
Doi: 10.34120/0085-036-142-021

The Use of Social Media as a Learning Tool by Staff in the College of Education, Kuwait University: A Qualitative Study

Dr. Waleed Kh. Al-Enzi

College of Education – Kuwait University
State of Kuwait

Abstract

The use of social media as a learning tool in the College of Education, Kuwait University, was explored by interviewing a purposive sample (n=10) of the faculty members. A thematic analysis of the qualitative data provided empirical evidence to support the conclusion that all of the staff perceived that the use of social media potentially benefits the learning performance of students in a sex-segregated education system. Findings, also, reflected the results of a quantitative study previously conducted in Saudi Arabia. The perceived benefits of social media use included stimulating interactivity with peers and teachers and active collaborative learning and enhancing student engagement. Three of the staff suggested that fundamental Arab/Islamic ideology (e.g., gender segregation) may act as a constraint. The staff also reported certain technical difficulties that could be easily resolved by the co-ordinator of the Educational Technology Centre at Kuwait University. The study recommends developing a formal framework with written guidelines, taking into account the cultural context of a sex-segregated educational system..

Keywords: Social media, University learning experience, Sex-segregated education.

Introduction

One of the most prominent features of the current era is the reliance on social media for entertainment, communication, and education (Anderson, 2019). Although social media platforms are mainly developed for communication, these platforms have valuable features that can be used for instructional purposes to promote the active role of the learners in the educational process (Vivakaran & Neelamalar, 2018). Although some researchers think that the use of social media can negatively affect the performance of university students (Borgohain & Gohain, 2020), other researchers confirm that social media can have many positive effects on the performance of students (Abdullahi, Musa, Abubakar & Yusif, 2020). They can provide critical methods for exchanging information among students and between students and their teachers in an attempt to improve their academic performance (Oueder & Abousaber, 2018). Many researchers confirm that social media pave the way for the emergence of social presence and online learning (Sobaih, Hasanein & Abu Elnasr, 2020). It can also be used to improve the poor performance of many students by providing them with interactive methods for learning (Nwoburuke & Eremie, 2021). Surveys conducted in the USA and Europe have concluded that education policymakers generally agree that the use of social media platforms (e.g., Facebook, YouTube, Twitter, and Instagram) in educational contexts should be enhanced (Beemt, Thurlings & Willems, 2020; European Commission, 2020). The advancement in digital technology and students' interest in making full use of this technology have motivated faculty members to benefit from it in their teaching practices. They can be employed as teaching aids in higher education institutions (Abdul Nasir & Khan, 2019).

Despite the extensive research that has been conducted on social media in different fields, investigations related to the use of social media by higher education academicians remain unclear (Chugh, Grose & Macht, 2020). It is therefore fundamental to pay special attention to the perceptions of University teachers and administrators; involved so that they can effectively manage the use of social media platforms to promote the learning performance of undergraduate and postgraduate students (Rowan- Kenyan et al., 2016; Peruta & Shields, 2017). This issue is also applicable in the Arab/Islamic World. Recent

surveys in Saudi Arabia confirmed the benefits of social media platforms for educational purposes at King Saud University, by providing varied communication tools of critical significance for collaborative projects (Ali et al., 2017). Another study conducted at King Abdul-Aziz University revealed that social media is an effective tool for learning in higher education institutions in a sex-segregated education system (Alseid, 2017). In the United Arab Emirates, Cao (2020) argued that social media promotes university students' collaborative learning and interaction. However, there is little information in the literature on the management of social media platforms to promote the learning performance of students at higher educational institutions in other Gulf States. Some studies pinpoint different barriers that face faculty members while using social media platforms in education; such as lack of training (Abdelraheem, 2015), lack of experience (Goktalay, 2013), privacy issues (Alsolamy, 2017), unavailability of technological tools (Abdul Nasir & Khan, 2019), technical problems (Abdelraheem & Ahmed, 2015), inability to understand social media best practices (Kutbi, 2020), and issues related to monitoring, liability, and information overabundance (Roebuck, Siha & Bell, 2013).

