

**THE ROLE OF SOCIAL MEDIA IN LEARNING AMONG
MALE STUDENTS IN SECONDARY SCHOOL: A CASE
OF IRAQ**

MUSTAFA SABAH ABDULWAHEED



MASTER OF SCIENCE (INFORMATION TECHNOLOGY)

SCHOOL OF COMPUTING

UUM COLLEGE OF ARTS AND SCIENCES

UNIVERSITI UTARA MALAYSIA

2016

**THE ROLE OF SOCIAL MEDIA IN LEARNING AMONG
MALE STUDENTS IN SECONDARY SCHOOL: A CASE
OF IRAQ**

A dissertation submitted to Dean of Awang Had Salleh Graduate School in

Partial Fulfillment of the requirement for the degree

Master of Science in Information Technology



Universiti Utara Malaysia

UUM
Universiti Utara Malaysia

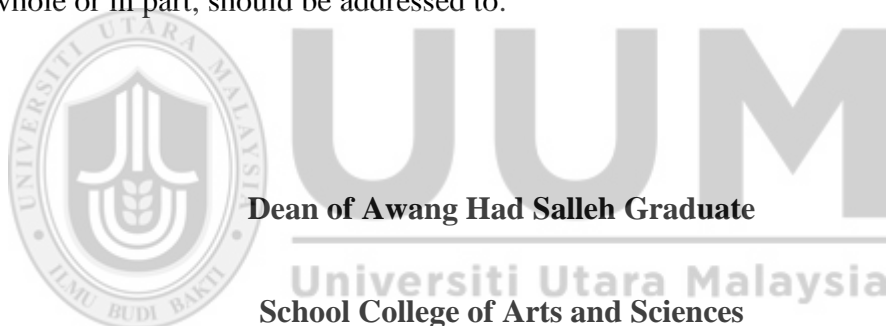
MUSTAFA SABAH ABDULWAHEED

© Mustafa Sabah Abdulwaheed. All rights reserved. 2016

Permission to Use

In presenting this dissertation in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:



Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

Malaysia

Abstrak

Penggunaan media sosial merupakan satu fenomena yang semakin meluas yang menjadi semakin penting dalam kehidupan peribadi dan dunia akademik. Media sosial digunakan sebagai alat yang membolehkan pengguna berinteraksi secara sosial. Penggunaan media sosial menjadi pelengkap kepada pengajaran dan meningkatkan pengajaran di dalam bilik darjah yang menggunakan aliran lama. YouTube, Facebook dan Twitter, sebagai contoh, menyediakan banyak bahan untuk beraneka mata pelajaran. Kajian ini bermatlamat untuk meneliti tiga penjelasan yang bersandarkan Teori Ekologi Media. Pertama, persepsi pelajar lelaki terhadap media sosial yang boleh menyumbang kepada proses pembelajaran. Kedua, media sosial boleh mempengaruhi tingkah laku pelajar lelaki dalam proses pembelajaran. Ketiga, pengalaman pelajar lelaki semasa menggunakan media sosial boleh meningkatkan proses pembelajaran. Bagi mencapai objektif kajian ini, satu tinjauan telah dilakukan dalam kalangan pelajar Iraq di sekolah menengah yang berbeza di kawasan Third Baghdad Al-Rasafa. Tinjauan tersebut berhasrat untuk mendapatkan pandangan pelajar tentang cara media sosial di dalam bilik darjah mengubah persepsi, pengalaman dan tingkah laku mereka di dalam bilik darjah serta meneroka alat media sosial yang mungkin mempengaruhi gaya pengajaran dan pembelajaran. Data yang dikutip bersifat kuantitatif. Kajian ini boleh mendorong penggunaan media sosial yang berpengaruh untuk meningkatkan proses pembelajaran di sekolah menengah di Iraq. Analisis dan tafsiran kajian boleh digunakan untuk menambah baik dasar pembelajaran dengan penggunaan media sosial. Dapatan kajian memperlihatkan bahawa pelajar mendapat manfaat daripada penggunaan media sosial di dalam bilik darjah. Majoriti responden merumuskan bahawa media sosial boleh membantu mereka untuk memahami kerja mereka dengan lebih baik dengan berlakunya peningkatan persepsi, pengalaman dan tingkah laku di dalam bilik darjah. Ini akan meningkatkan proses pembelajaran di Iraq.

Kata kunci: Teori Ekologi Media, Persepsi, Tingkah laku, Pengalaman

Abstract

The use of social media is a growing phenomenon which is becoming increasingly important in both private lives and the academic world. Social media are used as tools to enable users to have social interaction. The use of social media complements and enhances teaching in traditional classrooms. For example, YouTube, Facebook and Twitter provide a huge amount of material on a wide range of subjects. This study examined three possible explanations based on the Media Ecology Theory: – first, male student perceptions of social media that can contribute to the learning process; second, social media can influence male student behaviour in the learning process; and third, male students' experiences of the social media could help to enhance the learning process. In order to achieve the objectives of this research a survey was conducted among Iraqi male students at different secondary schools in the area of Third Baghdad Al-Rasafa. The survey asked the students how social media in the classroom have changed their perceptions, experiences and behaviours in the classroom. It also explored the social media tools that might have an influence on teaching and learning styles. The type of data collected was quantitative. This study would motivate the use of social media that may contribute to enhance the learning process in secondary schools in Iraq. The analysis and interpretation of the study may be used for the improvement of the learning policies by using social media. The findings of this study showed that male students had benefited from the use of social media in the classroom. The majority of the respondents concluded that social media can help them better understand their work by enhancing their perceptions, experiences and behaviours in the classroom. This would enhance the learning process in Iraq.

Keywords: Media Ecology Theory, Perception, Behaviour, Experience-

Universiti Utara Malaysia

Acknowledgment

In the Name of Allah, the Most Gracious and Most Merciful

First and foremost, praise and gratitude go to Allah SWT, the Almighty, for bestowing on me with great strength, patience, and courage in completing my program of study and for the successful completion of this dissertation.

There are a number of individuals whom I owe my deepest gratitude. Firstly, my sincere appreciation, gratitude and heartfelt thanks go to my supervisors, **AP Dr. Shafiz Affendi Mohd Yusof** and **AP Dr. Muhammad Ikhwan Jambak** for their continuous guidance, suggestions, and constructive criticisms in order to make this work a success, I thank them very much.

With deep sense of affection, I would like to acknowledge my father, who is my best friend **Sabah Abdulwahid Abdulrazaq**. He encourages me and expresses confidence in my abilities to complete my study. Same goes to my mother **Iman Ibrahem Mohammad**. She has supported and is continuously praying for me during my studies, I pray to Allah to protect them.

I dedicate this thesis to my wife **Rammah Ghanim Mohammed** and my daughter (**Laya**) who unremittingly supported me during my years of study. They made this work possible.

To all my brothers and sisters, I say a big thank for their help and contributions, too many moments of insight, inspiration and support throughout my study.

I want to express gratitude and dedicate this thesis to my uncle **Ghanim Mohammed** and his wife **Shukriya Abdulkareem**. They too encouraged me to accomplish my study.

I am deeply grateful to my family (all my aunts and uncles) for their love and support during my Master studies. I truly could not have achieved this milestone without their supports and I thankful my grandmother for her pray to me and grateful to my uncle and my best friend **Ali Abdulwahid**.

I express my deepest thanks to Ministry of Education in Iraq for helping and supporting me and giving necessary advices and guidance and arranged all facilities to make my study (Master Information and Technology) easier.

Last, but not least, special thanks goes to all staff of Information and Communication Technology, College of Arts and Science, University Utara Malaysia and those that contributed indirectly towards the success of my studies



THANK YOU UUM

MUSTAFA SABAH ABDULWAHEED

January 2016

Table of Contents

Permission to Use	i
Abstrak	ii
Abstract	iii
Acknowledgment.....	iv
List of Tables.....	x
List of Figures	xii
List of Abbreviations	xiii
List of Appendices.....	xiv
CHAPTER ONE INTRODUCTION.....	1
1.1 Introduction	1
1.2 Problem Statement	5
1.3 Research Questions	7
1.4 Research Objectives	7
1.5 Significance of the Study	8
1.6 Research Scope.....	8
1.7 Summary	9
CHAPTER TWO LITERATURE REVIEW.....	10
2.1 Introduction	10
2.2 Social Media: A Definition	10
2.2.1 History of Social Media.....	14
2.3 Social Media in Learning	16
2.3.1 Facebook.....	17
2.3.2 Twitter.....	19
2.3.3 YouTube	19
2.3.4 LinkedIn.....	20
2.4 Teenagers and the Internet	21
2.5 Benefits of Young Students Utilizing Social Media	23

2.5.1 Socialization and Communication	26
2.5.2 Enhancement of the Individual	27
2.5.3 Education	28
2.6 Digital Learning	32
2.6.1 Learning Applications.....	33
2.7 Education in Iraq	34
2.8 Theoretical Framework	35
2.9 Media Ecology Theory (MET).....	37
2.9.1 Perception of Student Using Social Media	41
2.9.2 Behaviours of Student Using Social Media.....	43
2.9.3 Experience of Student Using Social Media	44
2.10 Summary	46
CHAPTER THREE METHODOLOGY	47
3.1 Introduction	47
3.2 Conceptual Framework	48
3.2.1 Hypotheses Formulation.....	49
3.2.1.1 Student Perceptions (SP).....	49
3.2.1.2 Student Behaviours (SB).....	50
3.2.1.3 Student Experiences (SE).....	50
3.3 Research Design	51
3.4 Phase One	54
3.4.1 Problem Definition	54
3.4.2 Sample	54
3.4.2.1 Sampling Techniques	55
3.5 Phase Two	56
3.5.1 Research Instrument	56
3.5.2 Validity	60
3.5.3 Reliability.....	61
3.6 Phase Three	61
3.6.1 Pilot Test.....	61
3.6.2 Data Collection Techniques.....	62

3.6.3 Data Analysis Techniques	63
3.6.3.1 Descriptive Analysis	63
3.6.3.2 Correlation Analysis	63
3.6.3.3 Regression Analysis	64
3.7 Summary	65
CHAPTER FOUR RESULTS	66
4.1 Introduction	66
4.2 Response Rate	66
4.3 Data Screening and Cleaning	67
4.3.1 Missing Data	67
4.3.2 Multicollinearity	68
4.4 Demographic Profile of Respondent	69
4.4.1 Education Level	71
4.4.2 Age	71
4.4.3 Field Study	71
4.4.4 School Location	72
4.4.5 Social Media Usage	73
4.4.6 Social Media Login	74
4.5 Descriptive Statistics	75
4.6 Reliability	82
4.7 Correlation Analysis	83
4.8 Regression Analysis	86
4.9 Summary	91
CHAPTER FIVE DISCUSSION AND CONCLUSION	92
5.1 Introduction	92
5.2 Discussion	92
5.3 Theoretical Contributions	100
5.4 Practical Contributions	102
5.5 Limitation of Study	102

5.6 Conclusion and Future Work	103
REFERENCES	105
APPENDICES	120
Appendix A: Structure the Iraqi Ministry of Education.....	121
Appendix B: Questionnaire	122
Appendix C: Analysis Output for Pilot Test	131
Appendix D: Analysis Output for Main Study.....	132



List of Tables

Table 2.1: Benefits of Social Media Systems	25
Table 2.2: Level Education in Iraq According to Grade and Age	35
Table 3.1: Determining the Sample Size	55
Table 3.2: Number of Questions and Response Categories by Questionnaire Section	57
Table 3.3: Cronbach's Alpha Value.....	61
Table 3.4: Strength of Relationship for Coefficient Correlation.....	64
Table 4.1: Response Rate.....	67
Table 4.2: Summary for Missing Data.....	68
Table 4.3: Results of Multicollinearity	69
Table 4.4: Summary of Demographic Profile.....	70
Table 4.5: Compare between Urban and Rural Students.....	72
Table 4.6: Descriptive Statistics for Students Perceptions	77
Table 4.7: Descriptive Statistics for Students Behaviours.....	79
Table 4.8: Descriptive Statistics for Students Experiences.....	81
Table 4.9: Descriptive Statistics for Enhance Learning Process.....	82
Table 4.10: Reliability.....	83
Table 4.11: Correlation between Student Perceptions and Enhance Learning Process	84
Table 4.12: Correlation between Student Behaviours and Enhance Learning Process	85
Table 4.13: Correlation between Student Experiences and Enhance Learning Process	85
Table 4.14: Results of Pearson's Correlation Analysis Summary.....	86

Table 4.15: Model Summary for Independent Variables on Dependent Variable.....	87
Table 4.16: ANOVA between Student Perceptions and Enhance Learning Process.	87
Table 4.17: Coefficient Statistic between Student Perceptions and Enhance Learning Process	88
Table 4.18 : ANOVA between Student Behaviours and Enhance Learning Process	88
Table 4.19: Coefficient Statistic between Student Behaviours and Enhance Learning Process	89
Table 4.20: ANOVA between Student Experiences and Enhance Learning Process	90
Table 4.21: Coefficient Statistic between Student Experiences and Enhance Learning Process	91



List of Figures

Figure 2.1: Theoretical Framework.....	41
Figure 3.1: Conceptual Framework.....	48
Figure 3.2: Research Design	53
Figure 4.1: School Location.....	72
Figure 4.2: Social Media Usage	73
Figure 4.3: Social Media Login	74



List of Abbreviations

ICT	Information and Communications Technology
UNDP	United Nations Development Programme
H	Hypotheses
GPOMS	General Process Modelling System
SLT	Social learning Theory
MET	Media Ecology Theory
CSO	Central Statistical Organization
SPSS	Statistical Package for Social Science
SP	Student Perception
SB	Student Behaviour
SE	Student Experience
ELP	Enhance learning process
SPQ	Student Perception Questions
SBQ	Student Behaviour Questions
SEQ	Student Experience Questions
ELPQ	Enhance learning process Questions
IV	Independent variable
DV	Dependent variable
VIF	Variance Inflation Factor
M	Mean
SD	Standard Deviation

List of Appendices

Appendix A: Structure the Iraqi Ministry of Education.....	121
Appendix B: Questionnaire	122
Appendix C: Analysis Output for Pilot Test	131
Appendix D: Analysis Output for Main Study.....	132



CHAPTER ONE

INTRODUCTION

1.1 Introduction

Information and communication technology (ICT) is widely seen as a motor to foster 21st century skills in nearly all education-related fields, especially schools (Busch et al., 2011; Sincar, 2013). It has been ubiquitous in today's daily lives of not only children's and adolescents, but also it has been adopted by nearly all school subjects, into academic discussion and debates. School students who are known as "digital natives" (Kretschmann, 2015) have been dealing with ICT as part of their lifestyle and even expecting it to serve as a surrounding resource throughout their educational and professional career (Ajjan, Beninger, & Crittenden, 2014; Prensky, 2008).

