"Analyzing Student Opinions on Leveraging Social Networking Sites for Educational Enhancement: 2024

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Abstract

This study responds to the modern global concerns in the field of media, and it seeks benefiting from social media in teaching subjects of media as being considered as media and communicational methods in the first place, and as being considered as an educational method in which the main elements and constituents of modern educational approaches are available.

This study seeks getting acquainted with media students' opinions on the social media as an educational method, its merits and demerits as well as the most apparent elements, which can be used within an educational curriculum on social media. Moreover, results of the study clarified that the most students' attitudes towards social medias an educational method were negative ; especially in terms of saying that teaching curricula on social media needs capabilities, which are unavailable in our universities, and there insufficient qualified professors in our universities to teach curricula on social media. Results of the study indicated that there is no statistically significant relation in terms of students' opinions towards the merits of social media as an educational method and there is no statistically significant relation between male and female students in terms of their opinions towards the demerits of social media as an educational method.

Keywords: *Social media, education, communicational method, modern education.*

Introduction:

This study responds to the modern global concerns in the field of media, which seeks to benefit from the social media in teaching the subjects of media as being considered a media and communicational method in the first place as well as being an educational method in which the main constituents and elements of the modern educational methods are available.

Despite of the attention given to those studies, there are no any Arabic studies that deal with this topic on the one hand, and there

are no any opinions expressed about employing the social media in the field of media studies and the media academic education on the other hand. Moreover, the perspectives of the concerned people and the users of social media towards their advantages, disadvantages and constituents as an educational method are not observed.

This study seeks to know the media students' perspectives towards the social media as an educational method; their advantages, disadvantages and the most significant elements that can be employed within a curriculum on the social media.

The researcher has chosen the Social Networking Sites as a model, as they include within their applications all the technical services that are provided by the Web today; such as the written text, multi-media, hypothetical communities and the methods of research and communication., which led to what is known as the educational communities on the Web, which historicize a new stage of human knowledge, known as (the Sustainable Communal Knowledge), which enables learners to employ the digital techniques that enable them to benefit one another through participating in building both the theoretical and applicable knowledge.

Importance of Study:

1. Considered from the first Arabic studies, which attempt to know the possibility of employing the social media as an educational method.
2. Considered from the first Arabic studies, which attempt to deal with the social media as an educational and media method at the same time.
3. Seeking to clarify the educational and media constituents of the social media.
4. Seeking to know the perspectives of one of the important parties relevant to the employment of social media, which are the young people and the university students on the one hand and the media learners on the other hand.
5. Attempting to employ some new educational approaches in studying the social media as a media and educational method.
6. Attempting to make the curricula flexible to understand the modern teaching methods; especially the interactive ones.
7. Attracting the attention of the educational institution including the students and academic people, as well as the significant role played by the social networking sites in education.

Research Objectives:

1. Knowing the attitudes of the media students towards the social media as a curriculum in the field of studying media and communication.
1. Knowing the attitudes of media students towards the social media relevant to contents of a curriculum on the social networking sites.
2. Knowing the attitudes of media students towards the social media and the best methods among them via those methods.
3. Knowing the attitudes of media students towards the advantages and disadvantages of using the social media as an educational method.

4. Knowing the attitudes of media students towards the most apparent differences between using the traditional methods and the social media in the field of teaching the media curricula.
5. Knowing the attitudes of media students towards the availability of capabilities relevant to the teaching of social media as an educational curriculum.

Previous Studies:

Essam Obeid's study entitled "The role of social networks in supporting university courses from the perspective of male and female students" on a research sample of (100) male and female students in the Faculty of Computer and Information Sciences at Imam Muhammad bin Saud Islamic University. The students' lack of confidence in the importance of social networks in supporting university courses, and their lack of acceptance of the actual participation in social networks in support of university courses, as well as the lack of access to the teachers to link their personal sites or sites on the web Social data

A study by the British Council on the impact of the Web in the patterns of young learners who want to learn English as a second language showed a great effectiveness and interaction of teachers in the use of technology in education and they were able to integrate their students with a larger world outside the class. These students were able to get more marks and acquired skills Faster and more, and the most important results of this research also is that about 69% of learners around the world learned more effectively when they used interactive social sites.

Studies have also revealed the educational role of social networking sites as in the study of Calpido, Costin & Morris (2011), which showed the positive and important role of social media and showing that Facebook is a social network that strengthens the social relations and helps students to be socially and psychologically compatible. (Lee, Lee & Jang, 2011) study revealed using social media has predictive signs of psychological and social compatibility for students.

One of the studies revealed the negative role of social networking sites such as Sangari, Limayem and Rouis (2011). The results indicated that Facebook has no important role to play in academic performance, Lei & Wu, 2007), which revealed the positive correlation between psychological isolation and the high number of internet usage hours, and the results of the 2008 study that showed some of the negative effects of Internet addiction. Topmost of which are: The tendency to isolation, distance from communicating with others, and lying in conversations and chats.

Jamal Al-Manis's study paid attention to the results related to the intensive use of electronic social communication methods among Kuwaiti youth and highlighted the impact of social media, such as Twitter and Instagram, on the social and psychological aspects of Kuwaiti youth. Socially, the study revealed the role of social media in the emergence of the phenomenon of "social substitution". The results showed that the intensive use of these means comes at the expense of the time spent by the individual with his family. The results also show that social media play a pivotal role in social relations with others. It has been shown that intensive use leads to the individual feeling that his social life and friendships have improved over the past. As for psychological aspects, the study was subjected to several concepts, such as self-confidence, anxiety and difficulty of sleeping. The results showed that the intensive use of social media increased anxiety and difficulty of sleeping. The study also showed differences between males and females in terms

of self-confidence during the use of these methods; females are more self-confident than males when using social media

The study of Cristina Maria. Balteretu, 2010, which sought to identify the motives of the use of university students in Romania for social networking sites. The researcher relied on the tool of concentrated groups as a tool for data collection, and the study reached many results, the most important: The most popular social networking sites among young people is Hi5. Facebook, Netlog. Tagged, Myspace, and motivated to use these networks are concentrated in: Easily connect with my friends, discover a lot of information about others, stay in touch with my friends who keep away from me, chat with others and share photos and video clips.

The study of Alice Hall 2009 study (20), which sought to identify the motives of university youth for social networking sites and their relation to their personal characteristics. The study was conducted on a sample of 101 individuals with at least one profile in one of the social networking sites, Eighty-three percent of the respondents have an account in two of these sites, 13% have an account in more than three of these sites, and Facebook came on top of the sites accepted by the youth, by 55% , Followed by Myspace (33%), and the motivation to use the social networking sites, maintaining existing relationships came on top of the motivations, followed by spending time with an average 3.28, and access to information, and to strengthen my relationship with others respectively.

