

Using Social Media Networks by Learning Disabilities Teachers

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ABSTRACT

Using social media networks may promote learning communities at schools. Therefore, this study aimed at investigating the extent of using social media networks by teachers of learning disabilities. The study used the analytical descriptive approach, for which a survey was designed and distributed on a sample of (N=30) learning disabilities teachers in Asir's region, Saudi Arabia. The results of the study indicated the level of using social media networks by learning disabilities teachers was moderate. The results also showed no statistically significant differences in using social media networks by learning disabilities teachers that could be attributed to the study variables (gender, academic qualifications, and years of experience). The study showed no average in statistical differences in the extent of using social media by teachers based on the variables of academic qualifications and years of experience.

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Keywords:

Children with learning disabilities, learning disabilities teachers, learning disabilities room, social media networks, Asir's region

INTRODUCTION

The main purpose of this study was to investigate the current status of using social media networks by learning disability teachers in Asir region. Social media is considered a portable library that enables its users to obtain their needs of various books, references, journals and research papers, whether the purpose of such needs is for self-reading or to be used in their respective fields (Kumar, 2012). Boyd and Ellison (2008) argued that social media networks go beyond the limitations of individual communication through providing the option to form friendships, practicing the different cultural, social and vocational activities, facilitating a direct platform to obtain news and information and assisting in learning new knowledge, in addition to providing job opportunities and career development. According to Kettunena, Sampson and Vuorinena (2015), school counsellors can generate clear insights about students and their counselling needs by using social media networks by obtaining information, data and news about students that such networks provide. They added also that such networks support providing counselling services to students and their parents in engaging them with discussions about counselling issues, as well as exchanging experiences and information related to counselling careers with their colleagues. Moreover, social media keep counsellors updated about recent research relevant to educational and psychological counselling. Therefore, employing social media networks in teaching students with learning disabilities lead to developing the educational process, for there is a changing trend in using social media as a tool of communication between those teachers and their students to sustain such communication. In addition, social media support removing the psychological barriers between learning disability teachers and their students in order to further investigate and uncover the students' social and psychological challenges.

Statement of the Problem

Using social media networks is an important aspect that supports students with learning disabilities in gaining benefits from a range of features. Different studies argued that students' with learning disabilities suffer from a high risk of living in social isolation, loneliness and lower rates of social support (Emerson and McVilym, 2004). Using social media increases their social interaction, develops relationships with others and reduces loneliness (Caton and Chapman, 2016). Social media also play a vital role in elevating their motivation and self-esteem (Moreno and Kolb, 2012). Most studies that tackled using social media focused on normal students and those with some types of disabilities. However, few studies have addressed using social media by learning disability teachers. Therefore, this study aimed at identifying the extent of using

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social media networks by learning disability teachers in Asir's region in light of some variables (years of experience, academic qualification, and gender).

Research Objectives

This study aimed at achieving the following objectives:

1. Identifying the extent of using social media networks by learning disability teachers.
2. Identifying the differences in using social media networks in light of some variables (years of experience, academic qualification, and gender).

Research Questions

1. To what extent do learning disabilities teachers use social media networks in the teaching process?
2. Are there any statistically significant differences in using social media networks by learning disability teachers in terms of years of experience, academic qualification, and gender?

Significance of the study

The significance of this study stems from the fact that it is one of the very few studies to examine levels of using social networks by learning disability teachers in Saudi Arabia. The results obtained from this study would be useful for stakeholders through providing them with a theoretical background about the differences between learning disability teachers' usage of social media in teaching and their training needs. The findings would also provide teachers, students, and curriculum designers with the most effective instruments in measuring levels of using social media networks by learning disability teachers. Presenting such findings will enable teachers to help students in practicing and developing their social networks skills to support the learning process.

Limitations of the Study

Generalizing the results of this study is closely related to the size of the study sample. This study is limited to the learning disabilities teachers who teach at schools of Asir's Education Department during the first semester of the academic year 2018/2019. Moreover, the study is limited in terms of safety procedures in applying the study instruments, the extent of the sample's representation to the total population of the study, the seriousness of the participants in responding to the research tools and the correctness in their answers to the paragraphs of the tool.

Definition of Terms

Social Media Networks are websites that allow an individual to create a personal, public or semi-public page through a specific system. This page may include his or her own contact list of other users who share the same system (Ellison, Steinfield, & Lampe, 2011). For the purpose of this study, they are defined as the extent of using learning disabilities teachers based on the instrument developed by the researcher.