Over the past five years, social media has become one of the most prominent genres of social software, popularised by Myspace and Facebook. Each tool has been used by hundreds of millions of users. They provide spaces for online conversations and sharing of content. They operate typically by maintaining and sharing profiles, in which individual users can represent themselves to their stakeholders through the details of such as personal information, interests, photographs, and social media tools. Through the profiles, users of social media could decide on whether to make friends or not. When users are familiar with the concept, they could personalize their page setting (Selwyn, 2009).

With such features task, social media has become very common nowadays, making a big number of people utilize them for various reasons. Eventually, the social media advocates say that if you are not on social media, you are not alive (Kretschmann, 2015).

In conjunction, Al-Mukhaini, Al-Qayoudhi, & Al-Badi (2014) found that many educational institutions have also put great efforts into adopting social media to support and enhance the communication among internal staff, students, and external stakeholders. As social media, such as Facebook and Twitter continue to increase in popularity in Iraq (Johnston, 2011), they have impacted education institutions positively in terms of influencing more student enrolment every year (Liu & Management, 2014). In that sense, educators realize their potential to benefit education, especially in terms of encouraging and accelerating both active and collaborative learning (Pollara & Zhu, 2011).

In fact, Selwyn (2009) claims that social media may benefit learners by allowing them to enter new networks of collaborative learning, based around interests and affinities catered for in their immediate educational environment. One of the reasons is that the social media sites provide forum features for extending the traditional classroom and enabling users to join groups that match individual educational interests. This improves and enhances the teaching and learning methods that support students timely preference (Karich, Burns, & Maki, 2014). Besides, social media also incorporates a variety of new behaviours that were not previously possible, such as authoring, editability, association, and experimentation (Wagner, Vollmar, & Wagner, 2014).

Based on that, it could be said that educational methods develop the skills of students in many ways such as teaching in the classrooms through conversation between teacher and students and flow information through it and through the utilization of various technologies such as multimedia, video, digital gaming, and e-learning. Beyond classroom learning, technological educational methods try to draw the mind of younger generations and develop their skills and ability to obtain more knowledge (Saleh, Prakash, & Manton, 2014). Also, individuals can use social media to mingle

around, to have online leisure, and to know each other, plan for activities, or simply as a directory (Selwyn, 2009). Nevertheless, users can use social media in the micro-management of their social lives, for exploring new topics, and to develop business networking (Ito et al., 2008; Livingstone, 2012).

On the other hand, the self-presentation feature in social media, including the feature to view others' personal information and availability of multiple means of communication and exchange has attracted high school students, those studying in college, and university. This should have prompted great enthusiasm among educationist. This is because social media shares many good educational technologies – allowing peer feedback and matching the social contexts of learning (Pollara & Zhu, 2011).

It was inspired by the determination of secondary computer teachers who were willing to take the risks of incorporating the social media website, into their classroom curricular. Through the use of social media, students are afforded communication and networking benefits that can be an enhancement to their education as well as social interactions. Research must keep the young people's online social practices up to date, as their enthusiasm for social media is undeniable and their future use of this technology may surprise us (Livingstone & Brake, 2010).

Joshi, Subrahmanyam & Anvekar (2014) explained that learning process is acquiring new, or modifying and reinforcing, existing knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. To that end, learning may be viewed as a process and learning produces changes in the organism and the changes that produced are

positivizes. Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation.

The previous paragraphs discuss the significance of social media in learning environment. Based on the discussions, this study believes that social media could extend learning activities with more than just content delivery. Consequently, this study examines the role of social media in today's classrooms. The social media will be used as a basis for the research. One of the theories that can be used to illustrate the power of technology and social media is Media Ecology Theory (MET) originated from English professor at the University of Toronto is Marshall McLuhan a leading theorist in the media field in 1964, who suggested that media should be focused at ecologically. In this theory, McLuhan discusses several themes including perception, experience and behaviours. He talks about how technology can alter our environment and therefore alter our communication (Griffin, 2012). Using MET, this study will examine students' use of social media in the classroom in terms of their perceptions, experiences, and behaviours.

1.2 Problem Statement

Last decades have witnessed unprecedented revolution in the field of technological applications specifically in the teaching and learning process. Technology has become an essential component of this process (Al Musawi, Ambusaidi, Al-Balushi, & Al-Balushi, 2015). Students find that learning is dull and not interesting hypothetical because the way of interaction between teachers and students. Beside the rigid curriculum, there seems to be the neglecting of the personal growth by the learning institution, the failure to achieve the basic learning principle, and also traditional teaching in classroom are mostly mono-directional (Landan & Ibrahim, 2014). The parents in Iraq has minimal role in order to encourage their teenage children to go to the school, and school traditional curriculum and teaching methods in Iraq fail to develop the student intention and their achieve interaction. Therefore the youth began to look at technologies as a better alternative (UNDP Iraq, 2014). In addition, there are many factors that have effect on education in Iraq including old and inconsistent curricula, lack of senior faculty, poor faculty and staff training, lack of modern lab apparatus and poor libraries (Sufyan & Joseph, 2013). Educational attainment among male students in Iraq is as low as 33.4 per cent while female is students 62.3 per cent of the age group 15 – 29. One of the reasons behind the lack of interest of male to pursue education can argue be traced back to cultural and society factors in Iraq (UNDP Iraq, 2014).

The conversational, collaborative and communal qualities of social media services are felt to mirror much of what we know to be good models of learning, in that they are collaborative and encourage active participatory role for users (Shu, 2008). One of the main educational uses of social media is seen to be in their support for interaction between learners facing the common dilemma of negotiating their studies.

Prescott, Wilson & Becket (2013) say that, social media sites such as MySpace and Facebook have shown, among other things that students will invest time and energy in building relationships around shared interests and knowledge communities. This has prompted some educationalists to explore the potential of social media to augment ‘conventional’ interactions and dialogue between students and teachers. Some have welcomed the capacity of social media to offer educators a forum for easy networking and positive networking with students’ (Hrastinski & Aghaee, 2012).

There is rising awareness that many of youths nowadays spend most of their time on social media communities (Landan & Ibrahim, 2014). The use of social media complements and enhances teaching in traditional classrooms. For example, YouTube, Facebook, Wikis, and blogs provide a huge amount of material on a wide range of subjects (Elham et al., 2014). Social interaction between social media communities has created an interesting virtual world to explore new knowledge and simplifying life (Landan & Ibrahim, 2014). The positive impact of social media on learning enhancement comprises learning environment, learning style, information access, knowledge transformation, relationship between instructor and student and experience of social media use (Ma & Au, 2014).

In addition, social media tools, such as blogs, Facebook, YouTube, and online courses, are giving students better learning opportunities to enhance their educational performance. Students would prefer to find better ways of learning by changing their learning styles and connecting with an environment that has more dynamic social potential and not to study in isolated environments that provide traditional styles of learning (Elham et al., 2014). According to Johnston (2011), it is true that 72 % of Iraqi social media users are between 15 and 34 years old. This fact leads to the majority

of youth in Iraq are interested in social media. Thus, based on UNDP 2014 study, this research will examines the male students' perspective.

This study focuses on firstly, male student perceptions of social media that can contribute to the learning process. Secondly, social media effect on behaviours male student in the learning process. Thirdly, male student experiences of social media that could help to enhance the learning process. Thus, these variables lead to enhance learning process.

1.3 Research Questions

Based on the problem discussed in the previous section, this study attempts to provide answers for the following three questions.

- 1- What are the male student perceptions of social media that can contribute to the learning process?
- 2- How does social media effect on behaviours male student in the learning process?
- 3- What are the male student experiences of social media that could help to enhance the learning process?

1.4 Research Objectives

- 1- To identify the male student perceptions of social media that can contribute to the learning process.
- 2- To investigate social media effect on behaviours male student in the learning process.
- 3- To determine the male student experiences of social media that could help to enhance the learning process.

1.5 Significance of the Study

- 1- The result of the study may motivate to use the social media that may contribute to the enhancement of perceptions and experiences of the male students.
- 2- Analysis and interpretation of the study may be used for the improvement of the learning policies by using social media. Thus, Educational attainment among male students in secondary school will be effective and increase contributed for students in the classroom.
- 3- Provide evidence about the effect of social media activities among male students behaviour on their attitude in secondary school to use online learning tools. This study attempts to provide research and information that will promote more instructional use of social media and shed a more positive view on how these social media can be an asset to education.

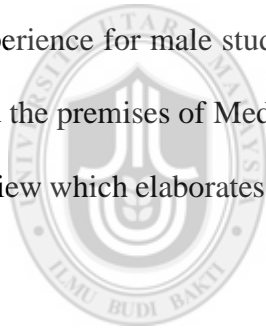
1.6 Research Scope

In 2014, about 73 percent of Iraqi people have been communicating online and that number has continued to grow (UNDP Iraq, 2014). The number of communication media available to young student is rich, diverse and will likely continue to increase in the future. This study selects social media for investigation because of its growing presence in the daily life of the current generation. According to Johnston (2011), social media has over millions active users. Consequently, this study looks at how the use of social media such as Facebook, Twitter, YouTube and other may help enhance male student achievements. In terms of this study male students in secondary schools in Iraq aged between 15 and 17 years old will be considered. The reason behind selecting the male student in these age group is due to academic achievement for male students is low because the school traditional curriculum and inconsistent, society and

culture factors, the situation in Iraq and learning process fail to develop the male students intention and their achieve interaction.

1.7 Summary

This chapter gives an insight of the work by describing the motivation factors that lead to the selection of the area studied. It also explains the objectives of conducting the research, as well as its significance to the real world situation. These elements are important as it ignites the implementation of the research. This research focuses on the role of social media in learning among male secondary school students in Iraq. The rationality for linking the effect of social media on perception, behaviour and experience for male students in enhance learning process was based on the literature and the premises of Media Ecology Theory. The next chapter deals with the literature review which elaborates on related works that have been established in the same field.



UUM
Universiti Utara Malaysia

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the 21st century, the technology has been advanced tremendously. Along with that, the education has been positively affected. People have been talking about e-learning everywhere, in which learning has been very interactive. This had been supported with the advanced web-based online learning and Web 2.0 tools (Girod & Wojcikiewicz, 2009; Greenhow & Robelia, 2009a). This overcomes the limitations in traditional learning (Luxton, June, & Fairall, 2012).

This chapter will focus on definition and history of social media, also social media in learning such as Facebook, Twitter and YouTube, as well as the impact of these tools on the students, digital education, learning applications, Education in Iraq in general and the theoretical framework that applies to this study and the perception and experience of students in the use of social media and its impact on their behaviour.

2.2 Social Media: A Definition

According to Boyd & Ellison (2012) define the social media is a web-based service which permit users to (1) access and view their connections' list as well as those undertaken by others in the system, (2) create a semi-public or public profile within a limited system, and (3) illustration a list of many users with whose they are connected. The nature of connections and nomenclature might change according to site. Concurrently, the term "social media" likewise appears in general converse, with the two items frequently used for connections.

Social media is unique but not so much because they permit strangers and users to meet, but instead because they enable individuals towards articulating and making their social media visible. As a consequence, connections between individuals, that would not be made otherwise, are brought to existence. However, that is frequently not the objective as these meetings are often between "hidden ties" (Haythornthwaite, 2011) sharing several offline connection. Many of the great social media demonstrates that partakers are not important to connection with others nor are they looking for new people. Mainly, Current users of social media who are part of the process of communication in social media. This clearly media is labelled as "social media" to emphasise a critical organising feature of these tools.

An extensive variety of technical features has been implemented by social media, but its backbone comprises profiles that are visible, displaying clearly list of friends who, in turn, are likewise system users. Social media allows users to publish specific features as unique pages such as the definition of cases personal. Upon registration in one social media requiring users fill out a form in which several information such as user name, age, interests and location (Boyd & Ellison, 2012). Using the answers to such questions, the profile is then generated. Users are also enjoined to upload their profile photos by most social media. Profile enhancement features are also carried by some sites, such as modifying their profile's feel and look as well as adding multimedia content. Other social media, like Facebook, further let users add modules ("Applications") which will enhance their profiles.

A profile's visibility differs according to user discretion and site. Profiles on Tribe.net and Friendster, for instance, are, by default, crawled by many search engines. This makes them visual to the public, whether or are not the user has account. Conversely, LinkedIn has control on what a user can see and this is based on the nature of his/her

account (i.e. free or paid). On the other hand, social media such as MySpace permit users to select whether their profiles will be for the public or for "Friends only." Facebook took the default approach differs from the rest of the social media where cleared for users of the same network access to their profiles, depending on the user chooses not to allow some individuals to reject the option. Social media differentiation can be seen in such structural variations around access and visibility, which is one of the main ways they separate themselves from other platforms (Boyd & Ellison, 2012).

