



# The Degree of Using Social Media in Distance Learning in the First Basic Stage's Students from the Perspectives of Their Teachers during Corona Pandemic

**Majdoleen Hamdi Mahmoud Mansour<sup>1</sup>, Ashraf Ali Bani Yassin<sup>2</sup>**

<sup>1</sup>Ph.D. in Educational Technology, Ministry of Education, Princess Sumaya University for Technology, and University of Jordan

<sup>2</sup>Master's Degree in educational technology, Jordan

Email: m.mansour@psut.edu.jo, Ashraf\_yassen87@outlook.com

## **Abstract:**

*This study aimed to reveal the degree of use of social media in distance learning for students in the first basic stage from the point of view of their teachers during the Corona pandemic. The sample of the study consisted of (231) male and female teachers of the basic stage in the Zarqa Governorate during the academic year (2022/2021). The results of the study showed that the degree of using social media in distance learning for students in the first basic stage was low, and the results also showed that there were no statistically significant differences at ( $\alpha \leq 0.05$ ) toward the degree of using social media in distance learning according to the variable Gender, experience, and educational qualification. The study recommended holding training courses to qualify teachers to use E-learning skills and social media in student learning, especially for the basic stage.*

## **Keywords:**

*social media; first basic stage; distance learning; corona pandemic*

## **I. Introduction**

Distance learning is a manifestation of educational development and innovation whose features began to take shape beginning at the end of the 1960s, and distance learning (Open Distance Learning ODL) or E-learning (Electronic-Learning EL) is a long-talked-about and controversial kind of learning. Before the Corona pandemic, and these recent technological advances have brought many developments, Where the Internet spread around the globe, and it brought about a real revolution and a paradigm shift in the world of communication, This type of education has been imposed on the educational community as an effective solution capable of providing more educational opportunities for large segments of the population. It's one of the most developed fields in the recent period. (Koumi, 2006) Distance learning was the result of technological advances, especially after the educational process was directly affected by the automation of industry and the development of "artificial intelligence" technology and the internet of things, as well as the IT revolution that broke into the classroom and became an integral part of it.

In 2019 COVID-19 swept most of the world, accompanied by the WHO declaration of the Coronavirus as an "epidemic" where preventive measures were carried out and lifted in many Arab countries, some ensure that schools and universities are completely closed in some countries and partly in others. This has forced all educational institutions to switch from regular education, which results in physical convergence and direct interaction between learners to distance learning, this led to calls for the use of distance and E-learning as an essential means of ensuring that the educational process continues and that a school year is

not lost on students 1.5 billion children and young people in 188 countries around the world have had to stay indoors after the closure of schools and institutions of higher education (Affouneh, Salha, Khlaif, 2020).

With the proliferation of the Internet, the contemporary world is gradually relying on communication through digital social networks and derivatives such as Facebook, Twitter, YouTube, WhatsApp, etc. (Ghitas, 2011) Just as the media is an effective social and educational tool that has an impact in all political, economic and social spheres, let us not forget that many of the Arab Spring revolutions have been carried out through social media, and at the same time, social media has emerged in the educational process with the aim of improving its output. (Al-Ghamlas and Al-Qaimzi, 2016), is an innovative method that increases the quality of the educational process and helps enhance students' knowledge (Siddiqui & Singh). 2016, being highly capable of transmitting, sharing, collecting, and sharing information and data among users (Abu Sharia, 2013)

The most important users of social media are children, as children are an important social group that has their own characteristics, the most important of which are their love of adventure, their passion for excitement, and the love of discovery. This has made children the most popular social group on the Internet, as it is a wide field of entry into the virtual world and navigation throughout the world.

### **1.1 The Statement of Problem**

The COVID-19 pandemic has created the greatest interruption in education systems in history, which has affected some of the world (6.1 billion science seekers in over 190) Countries and on all continents of the world, school closures and other places of learning have affected (94%) of students in the world, rising to (99%) in low-income and lower-middle-income countries (UN, Political Report 2020).

Private schools in Zarqa province are schools that suddenly find themselves forced to switch to E-learning through social media (Facebook and WhatsApp), resorted to the use of previously unreliable means of communication, teachers communicated with students in different ways, and some teachers questioned the results of electronic tests because there were no tangible indications of students' adherence to test instructions, creating doubts about the appropriateness of distance learning through social media. (Facebook and WhatsApp) among school students, and some problems have arisen in its application, including the inefficiency of teachers in using social media, especially since it has not been used in distance learning in advance, Added to the poor E-learning infrastructure that requires the provision of Internet networks, smartphones and computers per student and, in addition, that the target group is one of the basic constituent stages, So there has been an urgent need to know and assess the appropriateness of social media in the shadow of the Corona pandemic s needs and create an interactive environment for face-to-face learning.

### **1.2 Study Questions**

The study seeks to answer the following question:

1. What is the degree to which social media is used in distance learning for students in Basic I from the point of view of their teachers in private schools in Zarqa Governorate during the Corona pandemic?
2. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.5$ ) towards the degree to which social media is used in distance learning for students in Basic I from

the point of view of their teachers in private schools in Zarqa Governorate during the Corona pandemic attributed to a variable (gender, scientific qualification, experience)?

### **1.3 Importance and Objectives of the Study**

The importance of this study can be summarized as follows:

The theoretical literature contained in this study could add new knowledge to researchers. The study also highlights the role of distance learning and its modern and Internet-based techniques in broadening the reach and inclusiveness of students at the founding stage. The importance of study also lies in the modernity of the subject. As it may provide libraries with a new theoretical framework on the use of social media in emergency situations, and its role in promoting linguistic, cognitive, and social development, the present study may benefit those responsible for this stage to learn about the obstacles and problems facing the educational process in emergency situations.