Learning disabilities resource room is an additional classroom to the regular school, which is specially equipped with educational tools and equipment, educational toys and the right furniture, in which students with learning disabilities attend for different periods of time during the school day to receive individual education.



Students with learning disabilities are those who have disorders in one or more of the basic psychological processes that include understanding of written or spoken language and their use, which could appear in hearing, thinking, speaking, reading, spelling and numeracy disorders. These disorders are caused by functional damage in the brain and have nothing to do with any of the disabilities, whether mental or visual, or others (Khasawneh, & Arabia, 2016). In this study, students with learning disabilities are defined as children who have been detected by using the approved tests of Asir's Education Department and its schools.

Literature Review:

This section provides some theoretical background to the topic of the present study. The literature includes the definition of social media networks, Face book, Twitter, You Tube and Blogs. It also review the different insights and scholarly views toward using social media and their importance in some previous studies.

Social Media Network:

Social Media networks are defined as "a set of websites that allow the individual to communicate and socialize with other individuals who share with them the same interests and the activities (Mazman, & Usluel, 2009). The researcher defined social media networks as a set of websites similar to Face book, Twitter, and WhatsApp, which are used by students for the purpose of social networking and participating in all issues raised in those platforms.

Facebook:

Face book is a social networking website that helps to create relationships between users, enables them to share information, files, personal photos, videos and comments, and facilitates the possibility of establishing relationships in a short period. Face book expanded recently to include more than (800) million users from all over the world after six years since it has been launched (Kim & Lee, 2011).

Twitter:

Twitter is a social networking website that provides a micro blogging service, which allows users to send Tweets via a message not exceeding 140 words directly from Twitter or by sending SMS, instant messaging or other applications such as Face book. These updates appear on the user's page, and friends can comment directly from their personal page or by visiting the user's profile. Responses and updates can also be received via email as well (Davidov, Tsur, & Rappopor, 2010).

YouTube:

YouTube is a subsidiary website to Google that is specialized in videos. It allows participants to upload and download a huge number of videos. There are large numbers of subscribers and millions of visitors every day. It also helps the media by broadcasting videos that news reporters were unable obtain. Face book users can benefit from YouTube by showing the videos on their pages as well (Frdlingcr, 2009).

Blogs:

Blogs are Internet applications that run through the content management system. They are online web pages that display dated and chronologically arranged posts from which a specific number is published by the administrator or publisher of the blog. It also includes an automated archiving system for the old posts (blogs). Each post has a permanent link from the moment of its publication. Readers can visit a particular post at a later time when it is no longer available on the first page of a blog because such blogs ensure the stability of the links and prevents them from being lost (Chu, Chan, & Tiwari, 2012).



Social Media Networks and their Importance in Education

The phenomenon of using the internet is characterized by being novel, widely used and vastly effective. The Web has become a fundamental pillar in societies, especially with the accelerated and comprehensive development of knowledge and technologies, which encourage studying this phenomenon to understand its advantages and disadvantages. When talking about the Internet and its relationship with learning, it is necessary to identify the impact of social media network, whether socially or psychologically, because of its spread usage recently by large segments of people, especially children and teenagers. Therefore, studying the effects that these websites can have on the mental and social health of the younger generation is of crucial importance.

One of the studies that revealed negative effect sides of using Face book is the study conducted by Rouis, Limayem, & Salehi-Sangari (2011). The results indicated a low level of satisfaction about life among students who are using Face book, which also has an effective role in the academic performance of students. The results of Lei & Wu's (2007) study revealed a correlative relation between psychological isolation and the increasing hours of using the Internet. However, some studies have shown positive aspects of using Face book. The study conducted by Kalpidou, Costin & Morris (2011) indicated that Face book is a social media network that strengthens social relationships and helps student to achieve social and psychological compatibility, especially among students with moderate or low usage of Face book. Lee and Jang (2011) argued that using social media network has predictive indicators of psychological and social compatibility for students.