After joining individuals to social media, the system asking them to identify of people bound together by social relations. Again, depending on the social media, naming relations in these tools are different. Among the common relations such as "Fans", "Friends" and "Contacts". A majority of the social media requires a bidirectional or two-way confirmation message for friendships; some, however, do not. Sometimes, these one-directional ties are name as "Followers" or "Fans". In many tools, however, these are called "Friend" as well.

According to Top & Boyd (2009) commented that the term "Friends" may be misleading and unclear, because of the connection in social media is not necessarily between friends, in other words, people can use social media for another reasons non-contact. An extremely important constituent of social media is the audience display of connection. The friends list has link to the profile of each friend; this enables viewers to access the network graph with a few clicks through the friends' pages. Most tools show the page of friends to anyone permitted to see the profile, but not all users. For example, many users of MySpace have hacked their profiles so as to conceal the friends show. Also, platform LinkedIn likewise, permits users to have the option of not showing their communication. Users can leave messages on the profiles of their friends; this is another add-on mechanism that most social media also provide. This

feature usually involves leaving "comments," although different labels are used by the different sites for this feature. Moreover, social media frequently have a special messaging feature which is analogous to webmail. Both special messaging and leaving comments are common the majority of social media. However, it cannot be that these tools be available for all.

Social media was not start this way. Chinese instant messaging service appeared called QQ; Cyworld, a Korean discussion tool; LunarStorm, a society site; and also, French blogging service called Skyrock (formerly Skyblog) appeared before adding features to social media. In 1995 Classmates.com appeared which is guide of school affiliates that supports Friends lists in detail after social media's popularity increased. Early popular ethnic community sites, such as Asian Avenue, MiGente, n BlackPlanet, had limited Friends functionality. From 2005–2006, these sites were re-launched with social media structure and features (Boyd & Ellison, 2012).

Social media differ a lot in terms of features and user base. This goes beyond profiles, comments, friends, private messaging, photo-sharing or video-sharing capabilities that are present in some sites, while others have built in instant messaging and blogging in technology. Examples are Facebook, CyWorld, and MySpace. People from particular linguistic groups or geographical regions are targeted by many social media. This, however, is not always a determinant of the site's audience. For instance, in the United States was launched Orkut as an English-only interface (Boyd & Ellison, 2012).

According to Kopytoff (2008), people from Brazil who speak Portuguese fast became Orkut's dominant user group. Moreover, some sites are created with diverse identity-driven categories in mind, such as according to religion, ethnicity, sexual orientation, and politics, among others. Frequently designed to have wide accessibility, many

social media, nonetheless, initially attract similar populations. Thus, it is common to find groups that use sites in order to isolate themselves according to nationality, learning level, age, or other factors that usually in community. This happens regardless whether that was the designers' intention.

2.2.1 History of Social Media

As defined above, the first recognisable social media, SixDegrees.com, was launched in 1997. In 1998 started this platform permitted users to list their Friends, to create their profiles and to browse their Friends lists. Of course, before SixDegrees, there are such advantages already existed in some form or another. Most major community sites and dating sites had Profiles. ICQ and AIM had friends lists which supported lists of Friends, even though those Friends cannot be viewed (i.e. invisible) by others. Classmates.com empowered users to have affiliations with their college or school and to browse the social media in favour of others who were also they belong. However, users could not list friends or make profiles until after several years. SixDegrees that was able to mix between these features first. Promoting itself as a platform for sending messages and for helping user connect with others, SixDegrees attracted millions of users. However, it was an inability in terms of being a sustainable actions and this service closed in 2000. In retrospect, the founder of the company SixDegrees is believed, it was advanced and distinguished clearly at that time (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011).

While the Internet was already filling with people, most users did not possess extended friends networks who were online. The complaint by early users was that there most users were not interested to meeting strangers. Also many users were not much to do after one accepted friend requests (Edosomwan et al., 2011).

During the 1997 -2001 there are a few social media tools which supports social relationship in details. Tools such as MiGente, BlackPlanet and AsianAvenue permitted people to make dating profiles, personal, professional and with the users empowered to select their friends on their personal profiles even without first assent for those connections (Boyd & Ellison, 2012).

Shortly after in 1999 platform LiveJournal was launched, it similarity listed one-directional to connection on user pages. On platform LiveJournal, in order to manage their privacy settings and to follow journals, users mark others as friends. LiveJournal's creator said he suspects that instant messaging buddy lists were his patterns for these friends list (Boyd & Ellison, 2012).

According to Boyd & Ellison (2012), CyWorld, the Korean virtual world's site, was started in 1999; in 2001, the site added social media advantages, independent of other social media tools existing. Also LunarStorm, the Swedish web society in 2000, also formation itself as social media, it also contained guest books, diary pages and friends lists

When Ryze.com was founded in 2001, the next wave of social media commenced to help users in leveraging their actions networks. According to Ryze's founder, he initially offered the site to his friends, who were basically San Francisco business and technology society members; this involved the investors and entrepreneurs behind many future social media (Collin, Rahilly, Richardson, & Third, 2011).

Personally and professionally, the users behind Friendster, Ryze.com, LinkedIn and Tribe.net in particular were closely. They had the belief that, even without competing, they could underpin each other (Yu, 2011). Ultimately, Ryze.com never has gained popularity. On the other hand, Tribe.net attracted and grew an emotional specialized user base. According to Yu (2011), LinkedIn evolved into a powerful commercial business service. Friendster turned out to be the most significant of them all, if only, also as one of the biggest frustrations in the history of Internet.

2.3 Social Media in Learning

Social media such as Facebook, Twitter and Myspace had become the subject of many discussions in the educational environment (Selwyn, 2009). Social media appeared to be the most popular sites by students, which has set up specifically for college students, but it spread very quickly to the secondary and intermediate schools and also for primary ones, despite the presence of the age requirement (Selwyn, 2009).

The computer cannot know the age of the user. Many parents do not know what their children used when they are not around them. Children learnings depends on the social context through social media. Social media had been have high popularity, leading that to increment in the concerns on how to deal with privacy and content as well as the opportunities for the flow of information and continuous advancement (Cohen, 2011).

Social media is a social pattern made for organizations and individuals, have a variety of relationships, such as kinship, friendship and financial exchanges, or relationships of knowledge and beliefs, in other words, social media is a map of the various contacts in multiple aspects (Cohen, 2011). In fact, students are an excellent category to measure the value of what is received from social media, students can achieve

beneficial results in their studies through social media, for example, a student looking at a particular duty and published on the Facebook page of his school and takes students' opinions about duty and took their guidance, Therefore he will get the best results through social media (Selwyn, 2009).

Hunter-Brown (2012) examined the integration of social media in an informal learning environment, because most of the students are using social media for social purposes, but not for the purpose of learning process. Researchers feel that there must be many studies to get the most benefit, for this phenomenon.

2.3.1 Facebook

Facebook is primarily used to maintain and improve relationships with individuals the user knows in an off-line setting, rather than initiating relationships with strangers (Ellison, 2007; Light, Sawyer, Richardson, & Hessey, 2009). It is an ever-growing social media site. As of June 2013, Facebook was the most frequently visited website globally and the second most frequently visited in Iraq after Google (Alexa, 2014). Facebook defines itself as a tool for individual use to stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them. Originally, Facebook was founded in 2004 as a way for university students to create and maintain relationships (Ellison, 2007). In 2004, Facebook accounts could only be activated by individuals who had a university e-mail address, thereby ensuring the user was likely to be a college student. In 2006, Facebook opened to the general public, allowing any interested user (or business) to create a profile page (Slattery, 2013). Since that time, the Facebook users has grown exponentially, and according to

Facebook.com, as of March 2013, there were over 655 million active accounts are visited on a daily basis (Slattery, 2013).

Facebook offers new ways to understand, connect with, and learn about other people (Carpenter, Green, & LaFlam, 2011). Over 500 million people use Facebook as a way to interact and connect with other people. Perhaps because of these myriad uses, there are two cultural and academic narratives regarding Facebook: some consider it a useful, social way to connect with old acquaintances, while others believe it is a way of keeping up with family while isolating deeper social interactions (Carpenter et al., 2011). However, Facebook has also faced privacy issues. There have been several times that Facebook users' profiles have been compromised (Tufekci, 2011). In addition, Facebook has been the center of controversy over the usage, dissemination, and monetization of its members' personal and typically private information. Facebook has also settled various lawsuits concerning rights to the initial source code and other intellectual-property disputes (Cohen, 2011).

Social media can also be powerful tools used to enhance the educational experience of students by extending learning beyond a classroom (Huffman, 2013), supporting communication among teachers and students (Madrigal, 2014). It allows students to interact with one another, and teachers can observe the responses of each individual student (Ramig, 2009), which could accelerate the completion of work (Livingstone & Bober, 2004). As a response to features Facebook provides to the users, Teclehaimanot & Hickman (2011), found that Facebook has been chosen by students in their learning activities, which advancing their communication. Furthermore, such features positively develop their cognitive development. In fact, Rouis (2012) has proven that the deep engagement in Facebook does not distort students' academic achievement.

2.3.2 Twitter

Twitter is one of the most popular social media sites, which had been discovered by Jack Dorsey in 2006. The main purpose of this service is the exchange of messages between friends. These messages play a main role for users of all ages, especially for students in schools and colleges and institutions in order to relay the news quickly for anything such as health, business and fashion (Elham et al., 2014). A study of Miranda, Isaias & Costa (2014), showed that Twitter is the most sophisticated and fastest growing service, working in different languages and different purposes through instant messaging. Twitter had gain more importance in the last period

Twitter has help users by providing the appropriate tools, such as “researcher opinion”, analyse the text, and make it in time series analysis of daily mood. The other tools, such as (General Process Modelling System) GPOMS, also analyse the content of the text to give a daily series and provide a more detailed view of the mood. The results showed that users used to check large scales of tweets and provide their response to a selected group of tweets with specific cultural of social content, however, the current analysis still having geographical and cultural problems. Because of that, any analysis should take the language and location into consideration in order to avoid cultural and geographical errors (Bollen, Mao, & Zeng, 2011).

2.3.3 YouTube

YouTube is one of the social media tools that help users to watch video clips, as well as downloading them. It gives the possibility of its user to interact with each other through the comments, and the exchange of “likes” on other videos. YouTube offers different features and benefits by exploring users the videos of their interest, as well as for the students who have access to YouTube site for educational purposes in several

ways, such as by searching on Facebook or Google via their handheld mobile devices, or computers (Elham et al., 2014).

Students can watch the lectures, conferences and programs through YouTube and have access to useful information and knowledge in details. Furthermore, the most useful knowledge sources can be found in the comments on the video, and the majority of these posts are discussions, data and statistics related. From the other hand, the proportion of watching the video by searching of it is 66.88% while 56.06% is the percentage of watching a video in the related list. In addition, the views from outside YouTube such as Facebook and Google Video Search have 7.6% only (Zhang, Wang, & Liu, 2014).

2.3.4 LinkedIn

LinkedIn, which was founded in December, 2002, can be described as a social media that targets business professionals. It facilitates the sharing of occupational information among users and maintains an online catalogue comprising a range of specialists in various fields. Also, LinkedIn allow for users to create of a profile page. However, in place of a personal focus, a LinkedIn profile is generated in accordance with a business focus. Almost similar to a resume, a LinkedIn profile emphasizes on education and previous job knowledge. The profile also provides users with the opportunity to view each other's linkage catalogue and the proposals that were forwarded to or accepted from fellow users (Wiid, Cant, & Nell, 2013).

2.4 Teenagers and the Internet

During the first years of personal computers and Internet access, research and information gathering were the main reasons in using websites, according to study by Salas and Alexander in 2008 . During the past several years, they noted that the Internet has evolved into a communication centre between people and also as their primary source of entertainment. Alexander & Salas further stated that students in high school, even later in college, have been using the Internet as the tool for nearly every school paper or project. The latest studies have also revealed that the greatest Internet consumers are the adolescents, who use the tool for social interactions in particular (Subrahmanyam & Lin, 2012). Flad (2010) have concluded that the way adolescents gather information and interact have been completely changed by social media, as well as by instant messaging, email, online journals, and blogging. Lewis (2013) opined that, in recent years, much more than the older generations, adolescents have become very used to this lifestyle since this manner of living is all they know. Lewis further noted that, nowadays, unlike the older generations who utilised resources such as newspapers or the television, teenagers use the Internet for most of their information gathering and daily activities.

As seen in a recent survey by Kist (2008), around ninety percent (90%) of Iraqi teens has Internet access, meanwhile, about 79 percent of Iraqi teenagers using the Internet many times per day. The study also showed that about half of the adolescents with access to the Internet and use social media to build relationships and socializing with friends and planning to solve the problems they face. One of the researchers in another study was quoted thusly: Teenagers use the Internet to build social relationships and get to know friends and using of the Internet is an extension of their personality and to show their relationships with others (Goodman, 2012). In Iraq, the vast majority of

teenagers visit a minimum of one social media around 20 times daily, according to the estimates of a research by Valkenburg & Peter (2009).

According to a study by Tynes (2009), a frequent topic of controversy is about the adolescents' freedom in using the Internet in communicating with others and whether this should or should not be allowed. In particular, he said that school officials and the media are giving strong encouragement to parents so as to practice caution concerning online predators and how teenagers are influenced by certain websites. Tynes noted that some parents enforce house rules on when to use the Internet at home and monitor the teens by placing the computer in the middle area in the house.

Tynes (2009), moreover, observed that due to risks and/or safety concerns, social media have also been a central concern for a lot of parents, some of whom are simply not in favour of having their kids staring at computers for too long. As Tynes (2009) noted, television shows, magazines, and newscasts are constantly flooded by information on the dangers and risks of teen Internet usage, serving as a warning to parents on educating teens on Internet behaviours.