### **1.4 Objectives of the Study**

This study aims to develop, enhance and prepare the skills of students and teachers, as well as reveal the degree to which social media uses Facebook and WhatsApp in distance learning for first-stage basic students in private schools in Zarqa Governorate from the point of view of their teachers.

The teacher's expected role in technological development is to teach students how to process and select the information they receive. on the other hand, the role of the learner who was just a recipient of the information became more active, energetic, and engaged in educational content preparation, from this standpoint this study came to see what strengths social media such as Facebook and WhatsApp could play, and identify weaknesses.

### **1.5 Study Limitations**

The results of this study can be circulated in the light of the following limits:

1. This study applies to the community of female teachers in the first to eighth grades in the private schools in Zarqa Governorate.
2. This study is conducted through a questionnaire distributed using the Internet to female teachers in private schools in Zarqa Governorate.
3. Time limits: academic year (2020/2021).
4. This study examined the appropriateness of using Facebook and WhatsApp in distance learning for students in the first basic stage from the point of view of their teachers working in private schools in Zarqa Governorate during the Corona pandemic.

### **1.6 Procedural Definitions of the Terms of the Study**

Distance learning:

Idiomatic definition: The definition of "Holmberg," which he proposed in 1977, is one of the most popular, simplest, and most commonly used definitions in distance learning periodicals, indicating that "A term encompassing all methods of study for all educational levels that are not directly and continuously supervised by teachers attending with their students in traditional classrooms and are subject to planning, organization, and guidance by an educational institution and teachers."

Procedural definition: Researchers define it as the planned and meaningful process in which teachers interact with early primary students in private schools, to achieve specific outcomes by employing social media using electronic devices and smart devices to ensure physical distancing during the period of coronavirus spread.

Coronavirus (COVID-19):

Idiomatic definition: is a family of viruses that may cause disease in animals and humans, and in humans cause respiratory disease ranging in severity from common colds to more severe and severe diseases such as Middle East Respiratory Syndrome, and severe acute respiratory syndrome (SARS), which is rapidly spreading (WHO, 2019).

Procedural definition: It is no different for those looking for the idiomatic definition.

Teachers of the first basic stage:

Procedural definition: They are the teachers who teach the first basic stages from the first basic grade to the eighth basic grade.

Convenience:

Procedural definition: The degree to which educational goals are achieved through interaction between Primary I teachers and students through social media using smart devices compared to face-to-face learning.

Social media:

Idiomatic definition: the use of Internet applications to communicate and communicate with others on websites where Internet applications have services for their users, allow them to create a public personal page within a particular site or system, and provide a means of communication with the knowledge of the creator of the page or other users of the system, It provides information-sharing services for users of that website or system over the Internet The concept of social networking sites is one where users can participate and contribute to creating or adding a page to them easily. (Muqdad, 2013)

Procedural definition: Web-based social media platforms whose users were able to communicate and communicate. The official means of communication for female teachers in private school was (Facebook and WhatsApp).

## **II. Review of Literatures**

The Arab world has now stood at a crossroads and enormous challenges faced by young people who are the region's biggest wealth, including low-quality education, high unemployment, and a changing career landscape, and where governments have to reconsider their educational and training approach. Online learning is a new model that will contribute to addressing some of the current challenges facing schools in the Arab world. Provided it is implemented in a successful way, distance learning can be more flexible, scalable, and able to provide high-quality education to larger segments of society and in particular schools, Online learning offers new educational opportunities for those facing some difficulties in face-to-face education, especially now and in the current circumstances of the world. The number of schools and universities connected to the Internet is increasing day by day. Google search results have revealed that there are more than 400 universities and e-colleges (Online University), that more than 35,000 teachers and 250,000 students used E-learning prior to the Corona pandemic, that there are university portals, and that there are more than 1,700 online undergraduate courses in the states.

The increasing numbers of teachers and students using computers, the Internet, and smartphones in the learning process are due to the characteristics and positive effects of distance learning. Edwards and Fritz (1997) have revealed that distance learning is fun and interesting and effectively delivers desired educational outcomes.

### **a. Learning before and during the pandemic**

Before March 2020, no teacher could have thought that distance learning would be the only gateway to reaching and interacting with students to achieve educational goals. In Jordan, for example, the Jordanian Ministry of Education, in partnership with the Ministry of Digital Economy and Leadership, launched a course for teachers on E-learning, which contains 6 open online courses offered by a knowledge site on distance learning tools, teaching technology, mixed learning, upside-down learning, teaching with confidence and reflective teaching. The Ministry also re-launched the digital library of curricula to allow all users to digitally review the curricula of all classes. to maintain continuity of teaching and learning and to meet learning requirements while achieving the principle of physical distancing among students in order to keep them safe from contracting the Coronavirus (2020 batshon and shahzadeh).

In a study published by the Lebanese Studies Centre (2020) on education under quarantine, COVID-19 experiences of teachers, students, and parents: Jordan is the country most willing to learn remotely compared to Lebanon and Palestine due to the availability of a pre-existing online platform developed by the Ministry of Education prior to the COVID-19 pandemic, while UNRWA, which has already developed an emergency education plan, has also been able to deal better with the crisis. Nevertheless, teachers, students, and parents agreed on the deterioration of the quality of education and distance learning during the quarantine period. The programs did not have a positive impact, especially in terms of quality. Teachers were found to be the most widely used technology in distance learning.

At the same time, there was a lack of technological support from schools and ministries, so simple technology was used. Jordanian television provided the simplest of them through televised educational channels, but teachers did not find value in education through television and were not widely used as a reference for distance education (Bani Amer & AlKhataybeh, 2021).

On the differences between private (informal) and public schools in the same report referred to above: Students in private schools reported having good and very good internet connectivity while Anura and state schools indicated that internet connectivity looms between weak and good and that there is shortages of tablets and laptops but the vast majority have smartphones at 67%.