According to statistics issued by Data Reportal (2021), the State of Kuwait has a population of 4.30 million people. Recent statistics related to social media users in Kuwait have revealed that there are 4.25 million social media users in the State representing 98.8% of the total population. The use of smartphones and social media apps among Kuwait University students for educational purposes is not common (Almisad & Alsalim, 2020). Facebook is the most common social platform among the Kuwaiti population with a percentage of 74.47% of total social media users, Twitter 16.05%, YouTube 3.71%, and Instagram 2.64% (StatCounterGlobalStats, 2021). Mansour (2015) explored the usage of Social Networking Sites (SNSs) by the faculty members of the School of Library and Information Science (SLIS) in Kuwait. Results show that faculty members use SNSs for communication, send/receive messages, and access to information. They reveal that SNSs are effective for sharing information, communication and informal collaboration. Al-Muomen, Chaudhry & Al-Othinah (2020) investigated the perceptions of faculty members in Kuwaiti Universities regarding the usefulness of academic social networks (ASNs) in the academic environment. Results show that

faculty members are aware of the importance of ASNs as they provide wider spheres, and make it easier for scholars to communicate with each other. Other researchers explored Social Studies academics' use of social media at Kuwait University. Results indicated that social connection platforms, such as Twitter and Facebook, receive the highest mean score for use. Two-thirds of respondents use social media for informal communication. Lack of university encouragement and lack of time are critical factors that hinder the use of social media; (Al-Daihani, Al-Qallaf & AlSaheeb, 2018). It is noteworthy that the cultural and social concerns must be kept into account while talking about the use of social media (Alsolamy, 2017). Social, cultural, and political traditions can shape the use of social media in Kuwait (Al-Nashmi et al., 2010; Hamade, 2009; Kaposi, 2014). Conservative cultural and religious perspectives may potentially delimit the use of social media by University staff in Kuwait, because some Kuwaitis believe that social media encourages immoral practices (Abbas & Fadhi, 2008). Furthermore, gender segregation remains a political and cultural issue in Kuwait; (Almatrouk, 2016). Enforcing gender segregation in social media users in Arab/Islamic society is difficult because female users may engage in anonymous communication with members of the opposite sex (Alqahtani, 2012). This controversial issue provided the rationale for the current qualitative study, to explore the use of social media by staff in the College of Education, at Kuwait University.

Underpinned by the principles of phenomenology, the aim of this study is to provide a wider perception through qualitative data to expand the Social Media-Learning Performance (SM-LP) model originally validated by (Alsaeid, 2017); using a quantitative methodology based on structural equation modelling (SEM). The SM-LP model was operationalized using the responses to a quantitative survey conducted at King Abdulaziz University, Saudi Arabia, using Likert scales to measure six constructs: Active Cooperative Learning, Engagement, Interaction with Peers, Interaction with Teachers, Level of Use, and Learning Performance. The SM-LP model posits that the frequent use of social media (Level of Use) should ideally improve the level of communication between students (Interactivity with Peers) and also between students and teachers (Interactivity with Teachers). Interactivity with teachers through frequent online participation via social media is assumed to stimulate

interactivity between peers, enhance knowledge transfer between students, and stimulate group learning activities (Active Collaborative Learning). The outcomes of social media use also include sustained involvement in learning (Engagement) and a change in the ability of students to learn (Learning Performance). The model assumes that increasing the frequent use of social media can improve the quality of education in Arab/Islamic sex-segregated systems. The strength of this model lies in the fact that its emphasis is on the use of social media as an effective learning tool in a sex-segregated educational system where female students think that their academic performance can be improved by making full use of social media opportunities. The main limitation of this model is related to the use of cross-sectional survey data based on female students' perceptions. Alsaeid (2017) concluded that "Replication of the SM-LP model based on survey data collected at other Universities would allow for meaningful intercultural and international comparisons" providing a rationale and direction for the current qualitative study.

Questions of the Study:

The main questions of the study can be reviewed as follows:

- 1 - What are the staff's personal experiences, opinions, attitudes, and perceptions regarding their use of social media in the College of Education at Kuwait University?
- 2 - What are the main challenges that hinder the staff from using social media in the College of Education at Kuwait University?

Methodology

A qualitative research design, based on the principles of phenomenology, may provide richer information and more insights than a quantitative research design regarding the personal experiences, opinions, attitudes, and perceptions of students and staff in educational settings (Friesen, Henriksson & Saevi, 2012; Padilla-Diaz, 2015). Furthermore, Vogelsang, Steinhuser & Hoppe (2013) recommended a qualitative rather than a quantitative approach to expand theories to explain the use of technology. Accordingly, the researcher implemented a phenomenological study, using face-to-face interviews, with open-ended questions, to provide qualitative data to expand the SM-LP mod-

el. The qualitative data were collected by interviewing a purposive sample of ten staff working at the College of Education, Kuwait University, between December 2016 and January 2017. The sample included the head of the department, a head of a division, six associate professors, and two technicians, of which five were male, and five were female. The reason why these ten staffs were selected is that they had experience in formally enhancing traditional face-to-face teaching by promoting active cooperative learning, interaction, engagement, and learning performance through online communication via social media. The sample size of ten staff is assumed to meet the assumptions of conceptualizing data for grounded theory rather than to study the population (Guest, Bunce & Johnson, 2006). Validity and reliability are regarded as essential elements in qualitative researches (Noble & Smith, 2015; Golafshani, 2003). Reliability and validity of the interview instrument can be ensured by reviewing the interview questions while making the necessary corrections and revisions. The questions generated for the semi-structured interviews were open-ended questions to allow the researcher to gain a deeper understanding of the study sample viewpoints regarding different uses of social media for academic purposes and challenges that might hinder these uses. The semi-structured interviewing approach was used, based on the following questions:

- 1 - How many years of experience do you have in using computers internet/information technology?
- 2 - How familiar are you with the use of social media?
- 3 - Which social media applications do you use most frequently?
- 4 - What are your main reasons for using social media?
- 5 - Explain how useful, you believe, social media is for specific learning purposes,
- 6 - Do you believe that, overall, the use of social media helps to improve the learning performance of students? If “Yes” then why do you believe this? If “No” then why do you not believe this?
- 7 - Do you believe that, overall, the use of social media helps to improve the teaching performance of teachers? If “Yes” then why do you believe this? If “No” then why do you not believe this?

- 8 - Do you find that social media is easy to use? If “Yes” then why is it easy to use? If “No” then why is it not easy to use?
- 9 - If “No” then would you use social media more frequently if it became easier to use?
- 10 - What particular problems do you find when using social media?
- 11 - Do you think that using social media for educational purposes is a good idea? If “Yes” then why is it a good idea? If “No” then why is it not a good idea?
- 12 - Do you like using social media for educational purposes? If “Yes” then why do you like it? If “No” then why do you not like it?
- 13 - Do you believe that using social media is more appropriate for men than for women? If “Yes” then why is it more appropriate for men?
- 17 - Do you intend to make more use of social media in the future? If “Yes” then in what ways do you intend to make more use of social media?
- 14 - If “Yes” then do you think that your intention to make more use of social media in the future is because social media is becoming easier to use?
- 15 - If “Yes” then do you think that your intention to make more use of social media in the future is because social media is becoming more useful for educational purposes?
- 16 - Do you have anything more to say about your current or intended use of social media? If “Yes” then what more would you like to say....?

The interviews were conducted in Arabic. The responses were electronically recorded, and a translator translated the Arabic responses into English. The interview transcripts were analysed thematically to explore the use of social media by the participants. Thematic analysis technique was used to convert data into meaningful information. This process has been conducted through several stages by determining the depth and breadth of the content, generating initial codes, searching for themes, reviewing themes, naming the themes, and discussing results. It is noteworthy here to mention that the researcher’s personal opinions could interfere with participants’ viewpoints, which could limit the research objectivity and could lead to false assumptions. Hence, the

researcher tried to collect the research data without bias, this sometimes leads to ask for help from the academic supervisor to identify ways for ensuring the integrity of the research and discover any unnoticeable bias. The extraction of themes was underpinned by template analysis (King & Brooks, 2017) using the five constructs of the Social Media -Learning Performance (SM-LP) model (Alsaeid, 2017) as the primary template to identify mutually exclusive themes.

Results

Five themes underpinned by the SM-LP model emerged from the interview transcripts to describe the staff's personal experiences, opinions, attitudes, and perceptions regarding their use of social media, specifically 1-Level of Use; 2-Active Cooperative Learning; 3-Engagement, 4-Interactivity, and 5-Learning Performance. A further theme, not underpinned by the SM-LP model also emerged, entitled 6-Obstacles. Each of the six themes is explained below using evidence-based on the verbatim quotations of the staff, without filtering or editing by the researcher.

Theme 1- Level of Use:

All participants reported that they had moderate to high knowledge in the use of social media, ranging in time from 6 to 25 years. Besides, they used Twitter. The other social media platforms mentioned by the staff in order of frequency of use included Instagram 8; Whatsapp 7; Snapchat 7; YouTube 6; and Facebook 5.

Theme 2- Active Cooperative Learning:

All of the staff perceived that the use of social media supported active collaborative learning among students, indicated by the following statements:

- 1 - Students may share their experiences and benefit from each other.
- 2 - Students do projects through one of the available programs whether on computers or mobile.
- 3 - Sharing experience and learning with others.
- 4 - Sharing ideas with others

- 5 - Sharing experience through discussions.
- 6 - Learning with others. Sharing experiences
- 7 - Easy communication of information and utilization of discussions as well as sharing of experiences
- 8 - It is a means of social communication by group discussion.
- 9 - Cooperation of the student groups assisting the course study.
- 10 - Sending notifications to groups of students to focus on certain notes or prepare for the coming lesson.

