 47%, then Forums with 35%, Podcasting with 11%, Blogging with 10%, Wiki with only 4%, and Flicker with 3%. This data indicates that most of the participating teachers used social media one way or another. The popular use of Smartphones and tablets may contribute to the higher percentage of home accessibility to social media sites. (See Figure 4.1 and Table 4.5: Social Media Accessibility at Home and in Classroom)

<table>
<thead>
<tr>
<th>School Regions</th>
<th>Having Accounts in Social Media Sites %</th>
<th>Total %</th>
<th>Visit Frequency %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riyadh</td>
<td>25 40 19 15</td>
<td>99%</td>
<td>Daily</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-3 a week</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monthly</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seldom</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>16</td>
</tr>
<tr>
<td>Eastern Province</td>
<td>29 45 14 12</td>
<td>100%</td>
<td>Daily</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-3 a week</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monthly</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seldom</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>24</td>
</tr>
<tr>
<td>Mecca</td>
<td>8 46 14 30</td>
<td>98%</td>
<td>Daily</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-3 a week</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monthly</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seldom</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>3</td>
</tr>
<tr>
<td>Jeddah</td>
<td>14 36 46 4</td>
<td>100%</td>
<td>Daily</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-3 a week</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monthly</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seldom</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>11</td>
</tr>
</tbody>
</table>
Table 4.5. Social Media Accessibility at Home and in Classroom
(Participants marked all applicable S.M. Sites)

<table>
<thead>
<tr>
<th>S.M usage</th>
<th>At Home</th>
<th>S.M usage</th>
<th>In Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter</td>
<td>195(64%)</td>
<td>YouTube</td>
<td>60(19.6%)</td>
</tr>
<tr>
<td>YouTube</td>
<td>187(61%)</td>
<td>Twitter</td>
<td>55(18%)</td>
</tr>
<tr>
<td>Facebook</td>
<td>143(47%)</td>
<td>Facebook</td>
<td>20(6.5%)</td>
</tr>
<tr>
<td>Forums</td>
<td>108(35%)</td>
<td>Forums</td>
<td>20(6.5%)</td>
</tr>
<tr>
<td>Podcasting</td>
<td>33(11%)</td>
<td>Blogging</td>
<td>14(4.6%)</td>
</tr>
<tr>
<td>Blogging</td>
<td>30(10%)</td>
<td>Podcasting</td>
<td>10(3.3%)</td>
</tr>
<tr>
<td>Wiki</td>
<td>12(4%)</td>
<td>Wiki</td>
<td>4(1.3%)</td>
</tr>
<tr>
<td>Flicker</td>
<td>10(3%)</td>
<td>Flicker</td>
<td>3(1%)</td>
</tr>
<tr>
<td>Not used</td>
<td>23(7.5%)</td>
<td>Not used</td>
<td>181(59%)</td>
</tr>
</tbody>
</table>

Figure 4.1. Social Media Use at Home

Figure 4.2. Social Media Use in Classroom
Social media usage in the classroom. Based on the data, social media use in the classroom was much less frequent than at home. The ranking of social media sites for instructional use was also different from home use. YouTube was the most used among teachers in Saudi Arabia, followed by Facebook and Twitter. The participants appeared to use social media sites much more for personal purposes than in their instruction. (See Table 4.5: Social Media Accessibility at Home and in Classroom. Figure 4.2: Social Media Use in Classroom)

In response to the survey question- what classroom activities did you use social media sites for; the data showed that using Facebook to post homework was on the top of the list. Ninety-six participants (31%) used YouTube to show visual content. Seventy-two participants (24%) utilized forums and other discussion platforms to facilitate web discussion among students. Some others (59, 19%) used the sites for searching for information related to their instruction. Additionally, 15% used the sites for maintaining relationships with students and/ or colleagues while 7% used the sites to encourage students to build mutual relationships. Only 5% of participating teachers used blogging and forums to improve students’ writing. Also, 5% of the participants used social media to communicate with students and their parents regarding their progress and school performance. Unfortunately, 32% of the participating teachers did not use social media sites for instruction at all. (See Figure 4.3: Classroom Activities through Social Media)
Challenges when integrating social media into instruction. Implementation of social media into instruction is not simple for some schools or teachers in Saudi Arabia. The intent of this study was to locate any challenges that may have prevented them from using social media in their classrooms. The participants were asked to choose the three greatest challenges among the listed seven categories of challenges and difficulties that they have faced during their classroom implementation. The three greatest challenges the participants ranked were: parents, little or no Internet access and shortage of computers. Twenty-seven percent of (81) participants marked parents as the first challenge to their application of social media into instruction.

The second greatest challenge was little or no Internet access, which was indicated by 26% of the responses. Also, 17% of participants ranked a shortage of computers and devices in a classroom as the third greatest reason to stop them from using social media in instruction. The other challenges were related to students’ perceptions,
administrators’ perceptions, and a lack of teacher training. (See Figure 4.4: Ranks of Challenges)

**Figure 4.4. Ranks of Challenges**

![Bar chart showing ranks of challenges]

Inferential Data Report

SPSS software program was used to run chi-square tests to generate differences among the participants’ perceptions of social media usage in a classroom. The independent variables included gender, years of teaching, educational level, schools locations, years of using social media and grade levels at which the participants taught. Ten statements were developed in the survey to explore the participants’ perceptions about the benefits of social media use in instruction and their concerns about the use. A 3-level Likert Scale was developed to allow the participants to choose among: agree, neutral and disagree for each statement. The benefit statements were: social media can motivate and engage students, promote self-direction, enhance students’ communication, offer opportunity for students to express their opinions, provide opportunities to serve students’ special needs and enhance students’ collaboration. The statement concerning the possible effects of the potential hazardous use of social media asked the participants to respond whether frequent use of social media would create concerns with their students’
privacy, distract students focus from academic learning or bring about the potential of cyber-bullying.