As for male and female teachers: teachers pointed out that schools exploited male and female teachers, particularly those working in the private sector, where the majority worked longer hours than normal working hours without adequate financial compensation and most suffered salary cuts, and others were asked to take unpaid leave. In addition to their limited access to opportunities to develop professional performance or technical or financial support from both their schools and the Ministry of Education, Public sector teachers have been deducted from their allowances. At the same time, public school teachers, regardless of personal private initiatives, were not asked to give regular lessons online, while there was a lack of experience in the use of technology, which led to a focus on simple social media applications (Bani Amer & AlKhataybeh, 2022).

### **b. Profile of Coronavirus**

New Covid 19 virus falls into a new strain of the virus family "Corona," which humans have not previously detected, is a viral disease that affects the human respiratory system at different ages, and the people most affected and susceptible to it are the elderly and chronically ill and may spread among people by mixing with the infected, flying spray during

coughing, sneezing and touching the tools of the injured or infected itself, and more severely. Fever, high temperature, coughing, shortness of breath, general stress, vomiting and diarrhea, runny nose, as well as a sore throat. The Red Crescent (2020) has indicated that preventive measures and protective measures to reduce the risk of HIV infection are as follows:

1. Avoid close contact with anyone with symptoms of common cold or flu, and avoid touching eyes, nose, or mouth.
2. Constantly cleaning hands with soap and water, using alcoholic hand sanitizer when leaving the house, or touching public utilities and others.
3. Use the handkerchief when coughing and sneezing and dispose of it immediately after using it, or use the top of your sleeves or bent arm in the absence of a handkerchief.
4. Sterilization of all the needs purchased before they are brought into the home, and continuous purification of roofs at home and office.

Hence, amid all these fears, circumstances, problems, and current challenges, the importance of distance learning as one of the most common terms came to be in the form of interactive, online educational social meetings, in which students can interact with their teachers while receiving tasks and duties from them. (ELearning NC, 2018).

#### **c. The traditional view of the educational process**

For the general public, education is defined as the process of transferring information from generation to generation or transferring knowledge from adults to young or from teachers to learners. The teacher is the one who performs this process on behalf of the community, as he is required to indoctrinate and transmit the information in his possession to the learners and to ensure that it is retrieved and preserved (Bani Amer,2021;Obeidat, 2017).

#### **d. A modern view of the educational process**

The concept of the educational process has evolved as a result of accelerated scientific and technological progress and has come to be defined as experience arising from experience, leading to increased experience. In this definition, we note that the traditional concept has changed from its narrow perspective, which focuses on indoctrination, to a wider range of knowledge, skill, and sense, and that education serves general objectives, so that the educational process is a set of experiences that give the individual experience, move around and evolve to achieve comprehensive goals. Another is to rely on the refresher methods of research and personal innovations and to open the field of observation, thinking, and experimentation on subjects studied by the learner (Halawa, 2016).

#### **e. The role of the parties to the educational process in the age of technology**

Order to build an educational system based on modern technology requires redesigning educational materials and curricula, as well as modifying the way they are delivered, to suit the new method. The thing that requires modifying a professor's role from a knowledge conveyor to a tutor, a mentor, and a technical mentor. that the above roles reflect the world we live in today under ICT, That is, "inclusive education and proper presentation of the lesson are not sufficient to ensure effectiveness and success and what is meant here is that the relationship between the role of professors and students and the quality of the infrastructure available must be interrelated in terms of work and continuous in terms of scientific and knowledge returns, just like the Internet. (Al-Qandalanji, 2013).

#### **f. The concept of distance learning**

If we want to bring up the concept of distance learning from the point of view of researchers, we find the lack of clarity of vision about this term and it's mixing with messaging and E-learning, among these definitions we mention:

In the view of Zigerell, distance learning is one form of education characterized by a natural separation between teacher and student, except for some face-to-face encounters the teacher has with the student to discuss some research projects, and Zegrell explains, that distance learning differs from correspondence education in that it requires some opportunities for student interaction with the teacher. It is also evident from this definition that there is no electronic intermediary between the parties to the educational process.

Distance learning under technology can be described as education based on the principle of connectivity through digital web applications. It is through this definition that the reasons for integrating concepts into one term can be understood, the first and last being the use of the Internet in E-learning in general and distance learning in particular (Navigator 2013).

Hence the many benefits and advantages of distance education, which make it superior to traditional methods of education, are as follows:

1. Reduce costs, as it provides for the establishment of new classes for educational courses and seminars, provides electricity, water, and other materials used in the school, and there is no need to go to schools and educational centers, which would reduce mobility costs.
2. Available to all individuals and age groups, where all individuals, regardless of age, can benefit from online meetings, meetings, and courses, and acquire new skills and experiences that are far from the constraints of traditional schools.
3. Flexibility, which is not related to a given time, so individuals can learn at any time they want according to the right time.
4. Invest time and increase learning, as the useless interactions between students decrease by reducing chat and excess questions that waste time, increasing the amount of what the student learns without any disruption or impediments.
5. Making education more structured and impartial, as well as evaluating the tests in a neutral and fair manner, and carefully following the achievements of each student.
6. From another angle, William Glaser sees man learn 10% of what he reads, 20% of what he hears, 30% of what he sees, and 50% of what he sees and hears. 70% of what he discusses with others, 80% of what he tries, and 95% of what he knows to someone else, so what if there are spaces where you see and hear? And you're just experiencing, and you're acting as a teacher at the same time as you learn, That's what makes social networks the best way to combine these different traits. that makes us today urgently need to review educational systems to keep up with such developments and improve performance from the first party in education that is the teacher.