De Souza & Dick (2010) flagged another anxiety that a lot of adults harbour about teens who involved in social media, particularly when these adolescents share inappropriate information or disclose "too much information". In their recent research on teens' MySpace participation, the study showed that, at the minimum, 65 percent of teens have account profile pages with a MySpace that contain very personal information, which included their residential addresses, phone numbers, and email addresses, their schools, workplace, and several things they enjoy doing during their spare time. A lot of teens, particularly females, likewise posted information concerning their sexual behaviour, as well as their substance and alcohol use (De Souza & Dick,

2010). Representing the other aspect of this matter, according to the information unearthed by Salas & Alexander (2008), are other adults and a lot of professionals, which includes school faculty and teachers. Conversely, they promote the teens' usage of social media, such as Twitter, Facebook and YouTube, since these tools let students connect with each another and to discuss school related matters. Among the positive social media activities for teens that the research enumerated include forming online communities so as to do project planning, conducting group discussions in class materials, or using social media as a means to continue in touch during student absences while still needing to get many information of academic updates (Salas & Alexander, 2008).

Significantly, on the issue regarding the amount of time adolescents spend on social media, there are other parents who look at these sites favourably (Alison Bryant, Sanders-Jackson, & Smallwood, 2010). Concerns about their teen's social lives make some parents grateful for way out their children's possible loneliness and depression. The Alison Bryant et al. study (2010) shared that nearly 35 percent of the adolescents' parents expressed their feeling that any form of communication with others is better than having none at all; thus, they fully support their child's Internet use.

2.5 Benefits of Young Students Utilizing Social Media

The utilization of social media has greatly influenced the socialization among young people. When social media are utilized effectively and appropriately, it can provide students with opportunities to immerse with members in groups and share similar preferences (Madrigal, 2014). In this sense, Facebook, Twitter, and other social media motivate students to involve in conversations and interact actively with one another (Quan-Haase & Young, 2010).

In short, social media makes connections among teachers and students, as well as family easy, enabling them to strengthen their relationship (Quan-Haase & Young, 2010), which further extends learning into a new experience.

Wiid et al. (2013) opined that the utilization of social media schemes in classrooms can lead to an affirmative psychological effect on students. When students were given the leeway to answer questions through the use of twitter, for instance, they experienced less stress even in a situation where the response forwarded was incorrect. Table 2.1 provides an outline of the various ways in which social media schemes can be applied in the educational domain and the benefits to be derived from their implementation.



Table 2.1***Benefits of Social Media Systems***

Type of Social Media	Description of use and benefits
Facebook	<ul style="list-style-type: none"> • Improve communication by enabling students to easily contact lecturers and other students with questions. • Easily integrate class projects with Facebook through the sharing of books, reviews and promoting student work. • Use Facebook applications and groups in order to make learning and studying easier and more enjoyable for students. • Create a Facebook page where you can schedule events, post notes and remind students of important dates and due dates. • Be a news source by posting status updates and follow other media and well-known leaders.
Twitter	<ul style="list-style-type: none"> • Post additional materials such as links to articles and videos in order for students to continue with their learning even if classes are over. • Setting-up specific feeds to enable all students to see and monitor certain events. • Develop a feed for your students in order to tweet about important dates, upcoming events and assignments, as well as class news. • Connect with other students, lecturers, as well as parents in order to increase communication and build community. • Follow tweets of other lecturers' in order to keep up with the latest teaching trends, to get ideas and to support one another. • Share ideas and collaborate with lecturers and students from other classes, schools and departments.
YouTube	<ul style="list-style-type: none"> • Search for video-clips under specific topics that can be used in the classroom to give a lesson in a more memorable way. • Organise playlists to enable students to easily find and watch all relevant and approved videos on a topic. • Record lessons and post them on YouTube in order for students to review them whenever they want to. • Create interactive videos by adding quizzes, comments etc. to it.
Pinterest	<ul style="list-style-type: none"> • Use community boards for group projects, as well as brainstorming to enable a number of users to save their resources in one place. • Allow and encourage students to use Pinterest for presentations and projects. • Search for inspiring tips on how to organise and decorate your classroom. • Search, find, pin and organise images, projects, videos, stories etc. for future classes and projects.

2.5.1 Socialization and Communication

There are many tools necessary in the life of the students, including the social media that can be used at home, at school and in all areas of life. Madrigal (2014), conducted a study that Facebook users are connected and interact with their families and this is a necessary and important reasons that users of Facebook stays their accounts efficient and active, because it helps them to communicate with family and friends (Madrigal, 2014).

Through the study of students aged 11-18 years found that Facebook users who tend to form friendships are 26% and who form the emotional relationships and friendships through the use of chat rooms in order to communicate with their friends (Madrigal, 2014). While other studies have found that students who use social media have an important role in the students' interact with each other and be more explicitly and appropriate in the community and build strong relationships with their peers (Barker, 2009).

Barker (2009), explained through his studies the importance of the use social media and the influence on the students as well as individual differences among students. In this study, 743 students participated in the communications department at a university. All participants in this study answered on how to use social media as well as the motivation for their use. The results showed a large proportion of participants who consider social media great importance to communicate and interact with the students. While a small percentage showed that social media has a negative role in the social life because they view this as an alternative means to communicate with their friends directly.

In general, many studies have been shown the importance and impact of social media on student life (Whitcomb, 2011). In addition, the Madrigal (2014) in his study showed about the importance and benefits of social media on student life. Madrigal chose to his study more than 100 pages on Facebook through added friends on Facebook and to identify the contents of them pages and personal, what these pages contain from information, pictures and comments. The results of the study on the pages of people who added contain a positive comment on the images that belong to friends and family.

2.5.2 Enhancement of the Individual

Hunter-Brown (2012), discovered that social media promotes individual character building creation. This could be seen in various social media sites that the users have been using the provided features to explore their potentials through active participation in posted topics and immersion in collaborative works (Huffman, 2013). This is possible because social media sites make active interactions among the users very easy, in which very minimal technical skill is required. Among the various types of interaction styles include comments, messaging, video sharing, and picture commentary. They attract users to strengthen their groups (Larkin, 2013).

Based on the discussion in the above paragraph, this study believes that social media is highly potential in enhancing individuals in various aspects through the various provided features. It was always been addressed that a picture explains a thousand words. This is highly supported in social media because it naturally encourages users to share visual-based contents. Not only graphics, the learning process is also strongly supported with video sharing.

2.5.3 Education

Formal education explained by the studies of Asad, Mamun, & Clement (2012) and Collin, Rahilly, Richardson & Third (2011) revealed that schools, secondary schools in particular, were interested in the capabilities of general social media like blogs towards leveraging and complementing official educational activities and towards enhancing learning process. While most educational settings now integrate e-learning frameworks, social media use is less comprehensively utilised. Social media access differs in accordance with state and educational level; few states even ban access to social media services completely, according to (Collin et al., 2011). As a result, there is scarce evidence on how young people's formal education is impacted by social media (Montoneri, 2015). Still, research and pilot projects are being rolled out. This highlights two things: the potential as well as practices, the need for social programs, and services that should be incorporated into the frameworks of higher education and school (Collin et al., 2011).

Social media is likewise being utilised towards extending formal learning opportunities across geographical contexts. A case in point is the program of Linking Latitudes on Melville Island set up by Pularumpi School and Tasmania's Sacred Heart School. Here, the learners from the two schools utilise instant messaging and Skype for working collaboratively and for exchange information about their cultures and society. Young people in both schools interaction with others students from more than thirty other schools with using of social media (Collin et al., 2011).

Moreover, as Wang, Woo, Quek, Yang and Liu noted in their 2012 study, the use of social media between students and teachers can lead to improvement of rapport, motivation, and engagement with education. Studies that were conducted in the

workplace about social media's role in learning and development gave the following findings:

- 1- Used as a setting to share content and create/maintain relationships, Web 2.0 functionality leads towards a facilitation of self-directed and peer-based learning;
- 2- Young people particularly give weight to social and interactive learning opportunities;
- 3- Because of its regular accessibility, portable technology is especially useful as a platform for learning in workplace (Ramesh, Anni, & Shameem, 2013);
- 4- After access to online or virtual communities is of greater importance compared to the environment of physical education. Also, outside formal classroom setting, continuing and extending discussion and learning can be supported by online forums and social media (Collin et al., 2011);
- 5- The learning process by peers is one of the distinctive features of learning in school and formal education organizations. The style of reciprocity characterises this situation, where users get the feeling that they can be both producers and evaluators of knowledge and culture (Ito et al., 2008); and,
- 6- Interactivity is expected by young people. This is succinctly captured by this quote, the Net generation have been illustrated as engaged, constantly connected and experiential for rapidly and immediate. (Collin et al., 2011).

During e-learning steps' evaluation, social media tools were found to permit extending discussion and learning outside of the formal learning. This, hence, promotes better learning since young not only obtain to enrol with the subjects for a longer time; they are also more likely to incorporate and connect the subjects throughout their daily lives (Sawang, Newton, & Jamieson, 2013). Lastly, studies that were carried out on the

usage of handheld devices in delivering learning of workplace revealed that the possibility and the ability of young people regularly access to resources in a convenient and linked to the reality of education, and therefore this will help to improve the learning and working levels (Ramesh et al., 2013).

Social media's educational benefits - and this is significantly notable - for all youth students equally and are not only experienced. Particular groups of students, for instance, aboriginal youth, those living in remote areas, and those from backgrounds of socially and economically bad, encounter importunate challenges concerning literacy and Internet access (Claro et al., 2012; Collin et al., 2011).

Specifically addressing access and digital literacy is necessary to maximise the benefits of social media for these groups. Where there is promotion of skills and access, however, social media lead towards the enhancement of excluded youth student's interaction with their teachers and an increase in their confidence in educational process (Blanchard, Metcalf, Degney, Hermann, & Burns, 2008). Using different formulas - for instance, including a clip art or multi-media file as a supplement - empowers individuals towards articulating and explaining themselves whenever they are faced with cultural, learning barriers, social, or language (Blanchard et al., 2008).

In addition, another benefit of social media in informal knowledge and skills starts when the learning of peer-to-peer of varied cultural expression, skills and knowledge, collaboration, develop certain skills that can be used in the workplace, and a more enabled idea of citizenship are supported, social media can lead towards a facilitation of skills development and learning outside formal learning environments (Collin et al., 2011). Furthermore, Kantomaa et al., (2015) noted that due to the involvement of a

greater level of personalisation and agency, social media in particular may be valuable learning places for students struggling in educational process that are traditional. Studies have indicated that, beyond substantial educational benefits, social media helps informal learning needs and interests, for instance, advanced IT, online marketing and creative content production, and also methods of education by parents of youth students (Asad et al., 2012).

Such studies demonstrate that social media consist of new avenues that can engage youth students towards learning process. When young people share content or create/maintain relationships, they engage in self-directed, peer-based and interactive learning (i.e. can be accessed from outside the school) that is important for deep learning and engagement in activities (Collin et al., 2011; Ito et al., 2008). In addition, the skills and knowledge learned by youth students by means of social media have direct relevance to the participate web. In this web, user-introduced content is now essential in an online commercial business model that is rapidly developing, capitalising on its users' social networks, knowledge, and creativity. As a result, people have been led to request that the learning which has been empowered through social media will directly bear upon their economic futures (Asad et al., 2012).

Important questions remain regarding how extensive formal learning is impacted by informal learning that is enabled by social media. Although it does not follow that the everyday use of social media outside the contexts of formal educational process turns into relevant use for education (Delialioglu & Alioon, 2015), social media will give the several benefits when it comes to learning, especially when youth students used social media in educational process is integrated into their daily lives.

2.6 Digital Learning

Technology allowed students to participate and have access to information more rapid than what was possible in the past ten years. In addition, people became less interested in local “old fashioned” libraries and what’s offer by them like card catalogues, encyclopaedias and other such materials. Due to that, these libraries start to look for “modern fashioned” type by linking their materials with the new technology, so they started during the past decade to provide their pioneers with the new digital materials that meet the requirement of the new century (Hunter-Brown, 2012).

In the study of Johnson (2014), he indicated that there are some difficult challenges regarding digital learning activities from being a tool to the success of the students. One of the important challenges is the enhancement of the traditional classrooms, which currently only focuses on attendance and the age level of the students. The digital education removes the traditional pattern and allows students to be more creative with enrolling in the studying subjects. In addition, teachers need to enhance their skills in the e-learning field to know how to deal with this technology and achieve its proposed goal in the right way.

Also, Hunter-Brown (2012) noted that any regulations limiting access to the learner need to be eliminated, as the open access will have great effectiveness to enhance the skills of those learners. However, such access can have some harmful effect on the young people, but many researchers had proven that its advantages are much more than the disadvantages.

The digital education technology has the ability to the impact on human knowledge, change the skills and knowledge necessary to participate in the local and global environments, the impact on the future development of the community and reduce the

students go to school. In addition, the use of digital spaces and how they affect student behaviour because it has pros and cons on the student (Jones, Chew, & Blackey, 2014).

2.6.1 Learning Applications

Electronic applications have been increased dramatically in the field of learning (Prentice & Dobson, 2014). Many students in secondary schools are downloading applications on computer and mobile devices. These applications will help them to get different information (Prentice & Dobson, 2014). Social media applications such as Facebook, Twitter, YouTube and blogs of the most frequently used applications and downloaded by the students. Many applications have been developed to be used in the education field, including mobile education (Madrigal, 2014).

This process aims to let the learning process to interact with technology that students use. That is a useful way to help the students and teachers to learn how to use these applications in education, so they can spend pleasant and useful time in learning (Madrigal, 2014). In order to build strategies and learning skills using modern technology, it is necessary to provide the needed knowledge for the teachers, which will effectively contribute in the future educational process (Navaridas, Santiago, & Tourón, 2013).