Previous Studies

Al-Qahtani, Hanadi (2018) conducted a study that aimed at identifying the competencies of the teachers of special education in applying the learning technology through social media network, and identifying the most helpful social media networks for the students with special needs. The study also aimed at determining the competencies of teachers of special education in using social media. Due to the nature of the study, the descriptive analytical method was adopted, for which a questionnaire was designed and distributed to the sample of the study, which consisted of special education teachers and specialists aged between (25 to 45), with years of experience from (1 to 10) and academic qualification of (Bachelor and Master degrees). The results of the study indicated that there were no statistically significant differences in the competencies of the teacher of special education, but there were statistically significant differences due to the variable of experience. The study pointed out the advantages of using social media in teachers' training programs to increase their efficiency because it contains information in various fields. Education technology and social media play a large and positive role in the field of education in general and in the field of special education in particular.

Caton and Chapman (2016) conducted a study that aimed at providing a systematic review of the evidence for using of social media websites by people with mental disabilities. The study used the descriptive and exploratory method by reviewing ten initial studies in English published between January 2000 and July 2014, which have been identified through research into electronic databases, correspondence with experts in addition of tracking quotations. The study included an initial descriptive research that explored the use of social media networks by people with mental disabilities, which were published in English and used questionnaires, case studies, interviews, and systematic analysis of electronic materials as data collection tools. The study concluded that reviewing these studies presented nine topics; safety and protection, social identity, level of usage, support, relationships, happiness and pleasure, communication and literacy skills, cyber language, cyberspace behavior and the creation of easy access. The study concluded that people with mental disabilities acquire positive experiences through using social media networks in terms of nurturing friendships, developing social identity, self-esteem and pleasure.



Tee, Mohamed & Alias (2014) conducted a study that investigated the level of using Face book by school counselors in the counseling process. The study sample consisted of 22 male and female counselors from high schools in Malaysia. To achieve the objectives of the study, the scale of using Face book was used and sent to the personal accounts of the sample of the study. The results of the study indicated that the level of using Face book in the counseling process was low. The results showed statistically significant differences in the level of using Face book by the counselors in the counseling process that could be attributed to age, and in favor of the youngest.

The study of Asuncion, Budd, Fichten, Nguyen, Barile, & Amsel (2012) aimed at investigating the use and the accessibility to social media networks by students with disabilities who passed high school stage in order to increase awareness by the higher education institutions. This study used the experimental approach, where an experiment was conducted in 2009 in Canada on a sample of (723) (62% females and 31% males). The study used a questionnaire as a data collection tool. The participants' opinions were measured through a number of dimensions, such as demographic information, using modern devices, Internet access, number of hours spent on social networks, and others. The study concluded that students with disabilities use social media networks such as YouTube and Facebook for personal and educational purposes. Students with disabilities used special programs when dealing with computers, where participants used one or two types of special programs. For example, the results of the study showed that most blind students used a program for reading what was written on the screen or a device that translates what was written on the screen in Braille. Many students were able to benefit from the audio dictation program, which allowed them to direct orders as well as deliver content.

Molin, Sorbring, & Löfgren-Mårtenson (2015) conducted a study that aimed at discussing the perspectives of parents and teachers toward using the Internet and social media networks by students with mental disabilities. The study used the experimental approach, where interviews were conducted with a focus group consisted of eight teachers and five parents of student with mental disabilities in higher education level. The interviews were recorded and transcribed into written words for content analysis. This study revealed diverse views of teachers and parents toward the use of social media networks. The teachers encouraged students with mental disabilities to use the Internet as an interactive method and expressed that using the Internet may be less problematic and more beneficial than using social media networks. On the other hand, parents' recommendations were to use the Internet as an important tool to increase awareness among their children with mental disabilities.

Leroy, & De Leo's (2008) study aimed at designing a special application for smart phones to facilitate the process of communication and improve social skills of children with chronic Autism Spectrum Disorder (ASD). The purpose of the application was to employ an interactive system by using special teachers as sponsors for targeted children. The study used the experimental methods by designing an application for the smart phones in which teachers are involved in the design process and through the adoption of two special design rules. The first was to help with the application design based on the teachers' point of view, where the program seeks to improve their use of time when teaching children. The second rule was to use teachers as caregivers for children with Autism Spectrum Disorder and to help impose restrictions on those who work with them. The results indicated that the designers have designed and developed a smart phone application, which provides a new service of communication and social skills by overcoming the insufficiency of printed images. The introduced solution has provided two improvements that may have a huge impact in treatment. Firstly, the designers can track how the children use their smart phones when writing their messages. Secondly, the easy process of forming displayed images on the Smartphone based on the desires, interests and preferences of each child, especially those who suffer from poor communication.