A P value was set up at 0.05 to report statistically significant differences about the teachers’ perceptions of the ten survey statements. (See Appendix B for the entire Survey Instrument). The findings indicated that there was no statistically significant difference between male and female respondents regarding their perceptions of the ten statements.

When the participating teachers’ years of teaching experience was used to investigate the relationship with their perceptions about social media integration into instruction, no statistically significant differences were revealed either. Although 15% of the participants had taught for more than 20 years, they held very similar perceptions about social media usage compared with younger teachers.

Also, no statistical difference showed when the comparison was made based on the three levels of educational background (Bachelor’s Degree, Bachelor’s Degree with teaching certificate, and Master's or PhD Degrees) of the participants. However, when examining the response distribution closely, the researcher noticed that more participants with advanced degrees (Master or PhD) agreed strongly with the statement that social media can motivate students’ learning (only 3% disagreement).

The region where the schools are located was another independent variable used to make a comparison. Since Mecca and Jeddah are close to each other, the K-12 schools in the two areas have many similar features. The 65 participants from these two areas were grouped into one region as “West”. There were no statistically significant differences identified among the participants from the three different regions regarding
their perceptions of using social media as motivational tools. (See Table 4.6: School Location vs. their Perceptions of Motivation through Social Media)

There was a statistically significant difference between the teachers of the central region and the participating teachers of the Eastern Province and the west. The teachers of the Eastern Province and the west believed much more strongly than the teachers from the central area that social media could offer extra opportunities to serve students with special needs. (See Table 4.7: School Location vs. their Perceptions about special needs)

When years of using social media was used to make a comparison, the chi-square test did not show any statistically significant differences. However, when the data was examined closely, a favorable trend appeared: the more years the participants used social media, the more favorable opinions the participants held regarding using social media to motivate students.

A Chi-square test was also conducted between school levels at which the participants taught versus their perceptions about integration of social media. The findings showed more statistically significant differences among school levels the participants taught at than all other variables in the survey. Five items showed statistically significant differences. The first one was that more high school teachers (76%) had a positive perception toward social media to motivate students than elementary and middle school teachers did. (See Table 4.8: Grade Level vs. their Perceptions of Motivation through Social Media)

Secondly, there was a statistically significant difference (p = 0.04) about the teachers’ perceptions of engagement that may occur through the use of social media. Seventy-one percent of the high school teachers had a positive attitude toward the impact
of social media and students’ engagement, while only a half of the elementary and middle school teachers thought so. (See Table 4.9: Grade Level vs. their Perceptions of Engagement through Social Media)

The third statistically significant difference (p = 0.01) appeared regarding use of social media to benefit special needs students. Nearly 80% of the high school teachers had positive perceptions while 72% of the elementary and less than 60% of middle school teachers believed so. (See Table 4.10: Grade Level vs. their Perceptions about special needs and Social Media)

Fourthly, a statistically significant difference (p = 0.01) was revealed regarding social media usage to enhance collaboration among students and encourage them to learn together. Much more high school teachers (77%) believed so, while 60% of elementary and middle school teachers held the same perception. (See Table 4.11: Grade Level vs. their Perceptions of Enhancing Students’ Collaboration through Social Media)

The concerns were listed in the survey to solicit the participants’ perceptions about: privacy, distraction, and cyber-bullying. The participants from different locations held similar levels of concern with privacy and distraction. However, the data revealed that more participants (from the Eastern Province 98% and from the west 89%) thought that cyber-bullying could become a concern than their counterparts from the central area. The participants from the Eastern Province and West Region who had more exposure to social media usage may have witnessed more cyber-bullying incidents. (See Table 4.12: School Location vs. Cyber-bullying and Social Media)

As to the teachers concerns about violation of students’ privacy when using social media sites in their instruction, the data showed a statistically significant difference (p =
0.04) among the participating teachers at different school levels. Although (50%) of the respondents expressed their concerns about the privacy issue, a larger percentage (22%) of the middle school teachers did not view it as a sincere concern compared to the elementary teachers (11%) and high school teachers (7%). (See Table 4.13: Grade Level vs. their Perceptions of Students’ Privacy When Using Social Media)

**Table 4.6. School Location vs. their Perceptions of Motivation through Social Media**

<table>
<thead>
<tr>
<th>Teachers’ Perceptions of Motivation Through Social Media</th>
<th>School Location</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>East</td>
</tr>
<tr>
<td>Agree</td>
<td>110</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>(60%)</td>
<td>(62%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>54</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(30%)</td>
<td>(28%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(10%)</td>
<td>(10%)</td>
</tr>
<tr>
<td>Count</td>
<td>182</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

**Table 4.7. School Location vs. their Perceptions about Special Needs and Social Media**

<table>
<thead>
<tr>
<th>Teachers’ Perceptions about special needs and Social Media</th>
<th>School Location</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>East</td>
<td>West</td>
</tr>
<tr>
<td>Agree</td>
<td>119</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>(65%)</td>
<td>(84%)</td>
<td>(80%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>51</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(28%)</td>
<td>(14%)</td>
<td>(18%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(7%)</td>
<td>(2%)</td>
<td>(2%)</td>
</tr>
<tr>
<td>Count</td>
<td>182</td>
<td>58</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>
### Table 4.8. Grade Level vs. their Perceptions of Motivation through Social Media

<table>
<thead>
<tr>
<th>Teachers’ Perceptions of Motivation Through Social Media</th>
<th>Grade Level</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Agree</td>
<td>89 (60%)</td>
<td>29 (54%)</td>
<td>78 (76%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>45 (30%)</td>
<td>20 (37%)</td>
<td>17 (16%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>14 (10%)</td>
<td>5 (9%)</td>
<td>8 (8%)</td>
</tr>
<tr>
<td>Count</td>
<td>148 (100%)</td>
<td>54 (100%)</td>
<td>103 (100%)</td>
</tr>
</tbody>
</table>

E= Elementary School, M = Middle School, H = High School.