Theme 3- Engagement:

Most of the staff (n=8) perceived that the use of social media promoted student engagement, indicated by the following statements:

- 1 - We need to adapt to technology with the new generation of students and to raise the interest of students and avoid conventional learning.
- 2 - Use of social media is important in the educational process. It is very feasible and has many benefits, particularly because there is a huge turnout to use them
- 3 - Universities now deal with a new generation of digital students who mostly use those networks because of their considerable effect on education. They have many advantages that make their role in education largely effective, and they meet the educational needs of students.
- 4 - After use of social media, the student is not attracted to the old methods
- 5 - Students now references social media in remembering the steps of explanation or look for information for research.
- 6 - It removes any obstacles of shyness or fear.
- 7 - Old media took effort in work and cost amounts of money, and they are repeated. Student in the back wasn't seeing. This problem was solved by displays and projectors with social media. It has become easy for all to see and attract student attention to presentation, which saves effort and money.

Theme 4- Interactivity:

All of the staff perceived that the use of social media promotes interactivity between staff and students, indicated by the following statements:

- 1 - Communication is established with students and teaching staff members to indicate to them some matters and seek their participation to reply to inquiries.
- 2 - It provides the teacher with feedback on the learners' performance through the notes with which learners provide the subject teacher.
- 3 - Communication with students and teachers throughout the days of the week and the times.
- 4 - Provision of information easily and away from the methods and means.
- 5 - Most students use social media programs as it is much easier for teachers to communicate with students and share experience, knowledge and directions if any teacher is not present
- 6 - There is always communication and updates concerning the development of students work. The teacher becomes aware of what students learned in the phases of practical works and other duties.
- 7 - Learner is in constant communication with the teacher, regardless of the circumstances that may occur to teachers
- 8 - It is a big benefit for students to communicate with the teaching staff members and follow up the explanation that may be attached.
- 9 - It saves much time and effort by sending any report, information or explanation through the modern means of communication.
- 10 - Sharing opinions and ideas between teacher and students.

Theme 5- Learning Performance:

Most of the staff (n=7) perceived that the use of social media promoted the learning performance of students, indicated by the following statements:

- 1 - There is a benefit to serve the learning process of students and to make it easy for them to attend the workshops and courses, help the learner to manage and use the means for the learning process.

- 2 - Development of user's knowledge (language, application, skills).
- 3 - The coming stage will witness new patterns of learning because of their elements of interaction, participation and interaction of students with the educational process
- 4 - It increases the learning performance of students, motivates them and develops their perception.
5. Social media has an important educational role for gaining knowledge, concepts and ideas and raising the skills of students.
- 6 - For teachers, I expect it would improve their performance if they desired to use the means of communication and accepted this because it is possible to expand learning and to make learning open and non-restricting for teachers.
- 7 - Change the educational teaching methods and approaches to help to learn based on vitality, activity and interaction.

Theme 6- Obstacles:

Despite their endorsement of the use of social media, to promote the active cooperative learning, engagement, interactivity, and learning performance of students, all of the staff (n=10) also commented on the obstacles hindering the development of social media as a learning tool. Three of the staff perceived that the age of some staff constitutes an obstacle, indicated by the following statements:

- 1 - Unfortunately, there are still some inspectors and professors who use the old methods.
- 2 - We find that the elderly teaching staff members find difficulty in easily using it
- 3 - Some persons find difficulty in the use of technical programs, particularly the elderly because they find programs complicated and unclear for them.

Four of the staff commented on the barriers to the use of social media associated with gender segregation, as follows:

- 1 - It is possible to transcend the social gender barriers and easily communicate without traditions and customs that are sometimes imposed on us, provided communication is within the limits of morals and respect.
- 2 - Human nature requires the difference between men and women and the difference of their interests. These interests reach their apex in social communications. There are different reasons for their use of social media that vary by the needs of each of them.
- 3 - Using social media is more appropriate for men than for women is primarily possible because of traditions and customs.
- 4 - I think that men are more suitable than women due to the nature of women and their obligations. It is difficult for women to follow what happens all the time or to communicate with others and be committed to them.

Three of the staff suggested that some staff lacked knowledge in the use of social media, implying that more training was required, indicated by the following statements:

- 1 - It needs sufficient knowledge and skills in the use of social media.
- 2 - Lack of knowledge of the use of social media.
- 3 - Learner's lack of knowledge of the method of using the program.

Four of the staff described some of the technical obstacles that hindered the use of social media by staff and students at Kuwait University, indicated by the following statements:

- 1 - Losing or forgetting passwords in most cases. Disconnection of internet. Most social media are subject to piracy. Lack of intellectual property rights.
- 2 - This is not always favourable because of the technical problems that may happen.
- 3 - Difficulty of some programs that may be somehow complicated, which makes it unfavourable for the user to use it.
- 4 - Interruption of server, lack of coverage or network, end of battery charge and presence at places where no service is available.