Despite the many benefits of distance learning, it has some disadvantages as follows:

- a) Relying heavily on technology, although distance learning is available to all individuals, many may not have smartphones, computers, or a network.
- b) Low level of motivation and organization, because distance learning is self-contained, some people may find it difficult to motivate themselves to learn and resist playing and organizing the learning process.
- c) Isolation and loneliness are created by students interacting with computers and smartphones instead of communicating and interacting directly with each other (Hetsevich, 2017).
- d) On the other hand, there are barriers to the use of social networks where it is essential that the teacher has the academic capacity to use ICT technologies in a distance learning environment. And understand and master social interaction and collaborative learning skills, so that teachers must focus on discovery and interactive environments that require learners to use communication skills And in general, there are some obstacles that still

stand in the way of distance learning. fear of loss of privacy, an abundance of research centers and tools, inaccuracy and authenticity of the information available on websites financial problems of lack of material support, and technical problems of slow and interrupted communication as well as the lack of technical skills and competence of students and teachers to use ICT in the educational process (Vural, 2015).

### **g. Digitizing Distance Learning**

#### **1. Distance learning techniques**

It is well known that the emergence of technology in education is closely linked to the technological development in the field of information and communication, which has made a qualitative leap in all fields, better altering the dynamic of its work. However, it is strange that the use and utilization of these technologies in developing countries in general, and in the Arab world in particular, are still limited in the pattern of regular education in support of it, with the aim of creating qualified scientific competencies for the development of the education sector and the development of an educated generation in both theoretical and applied terms, which in one way or another contributes to development. In fact, the effectiveness of the practical aspect of education in the information age will not be achieved unless there is a virtual integration of digital technologies, including computers, multimedia, and communication networks, led by the Internet, which is one of the most important types of educational techniques because it contains all the previous types of technology which makes this technique an urgent necessity in the field of education in general and distance learning in particular, We can provide a summary of distance learning techniques focusing on Internet applications as follows:

- a. Print publications of all kinds
  - b. Audio
  - c. Visuals of various kinds
  - d. Computers and software Computer Data
2. Internet: which is the pillar of human economic, social, cultural and political activity" because it has produced a huge flow of information of various forms and sizes and since information is the base for using the Internet, there is an important area of distance learning. In this sense, the Internet in particular is a substitute for confronting the developments of the times. s knowledge gap with Western countries.

### **h. Distance Learning Goals Parallel to the Digital Age**

1. The principle of education for all and for life is enshrined.
2. To raise the cultural, scientific, and social level of the members of the Arab community, especially with regard to the problem of the knowledge gap and the challenges of the information society;
3. Develop qualified scientific competencies for the development of the digital sector in education
4. The provision of multiple and varied educational sources, thus helping to reduce individual differences among learners.
5. Creating job opportunities for those who have missed regular education.
6. Facebook and WhatsApp: The Right Way to Teach and Distance Learning:

The role of Facebook and WhatsApp in promoting distance learning:

Facebook has changed the rules of communication in educational institutions, and students have become the most widely used demographic mass of social media, primarily Facebook and WhatsApp, due to its many characteristics, both from the social communication side and in the scientific and cognitive field. Undoubtedly, the

aforementioned characteristics prompted learners to use the social network. Recent global statistics showed that the number of users of the social network - the most prevalent worldwide "Facebook" in Jordan by the end of the last year 2019 was about 5.8 million. According to the data published on the Internet World States - the global website that monitors the developments and indicators of Internet use and Facebook around the world - the number of Facebook users in Jordan reaching this level means that the prevalence of Facebook use compared to the estimated population of more than 10 million people is about 57%. This turnout has made the process of investing in education useful, making the process of creating a group or page for a subject or subject by teachers, and inviting students to participate in it.

#### **i. Some forms of social media use in education**

1. Publishing and exchanging appropriate educational photos and videos of the material among students and discussing them
2. Reviewing books and research collaboratively.
3. Facebook polling, which the professor uses as an effective educational tool to increase communication among students.
4. Learning foreign languages, so that Facebook allows dialogue with different people around the world.
5. Design, display and utilize new applications that serve educational material.
6. Use of closed groups: "Close Group" provided by Facebook and WhatsApp is one of the most successful means of promoting education, where a teacher can create a group on Facebook, and WhatsApp only for students of the class or subject he or she teaches, inviting classmates to join it, allowing dialogue and discussion on subjects related to the subject.
7. Sound and image: These are the most important elements of learning in our time. No scientific content can succeed in clarifying the meaning further without using them. The teacher can use this with a student to prepare videos or illustrations and presentations related to the subject of the lesson.
8. Creating participatory learning through Facebook by requiring the publication of topics for dialogue and discussion (Bani Amer, 2021; Al-Shammari 2015).

Basic stage I definition and characteristics and linking them to the educational characteristics and advantages of social media:

- a) The definition of childhood in the first basic stages: Childhood between the ages of 6 and 12 is essential in the child's life. It develops in a number of emotional aspects in addition to physical, sensory, motor, and mental aspects. This stage is characterized by the child's admission to school and thus will develop and develop the social and psychological aspects.
- b) Intermediate childhood characteristics: expanding cognitive mental horizons, learning academic skills in reading, writing, and numeracy, learning the physical skills needed for games and normal colors of activity, expanding the social environment, actually going out to school and society, joining new groups in the process of socialization. The child unites with his or her sexual role to increase independence from parents. Concerned with activity and self-learning in itself aside from its results, it is full of activity but tired at a speed that increases ability and confidence at this stage due to the growth of micro-physical and muscular possibilities. He begins to pay attention to his opinion of friends in him, that is, pleasing friends about him is more important than pleasing his parents (Bashnaq 2010).