The Study of Mark Urista & Others 2009 sought to identify the use of social networking sites by Facebook youth on Myspace, Facebook. The study found many results. The most important motivations of university youth use of the sites are that they are effective means of communicating with others. Easy and convenient communication with family and friends. The curiosity of these young people makes them accept to subscribe to discover the world around them, make them more popular and attractive in the eyes of others, as well as easy to form and strengthen relationships with others through effective communication passion, participating in the discussions and participants believe that the existence of openness, transparency and freedom made those sites more popular , the participants reported that they have received a lot of personal information about members without their knowledge.

 Valerie study. Barker2008, which sought to identify the motives of adolescents to use social networking sites on the Internet, and their relationship to collective identity and self-esteem among adolescents in adolescence at the age of 18 years, applying to a sample of 703 individuals, the proportion of males is 22%, and females 78 The survey found that Myspace was at the top of the list of sites accepted by adolescents at a rate of 81%, followed by Facebook at a rate of 18% and Livespace by 1%. The main motives for using social networking websites were to satisfy identity Collective have a mean of 5.20, and go Time with an average 4.90, entertainment at an average 4.73, with an average Companionship 3.03.

The study of Pavica Sheldon 2008, which sought to identify the motives of the use of university youth Facebook site at the University of Louisiana, and the study reached several results, including: that university youth use Facebook to satisfy some of the desires and needs that are not provided by traditional means of communication; such as searching for new friends outside the tangible reality in which they live, access to friends are difficult to reach them in traditional ways of communication, and to establish romantic relationships with others, and search for companionship, the study also revealed that students are more used to Facebook on many negative topics, Compared to students, and that students are more honest in expressing themselves compared to students, and that students reveal a lot about personal information about themselves compared to students.

Comments on Previous Studies:

1. The previous studies focused on the study of how university youth use the reality of social networking sites due to the various characteristics of university students, which make them the target of several researches, as these young people often suffer from frustration and depression, which is the beginning of their separation from their families and friends, and the tendency to discover this virtual world of social networking sites, as networks of social interaction and recreational activities, and these motives shown by previous studies make university youth the target of these studies compared to other age groups.
2. The lack of studies that linked the means of social media and how to benefit from them in the educational process
3. The lack of studies that tried to explore the possibilities of social media as a media medium and a course that can be taught to students of media, as a distinct media.
4. Contradiction of the results of the studies on the perceptions of users about social networks and the positive and negative aspects of these methods.

Theoretical Framework of Study:
Several researchers attempted to develop the theories used in studying the phenomena of social media and employing them in studying the social media, including:

Public Domain Theory, which is one of the theories that tried to study the behavior of the individual recipient and its relationship with society, especially after the relationship between civil society and public life, has become a main topic of discussion in many disciplines.

Media Dependency is one of the approaches that make up public relations with the media. The degree to which individuals rely on media information is the basis for understanding the impact of media messages on beliefs, feelings and behavior.

Reception Model: assumes that the receiving individual of the information in any situation depends mainly on the means of communication in receiving the information, and is affected by many factors such as pattern of use of the medium, content type, recipient interests and content agreement with its current trends, The idea of the meaning of the meaning of the audience, through the handling of readable and visual texts.. Usages and Satisfactions Model: In this framework, researchers have drawn, based on empirical studies, several types of uses: First, information-related uses. The second important category of uses is linked to the so-called event coordination, such as organizing school meetings, social events, fundraising, religious events and birthdays through the use of the Facebook event. The third category of uses relates to the creation of groups that share common interests. These uses confirm that social networks have a strong relationship to everyday activities.

It is assumed that the input of the uses and saturation of the audience is motivated by psychological and social effects of the use of the media in order to obtain special results called "saturation". Such as creating a profile on social networking sites, reducing stress, rest and relaxation, getting rid of boredom and isolation, content surmises such as getting information, discovering reality, and linking the information a person gets from its Social relations network, such as the ability to talk to others.

Adapting the model of dissemination of ideas developed in the study of the uses of media for social media, by knowing the prevalence of the use of these means in the media institutions, and study at two levels: the level of adoption across institutions, and then the level of individual adoption, with a focus on study the impact of complexity of the use of these means And their relevance to the possibility of adoption, taking into account the factors that affect the adoption of these new institutions.

Media Richness Theory, which is used to study the selection criteria between media and technology according to the degree of information richness. It believes that the effectiveness of communication depends on the degree to which the medium is used. The theory focuses more on the interactive forms of two-way communication between the communicator and the future audience of the message. According to the theory of media richness, the media that provide feedback are richer. Effective communication was more frequent. The theory assumes that the media have the ability to solve the ambiguity facing the public, provide a variety of explanations and facilitate understanding of the future audience of the message. Information enrichment is the process by which information reduces ambiguity and creates an area of common meaning using a particular communication medium,

The concept of network construction: This argument stems from the fact that the network construction represents the link between a group of social packages that are represented in individuals or groups, or entities such as companies and institutions. Contrary to the assumptions associated with social construction in conventional theory, reciprocal interactions within a network structure do not need to be applied to the whole web entity. Social interaction may be at its presumed level between individuals, groups or individuals, and individuals may neglect or neglect groups to interact with other individuals within the network. This may be due to the lack of interaction among some individuals within the network. (9)

The study seeks to benefit from all the previous models and theories in reading the phenomenon of using the social media as an educational medium in the field of studying media and the users' perspectives about this method.

Problem of Study:

One of the most recent developments in the technical development of the world was the emergence of so-called social networking sites on the Internet. In view of the many advantages and advantages of these means, the media colleges in many countries have been quick to use them in the educational process. The difference in the use of these methods by these colleges, and the difference in the perception of media students of the usefulness and usefulness of these means in terms of education, and to what extent are useful tools in teaching media courses. Based on the above, the problem of the study is determined by answering the following question: Media students or social networks as an educational tool, and what are their attitudes about the benefits and disadvantages as an educational tool?

Questions of Study:

1. To what extent are media students exposed to social media in exchange for exposure to traditional media?
2. What are the most social media outlets used by media students in Arab universities?
3. What forms of social communication do students prefer to use in educational courses, and those already used in Arab universities?
4. What are the students' perceptions of the most important topics that can be included in a course on social media?
5. What are the perceptions of students about the most important means to communicate with professors who study courses on social media?
6. What are the students' perceptions of the most important features of social media as an educational medium?
7. What are the main advantages and disadvantages of social media as educational tools from the point of view of media students in Arab universities?
8. What are the general attitudes of media students in Arab universities regarding the use of social media as an educational tool?

and Approach of Study:

This study is one of the descriptive studies, which aim at collecting data on the use of media students - the sample of the study - for social networking sites, their attitudes towards their use as an educational tool, as well as studying some variables related to employment such as gender, social status, This study is based on the survey methodology as a systematic scientific effort used to obtain information or descriptions of the phenomenon- subject of study.