Discussion

In the context of a rapidly developing educational system in the Arab/ Islamic world, this phenomenological study provides empirical evidence to support the conclusion that the majority of the staff interviewed in the College of Education at Kuwait University endorsed the use of social media in order to promote the learning performance of students. The staff perceived that the use of social media may potentially improve the learning performance of students in a sex-segregated education system. The above-mentioned result goes in harmony with Oueder & Abousaber (2018) who confirm that social media improves the academic performance of university students. Also, Abdullahi and associates (2020) confirmed that social media has many positive effects on the performance of students. In addition, social media platforms stimulate interactivity with peers and teachers, as well as active collaborative learning, and engagement. This result can be referred to the trend claiming that faculty members have high levels of awareness related to the importance of coping with technological advancement and trying to benefit from it in the academic context. Consistent with what has been mentioned above, Mansour (2015) has revealed that SNSs are effective for sharing information, communication, and collaboration. The results of this phenomenological study in Kuwait reflected the validity of the SM-LP model using a qualitative methodology, enriching and extending the results of the quantitative methodology used by Alsaeid (2017) in Saudi Arabia.

The main obstacle to the effectiveness of current and future use of social media as a learning tool was that some of the staff perceived that they experienced technical difficulties. This result is consistent with Abdul Nasir & Khan (2019) who confirmed that the technological element is a critical issue to be considered while talking about barriers that hinder the adoption of social media among faculty members. This can be interpreted from the view that the faculty members may find difficulties in getting help from specialists if they face any problems while dealing with these platforms. These difficulties, however, were not necessarily the fault of the Kuwait University computer network. A detailed report provided to the researcher by the co-ordinator of the educational technology centre at Kuwait University suggested that all of

these technical problems are taken care of, and that “Most problems that have been discussed earlier are found to be groundless”. Other obstacles hindering the use of social media by staff at Kuwait University were their apparent limited skills and knowledge, particularly among the older staff. This result goes in harmony with Goktalay (2013) who revealed that lack of experience is an obstacle that hinders faculty members from making full use of social media in academic life. There are many reasons for the above mentioned result such as lack of training programs that aim at improving the technical skills of the faculty members and lack of awareness programs aiming at helping faculty members to identify how to integrate modern technology into the educational process. These obstacles are, however, not restricted to older staff at Kuwait University. Reluctance to embrace change in the digital age is common to many older teachers and may be resolved by the implementation of digital education (Labbas & El Shaban, 2013).

The social media platforms endorsed by the staff at the Colleg of Education, Kuwait University, in order of frequency of use included Instagram, Whatsapp, YouTube, and Facebook. In comparison, social media statistics (available at <http://gs.statcounter.com/social-media-stats/all/kuwait>) indicated that, between January 2017 and January 2018, the most commonly used social media channels used by Kuwaitis are Facebook, followed by YouTube, Twitter, and Instagram. The infrequent use of Facebook by staff at Kuwait University was possible because Facebook is primarily designed for socialization, including communication with friends and family, and making new contacts, rather than for educational purposes. This finding may also support the view that cultural and religious ideology may be an obstacle inhibiting the use of Facebook for socialization by female Arab students. Facebook is used extensively for language learning in Asia because students whose first language is not English are able to engage in English communication with other users all over the world (Kabilan, Ahmad, &Abdin, 2010). In contrast, the staff at Kuwait University did not report that they used Facebook primarily to support English language teaching.

Three of the staff interviewed in the current study reported that they believed that the use of social media was more appropriate for men than for

women. This traditional view has practical implications with respect to the future of sex-segregated education in Kuwait. Promoting the use of social media for educational purposes at Kuwait University may be necessary to reverse the possible adverse impacts of sex-segregated education. Social media has a positive effect on communication between male and female students and teachers in Arab/Islamic culture, because female students are able to retain their cultural and religious values, without necessarily being in physical contact with the opposite sex (Alkahtani, 2012; Kutbi, 2014).

Conclusion

A thematic analysis of qualitative data underpinned by the constructs of the SM-LP model originally developed by Alseid (2017) reflected a strong endorsement of the use of social media to promote the learning performance of Kuwaiti students in a sex-segregated higher educational system. The extent to which qualitative research underpinned by the SM-LP model is relevant to examine social media use by staff at other Arab/Islamic education institutions outside Kuwait needs further investigation. Replication of the same qualitative research design using similar open-ended interview questions, with staff at other Universities in the Middle East should provide more detailed information to make meaningful inter and cross cultural comparisons. Currently, there is no formal framework with written guidelines to inform staff and/or students at Kuwait University about the benefits and risks of using social media. The results of this study point towards the need to develop a formal framework with written guidelines, taking into account the need to support a sex-segregated educational system. The final conclusion of the current study is consistent with the conclusion of Al-Qahtani (2016) who, in the context of the use of social media at Universities in Saudi Arabia, stated that “research is in the early stages of identifying which factors might constitute a framework for the successful implementation of social networking”, and that “further investigation is required to ensure that the Universities are “poised to benefit from a social networking system that foregrounds benefits and controls for risks” (p. 279).