#### **j. Educational characteristics and advantages of social media**

1. Combine individual and social learning, creating a collaborative and complementary learning environment.
2. Transformation of the educational process from teaching to learning.
3. Social networks are characterized by self-processing, which is one of the most important curricula for self-learning based on: construction, dialogue, production, and cooperation.
4. Follow up on new announcements and project management related to the educational process.
5. Incentives for creativity. One or more teaching tools can be created by a group of students.
6. Exchange of information, discussion, and commentary, which helps to stimulate students' skills through learning through activities.
7. Treating information as a public right.
8. Education is participatory and interactive, and learners contribute to knowledge building
9. Learner participation in building educational content

#### **k. Educational Social Media Flaws**

1. Wasting time: social networking sites with their attractive recreational services may forget time for students in their homework, as has been demonstrated by many studies, including the study of social sites and their effects on Saudi society.
2. Addiction to social media: excessive use of these sites leads to student addiction in terms of negative use and the consumption of destructive ideas, contrary to values and the law. Freedom of expression and venting of the interior is the primary motivation for a young person to spend nearly 9-12 hours a day using Facebook, which makes the student replace reading and learning with entertainment sites of music and films... etc.
3. The lack of recreational use of social media by our Arab communities, as confirmed by Al-Muqdad: "Unfortunately, the use of social media for non-entertainment purposes such as education, job search and e-commerce In the Arab world, is less than in Western societies. The reason is that the general perception of Arab participants in these sites is that they communicate with parents and relatives or for entertainment, forgetting the immeasurable benefits of communication at all levels and fields, foremost among which is education.

### **2.1 Previous Studies**

There is a dearth of previous studies and research, especially in the early age group, in the early basic stages, by reviewing Arab and foreign periodicals and web sites where studies are scarce. In light of this, there are no previous studies specifically related to the same subject, but I have found some approximate studies that were within the same content, arranged from the latest to the oldest, as follows:

Basilaia, Kvavadze (2020) conducted a study aimed at studying the experience of transitioning from school education to online learning during the spread of the coronavirus epidemic in Georgia, It was based on the statistics of the first week of teaching in a private school and its experience in moving from face-to-face to E-learning during the Corona pandemic, where it discussed the results of online education and the EduPage and Gsuite platforms were used in the educational process, Based on the statistics of the first week of the online teaching process, the researchers found that the transition between traditional and online education was successful, The system and skills acquired by teachers, students and school management in the post-epidemic period can be utilized in different situations such as people with special needs who need extra hours, or through more effective group teaching or greater student autonomy and access to new skills.

A study of Hodges et. al ( 2020) aimed at uncovering the difference between distance teaching in emergencies and online education, in which researchers designed a model of evaluation conditions and a set of questions from which to assess distance teaching in emergencies, and measure the success of learning experiences about The study concluded that online learning experiences differ from emergency learning in terms of quality of planning, and in terms of courses offered online in response to a crisis or disaster, and that colleges and universities working to maintain education during the COVID-19 pandemic must.

Yulia (2020) conducted a descriptive study aimed at illustrating ways in which the Corona pandemic is affecting the reshaping of education in Indonesia explaining the types and strategies of learning that teachers in the world use online using social media due to university closures to curb the spread of the Coronavirus, The study also illustrated the advantages and effectiveness of using online learning using social media the study concluded that there is a high speed in the impact of the Corona epidemic on the education system, Traditional teaching has declined to spread instead of learning through the Internet using social media because it supports learning from home and thus reduces the intermingling of individuals. The study demonstrated the importance of using different strategies to increase the smoothness and improvement of education through the Internet.

Sahu (2020) conducted a study aimed at knowing the impact of university closures due to coronavirus (COVID-19) On education and mental health of students and faculty, the new coronavirus originated in Wuhan, China (COVID-19) has spread rapidly around the world, with a large number of universities postponing or cancelling all university activities, Universities have taken intensive measures to protect all students and staff from the highly contagious disease The research highlights the potential impact of the spread of COVID-19 on education and students' mental health. the results of the study showed that universities should implement laws to slow the spread of the virus, Students and staff must receive regular information through e-mail, and the health and safety of students and staff must be a top priority, Counseling services must be available to support students' mental health as well as the responsibility of the authorities to ensure food and housing for international students, Faculty members need to pay close attention to technology to make students' experiences with learning rich and effective.

Bashir (2019) conducted a study aimed at modeling E-learning interaction, learner satisfaction and continuous learning intentions in Ugandan higher education institutions, relied on the survey curriculum, studied E-learning effectiveness that was linked to learner satisfaction and 8 continuous learning intentions, and collected data using a 28-paragraph questionnaire, applied to 232 learners The results revealed that E-learning interaction consists of a three-factor structure: the learner interface, feedback interaction, as well as learning content.

Hew (2011) conducted a study aimed at identifying the extent to which Facebook is used and the extent to which students and teachers relate to it. The study used the analytical curriculum, consisting of 367 teachers and students. The results showed that the use of Facebook in educational matters was low, and the first use of Facebook by students was to keep in touch with individuals for social purposes.

Pollara & Zhu ( 2011) conducted a study aimed at learning about Facebook's effectiveness in learning to read for the first grades and concluded that it made them more active to go on writing, encouraging them to do so, with a significant role for the teacher in stimulating discussions, and a strong desire among students to continue using Facebook for

academic purposes.

## **2.2 Comment on Previous Studies**

Previous studies in general, in particular Arab studies, dealt with the perceptions of basic school teachers in Jordan about the importance of using social media in the educational process. In general, they were intermediate, and in other studies, the degree of use of social media by teachers and its obstacles in the educational process and the results showed statistically significant differences in the degree to which social media was used for the benefit of females and those who mastered the use of computers. A third study sought to know the effectiveness of a proposed program in the teaching of sociology using social networks in the development of social concepts and dialogue among students and teachers, as well as the development of a positive trend towards such networks. In another study aimed at surveying the degree of student-teacher ownership, a class teacher specializes in educational technological competencies and the results of the study showed that students who were educated to the point of possessing technological competencies were highly appreciated, The degree of competencies ranged from moderate to high, while foreign studies were more specific about the current situation in line with the epidemic. A study was conducted to learn about the experience of transitioning from school education to online learning during the outbreak of the Coronavirus epidemic in Georgia, and the transition between traditional learning and online learning was successful.