### Table 4.9. Grade Level vs. their Perceptions of Engagement through Social Media

<table>
<thead>
<tr>
<th>Teachers’ Perceptions of Engagement Through Social Media</th>
<th>Grade Level</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Agree</td>
<td>82 (55%)</td>
<td>28 (52%)</td>
<td>74 (72%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>54 (37%)</td>
<td>20 (37%)</td>
<td>21 (20%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>12 (8%)</td>
<td>6 (11%)</td>
<td>8 (8%)</td>
</tr>
<tr>
<td>Count</td>
<td>148 (100%)</td>
<td>54 (100%)</td>
<td>103 (100%)</td>
</tr>
</tbody>
</table>

E= Elementary School, M = Middle School, H = High School.

### Table 4.10. Grade Level vs. their Perceptions about Special Needs and Social Media

<table>
<thead>
<tr>
<th>Teachers’ Perceptions about special needs and Social Media</th>
<th>Grade Level</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Agree</td>
<td>107 (72%)</td>
<td>31 (57%)</td>
<td>82 (79%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>35 (23%)</td>
<td>21 (38%)</td>
<td>15 (15%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>6 (4%)</td>
<td>2 (4%)</td>
<td>6 (6%)</td>
</tr>
<tr>
<td>Count</td>
<td>148 (100%)</td>
<td>54 (100%)</td>
<td>103 (100%)</td>
</tr>
</tbody>
</table>

E= Elementary School, M = Middle School, H = High School.
Table 4.11. Grade Level vs. their Perceptions of Enhancing Students’ Collaboration through Social Media

<table>
<thead>
<tr>
<th>Teachers’ Perceptions of Enhancing Students’ Collaboration Through Social Media</th>
<th>Grade Level</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Agree</td>
<td>89 (60%)</td>
<td>32 (59%)</td>
<td>79 (79%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>49 (33%)</td>
<td>14 (25%)</td>
<td>18 (17%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>10 (7%)</td>
<td>8 (14%)</td>
<td>6 (6%)</td>
</tr>
<tr>
<td>Count</td>
<td>148 (100%)</td>
<td>54 (100%)</td>
<td>103 (100%)</td>
</tr>
</tbody>
</table>

Table 4.12. School Location vs. their Perceptions about Cyber-bullying through Social Media

<table>
<thead>
<tr>
<th>Teachers’ Perceptions about Cyber-bullying Through Social Media</th>
<th>School Location</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>East</td>
<td>West</td>
</tr>
<tr>
<td>Agree</td>
<td>86 (47%)</td>
<td>34 (58%)</td>
<td>42 (64%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>69 (38%)</td>
<td>23 (40%)</td>
<td>16 (25%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>27 (15%)</td>
<td>1 (2%)</td>
<td>7 (11%)</td>
</tr>
<tr>
<td>Count</td>
<td>182 (100%)</td>
<td>58 (100%)</td>
<td>65 (100%)</td>
</tr>
</tbody>
</table>

Table 4.13. Grade Level vs. their Perceptions of Students’ Privacy When Using Social Media

<table>
<thead>
<tr>
<th>Teachers’ Perceptions of Students’ Privacy When Using Social Media</th>
<th>Grade Level</th>
<th>Total</th>
<th>P=value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Agree</td>
<td>72 (49%)</td>
<td>27 (50%)</td>
<td>54 (52%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>60 (40%)</td>
<td>15 (28%)</td>
<td>42 (41%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>16 (11%)</td>
<td>12 (22%)</td>
<td>7 (7%)</td>
</tr>
<tr>
<td>Count</td>
<td>148 (100%)</td>
<td>54 (100%)</td>
<td>103 (100%)</td>
</tr>
</tbody>
</table>
Summary

The findings of this study showed that the participating teachers used social media sites more for personal purposes than for instructional purposes. Many participants use social media often and are aware of its impact on students’ learning. The frequency distributions indicated some interesting phenomena among the participants. Saudi teachers are willing to join and use social media for both personal and instructional purposes. The findings also showed that accessibility to Internet and social media sites is in sharp increase due to the increased availability of computers, smartphones, and tablets.
YouTube, Twitter and Facebook were the most used sites for instructional purposes while Twitter, Facebook and YouTube were the heavily used sites for personal use. The participating teachers used social media sites in instruction more for sharing videos than for other instructional purposes. Parents were ranked as the greatest obstacle in preventing the use of social media in instruction. Inferential data indicated some statistically significant differences in relation to the participants’ perceptions about integrating social media in their instruction and the school levels at which the participants taught and the regions where the participants’ schools were located.
CHAPTER 5

Data Analysis and Recommendations

This chapter provides discussions of the findings that were reported in Chapter Four and makes recommendations based on the findings. Four research questions are answered. First, Saudi K-12 teachers’ perceptions about integration of social media into instruction are presented. Second, the teachers’ perceptions about the benefits of social media use for instructional purposes are analyzed. Thirdly, the current use of social media sites in Saudi classrooms is discussed with some examples of what sites Saudi teachers use for instructional purposes. Fourthly, challenges and difficulties that may face the implementation of social media tools into instruction are examined. The second part of the chapter contains the recommendations for future technology implementation in Saudi K-12 classrooms and further research studies on the topic.

Research Question 1: What are teachers’ perceptions of social media in Saudi Arabia?