Community of Study:

The study population consists of media students in several Arab universities. From the UAE, the application was implemented with students from the universities of Sharjah, Zayed, Ajman and the UAE, and from other Arab countries, the form was implemented with students from Sultan Qabus University and Egyptian universities.

Sample of Study:

In this study, the researcher uses the purposive sample. The researcher chose in this type of study cases that are thought to represent the society in the aspect dealt with in the research. Thus, the study was applied to a sample of 148 students from media students at different Arab universities as the number of participants from Arab universities reached 60 male and female students at a rate of (40.5%) and from UAE universities 78 at a rate of (59.5%). The following table shows the characteristics of the sample of study.

(148 = ن) Total Sample		Levels	Variable
%	ك		
53.4%	79	Males	Gender
46.6%	69	Females	
%78.8	130	Single	Social Status
6.8%	10	Married	
4.7%	7	Divorced	
.7%	1	Widow	

			Academic Year
17.8%	32	First	
15.6%	28	Second	
12.2%	22	Third	
31.7%	57	Fourth	
7.2%	13	Graduates	

Data Collection Tool:

This study uses the questionnaire form as a tool for collecting data, and it included different aspects that the study seeks to know as per the objectives, questions and hypotheses of study. The questionnaire form included two main aspects:

First Aspect: Exposure to social media and the rate of exposure.

Second Aspect: The most commonly used social media in terms of exposure and the methods used in the exposure.

Third Aspect: Reasons of using social media and the achieved satisfactions.

Fourth Aspect: The most commonly used social media in the curricula; their educational merits and demerits.

Data Statistical Manipulation:

Data are statistically manipulated by using the computer through the SPSS Software and the following statistical transactions are applied:

1. Simple Frequencies and Percentages.
2. Mathematical Average and Standard Deviation.
3. Centennial Weight
4. T- Test.
5. F- Test.

Pearson's Correlation Coefficient.

Results of Field Studies:

The researcher reviews in this part the results of the field study Relevant to the Media Students' Exposure to the Social Media as follows:

1- Media Students' Exposure to the Social Media

Rarely		Sometimes		Always		Methods
%	Q	%	Q	%	Q	
44.5%	65	44.5%	65	11.0%	16	Newspapers
11.0%	16	51.7%	75	37.2%	54	Television
9.6%	14	26.0%	38	64.4%	94	Computer in general
.7%	1	6.8%	10	92.5%	136	Internet in general
.7%	1	9.5%	14	89.9%	133	Social Media
2.0%	3	5.4%	8	92.5%	136	Mobile Devices

Table no. (1) Shows the Media Students' Exposure to the Social Media

The above table shows the rise of students' exposure to social media and the Internet compared to the traditional media. 92.5% of the respondents said that they are exposed to the Internet permanently, 92.5% to mobile phones, 89.9% are exposed to social media and 64.4% are computer users, 37.2% are exposed to television 11% of the newspapers permanently, which reveals the increasing exposure to social media and the Internet by media students in return for the decline of exposure to the traditional media.

Rate of Exposure to Social Media Compared to Other Media Methods

Mobile Devices		Social Media		Internet		Computer		Television		Newspapers		Rate of Exposure
%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	
7.1%	10	7.0%	10	2.8%	4	18.6%	26	24.6%	35	89.1%	123	Less than an hour.
8.6%	12	14.8%	21	10.4%	15	26.4%	37	40.1%	57	8.0%	11	From one to less than two hours.
15.0%	21	23.2%	33	31.3%	45	25.0%	35	21.1%	30	1.4%	2	From two to less than three hours.
69.3%	97	54.9%	78	55.6%	80	30.0%	42	14.1%	20	1.4%	2	More than three hours.

Table no. (2) Shows the Rate of Exposure to Social Media Compared to Other Media Methods

The above table shows that students use mobile devices to a great extent. The percentage of respondents who use it for more than three hours per day is 69.3%, followed by using the Internet at a rate of 55.6% and social media 54.9%. 30% said that they use computers for more than three hours a day while 14.1% said they watch TV for more than three hours a day and only 1.4% read newspapers for more than three hours a day. The above reveals the diversity of ways in which students are exposed to and are increasingly interested in social media

The Most Commonly Used Social Media:

%	Q	Social Media
34.9%	51	Facebook
56.2%	82	Twitter
.7%	1	My Space
78.1%	114	YouTube
1.4%	2	Hi5
3.4%	5	Linked In
87.7%	128	WhatsApp
2.1%	3	Flickr
6.8%	10	Blogs
2.1%	3	Live Journal
3.4%	5	Wikis
20.5%	30	Google Plus

Table no (3) Shows the Most Commonly Used Social Media by the Students

The above table shows that the most commonly used means of social communication by media students are: WhatsApp at a rate of 87.7%, followed by YouTube at a rate of 78.1%, Twitter at a rate of 56.2%, followed by Facebook at a rate of 34.9%, Google Plus at a rate of 20.5%, blogs at a rate of 6.8%, Wiki at a rate of (3.4%), LiveJournal and Flickr (2.1%) for both, Hi5 at a rate of (1.4%) and Myspace (7.%). The above reveals the diversity of social media used by students, which calls for using more than one means in the teaching of media materials and exploring ways to use them in educational courses

Students' Perspectives towards the Advantages of Social Media

Standard Deviation	Mathematical Average	Order	The Most Prominent Advantages of Social Media
2.311	3.41	2	They outperform traditional means of communication in the field of creating social ties and relationships.
2.158	3.35	3	The closest means of interaction, discussion and dialogue among users.
2.370	2.97	1	Updating news, information and opinions promptly.
2.144	4.27	7	Creating homogeneous communities of users with common interests.
2.203	4.18	6	Employing them for tools such as text, images, videos, graphics, etc.
2.350	4.88	4	Monitoring and following the interests of others.
2.437	4.53	5	Representing a platform for those, who cannot find a place to express themselves in traditional media.