Another study revealed a decline in traditional education to spread instead of learning through the Internet because it supports learning from home and thus reduces the mixing of individuals, and reduces the spread of the virus. (COVID-19) on education and mental health of students and faculty, and other studies on E-learning interaction, learner satisfaction, the extent to which Facebook is used, the extent to which students and teachers relate to it, and Facebook's effectiveness in learning to read, For first grades and the usefulness of using social media site Facebook in education from the standpoint of teachers and previous studies have applied interviews and observational tools for data collection.

On the other hand, the present study is similar to previous studies dealing with distance learning using social media, of course, depending on the method of presentation and the target age. This study is in line with the above studies in terms of the curriculum, most of which dealt with the main themes of research, in particular the importance of computerization of education in accidents and emergencies in the early stages of education. Researchers have benefited from previous studies in the theoretical aspect of the study by looking at literature, books, arguments, methods, and the related approach, while the present study differed from previous studies in its consideration of the viewpoint of students in the initial basic stages.

## **III. Research Methods**

The descriptive approach was used in this study, which is based on a description of what exists, by collecting information and data related to the topic of the study.

### **3.1 Study Population**

The study community is made up of all Primary I teachers in private schools in Zarqa Governorate (2020-2021)

### **3.2 Study Sample**

The study sample consisted of 231 teachers, selected randomly, depending on the normal distribution.

### 3.3 Study Instrument

The two researchers designed a questionnaire to collect data, answer study questions, and the questionnaire was designed to recognize the degree to which social media was used in distance learning for students in the first basic stage from the point of view of their teachers during the Corona pandemic, where the questionnaire consisted of 24 paragraphs.

### 3.4 Validity of the Study Instrument

The questionnaire was presented to a group of Jordanian university professors in curriculum and teaching methods education technology, measurement and evaluation, and a number of experienced and specialized doctoral and master's degrees in curricula, teaching methods, education technology, measurement, and evaluation, In order to verify their sincerity, they were also asked to express their views and observations on the paragraphs of the study tool, and their suggestions and observations were taken into account, and the required adjustments were made.

### 3.5 Reliability of the Study Instrument

To verify the reliability of the study was applied to a reconnaissance sample of (21) teachers from the study community and outside its sample, and the stability of the tool was verified using the Cronbach alpha coefficient, where the stability coefficient was (0.91).

### 3.6 STUDY PROCEDURES

The following actions were taken by the researchers to achieve the objectives of the study:

To facilitate the researchers' task in implementing the study, the researchers obtain official approvals.

- a. Designing the study instrument by the researchers, ensuring its validity and consistency, and ensuring the correctness of its paragraphs in achieving the objectives of the study.
- b. The questionnaire was applied electronically to the teachers of the study community, where (231) teachers answered it on the questionnaire.
- c. Collecting data for the survey sample that answers the questionnaire, disposing of the data, monitoring the results and appropriate statistical analysis using SPSS to reach and discuss the results of the study.

The degree of using social media in distance learning for students in the first basic stage from their point of view was determined of view of their teachers during the Corona pandemic using the following formula:

1.  $(\text{top value of substitute} - \text{minimum value of variant}) \div \text{number of levels} = \text{range per level}$
2.  $(5-1) \div 3 = 1.33\text{-term, thus:}$ 
  - a) From (1-2.33) low
  - b) From (2.34-3.67) medium
  - c) From (3.68-5) up

### 3.3 STATISTICAL FORMS

To answer the study questions, statistical processors were used using the Social Sciences Statistical Package (SPSS) as follows:

- a. To answer the first question, mathematical averages, standard deviations, and grades were used.
- b. To answer the second question, the Three-Way ANOVA test was used to detect statistically significant differences attributable to sex, experience, and scientific qualification.

#### IV. Discussion

The results of the first question: What is the degree of using social media in distance learning for students in the first basic stage from the point of view of their teachers in private schools in Zarqa Governorate during the Corona pandemic?

To answer this question, the arithmetic averages, standard deviations, and ranks of the questionnaire items were calculated, and Table (1) shows this:

**Table 1.** Arithmetic averages, standard deviations, and ranks of the questionnaire items that represent the degree of use of social media in distance learning for students in the first basic stage

Level	Rank	Standard deviation	Mean	Item
High	1	1.03	3.96	7
High	2	0.95	3.87	24
medium	3	1.10	3.17	15
medium	4	1.24	3.10	13
medium	5	1.30	2.91	16
medium	6	1.74	2.74	19
medium	7	1.21	2.71	21
medium	8	1.73	2.68	1
medium	9	1.20	2.56	10
medium	10	1.64	2.55	2
medium	11	1.24	2.48	3
Low	12	1.05	2.22	22
Low	13	1.01	1.97	4
Low	14	0.92	1.70	20
Low	15	0.89	1.68	12
Low	15	0.90	1.68	23
Low	15	0.96	1.68	6
Low	18	0.92	1.66	5
Low	18	0.85	1.66	11
Low	20	0.96	1.52	14
Low	21	0.98	1.52	18
Low	22	0.96	1.52	8
Low	23	0.95	1.50	17
Low	24	0.88	1.41	9
<b>Low</b>		<b>0.73</b>	<b>2.27</b>	<b>Total</b>

Table 1 shows that the overall arithmetic average of the degree of use of social media in distance learning for students in Basic I came in low grade. (2.27) with a standard deviation (0.73), and the resolution paragraphs were low-, intermediate, and high-grade. at the first level was paragraph (7) with a computational average (3.96) and a high degree, Paragraph (9) came at the last level with a computational average (1.41) and a low degree.

