د.محمد حسن أبورحمة **Dr. Mohamed Hasan Aburahma**	اسم الباحث الأول باللغتين العربية والإنجليزية	**"التحليل التكاملي لاستخدام شبكات التواصل الاجتماعي في التعليم عن بُعد: واقع استخدامها واتجاهات معلمي المدارس الحكومية نحو توظيفها في تحسين مخرجات التعليم"**
د.محمد عبد الرحمن الزعيم **Dr. Mohamed Abdel Rahman Al-Za'im**	اسم الباحث الثاني باللغتين العربية والإنجليزية:	
د.عماد محمد أبو غوري **Dr. Emad Mohamed Abu Ghoury**	اسم الباحث الثالث باللغتين العربية والإنجليزية:	
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وزارة التربية والتعليم العالي الفلسطينية Ministry of Education and Higher Education of "Palestine"	اسم الجامعة والدولة (للثاني) باللغتين العربية والإنجليزية [2]	
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الملخص:

. هدفت الدراسة إلى استكشاف واقع استخدام شبكات التواصل الاجتماعي في التعليم عن بُعد من قبل معلمي المدارس الحكومية في مديرية غرب غزة، وتحديد اتجاهاتهم نحو توظيفها في تحسين مخرجات التعليم. استخدم الباحثان المنهج الوصفي التحليلي، وتم اختيار عينة من معلمي ومعلمات المرحلة الأساسية العليا في المديرية، بلغ عددهم 100 معلم ومعلمة. تم جمع البيانات باستخدام استبانة ومقياس اتجاهات. أظهرت نتائج الدراسة أن درجة توظيف معلمي المدارس لشبكات التواصل الاجتماعي في التدريس كانت منخفضة، حيث بلغت النسبة (45.92%)، في حين كانت اتجاهات المعلمين نحو استخدامها إيجابية، حيث بلغت النسبة (83.10%). توصي الدراسة بضرورة تراجع وزارة التربية والتعليم عن قرار حظر استخدام شبكات التواصل الاجتماعي في المدارس، والعمل على تنظيم استخدامها وتوجيهه بما يخدم العملية التعليمية. كما توصي بتدريب المعلمين على استراتيجيات توظيف هذه الشبكات في التخطيط والتنفيذ والتقويم بهدف تحسين مخرجات التعليم.

Abstract:

The study aimed to explore the reality of using social media networks in distance education by public school teachers in the Gaza West Directorate and to identify their attitudes toward employing them to improve educational outcomes. The researchers used the descriptive analytical method, and a sample of 100 teachers from the upper primary stage in the directorate was selected. Data were collected using a questionnaire and an attitude scale. The results showed that the degree of social media networks' use in teaching by school teachers was low, with a relative weight of (45.92%), while teachers' attitudes toward their use were positive, with a relative weight of (83.10%). The study recommends that the Ministry of Education reconsider the decision to ban the use of social media in schools and work on organizing and directing their use to serve the educational process. Additionally, it recommends training teachers on strategies to employ social media networks in planning, implementation, and evaluation to improve educational outcomes.

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Introduction

The upbringing and preparation of generations to face the challenges of life lie upon education, making it one of the most important tools for a civilized and advanced society. Therefore, societies—regardless of their types or educational systems—have established schools to fulfill this function in an organized, precise, and planned manner. This necessitated the use of well-prepared curricula designed to equip students with knowledge, ethics, values, and skills that prepare them to be productive members of society and carry the responsibility of advancing it.

Education is influenced by many factors surrounding individuals and society, and the internet stands out as the most significant technological product affecting education. It could even be argued that the internet is the most impactful human innovation since the Industrial Revolution in the 18th century. It has affected all aspects of life and has become an essential, important, and vital element in daily living (Al-Ghamdi, 2016: 2).

Amidst the expansion of tools and systems derived from the internet, which offer numerous services to various societal groups, social networking sites have emerged. These indicate that the internet has become a social medium for communication, interaction, and the exchange of knowledge and information.

Palestine ranks among the top countries globally in terms of using social networking platforms compared to users worldwide. According to statistics cited by the Social Watch network, the number of users of the social media platform "Facebook" alone in Palestine reached 1 million and 312 thousand users (Seek, 2014: 1).

The widespread use of these networks attracted the attention of those responsible for educational institutions around the world. They represent a suitable environment for a different and advanced form of education compared to traditional teaching methods. This led to the emergence of open education based on communication and collaboration as the foundation of the educational process, replacing rote learning. Additionally, they provide a broad horizon for exchanging experiences and learning about other practices that can enhance creativity and innovation among students (Awdah, 2014: 1).

Using social networking platforms in education has become necessary due to the need for educational tools based on participation and interaction. Social networks facilitate communication between teachers and students, as well as among teachers themselves. Educational systems also require support through technological tools to add a personal, social, and dynamic dimension to the educational process. In fact, these networks offer solutions to the challenges and limitations that hinder achieving educational goals, making the process more interactive (Shetty, 2007: 80).

Many studies and conferences have recommended the importance of utilizing social networking platforms in education, integrating them into educational institutions, encouraging their use in the educational process—for example, assignments, curricula, projects, etc.—and guiding students to use them in a scientific and calculated way.