Table no. (4) Shows the Students' Perspectives towards the Advantages of Social Media

The above table shows the students' attitudes towards the most prominent advantages of the social media. The first place was the renewal of news, information and opinions with a mathematical average of 2.97, followed by the traditional means of communication in the field of creating social relations and relationships with an average of 3.41, followed by the closest means of interaction, discussion and dialogue between users and a mathematical average of 3.35, and in fourth place it helps to monitor and follow the interests of others with a mathematical average of 4.88, and in fifth place they represent a platform for those who cannot find a place to express in the traditional media and a mathematical average of 4.53 , and in sixth place they are used for several tools of texts, pictures, videos, drawings, etc. with a mathematical average of 4.18, and in seventh rank they help to create homogeneous groups of users with common interests and a mathematical average of 4.27. In general, positive attitudes were found among students about the advantages of using social media.

The Social Media preferred to be used within the Educational Curricula

In case of using social media within any educational curriculum, what are the most used methods?						
Not Used		Moderately Used		Highly Used		
%	Q	%	Q	%	Q	The most commonly used forms within the classroom.
22.1%	31	35.0%	49	42.9%	60	Web sites such as Facebook, Twitter and YouTube.

10.1%	14	28.8%	40	61.2%	85	Sending and reading emails.
15.9%	22	27.5%	38	56.5%	78	Using mobile phones to send and read instant messages for educational purposes; such as student groups on the WhatsApp.
14.4%	20	27.3%	38	58.3%	81	Using the search engines like Google within the classroom.
14.4%	20	32.4%	45	53.2%	74	Using computers in their different forms within the classroom.
15.0%	21	36.4%	51	48.6%	68	Using collaborative websites and networks such as blogs, Wikipedia, Google documents, etc. within the classroom

Table no. (5) Shows the Preferred Social Networking Sites that are used within the Educational Curricula

The following table shows students' perceptions on the best electronic communication methods that can be used in educational courses. They found that the most widely used forms are sending and reading emails at a rate of 61.2%, followed by the use of in-class search engines; such as Google at a rate of 58.3%, followed by using mobile phones to send and read instant messages for educational purposes; such as students' groups on the WhatsApp at a rate of 56.5%, followed by the use of computers in various forms in the classroom at a rate of 53.2%, followed by the use of collaborative web sites and networks; such as blogs, Wikipedia and Google documents within the classroom at a rate of 48.6%, followed by the use of the electronic networking sites, such as Facebook and Twitter and YouTube at a rate of 42.9%.

The above reveals the decline in social networking sites as a preferred means for students to be used in educational courses while e-mailing, search engines and the use of mobile phones came on top of the list.

The Most Suitable Forms that can be used (within a curriculum on social media)

The Most Forms that can be used (within a curriculum on social media)						
At a Low Degree		Moderately		At a High Degree		
%	Q	%	Q	%	Q	The Most Forms that can be used
47.5%	66	20.9%	29	31.7%	44	Facebook Groups
37.8%	51	36.3%	49	25.9%	35	Google Plus Groups
41.8%	56	30.6%	41	27.6%	37	Group work tools, such as Wikis and Google Doc
34.9%	45	33.3%	43	31.8%	41	audio share, such as Podcast
31.9%	43	28.9%	39	39.3%	53	Microblogging, such as Twitter
43.2%	57	35.6%	47	21.2%	28	Photo Sharing, such as Flickr
15.6%	21	25.9%	35	58.5%	79	Video Shares (YouTube for instance).
29.0%	36	41.1%	51	29.8%	37	Blogs
26.4%	24	35.2%	32	38.5%	35	Other Media Tools

Table no. (6) Shows the Forms that can be used within a Curriculum on Social Media

The above table reveals that media students believe that the most prominent forms that can be used in a course on social media are video shares via YouTube at a rate of 58.5%, followed by microblogging; such as Twitter at a rate of 39.3%, followed by other media tools at a rate of 38.5%, followed by audio posts (31.8%), followed by Facebook groups (31.7%), blogs (29.8%), group work tools (27.6%), Google Plus (25.9%) and Flickr (21.2%). The above refers to the variety of social media that can be used in educational courses, as well as the preference of students to use video and Twitter.

The Most Significant Topics Relevant to Media that can be Included within a Course on Social Media

Disagree		Agree		Topics that can be listed within a curriculum on the social media.
%	Q	%	Q	
9.6%	13	90.4%	122	How to spread information and news via the social networking sites.
10.1%	14	89.9%	124	Ethics of Communication via the social networking sites.
6.6%	9	93.4%	128	How to implement media campaigns via the social networking sites.
10.2%	14	89.8%	123	Social, psychological and political impacts of communication via those networks.
11.8%	16	88.2%	120	How to formulate and direct the public opinion via the social networking sites.
14.6%	20	85.4%	117	Audience's opinions and attitudes towards certain issues discussed via the social networking sites.

16.1%	22	83.9%	115	How to create and manage the social networking sites.
16.1%	22	83.9%	115	Employing multi-media via the social networking sites.
19.0%	26	81.0%	111	Methods of Advertisement, promotion and marketing via the social networking sites.
14.6%	20	85.4%	117	Electronic Advertisement via the Social Networking Sites
27.8%	5	72.2%	13	Other you consider significant..

Table no. (7) Shows the Most Significant Topics that can be included within a Special Course on Social Media

It is clear from the above table that students consider that one of the most important topics related to information that can be included in the course of teaching the means of social communication is how to implement media campaigns through social networks by 93.4%, followed by how to disseminate information and news on social networks at a rate of 90.4% followed by social networking, 89.9% followed by the social, psychological and political effects of communication through these networks, 89.8%, followed by how to form and guide public opinion through social networks at a rate of 88.2%, followed by electronic advertising through networks Social communication at a rate of 85.4%, and the same percentage of public opinion on issues related to social networks, followed by the creation and management of social networks at a rate of 83.9%. The same applies to the use of multimedia through social networks, followed by advertising, promotion and marketing through social networks at a rate of 85.4%،

The Most Prominent Methods of Communicating with Professors, who Teach Curricula on Social Media

		The Most Prominent Methods of Communicating with a Professor of Curriculum
%	Q	
48.9%	66	Chats
68.9%	93	Creating a page relevant to the curriculum
57.0%	77	Posts for all
68.9%	93	Sending Files
60.0%	81	Posts for the curriculum students only
35.6%	48	tags
54.8%	74	Images
62.2%	84	Uploading Videos

Table no. (8) Shows the Most Prominent Methods of Communicating with Professors, who teach curricula on social media

The table shows that the students see that on top of the methods that can be used to communicate with the professors who teach courses on social media are to send files among them by 68.9%, in the same proportion to create a special page on the course on social media, followed by the placement of videos on the social network by 62.2%, followed by postings for students by 60%, followed by uploading posts at a rate of 57% for all, followed by uploading images at a rate of 54.8%, and finally, communicating via chats at a rate of 48.9%.