The research data indicated that both male and female participating teachers held similar perceptions about social media use. Also, no difference was shown between senior and junior teachers. The two groups held a similar positive perception about social media sites and their benefits in instruction.

This finding was consistent with several former studies (Almekhlafi & Almeqdadi, 2010; Liu & McCombs, 2011). The study by Almekhlafi and Almeqdadi (2010) was of teachers in the United Arab Emirates. All the participants, both male and female, had the desire to integrate technologies in their classroom and had the skills to
use different tools and platforms in their classroom. The study by Liu and McCombs (2011) was about students’ perceptions toward the use of social media at the University of Houston. Both studies produced similar positive results from teachers and students at the global level and recognition of their familiarity with educational technology and social media tools. The common research findings indicated that teachers are willing and able to integrate technology and social media into instruction. This trend can lead to the effective implementation of social media into instruction.

The findings of this research also indicated that the participants with higher advanced degrees held a more favorable attitude toward social media use in instruction. The participants who held either a Master’s or a PhD degree indicated a stronger desire to use social media sites with students due to the benefits that these sites can offer. Not every teacher should be required to have an advanced degree. However, the finding implies the need for more professional development of teachers. Some participants even suggested that the Ministry of Education in Saudi Arabia provide more training opportunities for teachers to use social media in their instruction.

Teachers in Saudi Arabia are now interested in joining social media and social networking sites, such as Facebook and Twitter. Based on the findings, a good number of schools have already started to use social media sites in their instruction. My cousin, who is a teacher in Saudi Arabia, told me last year that his school administrators required each teacher to create a Facebook page as a platform to communicate and collaborate with students. Even though some teachers did not know how to use social media, they had a desire and need to learn in order to apply the best practice of social media in their instruction.
Research Question 2: What are the benefits of social media integration in a classroom as perceived by Saudi teachers?

The participants held different perceptions toward the benefits of using social media sites in their instruction. Half of the participants agree that these sites are useful for instructional purposes. However, there were differences among the participants due to the grade level and school locations where they teach and the years of social media use.

As reported in Chapter Four, although there are variations regarding the benefits of social media usage in a classroom. The commonly recognized benefits are: it helped with special-needs students, it motivated students in learning, it increased students’ engagement and self-directed learning, and it promoted collaboration and interaction between teachers and students and among students.

The more years the participants have used social media, whether for personal or instructional purposes, the more positive perception the participants held about the benefits of social media. As indicated by Finamore (2012), sites, such as, Twitter, blogs, Facebook, LinkedIn, etc. have been used as motivational tools.

Many educators want to build the skills of self-direction in order to promote students become independent learners. Students should be able to search and find the information they need and be independent problem solvers. Students with appropriate self-direction can think critically and independently. Torp and Myllyla (2010) found that Skype, Second Life, and blogs can affect students’ self-direction as well as other skills. A majority of the participants in this study concurred with other researchers on this viewpoint.
More high school teachers held a positive perception toward and strongly agree with the benefits of social media as compared with peers from elementary and middle schools. Previous studies reported some examples of ways to use social media sites in instruction to motivate students at the secondary level (Johnny, 2011). This study reinforces the benefit of social media for increased collaboration and interaction. In particular, teachers at high school and beyond observe this benefit even more because of their students’ higher level of cognition. Baker (2013) stated that “students use social media day in and day out to interact with their peers and even teachers about class-related subjects” (p. 1). Students can collaborate to generate new content, solve learning problems, research, work on a project, and more (Tomaszewski, 2012). Social media sites have a lot of features that teachers and students can use to collaborate and interact with each other. For example, creating a private group page on Facebook can facilitate communication among students. They can post and share their thoughts with each other on a private page. A private group page in Facebook is closed and not everyone can have the access to it unless he/she is invited. These pages offer the best connection among teachers and students and can keep the professional relationship separate from the personal relationship (Nielsen, 2013).

**Research Question 3: To what extent have Saudi teachers used social media in their instruction?**

The findings of this research revealed that 93% of the participants use social media sites for personal purposes. The use of social media sites in Saudi Arabia has increased in the last decade due to the increased availability of Smartphone, tablets, and computers. Also, easy access to the Internet through these devices has helped to increase
the use of social media sites in Saudi Arabia. Now, Saudi Arabian users tend to use Twitter, YouTube and Facebook in their daily life. The participants of this study (35%) indicated that they also used forums for personal reason. The findings also revealed that a half of the participants visited their social media sites daily.

Additionally, almost half of the participants of this study indicated that they were willing to join new social media sites. For example, www.statscrop.com (2012) stated that Saudi Arabia was ranked in Keek as the first country with 38,203 daily visitors and these visitors represent 38% of the Keek users. However, the use of social media in the classroom was not as common as it was for personal use.

The gap entails a conscious effort from educators to bring more technology and social media into the classroom. The most used sites in the classroom are YouTube, Facebook, and Twitter. These sites are popular nationwide for personal and instructional purposes. Prather (2011) indicated that the top three tools used by students were Facebook, Wikimedia, and YouTube. Miller (n.d.) indicated that Twitter is one of the most effective tools in instruction. He said that there are many teachers who have started to use Twitter with their students to engage them in the instruction and encourage them to collaborate with each other. Meanwhile, many schools in Saudi Arabia use Facebook as their main school page to inform students and parents of upcoming events, to share schools news, to share videos and pictures, and to hold discussions. Nielsen (2013) stated that creating a page on Facebook can be “great to publicly celebrate student accomplishments, inform folks of upcoming events and share schoolwide news” (p. 1).

Additionally, only 15% of the participants use social media sites to maintain relationships with students and teachers, and just 7% did so to build classroom
communities. Social media sites have features that can help teachers to build relationships with and among students and create effective classroom communities (Collin et al., 2011). Obviously, there is a need among the Saudi K-12 teachers to increase the use of social media for this purpose.