Social networking platforms have become part of our social reality, and their usage by both students and teachers has become common practice, taking up a specific portion of time that should be utilized positively in the educational process by teachers. This is especially relevant in light of openness to technology, access to devices by both students and teachers, the spread

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of the internet, easy access to its services, low operational costs, and the Ministry of Education's push toward using modern technologies and contemporary learning strategies.

After presenting the above context regarding the topic of the study, the following research questions were formulated:

- What is the extent of utilization of social networking platforms by government school teachers in the Gaza Directorate of Education in teaching?
- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average scores of the participants' estimation of the degree of utilization of social networking platforms by government school teachers in the Gaza Strip based on demographic variables (gender, years of experience)?
- What are the attitudes of government school teachers in the Gaza Strip towards using social networking platforms in teaching?

Objectives of the Study

1. To determine the extent to which government school teachers in the Gaza Strip utilize social networking platforms in teaching.
2. To explore the attitudes of government school teachers in the Gaza Strip towards using social networking platforms in teaching.

Importance of the Study

The significance of the study lies in:

1. The importance of social networking platforms, which have become some of the most widely used web tools among students and teachers.
2. The novelty of the topic, which directly impacts the social reality and can be extensively used in the teaching process.
3. Its potential to assist researchers in improving the current state of the educational process.
4. Its ability to benefit the Ministry of Education and educational supervisors by identifying the current usage of social networking platforms by teachers and enhancing positive attitudes while addressing negative ones through training courses and diverse supervisory methods.

Scope of the Study

Subject Limitation: The extent to which teachers in the upper basic stage in the Western Gaza Directorate utilize social networking platforms in teaching and their attitudes towards them.

Human Limitation: The study was limited to teachers of the upper basic stage in the Western Gaza Directorate.

Institutional Limitation: The study was applied to government schools.

Geographical Limitation: The study was conducted in the Western Gaza area.

Time Limitation: The second semester of the academic year 2016–2017.

Definitions of Key Terms

Social Networking Platforms: Electronic pages on the internet where teachers and students register, enabling communication and interaction among individuals according to their interests or preferences. These sites can be used in various fields, including education and communication between students and teachers.

Teachers' Attitudes: Relatively stable orientations involving teachers' feelings, knowledge, and readiness to perform certain actions related to using social networking platforms in

teaching, expressing acceptance verbally or behaviorally. In this study, it is measured by the score obtained by the teacher on the attitude scale.

Teachers in the Western Gaza Directorate: Individuals who hold university degrees, were hired by the Ministry of Higher Education in Gaza through competitions and interviews, and were assigned to work in one of the schools under the Western Gaza Directorate of Education.

Theoretical Framework

Section One: Social Networking Platforms

This section discusses social networking platforms as key tools of the internet, defining their concept, types, and the benefits and importance of utilizing them in teaching.

Concept of Social Networking Platforms There are multiple definitions of social networking platforms proposed by scholars and researchers; however, the differences do not stem from contradictions but rather from focusing on different characteristics or components of social media. However, they mostly agree that social media operate on the idea of user interaction and participation in building and managing content on these platforms.

Some define them as networks of websites available via the internet that connect a large number of users from around the world, allowing them to participate and link together on a single electronic site to communicate directly, exchange ideas and information, discuss topics of mutual interest, enjoy news services, instant messaging, email, file sharing (textual, visual, video, and audio), etc. (Al-Dosari, 2015: 20).

Types of Social Networking Platforms According to Awadh (2013: 22), social networks can be divided into several categories based on different criteria such as interest and usage, services and mode of communication, or subject matter. Generally, social networks can be categorized into three main types:

1. Personal or Local Networks Limited to Certain Individuals: These networks are limited to groups of friends and acquaintances who communicate socially with each other (Ad-Derwish, 2014: 95).

2. Cultural Networks: These networks gather people interested in specific subjects, such as those interested in medicine, engineering, books, and libraries, specializing in a particular field and connecting individuals interested in a particular topic or science (Awadh, 2013: 22).

3. Professional Networks: These are more specialized social networks that connect similar groups, such as colleagues at work or job seekers professionally with employers and companies. They include personal profiles containing users' resumes, experiences, studies, and the scope of work they have undertaken (Al-Dosari, 2015: 35).

Justifications for Using Social Networking Platforms in Education In modern times, social networking platforms have become an educational necessity that cannot be dispensed with. Below are some justifications for their educational use:

1. Creative Justification: They encourage creativity among students and teachers by providing models, implementation mechanisms, and opportunities for modification, evaluation, and display (Al-Hazani, 2013: 139).

2. Educational Justification: The widening digital gap between teachers and students is not in the best interest of the educational process. Students increasingly belong to these networks, while

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teachers and parents often lag behind, requiring efforts to direct teachers to these networks and invest them in the educational process (Fawra, 2012: 33).

Role of Social Networking Platforms in the Educational Field The use of social networks in the educational process is one of the aspects that have gained the attention of researchers in recent years, especially after the spread of these networks and the steady increase in the number of subscribers. Their ease of subscription and widespread use among students at different educational levels make their usage a modern educational trend aimed at supporting cooperation between teachers and students, promoting participatory learning, and improving schools and the educational process (Al-Ghamdi, 2016: 21).

Social networks help activate learning communities and build living communities online, where individuals share their interests and activities. These networks enable two-way interactive communication (Al-Far, 2012: 384).