The Most Significant Features of Social Media as an Educational Method:

		The Most Significant Features / Advantages of Social Media as an Educational Method from your Point of View						
		Limited		Neutral		Huge		Phrase
Significant Value	Chi-Square	%	Q	%	Q	%	Q	
0.023	7.557	2.2%	3	26.9%	36	70.9%	95	The possibility of creating a complete electronic course through these means.
0.246	2.801	3.7%	5	29.9%	40	66.4%	89	The possibility of using them in the field of communication and exchange of course materials 24 hours a day.
0.927	0.151	6.7%	9	18.7%	25	74.6%	100	The possibility of employing more than one means (pictures, video, etc.) to facilitate understanding of the information related to the course.
0.117	4.291	5.2%	7	20.0%	27	74.8%	101	The possibility of participation of all students of the course and others in the exchange of information and views.
0.629	0.927	4.5%	6	23.1%	31	72.4%	97	Encouraging students who are hesitant or shy to communicate through these networks.

0.652	0.856	4.4%	6	24.4%	33	71.1%	96	Discovering the students' talents and abilities that may not be able to appear within the traditional classroom.
0.442	1.633	3.0%	4	24.4%	33	72.6%	98	Possibility of documenting all the information about the curriculum and referring to them when necessary.
0.520	1.308	3.0%	4	19.4%	26	77.6%	104	Simultaneous communication between the course students and professors.
0.109	4.438	3.8%	5	33.1%	44	63.2%	84	Employment of Internet capabilities in general within the curriculum (other educational sources.)
0.326	2.241	3.0%	4	26.5%	35	70.5%	93	Enhancing students' skills in a variety of fields including communication and research skills.
0.851	0.322	3.8%	5	27.3%	36	68.9%	91	Encouraging learning, both through interactive discussions within or outside the classroom.
0.431	1.681	5.2%	7	26.9%	36	67.9%	91	Providing a better participation by the students within the classroom.
0.925	0.155	5.2%	7	32.8%	44	61.9%	83	Helping in the participation of students, parents and professors in the educational process.
0.317	2.298	9.1%	12	37.9%	50	53.0%	70	Helping in reducing the expenses of traditional education.
0.758	0.553	6.1%	8	34.8%	46	59.1%	78	Reducing the time required for studying lessons either within or outside classrooms.
0.573	1.114	12.1%	16	33.3%	44	54.5%	72	Reducing the rates of absence from lectures.
0.829	0.374	1.5%	2	35.3%	47	63.2%	84	Developing the skills of the course professor either from an educational or technological aspect.
0.836	0.359	3.8%	5	24.1%	32	72.2%	96	Developing the student's skills and ability to reach information and cooperate with others.
0.461	1.548	2.8%	2	19.7%	14	77.5%	55	Possibility of benefiting from similar curricula provided elsewhere.
0.807	0.429	1.4%	1	18.1%	13	80.6%	58	Being convenient for the tools and concerns of media students.
0.750	0.102	.0%	0	26.4%	19	73.6%	53	Keeping pace with the modern technology ad employing them in education.
0.621	0.952	5.7%	4	22.9%	16	71.4%	50	Enhancing the social relations, either among the students themselves or between them and their professors.
0.275	2.580	4.2%	3	19.7%	14	76.1%	54	Teaching the courses on social media will develop the media students' communicational skills.
0.770	0.522	2.8%	2	16.7%	12	80.6%	58	Social media can be employed in several media campaigns.
0.955	0.093	16.9%	12	28.2%	20	54.9%	39	Traditional media such as the press can be dispensed with through using social media.
0.806	0.432	12.5%	9	29.2%	21	58.3%	42	Social media do not need a special course, since they can be learnt through practice.
0.130	4.086	6.9%	5	20.8%	15	72.2%	52	Posts shared via the social media can be beneficial as explanatory methods for media courses.

Table no. (9) Shows the Perspectives of Students towards the Most Apparent Features of Social Media as Educational Methods

It is evident through the above table that the media students found that among the most apparent features of social media as an educational method are:

Social media can be used in many media campaigns at a rate of 80.6%. In the same percentage, the phrase that they suit the interests and tools of media students at a rate of 80.6%, followed by immediate simultaneous communication between students and teachers at a rate of 77.6%, 77.6% said that, followed by the possibility of taking advantage of similar courses in other places at 77.5% followed by the possibility of participation of all the students of the course and others in the exchange of information and opinions, and 74.8% said that, followed by the possibility of

employing more than one means (pictures, video, etc.) Information on the course as 76.6% said that 74.6%, followed by modern technology (73.6%), followed by the possibility of documenting all the information related to the course and referring to it when needed. This was said by 72.6%, followed by encouragement of students who are hesitant or who 72.4% of the students are shy about communicating with these networks. 72.2% of them are used as explanatory tools for media courses, followed by the development of student skills and ability to access information and cooperation with others by 72.2%, followed by (71.4%), followed by the discovery of talents and abilities for students who may not be able to appear within the traditional classroom. This was 71.1%, followed by the possibility of establishing a full electronic course through these means by 70.9% in which 70.9% of the students participated in the interactive discussions in and outside the classroom, and 68.9% said that they were able to use them in the field of communication and exchange of course materials over the twenty-four hours. Within the course (For other educational sources), followed by help to involve students, teachers and parents together in the educational process by 61.9%, followed by reducing the time required to complete the lessons, both in the classroom or outside, followed by the development of the skills of the teacher, both the educational and technological ones, followed by the need for social media for a special course, so they learn through the practice at a rate of 58.3%, followed by the traditional media, such as the press, can be dispensed with by using social media at a rate of 54.9% followed by reducing the students' absence rate from lectures by 54.5%. Reduction of traditional education expenditure at a rate of 53%