Previous studies tackled the issue of using social media networks by learning disabilities teachers, counselors, parents, and caregivers. However, most of these studies chose different variables to address this issue. The current study addresses this issue by focusing on variables of gender, academic qualification, and



years of experience to investigate their impact on using social media in the teaching process for students with learning disabilities.

Methodology

Research Design

This study used the descriptive correlation approach because of its fits the nature of the study. A questionnaire has been used as a tool for collecting data from the study sample; which consisted of the teachers of students with learning disabilities in Asir's region. The frequency of the item use has been categorized based on Oxford (1990) criteria. The frequency of strategy use was determined on a five-point Likert scale, ranging from high frequency use (3.5-5.0), medium frequency use (2.5-3.49), to low frequency use (1.0-2.49).

Ethical consideration

The official ethical consent was obtained from the Ministry of Education. Participants were first contacted and invited to participate in the study, and then were briefed on the objectives of the study. Consent of the participants was obtained before conducting the study and they were assured that their identity and confidentiality would not to reveal.

Sample and Setting

The population of the study consisted of all teachers of learning disabilities in the schools of Asir's Education Department, and their number was (70) male and female teachers during the first semester of the academic year of 2018/2019. The sample of the study consisted of (30) male and female teachers, and table (1) shows the distribution of the sample of the study according to the study variables.

Table (1): Distribution of the study sample by variables of gender, scientific qualification and years of experience

Variable	Categories	Gender		Total
		Male	Female	
Academic Qualification	Bachelor	13	14	27
	Postgraduate	2	1	3
	Total	15	15	30
Year of Experience	Less than 5 years	3	4	7
	5 – 10 years	11	10	21
	More than 10 years	1	1	2
Total		15	15	30

Table (1) shows that the distribution of the sample according to the academic qualification was 27 bachelors, 3 postgraduates. The gender variation of the sample were 15 males and 15 females and



distribution of the years of experience as following: 7 members have less than five years, 21 members with 5 - 10 years, 2 members with more than 10 years.

Instrument of the study

Survey

The instrument of the study consisted of two parts. Firstly, teachers provided demographical information by verifying the applicable elements. The second part consisted of (38) paragraphs, distributed to five social media websites used by teachers of learning disabilities in the educational process. These websites were as follows: using Facebook by learning disabilities teachers (paragraphs 1 – 11), using Twitter by learning disabilities teachers (paragraphs 12 – 19), using Blogs by learning disabilities teachers (paragraphs 20 – 24), using YouTube by the learning disabilities teachers (paragraphs 25 -30), and using WhatsApp by the learning disabilities teachers (paragraphs 30 – 38). These sections were measured using a five-point Likert scale ranging from [5] “always” to [1] “never” (Oxford, 1990) (See Appendix 1).

In order to conduct the survey of the present study, the following procedures were carried out:

- The researcher developed the scale and identified items based on the literature review (e.g. Omekwu, Eke, & Odoh, 2014; Kettunen, Sampson, & Vuorinen, 2015; Osis, & Pelling, 2015; Goktalay, 2015; Luehmann, & Tinelli, 2008; Caton, & Chapman, 2016; Asuncion, Budd, Fichten, Nguyen, Barile, & Amsel, 2012; Molin, Sorbring, & Löfgren-Mårtenson, 2015).
- The researcher administered the proposed scale of study to an exploratory sample of ten teachers of learning disabilities.

The exploratory study was designed to (a) examine the transparency of the elements and the quality of the compatibility of the scale and (b) to improve the scale to ensure general acceptance by respondents. This process provided insight into how each element is understood, as well as the strategies used to formulate responses. Each respondent received the proposed scale and was asked to check the scale elements for clarity, propose additions or deletions, and correct any drafting or procedural errors. Most proposals were associated with unfamiliar concepts, which were considered as irrelevant elements to the classroom situations of those teachers. Proposals from the exploratory study were taken into consideration and some minor changes were made to the scale. Most of the changes included redrafting the scale elements; no element was added or deleted. The wording structure of 12 elements was reformulated.