Research Question 4: What are the challenges when using social media technology in the classroom in Saudi Arabia?

The findings of this study indicated that there were statistically significant differences among the participants due to school locations. More participants (98%) from the Eastern Province and the West Region (89%) of Saudi Arabia expressed their concerns about cyber-bullying. This figure was much higher than 25% reported in the study by Lederer (2012).

Cyber-bullying is an issue nationwide and internationally. Schools cannot be immune from it. Teachers, educators, and parents should inform their students about cyber-bullying that may occur through these sites (Lederer, 2012). Students are using social media sites in their daily life. Thus, whether it is for instructional or personal use, schools should provide guidelines and instructions to inform the students and teachers about online communication. Also, schools should engage students and teachers in the most secure sites. In additions, students should be educated about acceptable and unacceptable behaviors when using social media sites or any other technologies (Weaver, 2010).

The findings also showed that a significant number of the participants are worried about students’ privacy when using social media in instruction. In contrast to the study by Dwyer, Passerini, and Hiltz (2007), the participants in their study were not too worried about the information they posted on their social media pages.
The unique finding in this study was that parents were listed as the number one challenge that the teachers had to face when using social media sites in their instruction. Parents may oppose use of social media due to the potentially hazardous bullying that may occur. It is true that some social media sites are not secure and do not protect the users’ information. Therefore, social media users, especially educators, should not share or post any private information on such sites (Bahadur, 2010). Also, parents and teachers should work together to inform their students about the potential hazards that may occur if they are using them incautiously.

As a solution, LinkedIn may be the best site for students to use. Ning can also be used to create private pages and to only invite members to these pages. With this feature, teachers can create a class Ning page and invite their students to the page. Additionally, it is true that some social network sites ask for private information, however, not all social network sites do so. For example, blogs, wikis, forums, and some other social media sites do not require any particular personal information for registration. They are open to all interested people while there is little protection of privacy.

Unfortunately, the participants indicated that the second highest challenge in the use of social media sites for their instruction is the limited Internet access in the schools. Many Saudi schools districts have started to provide each school with Internet access, but it will take time to develop and improve all of the schools nationwide in regard to technology. There have been several development programs funded by the Saudi Ministry of Education to build advanced foundations for technology labs and Internet access in the schools. However, it may take several years to establish effective Internet access through the programs.
Also, the participants indicated that the shortage of computers at schools prevents them from using social media sites for instructional purposes. All the schools in Saudi Arabia have computer labs and Internet access, but not at the same level. Some schools, as the participants indicated, did not have enough computers for all students, and they may not have easy Internet access either.

This study also indicated that the participants who were from schools with advanced technology facilities used social media sites more frequently in their instruction and held a more positive perception about the use in their instruction. Those participants who did not have any access to Internet or computers indicated their willingness to use the technology. It is promising to confirm that a majority of the Saudi teachers are lifelong learners and held a desire for continued professional development as long as they are supported.

**Recommendations**

The findings of this study revealed the status quo of Saudi K-12 teachers’ use of social media in instruction. They also indicated hope and a promising future for the integration of technology, including social media, although there are challenges to face and overcome. For the near future in Saudi K-12 education and further research studies, the following recommendations were made.

1. The Ministry of Education in Saudi Arabia and school districts are expected to take a leadership role in promoting technology application into instructional practice. It is recommended that the Ministry of Education in Saudi Arabia provide guidelines for the appropriate use of social media sites into instruction due to the potential hazards of these
sites if they are utilized without control. The office should recommend effective social media sites for educational purposes.

2. Training should be provided at different levels. The Ministry of Education or school districts should offer courses for in-service teachers to learn continuously about new instructional technology and the use of social media in instruction. Technology application must be included in the pre-service teachers’ training courses to ensure that next generations of teachers are well prepared to use the most updated technology, including social media.

3. Since parents were viewed as the greatest challenge to integrate social media sites into instruction, it is recommended that school districts offer parents conferences or workshops to inform them of these social media sites, their application in instruction and the pros and cons of these sites.

4. Availability and easy access to technology and Internet connections are the basic guarantee of technology usage as emphasized by Suleman (2011). Therefore, funding should be sufficient to make sure Internet and computer labs will be available in all schools. School administrators should provide teachers with the best environment to practice the use of social media in instruction.

5. It is recommended that the school districts set up an incentive system for the speedy application of technology into K-12 education to encourage teachers who have used these tools in their instruction.

6. The use of social media is occurring on a daily basis and teachers should be cautious with choosing appropriate sites. They can consider the three components that Pileiro (2012) suggested for educators to follow: A) connecting to the best social media tools, B)
encouraging students to share and collaborate through these sites, and C) using social media sites that have features to keep them organized.

**Recommendations for Further Studies**

Additional recommendations for further studies were made:

1- research to investigate Saudi college students’ perceptions about social media use for instructional and personal purposes,

2- investigate the use of classroom technology in rural areas of Saudi Arabia,

3- research Saudi faculty members’ perceptions about social media integration into college courses, and

4- identify exemplary use of technology among Saudi K-12 teachers and disseminate their practice among teachers.
References


Appendix A

Consent Letter

Dear Participant:

My name is Hamdan Alamri and I am a graduate student at Eastern Washington University. For my thesis, I am researching on teachers’ perceptions about integrating social media into your instructions in Saudi Arabia. I want to conduct a survey to find your perceptions and usage of social media in the classroom. Because you are a teacher with years of teaching experience, I am inviting you to participate in this research study by completing the attached survey.

It will take you approximately 7-10 minutes to complete the survey. In order to ensure that all information will remain confidential, please do not include your name when you answer the survey questions, offer your response honestly, and return the completed survey in two days. Your participation is totally voluntary and you have all the rights to refuse to answer any question that you are not comfortable with.