On the other hand, the results of the study reveal that there is no statistically significant relationship between the male and female students among the media students, and each one of them has the possibility of establishing a complete electronic course through these means, with a value of 2,557 and a value of 0.023. In the field of communication and exchange of course materials over the twenty-four hours, the value of Chi-square 2,801 with a value of 0.246, and the possibility of employing more than one means (pictures, video, etc.) to facilitate the understanding of information about the course, as the Chi-square value reached 0.927, the phrase that all students of the course and others could participate to exchange information and opinions, with a value of 4.291 and a significant value of 0.117. Encouraging students who are hesitant or shy to communicate over these networks, the value of Ka2 was 0.927 with a value of 0.629. It is possible to document all the information about the decision and refer to it when needed. The value of Chi-square was 1.633 with a significant value of 0.442. It is said that the discovery of talents and abilities of students may not be possible within the traditional classroom. The value of Chi-square reached a significant value of 1.308 and a significant value of 0.520, say recruitment The total value of the Internet in the course (other educational sources), where the value of Chi-square 4.438 with a significant value of 0.109, and to strengthen the skills of students in various areas, including communication skills and research, the value of Chi-square 2.241 with a value of 0.326, In the classroom, where the value of Chi-square reached 1.681 and a significant value of 0.431, the phrase: They encourage learning, whether through interactive discussions within or outside the classroom, the value of Chi-square 0.322 with a significant value of 0.851, the phrase: helping to engage students, teachers and parents together in the process of education, with a value of Chi-square 0.255 and a significant value of 0.925, and the phrase: help to reduce the expenses of traditional education, the value of Chi-square reached 2,298 and a significant value of 0.317, and say reduce the time required to complete the lessons both inside the classroom or outside, the value of Chi-square 0.553 and a significant value of 0.317, The rate of absence of students from the lectures, where the value of Chi-square reached 1.114 and a significant value of 0.573, and the development of the student's skills and ability to access information and cooperation with others, the value of Chi-square 0.359 with a significant value of 0.836, and the phrase: possibility of taking advantage of similar courses elsewhere , with a Chi-square value of 1.548 and the significant value reached 0.461, and the phrase: their suitability for the media tools and interests of the students, as the value of Chi-square 0.429 and the significant value reached 0.807.

The phrase: they increase the number social relations among the students themselves or between them and their professors, where the value of Chi-square reached 0.952 with a significant value of 0.621, and the phrase: teaching courses on social media will develop the communication skills of media students, at a Chi-square value of 0.429 and a significant value of 0.807. The phrase: Traditional media methods can be dispensed with, such as the press, through using the social media, where the value of Chi-square reached 0.093 and a significant value of 0.955. The phrase: social media do not need a special course, since they can be learnt by practice, as the Chi-square value reached 0.432, and the significant value reached 0.806. The phrase: posts that are shared via the social media can be beneficial as exploratory methods for the media courses, as the chi-square value reached 4.086 and the significant value reached 0.130.

The Most Apparent Disadvantages of Social Media as an Educational Method

| Significant Value | Chi Square | Average | Disagree | | Neutral | | Agree | | The most Apparent Disadvantages of Social Media as an Educational Method |
			%	Q	%	Q	%	Q	Disadvantages
0.806	0.430	2.17	18.5%	25	45.9%	62	35.6%	48	Waste of Time
0.007	9.950	2.73	3.7%	5	20.0%	27	76.3%	103	They help in spreading rumors and circulating them rapidly.
0.137	3.971	2.55	4.5%	6	35.8%	48	59.7%	80	Considering them an entertaining method rather than an educational one.
0.005	10.769	2.44	11.1%	15	34.1%	46	54.8%	74	Lack of privacy.
0.426	1.707	2.51	7.4%	10	34.1%	46	58.5%	79	Lack of confidence in the information shared via those methods.
0.048	6.063	2.47	8.9%	12	35.6%	48	55.6%	75	Difficulty of documenting the shared information.

0.132	4.052	2.39	14.1%	19	32.6%	44	53.3%	72	Losing information easily among the huge number of messages and posts.
0.110	4.417	2.57	9.0%	12	24.8%	33	66.2%	88	Distracting the student's attention in case of using them within the classroom.
0.660	0.831	2.48	10.6%	14	30.3%	40	59.1%	78	They can be used in disseminating negative behaviors; such as harassment, bullying and insulting others.
0.045	6.201	2.41	13.3%	17	32.8%	42	53.9%	69	Can be used outside the classroom and not inside it or vice versa.
0.355	2.071	2.30	17.1%	12	35.7%	25	47.1%	33	There are no integrated programs or courses so far on social media and their relation to media.
0.158	3.696	2.43	11.8%	8	33.8%	23	54.4%	37	Lack of textbooks relevant to the application of social media.
0.042	6.339	1.88	37.9%	25	36.4%	24	25.8%	17	Unbeneficial to most of the media majors.
0.982	0.037	1.97	33.3%	23	36.2%	25	30.4%	21	They increase the educational burdens imposed on the student and the professor.
0.650	0.861	1.99	33.3%	23	34.8%	24	31.9%	22	Most of the media students are unable to deal with social media efficiently.
0.281	2.542	1.94	38.2%	26	29.4%	20	32.4%	22	Financially expensive in case of the desire to be used intensively.
0.611	0.986	2.26	17.4%	12	39.1%	27	43.5%	30	Unsafe to be used in terms of the availability of Internet access at any time and quickly.
0.813	0.414	2.29	15.9%	11	39.1%	27	44.9%	31	Transforming the social media into educational courses will distract students from studying their main lessons.

Table no. (10) Shows the Most Prominent Disadvantages of Social Media as an Educational Method

It is clear from the above table that media students found that among the most prominent disadvantages of using social media are:

- They help to spread the rumors and circulating them rapidly at a rate of 76.3%, and distracting students if used in the classroom at a rate of 66.2%, and can be used to disseminate negative behaviors such as harassment and bullying and insulting others by 59.1%, and considered as 59.7%, and the lack of confidence in the information that is traded through these means by 58.5%, and the difficulty of documenting the information that is traded by 55.6%, lack of privacy at a rate of 54.8%, and Lack of textbooks related to social media applications 54.4%, and losing information easily within the large number of messages and posters at a rate of 53.3%, and can be used outside the classroom and not in the classroom or vice versa by 53.9%, and there are no programs or integrated courses so far on social media and its relationship to the media at a rate of 47.1%, and the transfer of social media for courses will eliminate students from performing their original lessons by 44.9%, and unsafe use in terms of Internet access at any time and quickly at a rate of 43.5%.

On the other hand, the previous table reveals that there is no statistical relationship between male and female media students and their perception of the disadvantages of social media as an educational tool. It is a waste of time, with a value of 0.430 and a value of 0.430, And the speed of circulation, where the value of Chi-square reached 9.950 and a significant value of 0.007 and the concentration of the student if used in the classroom, the value of Chi-square reached 4.417 and the significant value reached 0.110 and can be used in the dissemination of negative behaviors such as harassment and bullying and insulting others, 0.831 with a significant value of 0.660 To be seen as a recreational and entertainment rather than educational, with a Chi-square value of 3.971 with a significant value of 0.137 and the lack of confidence in the information exchanged through these means, where the value of Chi-square reached 3.971 with a significant value of 0.137, and the difficulty of documenting the information that is exchanged, the value of Chi-square 6.063 with a significant value of 0.048 and lack of privacy, the Chi-square value reached 10.769 with a significant value of 0.005, and a lack of textbooks related to the applications of social media, the Chi-square value reached 3.696 with a significant value of 0.158, and the ease of loss of information within the large number of messages and posters, the Chi-square value reached 4.052 with a significant value of 0.132, using them outside the classroom and not inside the classroom or vice versa, as the Chi-square value reached 6.201 with a significant value of 0.045, and there are no integrated programs or courses so far on the social media and its relation to the media, the Chi-square value reached 2.071 with a significant value of 0.355 ,, and the conversion of social media for courses will distract students from performing their original lessons, with a Chi-square value of 0.414 and a significant value of 0.813.