Results of the second question, which reads: Are there any statistically significant differences at the level of significance ( $\alpha \leq 0.5$ ) Towards the degree to which social media is used in distance learning for students in Basic I from the point of view of their teachers in

private schools in Zarqa Governorate during the Corona pandemic attributed to a variable (gender, scientific qualification, experience)?

To answer this question, mathematical averages and standard deviations were calculated to the extent that social media was used in distance learning for students in the first basic stage from the point of view of their teachers in private schools in Zarqa Governorate during the Corona pandemic depending on the gender variable, experience, and scientific qualification, and table (2) shows this.

**Table 2.** Computational averages and standard deviations to the extent to which social media is used in distance learning for students in the first basic stage depending on the gender variable, experience, and scientific qualification

Standard Deviation	Mean	Sum	Category	Variable
0.55	2.64	101	male	sex
0.48	2.65	130	female	
0.50	2.30	123	Bachelor	Qualification
0.53	3.01	108	Postgraduate	
0.57	2.72	95	Less than 5 years old	Years of Experience
0.66	2.67	69	From 5 to 10 years	
0.66	2.56	67	More than 10 years	

Table (2) indicates that there are apparent differences in the arithmetic averages, and to find out the significance of these differences, the Three Way ANOVA was used to reveal the presence of differences in the degree of using social media in distance learning for students in the first basic stage according to the variable Gender, years of experience and educational qualification, and table (3) shows this.

**Table 3.** The results of the Three Way ANOVA test to detect differences in the degree of social media use in distance learning for students in the first basic stage according to the variable of gender, experience and educational qualification

Significance level	F value	Mean of squares	Degrees of freedom	Sum of squares	Contrast source
0.924	0.009	0.003	1	0.003	sex
0.167	1.804	0.527	2	1.055	Experience
0.090	95.497	27.909	1	27.909	Qualification
0.709	0.344	0.100	2	0.201	Gender * Experience
0.547	0.364	0.106	1	0.106	Gender * Educational Qualification
0.666	0.407	0.119	2	0.238	Academic Qualification * Experience
0.874	0.135	0.039	2	0.079	Gender * Experience * Academic Qualification
		0.292	219	64.003	The error
			230	95.221	Total

Table (3) indicates that there are no statistically significant differences between groups in the arithmetic averages in the degree of using social media in distance learning for students in the first basic stage according to the variable of gender, experience and academic qualification.

## V. Conclusion

These results may be attributed to the fact that the degree of using social media in distance learning for students in the first basic stage is represented by a set of challenges and difficulties that cannot be realized while dealing with remote teaching, regardless of gender, educational qualification or experience, as the Corona pandemic is a global pandemic, and its impact was on the educational sector in general, and most educational materials are by nature applied scientific materials, which have privacy in teaching and this style of teaching does not fit with the requirements of teaching most subjects such as science, mathematics, English and Arabic, and we infer this result. The variables (gender, educational qualification, and experience) are not influential in creating statistically significant differences in the response to the questionnaire items that measure the degree of using social media in distance learning for students in the first basic stage.

## Recommendations

1. Holding training courses for teachers to improve technological competencies and the use of social networking sites, which ensure better learning in light of the current circumstances.
2. Conducting more studies targeting the effectiveness of social media in other environments and at different educational stages.

## References

- Abdel Aziz, Bin Malik, Abdel Halim, Bin Maizah. (2018). Challenges and difficulties facing the application of educational technology in primary schools from the point of view of teachers, *Journal of Social and Human Sciences*, Volume (7), Issue (14).
- Abdel Hamid, Hind. (2019). Dealing with social media and its relationship to awareness of creativity among female students of the Kindergarten Department, *Al-Fath Journal*, issue (79).
- Abu Moghli Mai, Shuaib Mahy. (2010). *Education in the Light of the Corona Pandemic, Experiences of Teachers, Students and Parents*, Center for Lebanese Studies: A Report
- Affounch S, Salha S, Khlaif ZN. (2020). Designing Quality E-learning Environments for Emergency Remote Teaching in Coronavirus Crisis. *Interdiscipline Journal Virtual Learn Med Sci*.11(2):1-3
- Alaa,Sadiq.(2004). Theoretical Foundations of Distance Education. *Al-Moallem Journal*, net.almaulem.www://http (accessed, April 20, 2021).
- Al-Bayati, Basil (2006). *International and Arab Communication*, 1st Edition, Dar Al-Shorouk, Amman
- Al-Dahshan, Jamal. (2020). the future of education after the Corona pandemic, *International Journal of Educational Research*, Volume (3), Issue (4)
- Ali maha alshowrman abdelazez. (2017). Effectiveness of Using Social Media in Reacting With Students about Course by Teachers; Twitter as Example *Zarqa Journal for Research and Studies in Humanities* Volume 17, No 2,
- Aljaser, A. M. (2019). The effectiveness of E-learning environment in developing academic achievement and the attitude to learn English among primary students. *Turkish Online Journal of Distance Education-TOJDE*, 20(2), 176-194.