The use of social networks in education has led to developments in the educational process and has positively impacted the way teachers and learners perform and achieve within the classroom due to the availability of diverse information across various fields. Social networking platforms have played a significant role in the educational field, including the following roles mentioned by Al-Hazani (2013: 136):

1. A tool for storing information.
2. Contributing to individual or self-learning.
3. Developing students' information literacy.
4. Facilitating communication between individuals and educational institutions across distant countries.

Additionally, the researchers added a set of roles that social networking platforms can play in the teaching process, including:

1. Dividing students into groups on the page for group tasks and assigning roles and responsibilities.
2. Using network tools like Like and Comment buttons to reinforce students after participating in lessons.
3. Using live streaming cameras and chat programs to explain lessons with student participation.
4. Summarizing lessons and making them available online on social media, highlighting key points and areas of questions.
5. Using social networks to present the best ways to explain lessons, discussing appropriate tools and evaluation methods with students and colleagues, lesson procedures, suitable timing for each objective, varying objectives, and adapting them to students.
6. Communicating with educational supervisors through these sites and using the live broadcast feature to allow supervisors to observe how the class proceeds in the regular classroom setting.
7. Using social networks to showcase exemplary lessons and share them with colleagues within the city or even outside the country.

Previous Studies

Based on a review of prior educational literature, several studies were reviewed that shared one of the objectives of the current study. These studies are summarized below:

Arabic Studies:

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1. Al-Ghamdi (2016): Aimed to determine the extent to which secondary school social studies teachers utilize social networking platforms in teaching revised curricula and their attitudes toward them. The descriptive survey method was employed, and the study instrument was a questionnaire and an attitude scale applied to a sample of 58 social studies teachers. Results showed that the degree of their use of social media was moderate, with no statistically significant differences attributable to the study variables. Teachers' attitudes toward using social media were high.

2. Mahmoud (2014): Aimed to develop skills in using social networking platforms for history teachers through a training program and improve teachers' self-efficacy. The descriptive experimental method was used with a sample of 20 teachers. Results showed that the training program had a large impact and was highly effective in improving teachers' self-efficacy.

3. Al-Otaibi (2013): Aimed to examine the effect of the social networking platform Twitter on academic achievement and cooperative learning skills among second-year secondary female students in computer science. The quasi-experimental method was used, comparing pretest and posttest results for two groups (control and experimental). The study population included all second-year secondary female students, and the sample consisted of 60 students. Results showed significant differences between pretest and posttest scores in favor of the posttest and improved cooperative learning skills.

4. Abd El-Razik (2013): Aimed to assess the feasibility of using social networking platforms in the educational process, identify current usage among students, and highlight obstacles preventing their use in Sudan. The descriptive method was used with a sample of 50 students, employing questionnaires and interviews for data collection. Results indicated that social networking platforms effectively improve communication among students and can be significantly integrated into the educational process.

5. Khirsha (2011): Aimed to investigate the actual use of computers and the internet by social studies teachers in teaching and whether there were statistically significant differences based on study variables. The descriptive method was used, and the instrument was a questionnaire applied to a sample of 109 teachers. Results showed low usage rates of computers and the internet by social studies teachers, with statistically significant differences based on gender and qualification, favoring bachelor's degree holders.

6. Ommasha (2011): Aimed to evaluate the effectiveness of a training program integrating podcasting technology and social networking platforms in developing teachers' skills in using web-based applications and their attitudes toward them. The experimental method was used, with instruments including cognitive and performance tests and an attitude scale applied to a sample of 28 teachers. Results showed the effectiveness of the proposed program, with teachers showing strong positive attitudes toward using podcasting technology and social networking platforms after the training program.

Foreign Studies:

1. Poulin (2014): Aimed to understand American teachers' experiences with using social networking platforms in education. The descriptive method was used, with a questionnaire and standardized interview applied to a sample of 30 elementary education program teachers and 6 faculty members at North Central University in the United States. Results showed that the

primary use of social networks was to support communication between colleagues and students, with teachers showing strong positive attitudes toward their integration into curricula.

2. Balakrishan (2014): Aimed to explore factors influencing the use of social networking platforms to enhance education and learning experiences among teachers and students in Malaysia. The descriptive method was used, employing a questionnaire to collect information from a random sample of 455 teachers and students. Results showed that the degree of use of social networks in the educational process was moderate, with a high perception of their importance.

Commentary on Previous Studies

After reviewing previous studies, the researchers observed the following:

First: Commonalities Between Previous Studies and the Current Study:

1. Agreement on the importance of using social networking platforms in the teaching-learning process, as seen in studies by Al-Ghamdi (2016), Abd El-Razik (2013), Lal and Al-Jundi (2010), Khirsha (2011), Poulin (2014), and Balakrishan (2014).
2. Similarity in the study sample, which consisted of male and female teachers, as in studies by Al-Ghamdi (2016), Mahmoud (2014), Ommasha (2011), Khirsha (2011), Lal and Al-Jundi (2010), Poulin (2014), and Balakrishan (2014).
3. Similarity in measuring teachers' attitudes toward using social networking platforms in teaching, as in studies by Al-Ghamdi (2016), Abd El-Razik (2013), Ommasha (2011), Lal and Al-Jundi (2010), Poulin (2014), and Balakrishan (2014).