Validity and Reliability

The validity of the instrument means investigating whether the test measures the intended elements and not something else (Thorndike, Cunningham, Thorndike, & Hage, 1991). The validity of the questionnaire has been achieved through presenting it to ten experts working in the field of education, who reviewed the questionnaire and provided their feedback. Their suggestions, comments and changes were considered accordingly. All items were revised and approved by judges in terms of word usage and the relevance of the content. Based on the judges' suggestions, one item has been deleted from the questionnaire and two items were added.

The indicators of the questionnaire's reliability were achieved by selecting a pilot sample of (20) male and female teachers from a population similar to the population of this study. The study instrument was applied and the correlation coefficient between the paragraphs was calculated with the total score. The paragraphs of the questionnaire were analysed and the discrimination index of each paragraph was calculated. The discrimination index here is an indicator of the validity of each paragraph in the form of a correlation coefficient between each paragraph and its association with the dimension for which it was designed. The correlation coefficients of the paragraphs ranged from (0.732 - 0.855).

Table (2): correlation coefficients between paragraphs and each dimension on the scale of social media networks websites



Facebook		Twitter		Blogs		YouTube		WhatsApp	
Paragraph	Correlation coefficient of dimension	Paragraph	Correlation coefficient of dimension	Paragraph	Correlation coefficient of dimension	Paragraph	Correlation coefficient of dimension	Paragraph	Correlation coefficient of dimension
1	*0.752	12	0.737	20	0.756	25	0.734	31	0.794
	*		**		**		**		**
2	*0.792	13	0.738	21	0.788	26	0.788	32	0.769
	*		**		**		**		**
3	*0.721	14	0.792	22	0.739	27	0.775	33	0.711
	*		**		**		**		**
4	*0.755	15	0.732	23	0.777	28	0.855	34	0.745
	*		**		**		**		**
5	*0.770	16	0.763	24	0.780	29	0.749	35	0.759
	*		**		**		**		**
6	*0.806	17	0.766			30	0.762	36	0.738
	*		**				**		**
7	*0.762	18	0.791					37	0.706
	*		**						**
8	*0.746	19	0.764					38	0.749
	*		**						**
9	*0.743								
	*								
10	*0.769								
	*								
11	*0.656								
	*								

** Statistically significant at the significance level of ($p < 0.01$)

Table (2) shows that all correlation coefficients were acceptable and statistically significant at ($p < 0.01$), therefore, no paragraph has been deleted.

The correlation coefficients of the dimensions of social media networks websites were calculated with each other. The dimensions of the scale were analysed and the discrimination coefficient of each dimension was calculated, which represents here an indicator of validity for each dimension in the form of a correlation coefficient. Table (3) shows the results.

Table (3): Correlation Coefficients between the dimensions of social media networks websites

learning disabilities teachers usage	Facebook	Twitter	Blogs	YouTube	WhatsApp	Total
Facebook	1					
Twitter	**0.825	1				
Blogs	**0.793	**0.755	1			
YouTube	**0.902	**0.791	0.80	1		
WhatsApp	**0.766	**0.784	**0.733	**0.748	1	
Total	**0.874	**0.930	**0.862	**0.844	**0.911	1

** Statistically significant at significance level of ($p < 0.01$)

The reliability of the scale was measured by test-retest method after being applied to a pilot sample of (20) male and female teachers of learning disabilities. Pearson correlation coefficient was calculated between the scores of the two tests. The Spearman rank correlation was performed through a retest of the scale, which reached in total (0.825 **). The stability coefficient was calculated by using the Cronbach's alpha formula, which was according to the internal consistency method for the scale as a whole (0.896), indicating that the scale has an appropriate level of stability.

Table (4): Stability coefficient by using the internal consistency method "Cronbach's alpha", retest of the dimensions and the total score on the scale.

dimensions	retest stability	internal consistency stability
The learning disabilities teachers usage of Facebook	**0.792	0.796
The learning disabilities teachers usage of Twitter	**0.848	0.755
Total	**0.829	0.896

Data Analysis

The returned test was recorded and tabulated with the assistance of Statistical Package for Social Sciences (SPSS) for windows 17.0 in order to identify the correlated relationships of variables concerning using social networks by learning disability teachers. Different statistical methods were used to achieve the main objectives of the present investigation. These methods included descriptive statistics, independent sample T-Test, and analysis of variance (ANOVA). Descriptive statistics, including means, standard deviation and frequencies, were computed to summarize the responses of learning disabilities teachers in using social media networks. Descriptive statistics and frequencies were employed to calculate the demographic data of the learning disabilities teachers with regard to gender, academic qualification and years of experience. An independent sample T-test is a statistical method employed to demonstrate the variations among the mean scores of two groups of a variable. In the current study, this statistical method was used in order to identify the significant differences between the use of social media networks by learning disabilities teachers and their gender. An analysis of variance (ANOVA) is a method of statistical analysis used to determine differences among the means of more than two groups of a variable (Corbin, Strauss, & Strauss, 2014). In the present study, this statistical method was used to determine the relationship between the use of social media networks by learning disabilities teachers and years of experience and the academic qualification.