If you are not satisfied with the manner in which this study is being conducted, you feel free to contact me or Dr. Jane Liu, Eastern Washington University, Department of Education, USA. If you have any concerns about your rights as a participant in this research or any complaints you wish to make, you may contact Ruth Galm, Human Protections Administrator (509-359-7971/6567), email: rgalm@ewu.edu.

Thank you very much for participating in this study.

Sincerely,

Researcher: Hamdan Alamri
Phone: 5092708406
Email: hhhh1987@me.com

Advisor: Dr. Jane Liu
Phone: 5093597023
Email: JLiu2@ewu.edu
Appendix B

Survey in English

Teachers' Perceptions of Social Media

I. Demographics of Teachers

1) What is your education level?
   A. Bachelor of Art/ Bachelor of Science
   B. Bachelor of Art/ Bachelor of Science with Teaching Certification
   C. Master's Degree
   D. PhD

2) What is your gender?
   A. Male
   B. Female

3) How long have you been teaching?
   A. 3 years or less
   B. 3 - 6 years
   C. 7-10 years
   D. 10- 20 years
   E. 20+ years

4) Please indicate the subject(s) you are teaching.
   A. Mathematics
   B. English Language
   C. Arabic Language
   D. Islamic Studies
   E. Physical Education
   F. Science (Physics- Chemistry- Biology)
   G. History and Geography
   H. Computer Science
   I. Library
   J. Art
   K. Other(s), please indicate here (________________)

5) What grade level are you teaching?
   A. Elementary School
   B. Middle School
   C. High School

6) Where is your school located?
A. Central  
B. South  
C. North  
D. East  
E. West  
F. Others, Please specify (_________________)  

7) How many years have you been using social media sites such as Facebook, Twitter, MySpace, etc?  
   A. 0 years  
   B. 1-2 years  
   C. 2-3 years  
   D. 4-6 years  
   E. 7+ years  

8) Do you have an account in any social media site(s)?  
   A. 0 account  
   B. 1 account  
   C. 2 accounts  
   D. 3+ accounts  

9) How often do you visit your social media sites?  
   A. Daily  
   B. twice or three times a week  
   C. Monthly  
   D. Seldom  
   E. Never  

10) How likely are you to join a new or additional social media sites?  
    A. Very much likely  
    B. Maybe  
    C. Impossible  

II. Usage of Social Media Sites  
11) Do you have an access to social media sites in your classroom?  
    A- Yes, if yes, what sites do you have the access to?  
       A- Facebook  
       B- Twitter  
       C- Blogger  
       D- Wiki  
       E- Podcasting  
       F- Flicker
12) Do you have the access to social media sites at home?
   1. Yes
   2. No

13) What social media sites do you have the access to at home?
   1. Facebook
   2. Twitter
   3. Blogger
   4. Wiki
   5. Podcasting
   6. Flicker
   7. Forums
   8. YouTube
   9. Google+
   10. None
   11. Other, please specify (_______________)

14) Rank three social media sites that you have used mostly? (Use “1” to “3” to rank your responses)
   1. Facebook
   2. Twitter
   3. Blogger
   4. Wiki
   5. Podcasting
   6. Flicker
   7. Forums
   8. YouTube
   9. Google+
   10. None
   11. Other, please specify (_______________)

15) Please check the following activity which you have used through social media sites in your classroom. (All apply)
   1. Post Homework
   2. Sharing files
   3. Web discussion
4. Improving writing through blog
5. Researching
6. Maintaining the relationship among students
7. Maintaining the relationship between teachers and students
8. Watching videos related to the instructions
9. Getting feedback from students
10. Increasing classroom communication
11. Sharing photos
12. None
13. Other(s), please specify (__________________)

III. Teachers’ perceptions
16) Do you think using social media can motivate student learning?
   1. Agree
   2. Natural
   3. Disagree

17) Do you think using social media sites can get students engaged better in learning?
   1. Agree
   2. Natural
   3. Disagree

18) Do you think using social media sites can promote students’ self-direction?
   1. Agree
   2. Natural
   3. Disagree

19) Do you think social media sites can enhance students’ communication skills?
   1. Agree
   2. Natural
   3. Disagree

20) Do you think social media sites offer opportunities for students to express their different opinions?
   1. Agree
   2. Natural
   3. Disagree

21) Do you think social media sites can be used to offer extra opportunities to serve students’ special needs?
   1. Agree
   2. Natural
3. Disagree

22) Do you think social media sites can enhance students’ collaboration?
   1. Agree
   2. Natural
   3. Disagree

23) Are you concerned about students' privacy when using social media in the classroom?
   1. Agree
   2. Natural
   3. Disagree

24) Do you think social media usage could distract students’ focus on academic learning?
   1. Agree
   2. Natural
   3. Disagree

25) Do you think increasing of social media may create cyberbulling?
   1. Agree
   2. Natural
   3. Disagree

IV. Challenging of using social media
26 Please rank the top three factors (use “1” to “3” to rank your response) that can stop you/ your school from using social media:
   A. Parents
   B. Administrators’ perceptions on social media
   C. students’ perceptions
   D. Little/ No Internet access
   E. Limited computers
   F. Teachers’ lack of professional training
   G. Inability to use social media
   H. Other, please specify (____________________)

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix C

Survey in Arabic

بسم الله الرحمن الرحيم

اسم الباحث: حمدان عبد العزيز العامري
المشرف الدراسي: Dr. Jane Liu

أختي الفاضلة/ أخي الفاضل…

يقوم الباحث بإعداد دراسة بعنوان "المفاهيم والتصورات لدى المعلمين حول استخدام شبكات التواصل الاجتماعي في التعليم في المملكة العربية السعودية". وتتمثل هذه الدراسة في تمكين استنبات تحديد تلك المفاهيم والتوصيات لدى المعلمين وإيجاد المشكلات الحقيقية التي تحدث من استخدام شبكات التواصل الاجتماعي في التعليم مثل (الفيسبوك وتويتر) وتهدف أيضا هذه الدراسة إلى تحديد الصعوبات التي قد تواجهها المعلم أو الطالب داخل الفصل وخارجه على حد سواء.