Second: Differences Between Previous Studies and the Current Study:

1. Some previous studies were conducted in different environments, such as Malaysia, Saudi Arabia, Sudan, and the United States, as in studies by Mahmoud (2014), Al-Otaibi (2013), Abd El-Razik (2013), Ommasha (2011), Lal and Al-Jundi (2010), Murshid (2008), Poulin (2014), and Balakrishan (2014).
2. Some studies differed from the current study in methodology, such as studies by Mahmoud (2014), Al-Otaibi (2013), and Ommasha (2011).
3. Some studies differed from the current study in sample selection, such as studies by Abd El-Razik (2013), Murshid (2008), and Al-Otaibi (2013).

Third: Benefits Derived from Previous Studies:

1. Understanding the extent of social media use in teaching and teachers' attitudes toward them.
2. Building the study instrument, as done in Al-Ghamdi (2016).
3. Choosing appropriate methodologies and statistical methods for the study.
4. Interpreting the results.

Fourth: Distinctive Features of the Current Study Compared to Previous Studies:

1. The current study is among the few that address the topic of using social networking platforms in the educational process in the Gaza Strip.
2. The unique nature of the Palestinian environment under existing challenges and blockades.

Research Procedures

Research Methodology To achieve the study's objectives, the researchers used the analytical descriptive method, defined as "the method that examines an existing phenomenon, event, or

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issue to obtain information that answers research questions without researcher intervention" (Abu Rahma, 2012: 77).

Study Population The study population consists of all upper basic stage (preparatory) teachers in the Directorate of Education in Western Gaza, totaling 500 teachers and instructors according to the Ministry of Education and Higher Education statistics for 2016. Table (1) below shows the distribution of the study population by gender:

GENDER	MALE TEACHERS	FEMALE TEACHERS	TOTAL
Number	212	288	500

(Ministry of Education and Higher Education, Annual Statistical Book, 2016)

Study Sample Pilot Sample: Consisted of 30 teachers selected randomly for the purpose of standardizing the study instrument and verifying its validity and reliability. After ensuring the accuracy and validity of the questionnaire, it was distributed, and these individuals were excluded from the final study sample.

Actual Sample: The actual study sample consisted of 100 teachers and instructors. Table (2) illustrates the distribution of the study sample according to variables:

VARIABLE	CLASSIFICATION	NUMBER	TOTAL
Gender	Male	43	100
	Female	57	
Qualification	Bachelor's Degree	76	100
	Master's or higher	24	
Years of Service	Less than 5 years	9	100
	5 to 10 years	52	
	More than 10 years	39	

Study Instruments
1. Questionnaire:
- Validity of the Questionnaire: The validity of the questionnaire items was verified in two ways:
1. Expert Validity: The questionnaire was presented in its initial form to a group of university professors.
2. Internal Consistency Validity: Internal consistency was verified by applying the questionnaire to a pilot sample. Pearson correlation coefficients between each domain's scores and the total score ranged from 0.365 to 0.928, which were statistically significant at the 0.05 and 0.01

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levels, confirming the questionnaire's high internal consistency. Table (3) illustrates the internal consistency of the questionnaire:

DOMAIN 1	CORRELATION COEFFICIENT	DOMAIN 2	CORRELATION COEFFICIENT	DOMAIN 3	CORRELATION COEFFICIENT
Item 1	0.652**	Item 1	0.564**	Item 1	0.593**
Item 2	0.546**	Item 2	0.733**	Item 2	0.821**
Item 3	0.782**	Item 3	0.707**	Item 3	0.816**
Item 4	0.754**	Item 4	0.675**	Item 4	0.678**
Item 5	0.562**	Item 5	0.811**	Item 5	0.831**
Item 6	0.365*	Item 6	0.683**	Item 6	0.708**
Item 7	0.810**	Item 7	0.796**	Item 7	0.890**
Item 8	0.839**	Item 8	0.734**	Item 8	0.909**
		Item 9	0.632**	Item 9	0.789**
		Item 10		Item 10	0.928**

Statistically significant at the 0.01 level * Statistically significant at the 0.05 level

Reliability of the Questionnaire: The researchers took steps to ensure the reliability of the questionnaire after applying it to the pilot sample using two methods: split-half reliability and Cronbach's alpha coefficient.

1. Split-Half Method: Pilot sample scores were used to calculate the reliability of the questionnaire using the split-half method. The questionnaire items were divided into two halves, resulting in odd-item scores of 0.9010 and even-item scores of 0.944. The correlation coefficient (r) between odd and even item scores was 0.848, which increased to 0.918 after correction using the Pearson-Brown formula. This indicates that the questionnaire has a high level of reliability, giving the researchers confidence in its application to the study sample.

2. Cronbach's Alpha Method: The researchers used Cronbach's Alpha method to find the reliability coefficient of the questionnaire, obtaining a total reliability coefficient of 0.957, indicating a high level of reliability.

3. Checking the Normality of Distributions: The researchers calculated the Kolmogorov-Smirnov equation to verify the normality of distributions. The results are shown in Table (4):

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STATISTIC	DF	P-VALUE	CONCLUSION
0.106	100	0.007*	Significant

As shown in Table (5), the p-values of the scale were less than 0.05, indicating that they did not follow normal distributions. Therefore, non-parametric statistics were used.