- Al-Kandalji, Amer, (2013). *Media, Information and the Internet*, 1st Edition, Dar Al-Yazuri for Publishing and Distribution, Amman.
- Al-Khartabeel, Dalia. (2015). *The effectiveness of a training program in acquiring in the first cycle of basic education the skills of integrating technology into education, an experimental study in the schools of the city of Lattakia, an unpublished thesis prepared to obtain a doctorate in education - specializing in educational technologies*, Damascus University, Faculty of Education, Department of Curricula and Methods teaching
- Al-Kilani, Majid. (2005). *Education and renewal*. Bassir website. <https://cutt.us/qjmvT>
- Al-Miqdadi, Khaled.(2013). *The revolution of social networking sites and its technical, social, and economic dimensions*. Dar Al-Nafais for Publishing and Distribution. Amman
- Al-Quraishi, Hussein. (2018). the role of the kindergarten teacher in developing the cognitive awareness of the kindergarten child in light of the technology and information revolution, *The Arab Journal of Child Culture*, No. (3)
- Al-Sayyid, Jihad Al-Zayoud, Muhammad .(2019). The perceptions of teachers of the upper basic stage in Jordan towards the importance of using social media in the teaching-learning process, *An-Najah University Journal of Research (Humanities)* Volume (33) (8).
- Al-Shammari, Abdul Karim: How to take advantage of social networks in education, available date: 12/14/2021 [http://abdulkrem556.blogspot.com/2021/12/blog-post\\_17.html](http://abdulkrem556.blogspot.com/2021/12/blog-post_17.html)
- Al-Shdifat, Awatef (2015) The relationship between the use of social networks (Facebook / Twitter / Instagram) and the feeling of psychological loneliness among a sample of people with visual impairment in Jordan, *Specialized International Journal*, Volume (4), Issue (12)
- Al-Sunbul, Abdel Aziz (2001), Justifications for the adoption of a distance learning system in the Arab world, *National Education Journal for Educatiol*, Volume (84) Issue (137).
- Bani Amer, Mohammad & AlKhataybeh, Majid. (2021). The Achievement Of English Language Curricula For Secondary Stage From The Perspectives Of Efl Teachers And Supervisors In Jordan, *International Journal, Language Literacy:Journal of Linguistics , Literature , and Teaching* ,5(1): 36-47. DOI: <https://doi.org/10.30743/ll.v5i1.3643>
- Bani Amer, Mohammad & Al-Khataybeh, Majid. (2022). Analyzing the Content of 2nd Secondary School Grade English Language Textbooks in Light of Life Skills in Jordan, *Britain International of Linguistics, Arts and Education* ,4(1): 28-41. DOI: <https://doi.org/10.33258/biolae.v4i1.635>
- Bani Amer, M. (2021). The Effectiveness of Distance Learning from the Perspective of Graduate Students of the Faculty of Educational Sciences at Mutah University in Light of Corona Crisis. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 4(3): 1149-1157  
<http://bircu-journal.com/index.php/birle/article/view/2490>
- Bani Amer, Mohammad. (2021) . Lexical Density and Readability of Secondary Stage English Textbooks in Jordan. *International Journal for Management and Modern*, 2(2): 11-20
- Bashir, K. (2019). Modeling E-learning interactivity, learner satisfaction and continuance learning Intention in Ugandan higher learning institutions. *International Journal of Education and Development using Information and Communication Technology*.
- Basilaia, G., &Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, 5(4), em0060. <https://doi.org/10.29333/pr/7937> Retrieved, 27/5/2020.
- Berg, G., Simonson, M. (2018). *Distance learning*. Britannica. <https://www.britannica.com/topic/distance-learning>
- Bushnaq, Raafat (2010). *Child psychology (a study of children's behavior and psychological disorders)*. Dar Al-Nafaes, Lebanon.

- Draissi, Z. Yong, Q, Z. (2020). *COVID-19 Outbreak Response Plan: Implementing Distance Education in Moroccan Universities*.  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3586783](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3586783)
- Favale, T., Soro, F., Trevisan, M., Drago, I., Mellia, M. (2020). *Campus traffic and E-learning during COVID-19 pandemic*. Computer Networks.
- Ferreiman. J. (2014). *10 Benefits of Using Elearning*. LearnDash. <https://www.learndash.com/10-benefits-of-using-elearning>
- Halawa, Muhammad, and El-Ashmawy, Ragaa (2011). *Social relations of young people between chatting and Facebook*, 1st Edition, Dar Al-Maarifa University, Egypt.
- Hetsevich. I. (2017). *Advantages and Disadvantages of E-learning Technologies for Students*. joomlalms. <https://www.joomlalms.com/blog/guest-posts/elearning-advantages-disadvantages.html>
- Hodges, C., Moore, S. Lockee, B., Trust, T., Bond, A. (2020). *The Difference Between Emergency Remote Teaching and Online Learning*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>. Retrieved, 27/5/2020.
- Koumi, J (2006). *Designing Educational Video and Multimedia for Open and Distance Learning*. Routledge, England.
- Mellah, Tamer: Social Software and Learning Communities across the Web, published on 12-25\_2020 <http://kenanaonline.com/users/tamer2020-com/posts/576441>
- Obeidat and others. (2020). *scientific research, its tools and methods understood*. Dar Al-Fikr for Publishing and Distribution, Amman.
- Saadeh, Fayza Nasarween, Moin (2018), The degree of teachers' use of social networking sites and the obstacles to their use in the teaching-learning process in the university district, *An-Najah University Journal for Research (Humanities)* Volume (32) (7).
- Sahu, P. (2020). *Closure of Universities Due to Coronavirus Disease (COVID- 19): Impact on Education and Mental Health of Students and Academic Staff*. Medical Education and Simulation, Centre for Medical Sciences Education, The University of the West Indies, St. Augustine, TTO.
- The Abdulla Al Ghurair Foundation for Education. (2020). *Public Policy Brief Online Learning in the Arab World: An Education Model Needing Support: Report*
- UNESCO , *Open And Distance Learning : Trends, Policy and Strategy Considerations*.
- United Nations. (2020). *Policy Brief: Education during the COVID-19 Pandemic and Beyond*
- World Health Organization website. (2019 AD). *Corona Virus (Covid-19)*.
- Yulia, H. (2020). Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia. *ETERNAL (English Teaching Journal)*. 11(1) .
- Zaher, Fatima. (2018). Media and communication and their impact on children's social behavior, *The Arab Journal for Media and Child Culture*, issue (1)