Findings and Discussion

This section presents the findings obtained from statistical analysis by discussing results related to each research questions of the study.

The Level of using social media networks by learning disability teachers

In order to answer the first question of the study concerning the extent of using of learning disabilities teachers for social media networks, means and standard deviations were calculated as presented in Table (5).

Table (5): Mean scores and standard deviations of using social media networks by learning disabilities teachers ranked in descending order

Rank	Number	Dimension	mean scores	Standard Deviations	Level
2	2	The learning disabilities teachers usage of Twitter	2.41	0.342	Low
1	1	The learning disabilities teachers usage of Facebook	2.38	0.382	Low
		total scale	2.40	0.196	Low

Table (5) shows that the mean scores ranged between (2.38 - 2.41) for the dimensions. Using Twitter by learning disabilities teachers came first with a high score of (2.41) and a low level. Using Facebook by learning disabilities teachers came at the second rank with a score of (2.38) and a low level. These results agreed with the results of Tee, Mohamed & Alias (2016), which indicated that the level of using Facebook in the counselling process was low. The results disagree with other studies (Caton and Chapman, 2016); Molin, Sorbring & Löfgren-Mårtenson, 2015; Leroy & De Leo, 2008) due to the difference in the sample of these studies, which targeted individuals with mental disabilities and autistic children.

This result could be explained from different perspectives. First, the level of awareness among learning disability teachers about the importance of using social media networks in the educational process is still amateur and growing. Such awareness did not reach the point sought by the educational authorities represented by the Ministry of Education to develop the awareness of the learning disabilities teachers about the benefits of using modern technology in the teaching process. Second, social media networks are considered to a revolution in social communication domain and many people are still resisting change and prefer living and managing their personal and professional life in a traditional way without trying something new. Third, learning disabilities teachers may be among those who resist and reject change the same way some of them may seek to achieve this end. Fourth, there is a lack of training courses for the learning disabilities teachers to help them use modern technology. However, using social media networks in education remains a personal effort from teachers who strive to develop themselves in the field of education.

Variation in using social media networks by learning disability teachers according to Gender, years of experience, and academic qualification

In order to answer the second question of the study: are there any statistically significant differences in using social media networks by learning disability teachers in terms of years of experience, academic qualification, and gender, Mann-Whitney U test was used to indicate the significant differences in the scores of using social media networks by learning disabilities teachers according to gender. The results were as follows:

Table (6): Mann Whitney U-test results for the significant differences in the scores of using social media networks by teachers of learning disabilities according to the gender



Dimension	gender	Number	ranks average	sum of ranks	Mann-Whitney Value	(Z) value	Level of significance
Using Facebook by LD teachers	Male	15	14.57	218.50	98.500	-	0.583
	Female	15	16.43	246.50			
Using Twitter by teachers of LD	Male	15	13.87	208.00	88.000	-	1.027
	Female	15	17.13	257.00			
Using Blogs by teachers of LD	Male	15	13.83	207.50	87.500	-	1.065
	Female	15	17.17	257.50			
Using YouTube by teachers of LD	Male	15	13.80	207.00	87.000	-	1.087
	Female	15	17.20	258.00			
Using WhatsApp by teachers of LD	Male	15	13.57	203.50	83.500	-	1.214
	Female	15	17.43	261.50			
Total Scale	Male	15	13.13	197.00	77.000	-	1.476
	Female	15	17.87	268.00			

Table (6) reveals that there are no statistically significant differences at the level of significance ($\alpha=0.05$) in using social media network websites by learning disabilities teachers as a whole and in all of the dimensions due to the effect of the variable of gender. This study did not agree or disagree with previous studies, which did not tackle gender as one of their variables. The reason of this result could be explained by the fact that social media networks are equally available to males and females. Another reason could be the load of other tasks that are added alongside teaching tasks for the teachers of learning disabilities, which has a great role in reducing the level of using of social media networks by the teachers of learning disabilities.