Statistical Treatments Used in the Study

The following statistical treatments were used to verify the validity and reliability of the study instrument: a. Pearson Correlation Coefficient: To verify the internal consistency of the questionnaire by finding the Pearson correlation coefficient between each domain and the total score of the questionnaire. b. Spearman-Brown Split-Half Correlation Coefficient, Guttman Split-Half Correlation Formula, and Cronbach's Alpha Coefficient: To verify the reliability of the study instrument. c. The following statistical treatments were used to analyze the study results:

- Frequencies and percentages for demographic variables (personal attributes).
- Mean and standard deviation.
- Mann-Whitney Test.
- Kruskal-Wallis Test.

Results and Interpretations

This section presents the study's findings by answering the research questions and highlighting the main results of the questionnaire analyzed through item analysis.

To answer the first research question, which asks: "What is the extent of utilization of social networking platforms by government school teachers in the Gaza Strip in teaching?" the researchers used the mean and standard deviation. Table (6) illustrates this:

NO.	DOMAINS	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
1	Use of social networking platforms in lesson planning	20.6100	6.89004	38.81%	3
2	Use of social media in implementing lessons	18.6100	7.26955	48.36%	2
3	Use of social media in evaluating lessons	19.5700	9.01879	51.09%	1
Total		58.7900	21.49432	45.92%	

From Table (6), it is evident that the overall score for the utilization of social networking platforms by government school teachers in the Gaza Strip in teaching was relatively low, with a relative weight of 45.92%. This result aligns with Khirsha (2011) but differs from Al-Ghamdi (2016), where the utilization level was moderate. The researchers attribute this difference to:

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- Continuous power outages limiting teachers' ability to use social media in teaching.
- Heavy teaching loads due to a severe shortage of teachers in the directorate, limiting their capacity to use social media in instruction.

It is also clear from Table (6) that the highest domain was:

- Domain No. 3, "Use of social media in evaluating lessons," which ranked first with a relative weight of 51.09% and a low rating. This result aligns with Al-Ghamdi (2016), and the researchers attribute it to:
- Low awareness among teachers about methods and techniques for using social media in evaluating lessons, such as using electronic exams.
- Evaluation requires continuous monitoring, which is unattainable due to frequent internet disruptions caused by power outages.

Domain No. 1, "Use of social networking platforms in lesson planning," ranked last with a relative weight of 38.81% and a low rating. The researchers attribute this to:

- Teachers relying on traditional planning because supervisors and administrators ultimately check physical planning notebooks, not online resources.
- A directive from the directorate mandating written planning discouraged teachers from using social media for daily lesson planning.

To interpret the results concerning the extent of utilization of social networking platforms by government school teachers in the Gaza Strip in teaching, the researchers prepared the following tables illustrating the domains of the questionnaire:

Domain 1: Use of social networking platforms in lesson planning

NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
1	I publish the title of the lesson to be explained on my social media page	1.8500	0.94682	37%	7
2	I publish the lesson objectives on my page before implementation	1.7000	0.85870	34%	8
3	I benefit from social media in searching for new suitable teaching methods	3.3100	1.39041	66.2%	1
4	I benefit from the latest updates of my subject published electronically on social media	3.2700	1.36962	65.4%	2
5	I upload course content and some references on my page for students to benefit from	2.5400	1.32131	50.8%	5
6	I consult students on my page or theirs about the tools to be used	1.8900	1.01399	37.8%	6

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NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
7	I search for the necessary teaching tools to implement the lesson on social media	3.0900	1.36400	61.8%	3
8	I use social media to search for suitable methods to evaluate the lesson	2.9600	1.37745	59.2%	4

From Table (7), it is evident that the highest items in this domain were:

- Item No. 3, which states: "I benefit from social media in searching for new suitable teaching methods," ranked first with a relative weight of 66.2% and a moderate rating. The researchers attribute this to:
- Most teachers having accounts on social media platforms, making it easy for them to publish and for local and international educators to share teaching methods. The availability of educational group systems facilitated teachers' searches for teaching methods.
- Item No. 4, which states: "I benefit from the latest updates of my subject published electronically on social media," ranked second with a relative weight of 65.4% and a moderate rating. The researchers attribute this to:
- Most teachers having accounts on social media platforms, facilitating specialists, supervisors, and fellow teachers in sharing new materials related to the subject, including enrichment materials and curriculum activities.
- Searching does not require constant internet or electricity access, prompting teachers to look for updates occasionally.

Also, from Table (7), it is evident that the lowest items in this domain were:

- Item No. 5, which states: "I publish the lesson objectives on my page before implementation," ranked last with a relative weight of 34% and a very low rating. The researchers attribute this to:
- Most teachers preferring traditional planning and copying daily plans from past years.
- Lack of awareness among teachers about the importance of writing objectives on the board, reflected in not posting them on social media.
- Difficulty gathering students on the teacher's page due to the lack of computers in all homes.
- Item No. 4, which states: "I publish the title of the lesson to be explained on my social media page," ranked second last with a relative weight of 37% and a low rating. The researchers attribute this to:
- Many teachers lacking computers, social media accounts, or internet connections.
- Limited or inconsistent internet availability in schools or frequent power outages hindering teachers from using social media to post lesson titles.