Madrigal (2014), examined the distribution of tablet PCs to 266 students in secondary school in order to be used in the classroom for a period of nine weeks. Some students used these tablets, while others continued the educational process without using them. Students were evaluated at the end of the period; the results showed that students who used the tablets were able to get the best grades compared to students who did not use them.

In addition, Navaridas et al. (2013) conducted a study on the possibility to take advantage of technological applications in the educational process in order to increase the efficiency and the skills and abilities of students in education. This study included 126 teachers were using technology applications in their own classrooms. Results showed the using of technology in education from the teacher point of view and its effectiveness in the educational process. This study illustrated that many teachers who used technology in their classes in order to improve cognitive abilities among students, help to promote collective and collaborative work between students and to encourage personal responsibility and obligations among the students.

2.7 Education in Iraq

The Iraqi government manages the education process accurately through the Iraqi Ministry of Education shows in Appendix A, that explains the organizational structure of the ministry of education in Iraq (Eduardo, 2003). Education in Iraq is free at all levels, also many religious education institutes as well as private, despite the availability of all the possibilities, but these schools is attractive to many of the Iraqi students (Eduardo, 2003).

Education in Iraq is characterized by quality and importance compared with all over the Arab world. Education in Iraq is using the Arabic and English language. Iraq have a unified studying programs for all of its region, so all the graduates student from the Iraqi schools have knowledge in all subjects such as physics, chemistry, mathematics, history, geography and all the scientific fields (Khalil, 2013).

The essential education process in Iraq lasts for mandatory 12 years, beginning from the primary stage with duration of 6 years; the age of the student in this stage is

between 6 and 11 years, then the intermediate stage which is last for 3 years, and finally secondary stage which also and last for 3 years explained in Table 2.2 (Eduardo, 2003). Secondary education in Iraq consists of several sections, scientific, literary, commercial, industrial and agricultural sections. The student has the right to choose any section desired to study (Sikhi, 2012). After completing their essential education (primary, intermediate and secondary), Iraqi students can keep on with their higher education studies by joining one of the Iraqi universities and institutes which are distributed all over Iraq.

Table 2.2

Level Education in Iraq According to Grade and Age

Level Education in Iraq	Grade	Age of Students
Pre- Primary	1-2	4 -5 years old
Primary School	1-2-3-4-5-6	6 - 11 years old
Intermediate School	1-2-3	12 – 14 years old
Secondary School	1-2-3	15 – 17 years old
Higher Education	1-2-3-4	18 – 21 years old

2.8 Theoretical Framework

Communication theorists, politicians, educators and scholars have a mission that come to clarify the role of technology and social media in influencing the academic achievement of students in achieving success in the classroom. There are many theories, including Social learning theory (SLT) (Bandura, 1977), Enactivism theory (Cohen, 2011) and Media Ecology Theory (MET) (Griffin, 2012), each theory has its own goals.

Social Learning Theory (SLT) in order to explain the rationality of proposing the effects of social media on student's behavioural aspects to use online learning tools. This theory is built up of two important aspects which are behavioural and cognitive theories. According to Bandura (1977), SLT explain how the behaviour can be learned from the environment through modelling such as reciprocal determinism, observational learning, and facilitation. He also believed that people learn new functional value through observation. Ramanathan, Yoon and Tourassi (2014), supported that by observing other people from the environment and it will affect and may influence their thinking. On the other hand, SLT concept can be divided into three sections: psychological determinants of behaviour, observational learning and environmental determinants of behaviour.

Through Enactivism theory, which originated from an area of study focused on education and how to learn the individual, this theory focuses on the cognitive theory based on environmental pattern. Analysis of living systems, and perception is the basis for the theory Enactivism, generated from a hypothesis which states that can be defined as the perception that biological phenomenon helps to understand. The concept of knowledge is one of the effective measures that deal with living organisms effectively. The outside world does not represent perception of beings, cannot be continuous bring to the world for the way of life in which they live themselves. Therefore the knowledge and as mentioned earlier is an effective technique in a particular system, which is a cultural basis (Cohen, 2011).

One of the theories that can be used to illustrate the power of technology and social media is Media Ecology Theory originated in 1964 from English professor at the University of Toronto is Marshall McLuhan a leading theorist in the media field, who suggested that media should be focused at ecologically. In this theory, McLuhan

discusses several themes including perception, experience and attitudes and behaviours. He talks about how technology can alter our environment and therefore alter our communication (Griffin, 2012). This study will focus on the Media Ecology Theory because of its importance in encouraging students to education and the integration of social media in education.

2.9 Media Ecology Theory (MET)

Marshall McLuhan suggested in his theory of the changes taking place in technology are the changes in the social and symbolic environment, through the perceptions, experiences and behaviour and attitudes formed through the meanings of the sensory world (Meyers, 2014). While other noted theorists wrote warnings against technological advances, McLuhan believed that we are “safe” from our technologies as long as they are not “chasing us”. According to McLuhan, it would be almost impossible to ignore the ever-changing face of technology. He believed that instead of focusing on what is changing people; researchers must care how our daily experience can change the technology. Meyers takes a closer look at this theory writing, a mediator shapes us because we partake of it repeatedly until it becomes a continuation us (Meyers, 2014). Marshall said that the message of any means or technology to help them change the style, size, speed, intervention in human affairs (Griffin, 2012).

Theorist known Neil Postman suggested in his speech at a conference of environmental media, describes the media ecology that humans in their outlook to the media for them is not interesting, but in the method that will help them to interact with the media, humans can reflect the culture and character that have a role in maintaining the symbolic balance (Rummler, 2014).

Despite the importance and the impact of social media on human culture led to anxiety and praise with the expansion of the current culture. The number of researchers such as Marshall and others were encouraged to promote the view of people in the presence and absence of the media in life. The point of view and belief theorist known Nile Postman in the media and the environment is to knowledge moral judgments. (Meyers, 2014). The culture must pay fees to the technology, that social media is one of the most popular sites on the Internet like Twitter and Facebook and blogs that have a role in the creation of new knowledge in speech and language that have a negative impact on social skills and writing in the classroom environment. The Postman was considered this means as a bad deal or cooperation with the devil or achieving temporary desires through the use of these means (Meyers, 2014). Postman said that the technology can create more than destroy; the opposite can happen (Rose, 2014). Something Postman looked at is whether technology is really needed or not. Olabanji often believed that the selection of TV as a means of study, and through his research could look at other means used to study such as the Internet and other (Rummler, 2014).

According to Ruotsalainen and Heinonen (2015) explained, we must implement media ecology viewpoints in order to canvass the current relationship between change in the media and change in society. Whereas theories on the information society operate on an abstract level of information and networks, media ecology is better able to connect structural level with that of individuals. To avoid technological determinism often ascribed to the media ecology tradition, this article emphasises the interactive features of new media and social constructivist approaches towards media technologies.

According to McLuhan (2008), changes in technology transform social constructs, which in turn shapes perceptions, experiences and behaviours. McLuhan said that, all media are fixed fees and extensions based on personal energies for each person,

working on the composition of experience and awareness of each individual and represent the human sense to us (Griffin, 2012; McLuhan 2008). Postman (2011) who studied how the relationship between social media and students identifies changes in perception, experiences and behaviours. Postman discussed the television and its impact on the average childhood. While many would argue that the television has made the institution of childhood “obsolete”, there are some, like electronic salespeople, who see nothing wrong with it. The same could be said for social media and new technology, such as the website Facebook (Postman, 2011).

Facebook is one of the most visited sites in the world and ranked fifth among social media (Mazer, Murphy, & Simonds, 2009). Through Facebook can be for students and teachers to communicate easily because Facebook is one of the most interactive sites through messages and conversations that enable teachers and students to exchange views and information. Increasing the number of participants in Facebook could lead to change the ways of communication between people. The following study will look at the way Facebook alerts our symbolic environment (Mazer et al., 2009).

As Sabine Weinert has wrote, for humans, Much of our learning in any everyday context happens without conscious awareness (Weinert, 2009). Even though much can be learned outside of the classroom, educators have the important task of taking charge of what skills and behaviours are learned inside the classroom. Results from a 2009 study on content based instruction, by Kong suggested that a focus on content provides a strong foundation for student success. The results from the study suggest as a result of lack of language learning and provide the necessary content leads to a lack of focus on the content (Kong, 2009). Teachers should be aware of this pedagogy and recognize that education “must not be confused with training (Ashton, 2010).

Howe (2011), used MET in his study and the findings in the study shed light on the personal and social environment created by the use of social media. Howe's study found that individuals are primarily motivated to share news stories with their social networks because they wanted to stay connected with others and to maintain relationships. Those who share news articles through social media say they enjoy discussing current and trending topics with people in their social networks. Respondents appear to let their network of friends guide them to news articles as they are a good representation for one's tastes and interest.

Also, Olabanji in 2011 in his study used Marshall McLuhan's MET to research the popular social media and its impact on the classroom, specifically how students themselves believe Facebook can be used to enhance their educations. Several university students were surveyed and asked to respond to how Facebook in the classroom changed their perception, experience and behaviour in the classroom. The findings of this study showed that students themselves saw much benefit with incorporating Facebook into the classroom. The majority of respondents concluded that Facebook can help them better understand their work by enhancing the classroom experience, but there is also the negative aspect of the site serving as a classroom distraction. Education should be seen as a way to enhance the entire well-being of a student. The above information gives a pathway to introduce social media into classroom curriculum. Curriculum is the course of study for all students in a specific classroom that incorporates meaning participation, daily routines and activities. Research has shown that the use of social media in curriculum can be beneficial to many students (Horn, 2009).

The study in this research will look at how new technology has changed or altered the perceptions, experiences and behaviour of students. When looking at media from an ecological, or humanistic point of reference, it is important to remember that everyone has a different view on what they consider “good” or “bad” for them. Theoretical framework in this study explains in Figure 2.1.

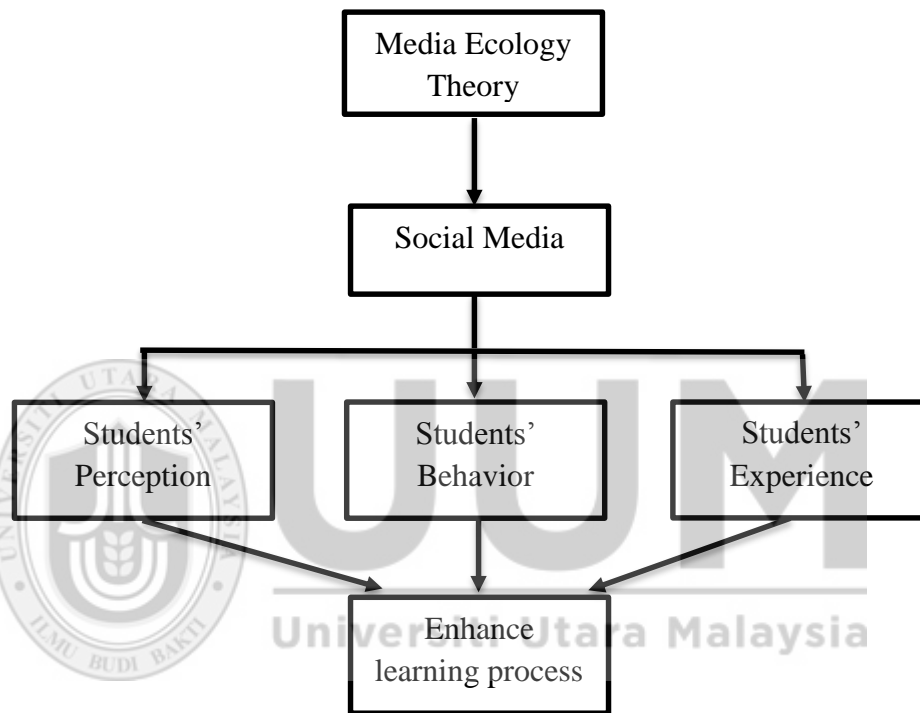


Figure 2.1: Theoretical Framework

2.9.1 Perception of Student Using Social Media

Perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind (Yingxu, 2007). In addition, perception as the product of reception, integration, and processing of stimuli. Under a psychophysical approach, observed behaviour is the product of these processes (Munoz & Blumstein, 2012; Schacter, Gilbert, & Wegner, 2011).

Several university researchers in the United Kingdom have studied whether there is any role for social media tools to be used by university support services and academic departments to enhance the social and academic integration of students, from the student perspective (Madge, Meek, Wellens, & Hooley, 2009). As noted earlier, perception was listed as one of the key senses McLuhan identified in his MET.

Roblyer, Mcdaniel, Webb, Herman and Vince (2010) explained that many benefits of social media reflects its mechanisms and attributes on the reactions for participants and cooperative patterns in the educational process. Many students use Facebook informally to schedule group meetings and ask questions about class. Most of the students surveyed used Facebook weekly to get in contact with students in their classes (Madge et al., 2009). Some students Madge and his researchers interviewed stated that they would rather not use Facebook to communicate with teachers.

According to Wynn (2009), explains the majority of the students who participated in this study offer suggestions to help the researcher, how teachers use social media to take advantage in the classroom. Some of these suggestions are announcements and support academic and revisions the students, as well as many of the ideas proposed is not necessary that there be a connection and interaction with the instructor, the results showed that many students prefer through Facebook contact their special teachers, the above research shows that the majority of students embraced Facebook as a technology that enhanced classroom engagement, by using this advanced form of communication the students viewed their education as more meaningful and beneficial.

Mostly educators found that the perception of students increases through the understanding and use of technology in learning, studies were conducted at Ohio University revealed about the credibility of the teacher through social media, research suggested that teachers who use the method of enthusiasm, stories and humour will be

effective in the way of their teaching curriculum from the point of view of the students (Madge et al., 2009).