يرجى الباحث من جميع الإخوة والأخوات المعلمين والمعلمات أن يقوموا بتعيين الاستبيان الذي لن يأخذ من وقتكم الثمين سوى القليل. مع مراعاة الملاحظات التالية:

- الاستبيان عمله تطوعي وليس إلزامياً.
- إجابتك مهمة جدًا في تحديد النتائج والفرضيات وحلول المناسبة لتسهيل استخدام شبكات التواصل الاجتماعي في التعليم.
- جميع البيانات المدخلة ستكون سرية وستستخدم فقط من قبل الباحث والمشرف الدراسي.
- هذا الاستبيان لا يتطلب ذكر أسماء المشاركين.

أ- معلومات عامة

المؤهل التعليمي:
A. بكالوريوس أداب/ بكالوريوس علوم
B. بكالوريوس أداب/ بكالوريوس علوم مع دبلوم تربوي
C. ماجستير
D. دكتوراه

الجنس:
A. ذكر
B. أنثى

- عدد سنوات الخبرة:
A. ثلاث سنوات أو أقل
B. 3-6 سنوات
C. 7-10 سنوات
D. 20 سنة
E. أكثر من 20 سنة

- التخصص:
A. الرياضيات
5. المرحلة التعليمية التي تدرسها في الوقت الحالي:
   A. المرحلة الابتدائية
   B. المرحلة المتوسطة
   C. المرحلة الثانوية

6. المنطقة التعليمية:
   A. الوسطى
   B. الجنوبية
   C. الشمالية
   D. الشرقية
   E. الغربية

7. عدد سنوات استخدام شبكات التواصل الاجتماعي مثل الفيس بوك وتويتر:
   A. لا استخدم شبكات التواصل الاجتماعي
   B. 1-2 سنوات
   C. 2-3 سنوات
   D. 4-6 سنوات
   E. أكثر من 7 سنوات

8. هل يوجد لديك حساب في أي من شبكات التواصل الاجتماعي?
   A. لا يوجد لدي حساب
   B. حساب واحد
   C. حسابين
   D. ثلاثة أو أكثر

9. كم مرة تتضمن حسابك في مواقع التواصل الاجتماعي؟
   A. يومياً
   B. مرتين إلى ثلاث مرات أسبوعياً
   C. شهرياً
10- هل من الممكن أن تنشئ حساباً جديداً في أي من مواقع التواصل الاجتماعي؟
A. ممكن جداً
B. من المحتمل
C. مستحيل

ب- استخدامات مواقع التواصل الاجتماعي:
11- هل لديك الإمكانيات لاستخدام مواقع التواصل الاجتماعي داخل الفصل؟
A. نعم
B. لا

- إذا كانت الإجابة نعم، ما هي المواقع التي تستخدمها داخل الفصل؟
A. فيس بوك
B. تويتر
C. مدونات
D. ويكي (Wiki)
E. بودكاست
F. فلكر (Flickr)
G. منتديات
H. يوتيوب
I. جوجل بلس
J. لا استخدم أي موقع تواصل اجتماعي
K. مواقع أخرى. من فضلك ذكرها

12- هل لديك الإمكانيات لاستخدام مواقع التواصل الاجتماعي في البيت؟
1. نعم
2. لا

13- ما هي مواقع التواصل الاجتماعي التي لديك القدرة على استخدامها في البيت؟
1. فيس بوك
2. تويتر
3. مدونات
4. ويكي (Wiki)
5. بودكاست
6. فلكر (Flickr)
7. منتديات
8. يوتيوب
9. جوجل بلس
10. لا استخدم أي موقع تواصل اجتماعي

11. مواقع أخرى من فضلك اذكرها ( 

14. من فضلك، صنف أكثر ثلاثة مواقع تواصل اجتماعي تستخدمها:
ملاحظة: رقم واحد (1) أكثر استخدامًا، و (3) أقل استخدامًا.

1. فيس بوك
2. تويتر
3. مدونات
4. ويكي
5. بودكاست

(Flickr) 6. فكر
7. منتديات
8. يوتيوب
9. جوجل ببس

10. لا استخدم أي موقع تواصل اجتماعي

11. مواقع أخرى من فضلك اذكرها ( 

15. من فضلك اخبر الأنشطة التي تستخدمها مع الطلاب داخل أو خارج الفصل من خلال مواقع التواصل الاجتماعي. (يمكنك اختيار أكثر من نشاط)

1. الواجبات المنزلية
2. مشاركة ملفات
3. مناقشة مواضيع متعلقة بالمادة
4. تطوير مهارات الكتابة من خلال المدونات
5. عمل بحوث
6. صداقة ما بين الطلاب
7. صداقة ما بين الطالب والمعلم
8. عرض فيديو متعلق بالمادة
9. لأخذ ملاحظات الطلاب/الطلاب
10. مهارات اتصال ما بين الطلاب داخل الفصل وخارجه
11. مشاركة صور
12. لا استخدام أي من هذه الأنشطة

13. آخر ( 

16. هل تعتقد أن مواقع التواصل الاجتماعي لديها القدرة على تحفيز الطلاب؟

1. موافق
2. م.bat
3. غير موافق
17 - هل تعتقد/ين أن مواقع التواصل الاجتماعي تساعد على خلق بيئة تعليمية أفضل؟