Domain 2: Use of social media in implementing lessons

NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK

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NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
1	I use some network tools like Like and Comment icons to reinforce students	2.0900	1.23169	41.8%	5
2	Use the network for voting during activities in the lesson	1.7200	0.81749	34.4%	8
3	I interact with students' responses and questions	2.4700	1.27489	49.4%	1
4	I use live streaming cameras and chat programs to explain the lesson with student participation	1.5800	0.84303	31.6%	9
5	I summarize lessons and make them available online on the page	2.0000	1.30268	40%	6
6	I search for exercise and activity answers from different social media pages	2.1700	1.21485	43.4%	4
7	I publish educational videos related to lesson topics	2.2300	1.30929	44.6%	3
8	I guide students during lessons to important links and sites related to the curriculum available on social networks	2.4300	1.34281	48.6%	2
9	I record and publish students' outstanding contributions during the lesson	1.9200	1.06059	38.4%	7

From Table (8), it is evident that the highest items in this domain were:

- Item No. 3, which states: "I interact with students' responses and questions," ranked first with a relative weight of 49.4% and a low rating. The researchers attribute this to:
- Limited internet availability during official hours and frequent power outages hindering continuous teacher interaction with students' responses and questions.
- Item No. 8, which states: "I guide students during lessons to important links and sites related to the curriculum available on social networks," ranked second with a relative weight of 48.6% and a low rating. The researchers attribute this to:
- Teachers relying on traditional school tools like whiteboards due to limited knowledge of internet usage and search skills.

Also, from Table (9), it is evident that the lowest items in this domain were:

- Item No. 4, which states: "I use live streaming cameras and chat programs to explain the lesson with student participation," ranked last with a relative weight of 31.6% and a very low rating. The researchers attribute this to:
- Teachers' limited awareness of how to use chat programs and live streaming cameras.
- Frequent power outages and limited device and internet availability among teachers and students.
- Item No. 2, which states: "Use the network for voting during activities in the lesson," ranked second last with a relative weight of 34.4% and a very low rating. The researchers attribute this to:
- Teachers' limited awareness of using voting tools on social networking platforms.
- Difficulty gathering students on social media due to power outages and the absence of computers and internet access in some homes.

Domain 3: Use of social media in evaluating lessons

NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
1	I create tests to be answered through discussions on the page	1.9200	1.07007	38.4%	6
2	I create electronic portfolios for students on the page	1.7800	1.02079	35.6%	9
3	I conduct interactive evaluative discussions about what was taught in the classroom	1.9600	0.98391	39.2%	4
4	I use my page to submit and receive homework assignments	1.7300	1.09041	34.6%	10
5	I use my page to implement remedial plans for students who are falling behind or facing learning difficulties	1.8400	1.09839	36.8%	8
6	I publish students' achievements on my personal page	2.0700	1.19134	41.4%	3
7	I allocate a portion of activity grades to students' activities on social media pages	1.9100	1.22347	38.2%	7
8	I create a question bank for the course using electronic test programs and publish it on the page	1.9300	1.17426	38.6%	5

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NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
9	I provide immediate feedback after evaluating students	2.2600	1.31518	45.2%	1
10	I create enrichment questions and practice sheets for students via social networks	2.1700	1.40025	43.4%	2

From Table (9), it is evident that the highest items in this domain were:

- Item No. 9, which states: "I provide immediate feedback after evaluating students," ranked first with a relative weight of 45.2% and a low rating. The researchers attribute this to:
- Limited teacher presence on social media due to power outages and limited internet access during school hours.
- Item No. 10, which states: "I create enrichment questions and practice sheets for students via social networks," ranked second with a relative weight of 43.4% and a low rating. The researchers attribute this to:
- Teachers relying on textbook questions and solving them with students during school hours, with families assisting students at home before exams.
- Students relying on the traditional system of photocopying from libraries before exams, with teachers placing practice sheets in libraries for sale.

Also, from Table (9), it is evident that the lowest items in this domain were:

- Item No. 4, which states: "I use my page to submit and receive homework assignments," ranked last with a relative weight of 34.6% and a low rating. The researchers attribute this to:
- Teachers relying on the traditional method of correcting homework using notebooks because teachers are required to have corrected student notebooks under supervision by the principal and educational supervisor.
- Many students lack computers and internet access, and power outages prevent students from submitting assignments on time.
- Item No. 2, which states: "I create electronic portfolios for students on the page," ranked second last with a relative weight of 35.6% and a very low rating. The researchers attribute this to:
- Teachers' limited knowledge of creating electronic files and using the necessary software.

To answer the second research question, the researchers verified the following hypotheses:

Hypothesis 1: States: There are no statistically significant differences at the significance level (α ≥ 0.05) between the average scores of the study sample in estimating the extent of their use of social networking platforms in teaching based on gender (male-female).