دراسة نوعية لاستخدام وسائل التواصل الاجتماعي في المهام التعليمية من قبل الهيئة التدريسية في كلية التربية جامعة الكويت

د. وليد خالد العنزي

كلية التربية - جامعة الكويت
دولة الكويت

الملخص

هدفت هذه الدراسة إلى تعرف واقع استخدام وسائل التواصل الاجتماعي كأداة تعليمية في كلية التربية جامعة الكويت؛ من خلال إجراء مقابلات مع عينة غرضية (ن=10)؛ من بينهم رئيس قسم المناهج وطرق التدريس، ورئيس قطاع قسم الحاسوب، وستة أساتذة مشاركين من قسم المناهج وطرق التدريس، واثنين من الفنيين (الدعم الفني). تم تحليل موضوعي للبيانات النوعية دليلاً تجريبياً لدعم الاستنتاج القائل بأن جميع الأساتذة أدركوا أن استخدام وسائل التواصل الاجتماعي قد يفيد الأداء التعليمي للطلاب في نظام تعليمي يفصل بين الجنسين. عكست نتائج هذه الدراسة النوعية نتائج دراسة كمية أجريت سابقاً في المملكة العربية السعودية. وتضمنت الفوائد المتصورة لاستخدام وسائل التواصل الاجتماعي تحفيز النشاط المشترك مع الأقران والمعلمين والتعلم التعاوني النشط وتعزيز مشاركة الطلاب. وأوضح ثلاثة من الأساتذة أن الأيديولوجية الثقافية (المتماثلة في الفصل بين الجنسين) قد تحول دون ذلك. كما أبلغ الموظفون عن بعض الصعوبات الفنية التي يمكن حلها بسهولة عن طريق منسق مركز تكنولوجيا التعليم في جامعة الكويت. ومع عدم وجود إطار عمل رسمي حول قواعد استخدام وسائل التواصل الاجتماعي، تبرز الحاجة إلى تطوير إطار رسمي ملزم يتوافق مع الثقافة المحلية.

الكلمات المفتاحية: وسائل التواصل الاجتماعي، البحث النوعي، أداء التعلم، التعلم القائم على الفصل بين الجنسين.

References

- Abbas, H. A. & Fadhli, M. S. (2008). The ethical dilemmas of Internet pornography in the State of Kuwait. *SIGCAS Computers and Society*, 38(3), 22-33. <http://dx.doi.org/10.1145/1413872.1413877>
- Abdelraheem, A. Y. (2015). Electronic Social Media in Teaching: Usages, Benefits, and Barriers as Viewed by Sudanese Faculty Members. *American International Journal of Social Science*, 4(5), 58-68. <https://www.researchgate.net/publication/289433429>
- Abdul Nasir, J. & Khan, N. A. (2019). Faculty Member Usage Of Social Media And Mobile Devices In Higher Education Institution. *International Journal of Advance and Innovative Research*, 6(1), 17-27. <https://www.researchgate.net/publication/332544430>
- Abdullahi, A.Y., Musa, M. M., Abubakar, I. B. & Yusif, N. D. (2020). The Impact of Social Media on Academic Performance among Undergraduate` Students of Bayero University, Kano. *International Journal of Education and Evaluation*, 6(1), 43-52. <https://www.researchgate.net/publication/348812611>
- Al-Daihani, S. M., Al-Qallaf, J. S. & AlSaheeb, S. A. (2018). Use of social media by social science academics for scholarly communication. *Global Knowledge, Memory and Communication*, 67(6/7), 412-424. https://www.researchgate.net/publication/328115549_
- Al-Nashmi, E., Cleary, J., Molleda, J-C. & McAdams, M. (2010). Internet political discussions in the Arab world: A look at online forums from Kuwait, Saudi Arabia, Egypt and Jordan. *International Communication Gazette*, 72(8), 719-738. <http://journals.sagepub.com/doi/abs/10.1177/1748048510380810>.
- Ali, M., Bin Raja Yaacob, R.A.I., Bin Endut, M.N.A. & Langove, N.U. (2017). Strengthening the academic usage of social media: An exploratory study. *Journal of King Saud University - Computer and Information Sciences*, 29(4), 553-561. <https://doi.org/10.1016/j.jksuci.2016.10.002>
- Al-Matrouk, L. (2016). The relationship between gender segregation in schools, self-esteem, spiritual values/religion, and peer relations in