1. موافق
2. متأفق
3. غير موافق

18 - هل تعتقد/ين أن مواقع التواصل الاجتماعي تساعد الطلاب في الاعتماد على الذات والاستقلالية؟

1. موافق
2. متأفق
3. غير موافق

19 - هل تعتقد/ين أن مواقع التواصل الاجتماعي تعزز من مهارات التواصل لدى الطلاب؟

1. موافق
2. متأفق
3. غير موافق

20 - هل تعتقد/ين أن مواقع التواصل الاجتماعي توفر الفرص للطلاب للتعبير عن آرائهم بحرية؟

1. موافق
2. متأفق
3. غير موافق

21 - هل تعتقد/ين أن مواقع التواصل الاجتماعي تستطيع أن توفر فرصًا أكثر لخدمة الطلاب من ذوي الاحتياجات الخاصة؟

1. موافق
2. متأفق
3. غير موافق

22 - هل تعتقد/ين أن مواقع التواصل الاجتماعي تعزز من تعاون الطلاب داخل الفصل وخارجه؟

1. موافق
2. متأفق
3. غير موافق

23 - هل تعتقد/ين أن مواقع التواصل الاجتماعي تشكل خطرًا على الخصوصية لدى الطلاب والطالبات؟

1. موافق
2. متأفق
3. غير موافق

24 - هل تعتقد/ين أن مواقع التواصل الاجتماعي قد تؤثر سلبًا على تركيز الطلاب/الطالبات مما قد يؤدي إلى ضعف التحصيل العلمي؟

1. موافق
2. متأفق
3. غير موافق
25. هل تعتقد أن استخدام مواقع التواصل الاجتماعي قد يتسبب في قضايا ابتزاز للطلاب والطالبات؟
   1. موافق
   2. محايد
   3. غير موافق

- الصعوبات والتحديات التي تحد من استخدام مواقع التواصل الاجتماعي:

26. من فضلك، صنف أكثر الصعوبات والتحديات التي تواجهك أو تواجه مديرك في استخدام مواقع التواصل الاجتماعي في الفصل:

   ملاحظة: رقم واحد (1) الأكثر تحدياً، و (3) الأقل تحدياً.

   أولاً الأمور:
   A. تصور المدراء عن استخدام مواقع التواصل الاجتماعي في المدرسة
   B. مفهوم وقودة الطالب على استخدام مواقع التواصل الاجتماعي
   C. عدم توفر الادوار
   D. عدد الكمبينترات لا يكفي للطلاب
   E. المعلمين / المعلمات يحتاجون إلى تدريب على استخدام مواقع التواصل الاجتماعي
   F. عدم القدرة على استخدام مواقع التواصل الاجتماعي
   G. أخر من فضلك

لنكم مني خالص الدعاء و جميل النداء على بعيدة الاستياب:
 أي ملاحظات أخرى:

•
•
•
Appendix D

IRB Approval

MEMORANDUM

To: Hamdan Alamri, Department of Psychology, 151 MAR
From: Sarah A.C. Keller, Chair, Institutional Review Board
Date: November 12, 2012
Subject: Expedited Review of Teachers' Perception about Integrating Social Media into Their Instructions in Saudi Arabia (HS-4079)

The Institutional Review Board for Human Subjects’ Expedited Review Committee has reviewed your proposal to conduct a survey to identify teachers’ perceptions of integrating social media technologies into their instructions in Saudi Arabia. The Expedited Review Committee has approved your application subject to the conditions noted below; a signed, approved copy of your application is enclosed.

Before you begin:

1. In your “consent form” (which should be titled Study Information rather than consent form), in the last paragraph, please include the following required sentence: “If you have any concerns about your rights as a participant in this research or any complaints you wish to make, you may contact Ruth Gaim, Human Protections Administrator (509-389-7971/6567), email: rgaim@ewu.edu.

2. If the questionnaire is to be administered in Arabic we will need a copy of it for our files. We will also need any other Arabic documents that you will be using.

3. Would you please send us copies of the revised or additional documents for our files.

Human subjects research approval granted by the IRB is good for one year from the date of approval, November 12, 2013. If research is to continue, with no substantial changes, beyond that date, a renewal of IRB approval must be obtained prior to continuation of the project (contact OGRD for procedures). If, subsequent to initial approval, a research protocol requires minor changes, the OGRD should be notified of those changes. Any major departures from the original proposal must be approved by the appropriate review process before the protocol may be altered. A Change of Protocol application must be submitted to the IRB for any substantial change in the protocol. The Director, Grant and Research Development, or the Chair of the IRB will determine whether or not the research must then be resubmitted for approval.

If you have additional questions please contact me at 509-359-7039; fax 509-359-2474; email: skeller@ewu.edu. It would be helpful if you would refer to HS-4079 if there were further correspondence as we file everything under this number. Thank you.

Cc: R.Gaim, J.Liu, C.Vailer, Graduate Office

Department of Geography and Anthropology
MS-52, 103 Idle Hall • Cheney, Washington 99004 • (509) 359-2843 • Spokane – (509) 458-6213
Eastern Washington University is an equal opportunity, affirmative action institution.
Appendix E

Approval from Ministry of Education in Saudi Arabia
Vita

Author: Hamdan Abdulaziz Alamri

Place of Birth: Al Qunfudhah, Makkah Province, Saudi Arabia

Undergraduate School Attended: Taif University

Graduate School Attended: Eastern Washington University

Degrees Awarded: Bachelor's degree, Taif University, 2009.


Honors and Awarded: King Abdullah scholarship to the United States 2010-2013.

Outstanding Certificate and Medallion from The Honor Society of Phi Kappa Phi for a high GPA, May 29, 2013.