To verify the validity of this hypothesis, the researchers used the Mann-Whitney Test. Table (11) illustrates this:

DOMAIN	VARIABLES	NUMBER	MEAN SCORE	TOTAL RANKS	Z	P-VALUE	CONCLUSION
Use of social networking	Male	43	49.88	2145.00	-	0.853	Not

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DOMAIN	VARIABLES	NUMBER	MEAN SCORE	TOTAL RANKS	Z	P-VALUE	CONCLUSION
platforms in lesson planning					0.185		significant
	Female	57	50.96	2905.00			
Use of social media in implementing lessons	Male	43	51.00	2193.00	-0.150	0.881	Not significant
	Female	57	50.12	2857.00			
Use of social media in evaluating lessons	Male	43	51.70	2223.00	-0.362	0.717	Not significant
	Female	57	49.60	2827.00			

From Table (11), it is evident that all differences in domains (use of social networking platforms in lesson planning, use of social media in implementing lessons, use of social media in evaluating lessons) did not achieve statistical significance based on gender because the p-values were greater than 0.05. This result differs from Khirsha (2011), which showed differences in favor of females. The researchers attribute this to:

- The uniform conditions experienced by teachers in the Gaza Strip, living under the same electricity crisis and following the same educational system.

Hypothesis 2: States: There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) between the average scores of the study sample in estimating the extent of their use of social networking platforms in teaching based on academic qualification (bachelor's degree – master's degree or higher).

To verify the validity of this hypothesis, the researchers used the Mann-Whitney Test. Table (12) illustrates this:

DOMAIN	VARIABLES	NUMBER	MEAN SCORE	TOTAL RANKS	Z	P-VALUE	CONCLUSION
Use of social networking platforms in lesson planning	Bachelor's	76	54.24	4122.50	-2.302	0.021	Significant
	Master's or	24	38.65	927.50			

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DOMAIN	VARIABLES	NUMBER	MEAN SCORE	TOTAL RANKS	Z	P-VALUE	CONCLUSION
	higher						
Use of social media in implementing lessons	Bachelor's	76	53.73	4083.50	-1.987	0.047	Significant
	Master's or higher	24	40.27	966.50			
Use of social media in evaluating lessons	Bachelor's	76	53.10	4035.50	-1.609	0.108	Not significant
	Master's or higher	24	42.27	1014.50			

From Table (12), it is evident that differences in domains (use of social networking platforms in lesson planning, use of social media in implementing lessons) were statistically significant based on academic qualification, favoring bachelor's degree holders, because the p-values were less than 0.05. This result aligns with Khirsha (2011). The researchers attribute this to:

- Teachers with bachelor's degrees rely more on social media to search for daily planning, enrichment questions, and student follow-up to bridge the gap between them and teachers holding higher degrees by putting in extra effort.

It is also evident that differences in the domain (use of social media in evaluating students) were not statistically significant based on academic qualification because the p-values were greater than 0.05. The researchers attribute this to:

- Regardless of academic qualifications, teachers do not differ in using social media for student evaluation because they rely on traditional evaluation methods such as paper tests and corrections, and some exams are ministerial or at the directorate level, requiring teachers to submit exam papers after grading.

2. Attitude Scale: The researchers designed an attitude scale as follows:

Validity of the Scale: The validity of the scale items was verified in two ways:

1. Expert Validity: The scale was presented in its initial form to a group of university professors.
2. Internal Consistency Validity: Internal consistency was verified by applying the scale to a pilot sample. The correlation coefficients between items and the total scale ranged from 0.389 to

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0.818, which were statistically significant at the 0.05 and 0.01 levels, confirming the scale's high internal consistency. The table below illustrates the internal consistency of the scale:

ITEM	CORRELATION COEFFICIENT
1	0.460*
2	0.518**
3	0.818**
4	0.742**
5	0.727**
6	0.742**
7	0.796**
8	0.677**
9	0.527**
10	0.563**
11	0.400*
12	0.389*

Statistically significant at the 0.01 level * Statistically significant at the 0.05 level

Reliability of the Scale: The researchers took steps to ensure the reliability of the scale after applying it to the pilot sample using two methods: split-half reliability and Cronbach's alpha coefficient.

1. Split-Half Method: Pilot sample scores were used to calculate the reliability of the scale using the split-half method. The scale items were divided into two halves, resulting in odd-item scores of 0.863 and even-item scores of 0.5650. The correlation coefficient (r) between odd and even item scores was 0.642, which increased to 0.783 after correction using the Pearson-Brown formula. This indicates that the scale has a high level of reliability, giving the researchers confidence in its application to the study sample.

2. **Cronbach's Alpha Method:** The researchers used Cronbach's Alpha method to find the reliability coefficient of the scale, obtaining a total reliability coefficient of 0.849, indicating a high level of reliability.

Checking the Normality of Distributions: The researchers calculated the Kolmogorov-Smirnov equation to verify the normality of distributions. The results are shown in Table (15):

STATISTIC	DF	P-VALUE	CONCLUSION
0.000	100	0.128	Not significant

From Table (15), it is evident that the p-values of the scale were less than 0.05, indicating that they did not follow normal distributions. Therefore, non-parametric statistics were used.

Reference Standard: To determine the reference standard in the study, the cell length was calculated by finding the range between scale scores (4-1=3), then dividing it by the maximum value in the scale to get the cell length (3/2=0.6). Then, this value was added to the minimum value in the scale (the starting point being 1) to determine the upper limit of the cell. Thus, the cell lengths became as shown in Table (16) (Mallouh, 2000: 42):

CELL LENGTH	CORRESPONDING RELATIVE WEIGHT	APPROVAL DEGREE
From 1.6–1	From 55%–33%	Low
From 2.3–1.6	From 77%–55%	Medium
From 3–2.3	From 100%–77%	High

To answer the third research question, which asks: "What is the extent of government school teachers' attitudes in the Western Gaza Directorate toward using social networking platforms in teaching?"