Hashim & Kutbi (2015) and Nikolic, Muresan, Feng, & Singer (2012) that examined the perceptions of students who completed courses that use social media as an instructional tool and found that the participants considered social media a valuable tool that helps to strengthen interpersonal relationships, build learning communities, and engage students in education.

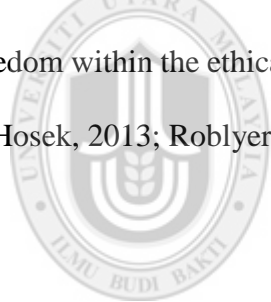
2.9.2 Behaviours of Student Using Social Media

Behaviour refers to is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the (inanimate) physical environment. It reflects the response upon the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary (Minton & Kahle, 2014).

The social media has many features, to help in the education process through interaction between the teacher and students and exchange of experiences and information (Hashim & Kutbi, 2015; Petrescu, 2010). A study of Diverniero and Hosek (2013) showed that, many students have self-disclosures to the teacher via social media, which has helped them for better learning enhance, the students who are self-disclosures be more positive in the classroom. From the other hand, student who participate with their teachers in social media showed better interaction with them and also showing high rates of honesty as they feel to have more freedom within the ethical boundaries if compared with the other students (Diverniero & Hosek, 2013).

Petrescu (2010), Hashim and Kutbi (2015) explained the behaviour and attitude for the learner through importance of using technology on their thoughts and perceptions and how to use the technology easily, as well as the perceptions and attitudes of users of external variables that affect them in the use. Therefore, in this study, the researcher investigates how different social media activities in the online environment affects students 'attitude to use these tools (Hashim & Kutbi, 2015; Petrescu, 2010).

Also, there are many studies explained, that many students have self-disclosures to the teacher via social media, which has helped them for better learning enhance, the students who are self-disclosures be more positive in the classroom. From the other hand, student who participate with their teachers in social media showed better interaction with them and also showing high rates of honesty as they feel to have more freedom within the ethical boundaries if compared with the other students (Diverniero & Hosek, 2013; Roblyer et al., 2010).



UUM
Universiti Utara Malaysia

2.9.3 Experience of Student Using Social Media

Teachers believed that the social media effect on students' experience in the classroom, and how to use social media by students to improve their studies, in 2009, a study conducted at the University of London in Institute of Education, this study wanted to show views interested in the field of education and that students who are moving away from the traditional way in the educational process using social media, in addition to other studies conducted on 900 students at a university, and the results showed that the activities of "wall" on Facebook for those students based on education (Selwyn, 2009).

Their studies had shown that it is not necessary that social media is the source "erode or enhance" the participation of students with the traditional way of teaching, the

researchers believe that access to the social media by students must be based on the student's identity (Selwyn, 2009). In fact, social media helps students to express themselves and their experiences in their relationships with teachers and students, and gives them a distinctive place through previous experiences, according to Marshall, who said this type of experience, feeling, and the environment.

Many studies had shown that students use many ways to share information and interact with each other. For example, if a student has a question and asking for help will ask friends on Facebook by sending publication help instead of sending an email to the teacher; this is the way to help the student improve his experience in education (Selwyn, 2009).

Another researcher wrote that social media has the capacity to radically change the educational system to better motivate students as engaged learners rather than learners who are primarily passive observers of the educational process (Ziegler, 2007). The Ziegler study looked at Facebook wall dialogue between two students. According to the study this is referred to as educational “banter.” These postings and exchanges are often humorous or sarcastic in nature. The study also looked at ways students use Facebook to exchange practical information and reflect on school-related experiences.

Other students consider that social media is like a friend, offering them insight and assistance through private sites them, and thus develop their sense of belonging to the community, through social media are sharing views on the subjects. Yasemin (2014) said that social media is an important means to help students save the subjects in the educational process, also explained that the students consider that social media is an extension of their subjects in various types of communications (Yasemin, 2014). In the viewpoint of Olabanji, that social media is like an office door open, for all and thus

will increase the conversations between students who have a key role in communication (Olabanji, 2011).

2.10 Summary

This chapter reviews the previous works related to this study. The literatures included definition and history for social media, also social media in learning such as Facebook, Twitter and YouTube, as well as the impact of these tools on the students, digital education, learning applications, Education in Iraq in general and Media Ecology Theory as theoretical framework in this study. Besides perception, experience, behaviours, as well as the importance of the theory in integrating social media into classroom are also discussed. Next, Chapter 3 outlines the activities will be carried out in achieving the objectives stated in Chapter 1.



UUM
Universiti Utara Malaysia

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research methodology discusses the ways in which the research studies are composed and the strategies by which information are analysed. Basically, research gives the data that empowers supervisors to settle on choices to amend the recognized issues (Sekaran & Bougie, 2013).

This study was conducted in order to identify the role of social media in learning among secondary schools students. As a case study, the study is focused at schools in Iraq. Fundamentally, this study is based on three objectives;

- 1- To identify the male student perceptions of social media that can contribute to the learning process.
- 2- To investigate social media effect on behaviours male student in the learning process.
- 3- To determine the male student experiences of social media that could help to enhance the learning process.

In order to achieve the above objectives of the study, three research questions were designed;

- 1- What are the male student perceptions of social media that can contribute to the learning process?
- 2- How does social media effect on behaviours male student in the learning process?
- 3- What are the male student experiences of social media that could help to enhance the learning process?

Therefore, this chapter explains the method used in conducting the research. It includes discussions on the research design, data collection sources, data analysis and the particular instrument of this study.

3.2 Conceptual Framework

According to Media Ecology Theory described in the literature review, containing three main aspects is the perception and behavior and experience for students in the social media in order to improve the learning process in Iraq to come up with a conceptual framework as show in Figure 3.1.

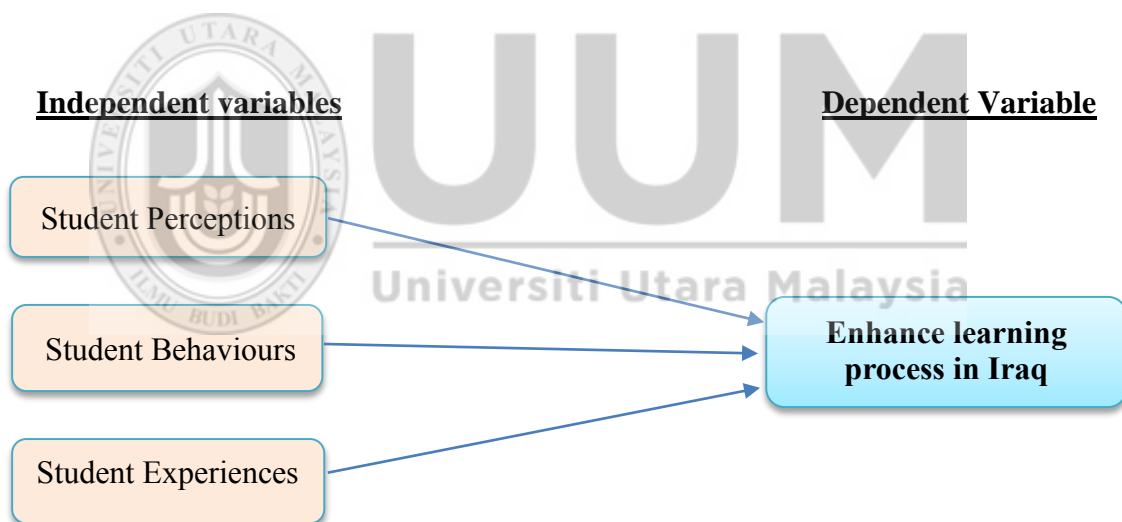


Figure 3.1: Conceptual Framework

3.2.1 Hypotheses Formulation

The following sub-sections describe the factors extracted from Media Ecology Theory that explained in conceptual framework as aforementioned in chapter two.

3.2.1.1 Student Perceptions (SP)

Perceptions and usage of social media in academic platforms has been an important topic. As a matter of fact, one of the earliest studies ever published about Facebook (Acar, 2013) was about student and faculty relations on the platform. Since then, a number of scholars investigated whether social media can improve learning and student satisfaction (Muñoz & Towner, 2011). Many researchers think social media services are useful because they provide support for school related tasks and improve student literacy (Greenhow, Robelia & Hughes, 2009; Greenhow & Robelia, 2009).

Many studies examined the perceptions of students who completed courses that use social media as an instructional tool and found that the participants considered social media a valuable tool that helps to strengthen interpersonal relationships, build learning communities, and engage students in education (Hashim & Kutbi, 2015; Nikolic, Muresan, Feng, & Singer, 2012), and other countries have studied whether there is any role for social media tools to be used by university support services and academic departments to enhance the social and academic integration of students, from the students' perspective (Madge, Meek, Wellens, & Hooley, 2009; Wynn, 2009; Roblyer, Mcdaniel, Webb, Herman, & Vince, 2010). The measurement items used for the study are adapted from previous studies that explain in chapter two to suit the domain of the study. The stated hypothesis below is to be tested using conceptual framework:

H1:- *Male student perceptions of social media that can contribute to the learning process.*

3.2.1.2 Student Behaviours (SB)

Lewis and Nichols (2012) observed, students had positive behaviours toward using social media in the classroom, and actually having an experience of using social media to study improved the positive behaviours.

With various features in social media that enhance teacher-student interaction, Diverniero and Hosek (2013) found that many students have self-disclosures with their teachers via social media. This help them enhancing their learning activities. They are also more positive in the classroom. Teachers also feel that they are more honest and sincere (Chien & Graf, 2009; Diverniero & Hosek, 2013; Roblyer et al., 2010). The measurement items used for the study are adapted from previous studies that explain in chapter two to suit the domain of the study. The stated hypothesis below is to be tested using conceptual framework:

H2:- *Social Media can effect on behaviours male student in the learning process.*

3.2.1.3 Student Experiences (SE)

Experience refers to the knowledge or mastery of an event or subject gained through involvement in or exposure to it (Erlich, 2003; Crawford & Tetlow, 2012). It is very popular that terms in philosophy, such as "empirical knowledge" or "a posteriori knowledge," are used to refer to knowledge based on experience. A person with considerable experience in a specific field can gain a reputation as an expert. The concept of experience generally refers to know-how or knowledge (Fadul, 2010).

Ziegler (2007) discovered that not only social media fosters learning, but also it engages learners in their learning activities. It was also discovered by Yasemin (2014) and Olabanji (2011). Hence, it is deduced that social media has various positive impact into learning if the inclusion is designed carefully. The measurement items used for the study are adapted from previous studies that explain in chapter two to suit the domain of the study. The stated hypothesis below is to be tested using conceptual framework:

H3:- Male student experiences of social media that could help to enhance the learning process.

3.3 Research Design

A research design is an expert arranges that indicates the routines and methodology for gathering and dissecting the required data. It gives a structure to activity in the study (Zikmund, Carr, Griffi, & Fuller, 2010). A study Mitchell and Jolley (2012) described that the research design as an outline, or blueprint for combing the study parts by a method that provides the maximum control over the parameters and factors that may affect the validity of the research results. The design of the research can be considered as the researcher's whole plan from his point of view on how to obtain the research questions' answer and achieve the objectives as it is shown in Figure 3.2 that are guiding the study (Sandelowski, 2000) adapted from (Chasib, 2014). However, having a study design helps researchers in organizing and implementing the study in a way, which was aid them to have the intended results, thus enhancing the possibilities of obtaining the data that could be come with the real situation.

The first phase in Figure 3.2 requires this study to understand the problem and determines the population and the sample. The second phase involves the development of the research instrument. Then, phase three contains many activities such as pilot study and the commencement of the actual data collection. In this phase, male students from secondary schools in Baghdad at Al-Rasafa Third were contacted to answer the questionnaire. This study constructs the questionnaire with a well-defined purpose and was ensured correlated with the goals of study. While gathering data from the respondents, they were well-informed about the purpose of study, after ensuring their understanding on the items in the questionnaire was clear (Giesen, Meertens, Visvisschers & Beukenhorst, 2012). Finally, it was followed by data analysis using SPSS version 20. The phases in Figure 3.2 are further detailed in the following sections.

Moreover, quantitative research methods try to maximize generalizability and objectivity of the obtained results and are typically care in prediction. However, quantitative methods are often characterised by assuming that only one truth exists, independent of human perception (Michael & Babbie, 2013). Therefore, quantitative method can be in the questionnaire survey. In addition, the dependent variable is calculated to set if the changing of the independent variable had any effect. Michael and Babbie (2013), explained that, a good measurement technique should be both valid and reliable.