- Kuwait. *Near and Middle Eastern Journal of Research in Education*, 1(3), 1-26. <http://dx.doi.org/10.5339/nmejre>
- Al-Misad, B. & Alsalim, M. (2020). Kuwaiti female university students' acceptance of the integration of smartphones in their learning: an investigation guided by a modified version of the unified theory of acceptance and use of technology (UTAUT). *Int. J. Technology Enhanced Learning*, 12(1), 1-19. <https://www.inderscience.com/info/inarticle.php?artid=103812>
- Al-Muomen, N., Chaudhry, A. S. & Al-Othinah, O. (2020). Perceptions regarding academic social networks for scholarly communications. *Global Knowledge, Memory and Communication*, 69(8/9), 597-611. <https://www.emerald.com/insight/content/doi/10.1108/GKMC-01-2020-0007/full/pdf>
- Al-Qahtani, N. (2012). *The impact of social media and electronic mediating: Improving educational outcomes for Saudi women within an electronic social networking environment* (Unpublished Master Thesis). The University of Waikato. <http://researchcommons.waikato.ac.nz/handle/10289/6327>
- Al-Qahtani, S. (2016). Social networking framework for Universities in Saudi Arabia. Paper presented at the International Conferences on Internet Technologies & Society (ITS), *Education Technologies (ICEduTECH)*, and *Sustainability, Technology and Education (STE)*, Melbourne, Australia, Dec 6-8, 2016. <https://files.eric.ed.gov/fulltext/ED571569.pdf>
- Al-Saied, H.I.K. (2017). Perceived effectiveness of social media as an English language learning tool. *Arab World English Journal*, 8(1), 79-93. <https://dx.doi.org/10.24093/awej/vol8no1.7>
- Al-Solamy, F. (2017). *Social Networking in Higher Education: Academics' Attitudes, Uses, Motivations and Concerns*, (Unpublished Doctor Dissertation), Sheffield Hallam University, England. <http://shura.shu.ac.uk/15852/1/Fah%20Alsolamy%20-%20social%20networking%20%28VoR%29.pdf>

- Anderson, T. (2019). Challenges and Opportunities for use of Social Media in Higher Education. *Journal of Learning for Development*, 6(1), 6-19. <https://files.eric.ed.gov/fulltext/EJ1212505.pdf>
- Beemt, A. V. D., Thurlings, M. & Willems, M. (2020). Towards an understanding of social media use in the classroom: a literature review. *Technology, Pedagogy and Education*, 29(1), 35–55. <https://www.tandfonline.com/doi/epub/10.1080/1475939X.2019.1695657?needAccess=true>
- Borgohain, M. & Gohain, A. B. (2020). Impact of Social Media in The Student's Academic Performance: An Analysis of The State Universities of Assam. *European Journal of Molecular & Clinical Medicine*, 7(10), 2597- 2606. https://ejmcm.com/pdf_6999_d6d499d811175369da3e0b9baaa6cba6.html
- Cao, G. (2020). Social Media Use and Its Effect on University Student's Learning and Academic Performance in the UAE. *Journal of Research on Technology in Education*, 1-28. <https://www.researchgate.net/publication/343664646>
- Chugh, R., Grose, R. & Macht, S. A. (2020). Social media usage by higher education academics: A scoping review of the literature. *Education and Information Technologies*, 983–999. <https://10.1007/s10639-020-10288-z>
- Data Reportal. (2021). Digital 2021: Kuwait. <https://datareportal.com/reports/digital-2021-kuwait>
- European Commission. (2020). *Digital Education action Plan 2021-2027*. European Commission Report. https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en
- Friesen, N., Henriksson, C. & Saevi, T. (2012). *Hermeneutical phenomenology in education*. Rotterdam, Netherlands: Sense Publishers. <https://10.1007/978-94-6091-834-6>
- Goktalay, S. B. (2013). Challenges facing higher education: faculty's concerns about technologies of social media. *Int. J. Cont. Engineering Education and Life-Long Learning*, 23(1), 67-90. <https://10.1504/IJCEELL.2013.051767>

- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8(4), 597-607. <https://doi.org/10.46743/2160-3715/2003.1870>
- Guest, G., Bunce, A. & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and validity. *Field Methods*, 18(1), 59-82. <https://10.1177/1525822X05279903>
- Hamade, S. (2009). Internet addiction among university students in Kuwait. *Digest of Middle East Studies*, 18(2), 4-16. <https://dx.doi.org/10.1111/j.1949-3606.2009.tb01101.x>
- Kabilan, M. K., Ahmad, N. & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *Internet and Higher Education*, 13(2010), 179-187. <http://10.1016/j.iheduc>.
- Kaposi, I. (2014). The culture and politics of Internet use among young people in Kuwait. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 8(3), 38-50. <https://doi.org/10.5817/CP2014-3-9>
- King, N. & Brooks J.M. (2017). *Template analysis for business and management students*. London, UK: Sage. <https://www.amazon.com/Template-Analysis-Business-Management-Mastering/dp/1473911575>
- Kutbi, A. (2014). *How undergraduate female students in the Kingdom of Saudi Arabia perceive social media as a learning tool: An exploratory study* (Unpublished Master Dissertation), University of Windsor, Canada. <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=6289&context=etd>
- Kutbi, A. (2020). *Perceptions of Female Faculty Members at King Abdul-Aziz University on Social Media as a Teaching Tool: Challenges and Best Practices* (Unpublished Doctor Dissertation), University of Windsor, Canada. <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=9327&context=etd>
- Labbas, R. & El Shaban, A. (2013). Teacher development in the digital age. *Teaching English with Technology*, 13(3), 53-64. <https://files.eric.ed.gov/fulltext/EJ1144153.pdf>

- Mansour, E. A. H. (2015). The use of Social Networking Sites (SNSs) by the faculty members of the School of Library & Information Science, PAAET, Kuwait. *The Electronic Library*, 33(3), 524-546. <https://www.researchgate.net/publication/277968072>
- Noble, H. & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evid Based Nurs*, 18(2), 34-35. <http://dx.doi.org/10.1136/eb-2015-102054>
- Nwoburuo, I. F. & Eremie, M. (2021). Influence Of Social Media On Academic Performance Of Senior Secondary School Students In Rivers State: Implications For Counseling. *International Journal of Innovative Information Systems & Technology Research* 9(2), 48-61. <https://seahipaj.org/journals-ci/june-2021/IJIISTR/full/IJIISTR-J-7-2021.pdf>
- Oueder, M. & Abousaber, I. (2018). A Study on the Impact of Social Media Usage on Student Academic Performance: University of Tabuk an Example. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 40(1), 77-88. <https://core.ac.uk/download/pdf/235050518.pdf>
- Padilla-Diaz, M. (2015). Phenomenology in educational qualitative research: philosophy as science or philosophical science? *International Journal of Educational Excellence*, 1(2), 101-110. http://www.anagmendez.net/cupey/pdf/ijee_padilla_diaz_1_2_101-110.pdf
- Peruta, A. & Shields, A.B. (2017). Social media in higher education: understanding how colleges and universities use Facebook. *Marketing for Higher Education*, 27(1), 131-143. <https://doi.org/10.1080/08841241.2016.1212451>
- Roebuck, D. B., Siha, S. & Bell, R. L. (2013). Faculty Usage of Social Media and Mobile Devices: Analysis of Advantages and Concerns. *Interdisciplinary Journal of E-Learning and Learning Objects*, 9, 171-192. <https://www.researchgate.net/publication/261724884>
- Rowan-Kenyan, H.T., Martinez Aleman, A.M., Gin, K., Blakely, B., Gismondi, A., Lewis, J., McReady, A., Zepp, D. & Knight, S. (2016). ASHE

- Higher Education Report. *Social Media in Higher Education*, 42(5), 7-128. <https://doi.org/10.1002/aehe.20103>
- Sobaih, A. E., Hasanein, A. M. & Abu Elnasr, A. E. (2020). Responses to COVID-19 in Higher Education: Social Media Usage for Sustaining Formal Academic Communication in Developing Countries. *Sustainability*, 12(2020), 1-18. <https://www.mdpi.com/2071-1050/12/16/6520>
- Stat Counter Global Stats (2021). Social media stats in Kuwait July 2021. <https://gs.statcounter.com/social-media-stats/all/kuwait>
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in Human Behavior*, 29(5), A60-A68. <https://doi.org/10.1016/j.chb.2012.12.032>
- Vivakaran, M. V. & Neelamalar, M. (2018). Utilization of Social Media Platforms for Educational Purposes among the Faculty of Higher Education with Special Reference to Tamil Nadu. *Higher Education for the Future*, 5(1) 4–19. <https://journals.sagepub.com/doi/pdf/10.1177/2347631117738638>
- Vogelsang, K., Steinhüser, M. & Hoppe, U. (2013). A qualitative approach to examine technology acceptance. Thirty Fourth International Conference on *Information Systems*, Milan. <https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1183&context=icis>.