The researchers used the mean and standard deviation. Table (16) illustrates this:

NO.	SCALE	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT
1	Teachers' attitudes toward using social media in teaching	14.44	6.05045	83.10%

From Table (16), it is evident that the overall score for teachers' attitudes toward using social networking platforms in teaching was high, with a relative weight of 83.10%. This result aligns with studies by Al-Ghamdi (2016), Abd El-Razik (2013), Ommasha (2011), Lal and Al-Jundi (2010), Poulin (2014), and Balakrishan (2014), but differs from Murshid (2008), which showed lower attitudes. The researchers attribute this to:

- The ongoing scientific revolution and the necessity to keep up with it, as those who do not progress will fall behind. It is essential to move away from the traditional lecture-based system and give students sufficient controlled freedom for expression and self-learning.

- Most teachers have social media accounts, and most students do too. Due to the ease of use and variety of these services, teachers can save time, effort, and money by using them to send messages, files, questions, and communicate with students, teachers, supervisors, and search for information related to their subjects.

To interpret the results concerning teachers' attitudes toward using social networking platforms in teaching, the researchers prepared Table (17), which illustrates the items of the teacher attitude scale toward using social media in teaching.

NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
1	I use social networking platforms continuously	2.5300	0.59382	84.33%	7
2	I have sufficient information about social networking platforms	2.6000	0.61955	86.66%	3
3	I believe social networking platforms are an important information revolution	2.6400	0.55994	88%	1
4	I believe using social networking in my teaching combines entertainment and education and improves students' achievement in the subject	2.5400	0.61002	84.66%	3
5	I believe using social networking platforms develops positive relationships with students	2.5200	0.59425	84%	8
6	I believe using social networking platforms professionally develops teachers and increases their commitment to self-development	2.5200	0.57700	84%	8
7	I believe using social networking platforms leads to better student engagement with lessons	2.5400	0.57595	84.66%	3
8	I believe using social media contributes to establishing a self-learning style among students	2.5400	0.55814	84.66%	3
9	I believe that controlling students'	2.2400	0.69805	74.66%	12

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NO.	ITEM	MEAN	STANDARD DEVIATION	RELATIVE WEIGHT	RANK
	negative uses of social networking can be achieved by integrating them into education				
10	I believe using social networking platforms in education is a necessity	2.3200	0.64948	77.33%	10
11	I believe using them increases the burden and responsibilities placed on teachers	2.2800	0.66788	76%	11
12	I believe using them benefits teachers in communicating with colleagues and exchanging experiences	2.6100	0.52982	87%	2

From Table (17), it is evident that the highest items in this domain were:

- Item No. 3, which states: "I believe social networking platforms are an important information revolution," ranked first with a relative weight of 88% and a high rating. The researchers attribute this to:
- Social media providing numerous services such as sending messages, voice and video calls, file sharing, and searching for people worldwide.
- Item No. 12, which states: "I believe using them benefits teachers in communicating with colleagues and exchanging experiences," ranked second with a relative weight of 87% and a high rating. The researchers attribute this to:
- Teachers using social media to send messages, share educational photos and files, daily planning, and enrichment questions. Supervisors also use them to communicate with teachers and share newsletters and files.

Also, from Table (17), it is evident that the lowest items in this domain were:

- Item No. 9, which states: "I believe that controlling students' negative uses of social networking can be achieved by integrating them into education," ranked last with a relative weight of 74.66% and a medium rating. The researchers attribute this to:
- The difficulty of controlling students' use of social networks because teachers are not constantly available, family monitoring is weak, the internet is open, and students can use fake names, making it hard to delete posts, comments, or videos once published.
- Item No. 11, which states: "I believe using them increases the burden and responsibilities placed on teachers," ranked second last with a relative weight of 76% and a medium rating. The researchers attribute this to:
- Ease of use, uploading files, creating accounts, saving time as an alternative to daily planning, scanning papers, speaking loudly, and providing automatic correction for questions.

Recommendations of the Study:

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Based on the study results, the researchers recommend the following:

1. The Ministry of Education should reconsider the decision to ban the use of social networking platforms within schools and attempt to organize and guide this usage.

2. Provide the necessary electronic infrastructure in schools, including alternative energy sources, improved internet speed, and availability for teachers in classrooms to facilitate the use of multimedia and tools available on social networking platforms for teaching inside classrooms, recording and publishing student responses and interactions during lessons.

3. Assign computer teachers to create electronic pages for each school on social networking platforms or establish blogs for each teacher or school, including subpages for courses. This would enable teachers and students to communicate through these pages, upload course content, provide links to relevant electronic libraries, and publish each teacher's lesson objectives and procedures on the course-specific page before implementation.

4. Train teachers on ways to use social networking platforms to deliver lessons and evaluate students through training courses, newsletters, and workshops aimed at training them to create achievement files, question banks, electronic interactive programs, and use student pages as indicators for evaluating their performance in the course, identifying problems faced with the curriculum, and leveraging social networks for interactive discussions that enrich the curriculum.

5. Utilize teachers' high attitudes toward using social networking platforms in teaching by supporting supervisors in their use, preparing exemplary lessons, and benefiting from successful teacher experiences in overcoming obstacles faced by some teachers in using them.

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