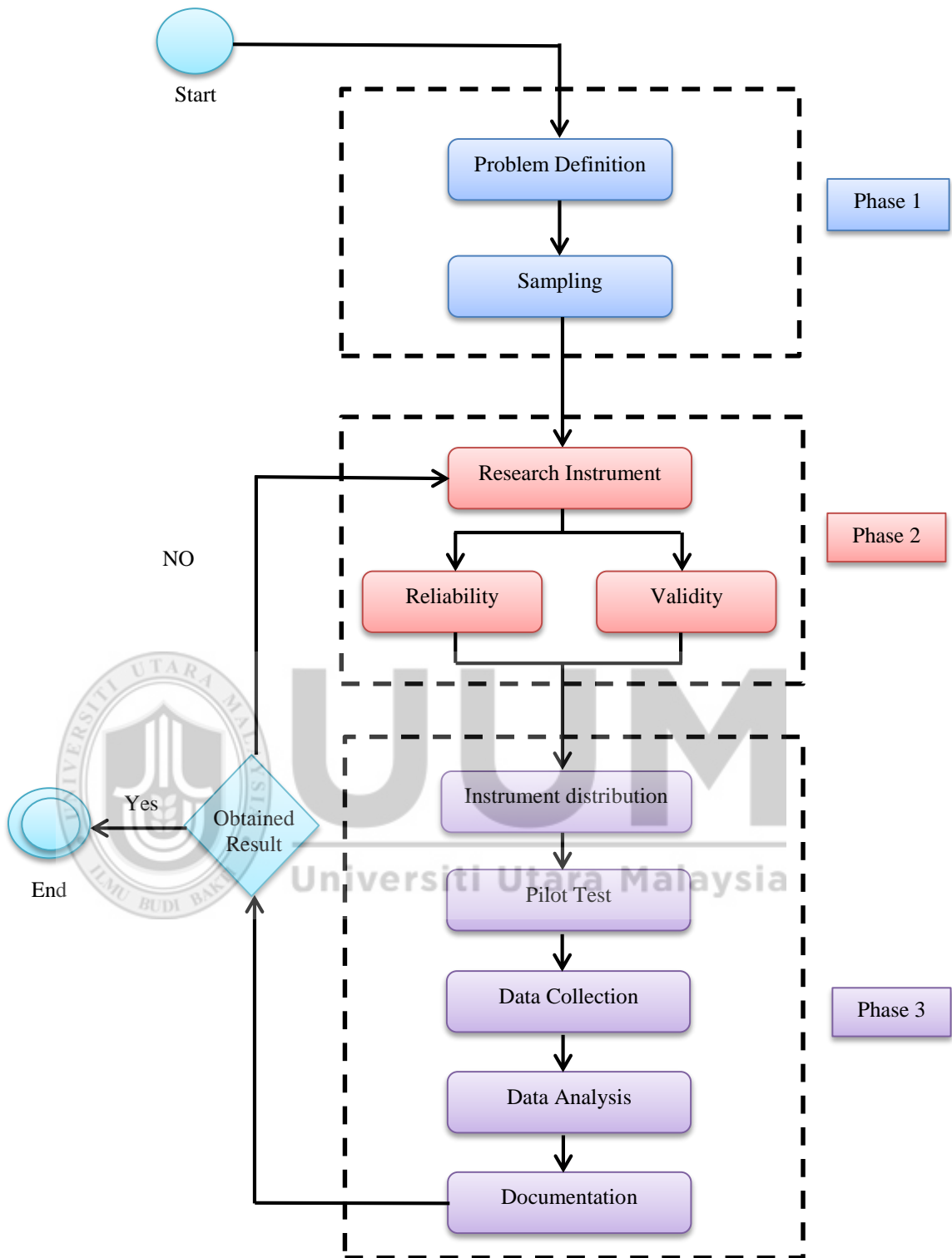


Figure 3.2: Research Design

3.4 Phase One

3.4.1 Problem Definition

In this stage the researcher relied on the secondary sources in the formation of current research problem such as research articles, conference papers, reports, and books. This is to identify the main variables necessary for identifying and constructing the research problem in which it concerns about the educational attainment among the male in Iraq (UNDP Iraq, 2014).

3.4.2 Sample

In this section, the sample size and population was determined for this study. A population can be considered as any group of individuals who have one or more common characteristics that have an interest to the researcher (Creswell, 2003). Population was defined by Mssraty and Faryadi (2012) as the of the researcher's interests, i.e. the group in which the study's results will ideally generalize. As previously mentioned in the literature review that education in Iraq run by the Iraqi Ministry of Education and uniform curriculums in all parts of Iraq (Eduardo, 2003; Khalil, 2013).

Therefore, the population in this study refers to the male secondary students at Rusafa third at Baghdad. A total of 1,658 male students represent the population of both groups at Rusafa Third at Baghdad (CSO Iraq, 2014). Based on the Table 3.1 by Stoker (1981) adapted from (Chasib, 2014), the sample size for this study was 182 of male secondary school students. In addition, this sample size estimate is also in accordance to what was suggested by Roscoe (1975) who proposed that as a rule of thumb, any sample size larger than 30 and less than 500 are appropriate for most research.

Table 3.1***Determining the Sample Size***

N		Sample Size	
20		20	
30	$\div 20 = 1.5$	$\sqrt{1.5}$	$\times 20 = 24$
50	$\div 20 = 2.5$	$\sqrt{2.5}$	$\times 20 = 32$
100	$\div 20 = 5$	$\sqrt{5}$	$\times 20 = 45$
200	$\div 20 = 10$	$\sqrt{10}$	$\times 20 = 63$
500	$\div 20 = 25$	$\sqrt{25}$	$\times 20 = 100$
1000	$\div 20 = 50$	$\sqrt{50}$	$\times 20 = 141$
10000	$\div 20 = 500$	$\sqrt{500}$	$\times 20 = 447$
100000	$\div 20 = 5000$	$\sqrt{5000}$	$\times 20 = 1414$
200000	$\div 20 = 10000$	$\sqrt{10000}$	$\times 20 = 2000$
29688	$\div 20 = 1484$	$\sqrt{1484}$	$\times 20 = 770$

3.4.2.1 Sampling Techniques

Sampling technique identify the way of drawing samples from population, usually in such a way in which the sample is facilitating the locating of some assumptions concerning the population (Sekaran, 2011). However, since the samples for this study are from three secondary schools in Baghdad at Al-Rasafa Third, the researcher has decided to use stratified sampling to gather the data. Stratified sampling is better when the findings generalizability of all of the population is the major objective of this study (Sekaran, 2011). Stratified sampling is a sampling technique that working based on probability in which the researcher divides the whole population in several different subgroups or strata, then selects the final object in random way and proportionally

from the different strata (Muhammad, 2014). In this study, the population of male students in secondary schools in Baghdad at Al-Rasafa Third were 1,658. The sample taken for this study is 182 male students, where the researcher divided the population to urban which include two secondary school and rural which include one secondary school. These samples were picked up randomly from three secondary schools.

3.5 Phase Two

3.5.1 Research Instrument

The main instrument of this study is a questionnaire technique come in many different forms from factual to opinion based and tick boxes to free text responses. It can be viewed as quick and easy to do. A questionnaire form must be clear about the aim of the topic, in a cost effective way. Moreover, questionnaire provides a tool for eliciting information which can tabulate and discuss. It is also evidence that can fulfil the purpose of the study (Krosnick & Presser, 2010; Taylor & Marshall, 1998).

The instrument of this study is a questionnaire. It consists of five sections; Part I: demographic data of respondents, Part II: what is student perceptions about the social media, Part III: how the social media effect on behaviours students in learning, Part IV: what are students' experiences in using social media tools and Part V: questions were more on enhance learning process. Part II, III, IV and V were using 5_points Likert scale, which was Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Table 3.2 presents the number of questions and response categories in each section of the survey. (Please refer to Appendix B).

Table 3.2

Number of Questions and Response Categories by Questionnaire Section

Section	Number of Questions	Codes	Questions	Adapted or Modified
Demographic	6	1- 2- 3- 4- 5- 6-	Grade you are in: How old are you? What is your field of study? In which area is your school located? Which social media do you use? (You can select more than one). How frequently do you log in to the social media?	Literature review
Perception	12	SPQ1 SPQ2 SPQ3 SPQ4 SPQ5 SPQ6 SPQ7	Social media is a current way to get connected among secondary school students. I enjoy using social media tools. Social media meets students' needs and interests. Through social media applications, I can freely create and participate in group discussions. Social media tools provide reliable means for communication. Social media tools increase students' creativity and interactivity. By using the social media as a main platform of e- learning. Students will be able to personalize their own learning.	(Tasir, Al-Dheleai, Harun, & Shukor, 2011)

		<p>SPQ8 I can post and evaluate content freely in social media applications.</p> <p>SPQ9 Social media tools facilitate knowledge-sharing.</p> <p>SPQ10 Through the social media learning environment I can get the information I want.</p> <p>SPQ11 Social media applications enable me to be a knowledge producer rather than a consumer.</p> <p>SPQ12 By using social media tools, lecturers will act as facilitators.</p>	
Behaviour	8	<p>SBQ1 I feel I am part of the community.</p> <p>SBQ2 My learning becomes interactive.</p> <p>SBQ3 Posting questions to my peers helps me understand better what I read.</p> <p>SBQ4 I am able to get faster feedback from my peers.</p> <p>SBQ5 I am able to get faster feedback from my instructors.</p> <p>SBQ6 I am able to communicate effectively.</p> <p>SBQ7 I am able to connect with peers more easily than face-to-face.</p> <p>SBQ8 I increase my participation in classes when I am allowed to contribute through the social media.</p>	(Knezek, Mills, & Wakefield, 2012)

Experience	9	<p>SEQ1</p> <p>SEQ2</p> <p>SEQ3</p> <p>SEQ4</p> <p>SEQ5</p> <p>SEQ6</p> <p>SEQ7</p> <p>SEQ8</p> <p>SEQ9</p>	<p>I have a desire to share knowledge with others.</p> <p>Downloading and uploading files through social media.</p> <p>I like to learn from others.</p> <p>I log into the social media to share opinions, photos and videos.</p> <p>I share my skills with others.</p> <p>I have the experience of using online discussion tools.</p> <p>I have the experience of internet navigation.</p> <p>I have enough reading and writing skills to communicate with others easily.</p> <p>I prefer to work with online groups.</p>	(Tasir et al., 2011)
Enhance learning process	4	<p>ELPQ1</p> <p>ELPQ2</p> <p>ELPQ3</p> <p>ELPQ4</p>	<p>My perception of using social media can be useful in learning process.</p> <p>Social media help to build/strengthen my behaviour within a learning environment.</p> <p>My experience of using social media tools can enhance learning process.</p> <p>Social media can enhance the learning process.</p>	(Jahan & Ahmed, 2012; Nicole, 2012)

3.5.2 Validity

The main purpose of validity test is checking and balancing whether the questionnaire is understandable by the respondent, in order to make sure the questionnaire meet the validity requirement. Literally, there are several types of validity test such as content validity and construct validity. The validity test will be concerned on about the issue of the authenticity cause and effect relationship and their generalizability to the external environment (Lee, Cho, & Ahn, 2012).

In order to make sure all of the instruments meet the validity requirement, the researcher applied content and construct validity. Content validity ensures that the instruments include an adequate and representative set of item, which related to the concept of the study. In the content validity, the expert did the validity test in order to ensure the item in each instrument. Further, the study makes sure the content validity in relation to all dimensions, incorporated into questionnaire. Construct validity helps encourage the researcher to deduce hypotheses from a theory that is relevant to the concept. According to Buchanan and Bryman (2007), when the researcher could gather that unit of investigation utilized has a complex quality and supports predictions that are made by hypothesis can make the instrument has high construct validity.

Dr. Ariffin Abdul Mutalib is head of department (Multimedia Technology) in UUM was involved expert to assess on the content validity of the questionnaire. The expert was chosen based on their area of specialty in Internet related research. The comments consist on the number of questions and how it should reflect the study's dependent variables. All the comments were considered by the researcher and changed upon the experts' point of view. After that, the researcher sent the questionnaire to the language centre in UUM to work as linguistic amendments and translated to the Arabic language.

3.5.3 Reliability

The reliability test was used to make sure that the stability or consistency of the items (Lee et al., 2012). One of the reliability coefficients is the Cronbach alpha. The Cronbach's alpha (α) test has been utilized to test and analyze the instruments reliability. According to Bryman and Cramer (2011), the acceptance level of reliability should be around 0.70. It's possible to write the Cronbach's alpha as a function of the number of the tested items and the average inter-correlation between the items. The range of Cronbach's Alpha with reliability can be shown in Table 3.3:

Table 3.3

Cronbach's Alpha Value

Range of Cronbach 's Alpha	Reliability
1	Perfect
0.8 – 0.9	Good
0.6 – 0.79	Acceptable
Below 0.6	Poor

3.6 Phase Three

3.6.1 Pilot Test

A pilot test was conducted to ensure the validity and reliability of the instruments. Based on Lee et al. (2012) a useful measurement tool not need to be easy and efficient to use only, but also and more importantly, it need to be accurate indicator of what was being measured. A questionnaire is considering reliable of its repeated applications results in consistent score. Therefore, in order to have the reliability of the questionnaire of this study and in order to achieve the study objectives, the

questionnaires were distributed randomly to the targeted population and a total of 30 respondent's samples were obtained.

Moreover, the purpose of pilot study is to test and improve research design, disclose any limitations in the design, obtain valuable insight and check the feasibility of this research before a full-scale research is conducted (Audu & Corresponding, 2011). Cronbach's alpha was used to measure the result from the pilot study using Statistical Package for Social Science (SPSS) program version 20. The respondents in the pilot study were not included in the main data evaluation. The pilot study result showed that all the constructs achieved acceptable reliability > 0.9 as recommended by Bryman and Cramer (2011). (See Appendix C).

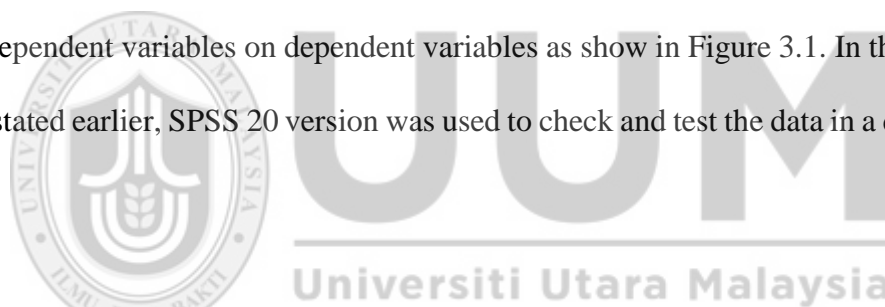
3.6.2 Data Collection Techniques

The method used to collect the data in this study is through the distribution of questionnaires. The questionnaires were given to male students in secondary schools at Al-Rusafa Third in Baghdad. These schools locations are in urban and rural, in order to capture their responses related to the aim of this study. Data collection procedures were established upon meeting the students face to face and explaining to them the purpose of the study in the covering letter. While the whole population is 1658, 920 of students from two schools in urban area and 738 of students from one school in rural area. Hence, when proportionate random sampling was used to select the samples using the equation $n_h = (N_h/N) * n$, where n_h is the sample size for stratum h , N_h is the population size for stratum h , N is total population size, and n is total sample size (Rossi, Wright & Anderson, 2013), the sizes of sample for each strata are 101 students in urban area and 81 students in rural area. Eventually, the questionnaires were distributed randomly by using fishbowl technique to the male students satisfying the

determined number for each stratum. A total of 182 questionnaires have been distributed to the male students in these schools and 179 questionnaires were received.