Media Students' Attitudes towards the Social Media as an Educational Method

Significance	Degree of Freedom	T Test	Average	Disagree %	Disagree Q	Neutral %	Neutral Q	Agree %	Agree Q	Phrases
.654	131	.449	2.53	9.8%	13	27.8%	37	62.4%	83	The curricula of the media colleges in the Arab World lack courses on social media.
.923	131	.097	2.16	21.1%	28	42.1%	56	36.8%	49	Teaching courses on social media need capabilities that are not available at our university.
.585	130	-.547	2.08	29.5%	39	32.6%	43	37.9%	50	There are not enough qualified professors in our university to teach courses on social media.
.266	130	-1.116	1.91	34.1%	45	40.9%	54	25.0%	33	Media students consider courses on social media to be less useful and closer to entertainment than to education.
.048	129	-1.996	2.20	17.6%	23	45.0%	59	37.4%	49	Social media do not need their own courses to be taught.
.000	129	-3.742	2.51	6.9%	9	35.1%	46	58.0%	76	Teaching most media courses should be done through social media.
.253	68	1.154	2.40	11.4%	8	37.1%	26	51.4%	36	Media colleges in the Arab world should change their curricula and incorporate social media.
.436	68	.784	2.59	4.3%	3	32.9%	23	62.9%	44	Media colleges in the Arab world should encourage more use of technology within classrooms.
.035	68	-2.155	2.39	10.0%	7	41.4%	29	48.6%	34	The traditional character of teaching is dominated by most of the media professors at our university.
.056	67	-1.943	1.78	40.6%	28	40.6%	28	18.8%	13	Arab media students are not qualified to deal with the means of communication as an educational course
.249	67	-1.162	2.23	20.3%	14	36.2%	25	43.5%	30	Parents do not trust the use of social media as an educational tool
.059	125	-1.903	2.31	14.2%	18	40.2%	51	45.7%	58	Class work and assignments should be submitted through social media to allow discussion among students
.755	125	-.313	2.57	8.7%	11	26.0%	33	65.4%	83	Arab media organizations are in dire need of students (media) who are familiar with how to use social media.

Table no. (11) Shows the Media Students' Attitudes towards the Social Media as an Educational Method

It is evident through the previous table relevant to the students' attitudes toward social media as an educational tool that while 62.4% agree that the curricula of Arab media colleges lack courses on social media, 9.8% disagree, while 27.9% Neutral. While 36.8% said that they agree to teach courses on social media that need the possibilities that are not available in our university, 21.1% said they do not agree, while 42.1% took a neutral position. While 37.9% agree that there are not enough qualified professors in our university to teach courses on social communication, 29.5% said they do not agree, while 32.6% have a neutral attitude. While 25% said they agree with media students that they consider courses on social communication to be less useful and closer to entertainment, 34.1% said they do not agree, while 40.9% have a neutral attitude.

While 37.4% agreed that social media did not need their own courses to teach, 17.6% said they did not agree, while 45% took a neutral stance. While 58% agreed that most media courses should be taught through social media, 6.9% said they did not agree, while 35.1% took a neutral stance. While 51.4% said they agree that media colleges in the Arab world should change their curricula and incorporate social media, 11.4% said they do not agree, while 37.1% have a neutral attitude. While 62.4% agreed that media colleges in the Arab world should encourage more use of technology within the classroom, 4.3% said they did not agree, while 32.9% had a neutral attitude.

While 48.6% said they agree with the traditional character of most of the university's media professors, 10% said they do not agree, while 41.4% took a neutral stance. While 18.8% said they approve Arab media students are not qualified to deal with the means of communication as an educational teacher, 40.6% said they do not agree, while 40.6% took a neutral position.

While 43.5 %% agreed that parents do not trust the use of social media as an educational tool, 20.3% said they disapproved, while 36.2% took a neutral stance. While 45.7 %% agreed that class work and assignments should be delivered through social media to allow discussions among students, 14.2% said they did not agree, while 40.2% had a neutral attitude. While 65.4 %% said they agree with the Arab media organizations in need of students (media) know how to use the means of communication, 8.7% said they do not agree, while 26% took a neutral position.

As shown in the previous table, most of the students' attitudes toward social media as an educational tool are negative, especially in terms of the fact that teaching courses on social media needs the possibilities that are not available in our university, with an average of 2.16, In the university to teach courses on social communication, where the average of those who say 2.08, and that the media students consider courses on social communication is not useful and closer to entertainment for education, where the average of those who say that 1.91, and that do not need the means of social communication of special decisions For the purpose of teaching, where the average of those who say that 2.20, and that the colleges of information in the Arab world should change their curricula and include the means of social communication, with an average of 2.40, and that the predominance of traditional teaching in most of the media professors at our university, The average number of respondents is 2.39, and that Arab media students are not qualified to deal with the means of communication as an educational syllabus, with an average of 1.78, and that parents do not trust the use of social media as an educational tool, with an average of 2.23, Classroom work must be submitted through the

means of social media to allow discussions among students, with an average of those who say so 2.31,

Only positive attitudes were expressed in terms of the fact that Arab media organizations were in dire need of students who were aware of how to use the means of communication. The average number of respondents was 2.57, and the media colleges in the Arab world should encourage the use of technology more in classrooms. The average number of respondents was 2.59, and most of the information courses should be taught through social media. The average number of respondents was 2.51. The educational curricula of the Arab media colleges lack courses on social media, with an average of 2.53.

On the other hand, there is no statistically significant difference between male and female students' attitudes towards social media as educational means, except that they do not need the means of social communication for their own courses in order to be taught. T-1.996 , reached a degree of freedom of 129 and a significant value of 0.48, as well as the phrase that teaching most of the media courses should be through social media, where the value of T-3.742, at a degree of freedom of 129 and a significant value of .000.