Table (7): Mann Whitney U-test results for the significant differences in the scores of using social media networks by teachers of learning disabilities according to academic qualifications

Dimension	Qualification	number	ranks average	sum of ranks	Mann-Whitney Value	(Z) value	Level of significance
Using Facebook by teachers of LD	Bachelor	27	15.07	407.00	29.000	-	0.798
	Postgraduate	3	19.33	58.00			
Using Twitter by teachers of LD	Bachelor	27	16.24	438.50	20.500	-	1.397
	Postgraduate	3	8.83	26.50			
Using Blogs by teachers of LD	Bachelor	27	15.19	410.00	32.000	-	0.604
	Postgraduate	3	18.33	55.00			

Using YouTube by teachers of LD	Bachelor	27	16.28	439.50	19.500	-	0.136
	Postgraduate	3	8.50	25.50		1.492	
Using WhatsApp by teachers of LD	Bachelor	27	14.85	401.00	23.000	-	0.222
	Postgraduate	3	21.33	64.00		1.221	
Total Scale	Bachelor	27	15.52	419.00	40.000	-	0.972
	Postgraduate	3	15.33	46.00		0.035	

Table (7) showed that there are no statistically significant differences at the level of ($\alpha=0.05$) in using social media network websites by learning disabilities teachers as a whole and in all of the dimensions due to the effect of the variable of academic qualification. This result did not agree or disagree with previous studies, which did not tackle academic qualifications as one of their variables. One explanation for this result is the similarities between personal and professional interests of learning disabilities teachers, as well as in the tendencies that drive the individual to use social media networks.

Table (8): Results of the Kruskal-Wallis test the significant differences in the scores of using social media networks by teachers of learning disabilities according years of experience

Dimension	years of experience	number	ranks average	Chi-Square	F-Value	Level of significance
using Facebook by teachers of LD	Less than 5	7	15.50	0.044	2	0.978
	5 - 10	21	15.38			
	More than 10	2	16.75			
using Twitter by teachers of LD	Less than 5	7	19.21	2.152	2	0.341
	10 - 5	21	13.98			
	More than 10	2	18.50			
using Blogs by teachers of LD	Less than 5	7	11.86	1.787	2	0.409
	10 - 5	21	16.40			
	More than 10	2	18.75			
using YouTube by teachers of LD	Less than 5	7	12.43	3.695	2	0.158
	10 - 5	21	17.31			
	More than 10	2	7.25			
using WhatsApp by teachers of LD	Less than 5	7	12.43	3.496	2	0.179
	10 - 5	21	17.05			
	More than 10	2	13.50			

	Less than 5	7	12.07	1.394	2	0.498
Total Scale	10 - 5	21	16.57			
	More than 10	2	16.25			

Table (8) revealed that there are no statistically significant differences at the level of ($\alpha=0.05$) in using social media network websites by learning disabilities teachers as a whole and in all of the dimensions due to the effect of the variable years of experience. This result did not agree or disagree with previous studies, which did not tackle the years of experience as one of their variables. This result could be attributed to the similar work conditions in the field of teaching students with learning disabilities and the similarity preparing, training and rehabilitation conditions received by learning disabilities teachers, as well as the similar requirements and teaching tasks associated with them as teachers regardless of their years of experience.

Conclusion and Recommendations

The present study aimed at investigating the level of using social media networks by learning disability teachers in Asir's region, Saudi Arabia. The study also aimed at examining the statistically significant differences between the level of using social media networks by learning disability teachers in terms of three variables (i.e. years of experience, and academic qualification, and gender). The results of the study revealed that learning disability teachers reported low levels in using social media networks. In addition, there were no statistically significant differences between learning disability teachers' usage of social media networks and the variables of this study (i.e. years of experience, and academic qualification, and gender). In light of the findings of the study, the researcher recommends that learning disabilities teachers should be subjected to different training courses in order to promote the role of communication technology, including social media networks in the educational process. The study also recommends conducting further studies to examine the relationship between the levels of using social media networks learning disabilities teachers in other locations and with a different sample of the teacher of learning disabilities to compare its results with the results of this study.

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