Conclusion and Discussing Questions and Results:

- Results of the study revealed the following:
- Increasing exposure to the social media and the Internet by media students in return for the decline of exposure to traditional media.
- There are various ways in which students are exposed to the social media, and their increasing interest.
- The use of WhatsApp, YouTube, Twitter and Facebook came on top of the social media by the media students, which means the diversity of social media used by students, which calls for the use of more than one means in the teaching of media materials and exploring ways to use them within the curricula.
- The number of students, who benefit from the use of social media. The first place was occupied by the renewal of news, information and opinions promptly, followed by the fact that it surpasses the traditional means of communication in the field of creating social ties and relationships, followed by the closest means of interaction, discussion and dialogue among users. And follow the interests of others, and in fifth place it represents a platform for those who cannot find a place to express in the traditional media, and in sixth place to employ several tools of texts, photos, videos, drawings and others, and in seventh place "they help in creating homogeneous communities of users with common interests. In general, positive attitudes were found among students about the advantages of using social media, which is the validity of the first hypothesis.
- The study showed that the students considered that one of the best means of electronic communication that can be used in educational courses is to send and read emails, followed by the use of search engines in the classroom such as Google, followed by the use of mobile phones to send and read instant messages for educational purposes such as student groups on the wats Followed by the use of computers in various forms in the classroom, followed

by the use of collaborative websites and networks such as blogs, Wikipedia, Google documents, etc. in the classroom, followed by the use of networking sites such as Facebook, Twitter and YouTube, which reveals the decline of the social networking sites as a preferred means for students to use in the curricula while the e-mail, search engines and the use of mobile phones ranked on top of the list.

- The results of the study reveal the diversity of social media that can be used within the curricula. Moreover, they indicate that students prefer using video and Twitter, as the media students found that the most prominent forms that can be used in a course on social media are video posts via YouTube, followed by Twitter, followed by other media tools, followed by audio posts such as podcasts, followed by Facebook groups, blogs B, followed by collective action tools, Google Groups Plus and sharing photos.

- The results of the study showed that students consider that among the most important topics related to information that can be included in the course of teaching social media means is how to implement media campaigns through social networks, followed by how to disseminate information and news on social networks, Social networking, social and psychological effects, and political communication through these networks, followed by how to form and guide public opinion through social networks, followed by electronic advertising through social networks, The public has become aware of certain issues through social networks, followed by how to create and manage social networks, and in the same way employing multimedia across social networks, followed by advertising, promotion and marketing through social networks,

- The results of the study showed that students see that it is one of the first methods that can be used to communicate with the professors who study courses on social communication means is to send files among them, in the same proportion to create a special page for the course on the means of social communication, Followed by postings for students followed by postings for all, followed by postings of b-rings

- The results of the study showed that media students see that among the most prominent advantages of social media as an educational tool are: - The means of social communication can be employed in many media campaigns. In the same percentage, it is said to suit the interests of media students, followed by immediate and simultaneous communication between students and teachers , Followed by better engagement of students in the classroom followed by the possibility of benefiting from similar courses offered elsewhere, followed by the possibility of participation of all students of the course and others in the exchange of information and opinions followed by the possibility of employing more than one means (pictures, video, etc.) Information on the course followed by the teaching of courses on social communication will develop the communication skills of media students followed by their approach to modern technology and employment in education, followed by the possibility of documenting all information about the decision and reference when needed followed by encouraging students who are hesitant or ashamed to communicate through these networks, It is possible to benefit from what is published on the means of social communication as explanatory means of information courses, followed by the development of the student's skills and ability to access information and cooperation with others, followed by increased social relations between the two The students' skills and capabilities cannot be seen in the traditional classroom, followed by the possibility of creating a complete electronic course through these means. This is followed by enhancing the skills of students in various fields, including communication skills and research, which encourages learning, through interactive discussions In addition to the possibility of using them in the field of communication and exchange of course materials 24 hours a day, followed by the use of Internet resources in general (other educational sources), followed by help to engage students, teachers and parents together in the process Followed by reducing the time required to complete the lessons both inside and outside the classroom, followed by the development of the skills of the teacher of the course, whether educational or technological, followed by do not need the means of social communication to a special course, learn them is through practice, followed by dispensing means Traditional media such as the press using social media, followed by reducing the rates of absent students from lectures, followed by help reduce the costs of traditional education

- The results of the study showed that media students see that among the most prominent disadvantages of social communication means as an educational tool are: They help spread rumors and their circulation speed, and focus the student if used in the classroom, and can be used in the dissemination of negative behaviors such as harassment and bullying And the insult to others and consider it as a recreational and entertainment rather than educational and lack of confidence in the information that is traded through these means and the difficulty of documentation of shared information, lack of privacy, and lack of textbooks related to the applications of social media and the loss of information within the large number of messages and posters can be used outside the classroom and not in the classroom or vice versa and there are no programs or courses integrated so far on the means of social communication and its relationship to the media, and the conversion of social media for courses will eliminate students from performing their original lessons, It is not safe to use in terms of availability of Internet connection at any time and quickly, time consuming and materially expensive in the case of the desire to use it frequently, and most media students are unable to deal with social media efficiently and increase the burdens imposed on Student and professor, and is not useful for most media majors.- The results reveal the invalidity of the second hypothesis, which indicates that there are positive attitudes shown by the students towards the use of social media as an educational tool, as students

had negative attitudes towards the use of social media in the educational process more than those, who had positive ones. Among those attitudes, the saying, which indicates that among the disadvantages of using social media are: being a waste of time, lack of privacy, difficulty of documenting the information that is being circulated, and losing information easily within the large number of messages and posters, and the possibility of using them in the dissemination of negative behaviors; such as harassment, bullying, insulting others etc.

Moreover, the results of the study showed that most of the attitudes of students towards social media as an educational tool are negative, especially in terms of the fact that teaching courses on social media needs the possibilities that are not available in our university, and that there are not enough qualified professors in our university to teach courses And that media students consider courses on social communication to be less useful and closer to entertainment than to education, and that they do not need the means of social communication for their own courses in order to teach them, and that the media colleges in the Arab world should change their curricula and that the majority of the media teachers in our university have a traditional character in teaching. Arab media students are not qualified to deal with the means of communication as an educational course. Parents do not trust the use of social media as an educational method. Classwork and assignments must be submitted through social media to allow discussion among students.

The results of the study showed that there is no statistically significant relation with regard to their perception of the advantages of social communication as an educational medium, as well as the lack of statistical significance among male and female students regarding their vision of the shortcomings of social communication methods as educational intermediaries

- The results of the study showed that there are no statistically significant differences between the attitudes of media students (males and females) about the means of social communication as educational means except in terms of saying that they do not need the means of social communication for their own courses in order to teach them. It must be done through social media

- The study recommends the importance of employing social media in the teaching of media courses, working on the formulation of special courses to study the means of social communication, providing the possibilities that will help to employ them in Arab universities, and the rehabilitation of students and media professors to deal with these new means. And to avoid the negative effects, not only to use a certain means, but also to employ the interactive possibilities provided by these means in order to create a distinct learning environment in the teaching of media courses and others.

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