3.6.3 Data Analysis Techniques

Several statistical methods were used from SPSS software version 20. These methods include descriptive statistics to show the characteristics of the recipient, difference testing to compare the range of attitude towards the recipient of different the descriptive analysis, reliability analysis, correlation analysis and regression analysis to measures the relationship between two variables. Thus, correlational analysis to stand before the connection between variables and regression analysis to test the effect of independent variables on dependent variables as show in Figure 3.1. In this study, and as stated earlier, SPSS 20 version was used to check and test the data in a deep manner.



3.6.3.1 Descriptive Analysis

In the study, the descriptive analysis were used to analyse demographic profiles such as grade, age, field of study, school located, social media used and number of times used social media. It includes of analysing the frequencies and variability of the sample.

3.6.3.2 Correlation Analysis

Zikmund et al. (2010) demonstrated that correlation is utilized to know the relationship of one variable to an alternate. Refer Table 3.4, Pearson's item minute correlation coefficient, r is the measure of acquaintanceship between two variables. When all is

said in done, $r > 0$ demonstrates positive relationship, $r < 0$ shows negative relationship while $r = 0$ demonstrates no relationship (or that the variables are autonomous and not related). Here $r = +1.0$ portrays an impeccable positive connection and $r = -1.0$ depicts an immaculate negative relationship. Closer the coefficients are to $+1.0$ and -1.0 ; the more excellent is the quality of the relationship between the variables. As a dependable guideline, the accompanying rules indicate the quality of relationship for certain worth of r .

Table 3.4

Strength of Relationship for Coefficient Correlation

Value of r	Strong of relationship
-1.0 to -0.5 or 0.5 to 1.0	Strong
-0.5 to -0.3 or 0.3 to 0.5	Moderate
-0.3 to -0.1 or 0.1 to 0.3	Weak
-0.1 to 0.1	None of very weak

In this study, correlation analysis was conducted for independent variables such as student perceptions, student behaviours, student experience and dependent variables such as enhance learning process for student. This analysis is used to test the hypotheses established in the initial phase of this study.

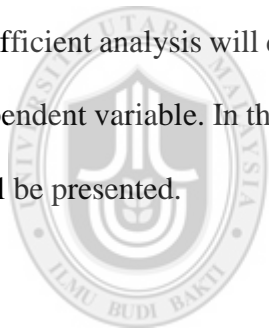
3.6.3.3 Regression Analysis

In this study, simple linear regression is use as a method of analysis with using SPSS as a parametric method. Simple linear regression attempts to model the relationship between one or more explanatory variables and a response variable by fitting a linear equation to observed data. This method analysis used for all hypotheses, in term to

indicate the determinant factors based on student perceptions, student behaviours and student experiences that influence learning process in Iraq by using social media. In this dissertation, the researcher want to use this method to measure all hypotheses.

3.7 Summary

This chapter describes how the research is designed and the method that applied this research. This chapter has highlighted on sampling and sampling procedures, data collection, instrumentation measurement of variables, questionnaire design and data analysis. Also this chapter explained the various statistical tests that will be used in this study. The tests such as descriptive analysis, regression and correlation and coefficient analysis will determine the relationship between independent variables and dependent variable. In the next chapter, the result of the study based on data collection will be presented.



UUM
Universiti Utara Malaysia

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter reports the results of this study. The results are divided into three major phases; response rate, data screening and cleaning phase, the descriptive statistical analysis of the data and finally followed by the third phase which focuses on reliability, correlation and regression analysis for answering the research questions and hypotheses of the study.

4.2 Response Rate

Data has been collected in this study among male students in secondary school in the area of Third Baghdad Al-Rasafa. A total of 182 questionnaires were distributed to the male students in the area of Third Baghdad Al-Rasafa and 179 questionnaires were received. Thus, the response rate is 98.3% which is consider very good and high for the study (Njoroge, 2013). Based on Table 4.1 shows the percentage of response rate.

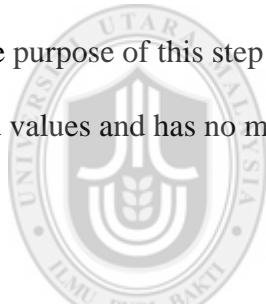
Table 4.1

Response Rate

	Total	Percentage
Questionnaire distributed	182	100 %
Collected questionnaire	179	98.3 %
Usable Questionnaires	179	98.3 %

4.3 Data Screening and Cleaning

The purpose of this step explains the gathered data are ensure the data has no missing and values and has no multicollinearity (Den Broeck & Fadnes, 2013).



UUM
Universiti Utara Malaysia

4.3.1 Missing Data

Missing data are a common event and it can have an important effect on the results that can be obtained from the data (Sekaran, 2011). Missing data can happen because respondents do not answer correctly the questionnaire, so no information may not show for several items or a whole unit. A complete data set of 179 questionnaires for main study was then analysed and found free of missing data as shown the summary in Table 4.2, also explained for each item for the missing data in Appendix D.

Table 4.2

Summary for Missing Data

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SP_IV1	179	100.0%	0	0.0%	179	100.0%
SB_IV2	179	100.0%	0	0.0%	179	100.0%
SE_IV3	179	100.0%	0	0.0%	179	100.0%
ELP_DV	179	100.0%	0	0.0%	179	100.0%

4.3.2 Multicollinearity

Multicollinearity is a state of very high inters correlations or inter-associations among the independent variables. It is therefore a type of disturbance in the data, and if present in the data the statistical inferences made about the data may not be reliable.

Multicollinearity measure for independent variables based on one is variance inflation factor (VIF). The value for variance inflation factor (VIF) must not more 10, because the value for VIF lager 10 that means is problem in multicollinearity (Norusis, 2011).

Table 4.3 shows the result multicollinearity measure for independent variables, based on the table; the result for student perceptions, student behaviours and student experiences that variance inflation factor (VIF) are 2.714, 3.454 and 3.924 respectively.

Table 4.3

Results of Multicollinearity

Variables	Collinearity Statistics	
	Tolerance	VIF
SP_IV1	.369	2.714
SB_IV2	.290	3.454
SE_IV3	.255	3.924

Dependent Variable: ELP_DV

4.4 Demographic Profile of Respondent

The demographic profile for the 179 respondents were gathered in order to provide a clear understanding about the distribution of respondents in terms of level education, age, field study, location school, use social media and login social media. These properties were included in order to give demographic profile information on the sample. Table 4.4 explains the descriptive statistics demographic profile for each item in this study.

Table 4.4***Summary of Demographic Profile***

Demographic	Frequency	Percent
<i>Education Level</i>		
Fourth Grade	72	40.2
Fifth Grade	57	31.8
Sixth Grade	50	27.9
<i>Age</i>		
15 years old	62	34.6
16 years old	59	33.0
17 years old	58	32.4
Over 17 years old	0	0.0
<i>Field Study</i>		
Scientific	103	57.7
Literary	76	42.5
<i>School Location</i>		
Urban	98	54.7
Rural	81	45.3
<i>Social Media Usage</i>		
Facebook	113	63.1
Twitter	47	26.3
YouTube	35	19.6
Other	17	9.5
None	0	0.0
<i>Social Media Login</i>		
Several times a day	113	63.1
Once a day	47	26.3
Once a week	10	5.6
Once a month	7	3.9
Less frequently than the above	2	1.1

4.4.1 Education Level

From the demographic profile above, the Table shows that majority of the respondents come from the Fourth Grade of education level, with a frequency of 72 and a percentage 40.2%. This is followed by respondents from the Fifth Grade, with the frequency of 57 and a percentage of 31.8%. Lastly, the Sixth Grade holds the smallest number of respondents, with a frequency of 50 and a percentage of 27.9%, as shown in Table 4.4 above.

4.4.2 Age

The demographic profile for age is shown in Table 4.4. In this Table, the age with the highest respondents is 15 years old, where the frequency is shown as 62 and a percentage of 34.6%. Next is the 16 years old, having the second highest number of respondents with a frequency of 59 and a percentage of 33.0. Lastly, the least number of respondents in this demographic profile is from 17 years old, with a frequency of 58, with a percentage of 32.4%. According to this Table, there is no frequency and percentage of respondents who aged over 17 years old.

4.4.3 Field Study

The demographic profile shown for the field of study is as shown above in Table 4.4. The field of study which has the highest number of respondents is from the scientific field, with a frequency of 103 and a percentage of 57.5. Besides that, the field of study from literary domain shows a frequency of 76 and a percentage of 42.5. This shows that most of the respondents who participated in this study is from the scientific field.

4.4.4 School Location

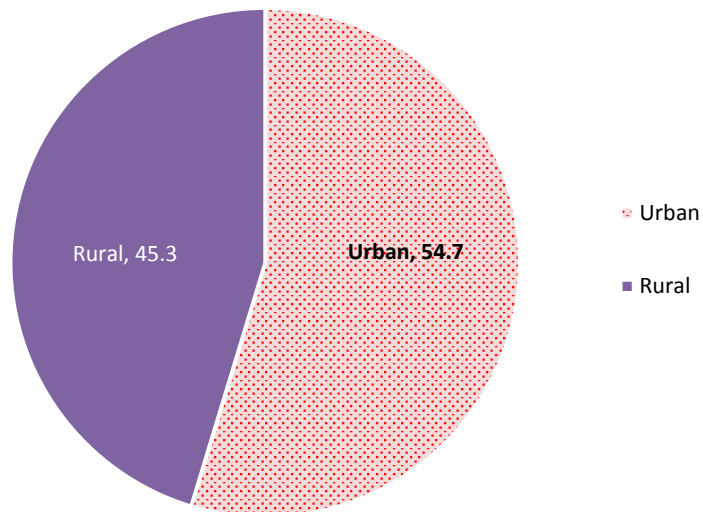


Figure 4.1: School Location

From the demographic profile, the locations of the schools have been divided to 2 areas, namely the urban and the rural areas. According to Figure 4.1, it can be seen that the respondents are mostly from the urban schools. As observed, the highest number of respondents from the urban schools has a frequency of 98 and a percentage of 54.7%. The remaining respondents are from the rural areas, with a frequency of 81 and a percentage of 45.3%, as show in Table 4.4.

Table 4.5

Compare between Urban and Rural Students

	School Location	Mean	Std. Deviation
SP_IV1	Urban	4.20	.46850
	Rural	4.14	.51299
SB_IV2	Urban	4.31	.48201
	Rural	4.24	.49243
SE_IV3	Urban	4.35	.39027
	Rural	4.29	.52575
ELP_DV	Urban	4.30	.53033
	Rural	4.20	.67211

In Table 4.5 the descriptive analysis of the students perceptions, behaviours, experiences and enhance learning in urban and rural locations. Student perceptions, behaviours, experiences and enhance learning process in urban location mean were 4.20, 4.31, 4.35 and 4.30 with a standard deviation 0.46850, 0.48201, 0.39027 and 0.53033 respectively, while mean for students perceptions, behaviours, experiences and enhance learning process in rural location were 4.14, 4.24, 4.35 and 4.20 with a standard deviation range 0.49243 to 0.67211. Based on this result, the respondents in urban location more agree towards for each item in questionnaire from students in rural location.

4.4.5 Social Media Usage

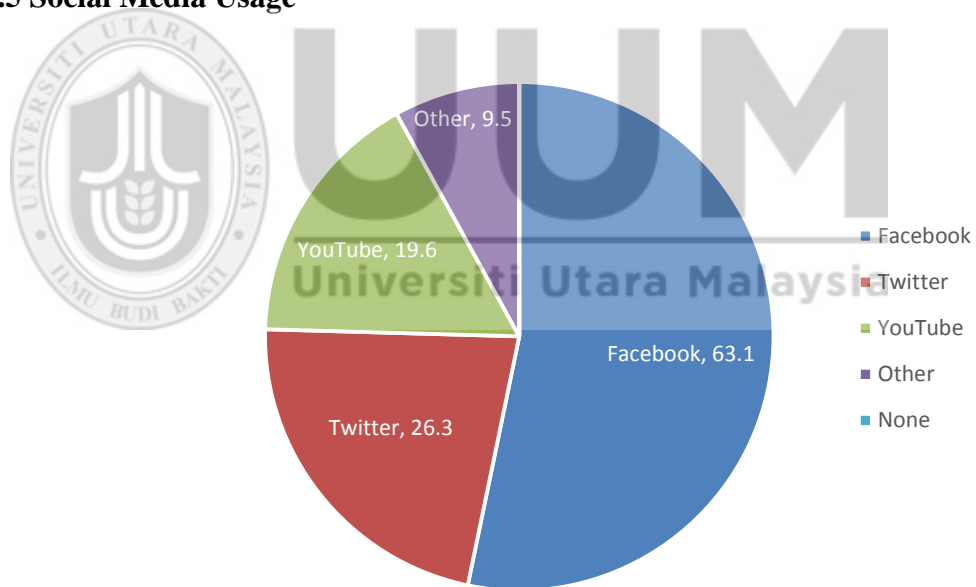
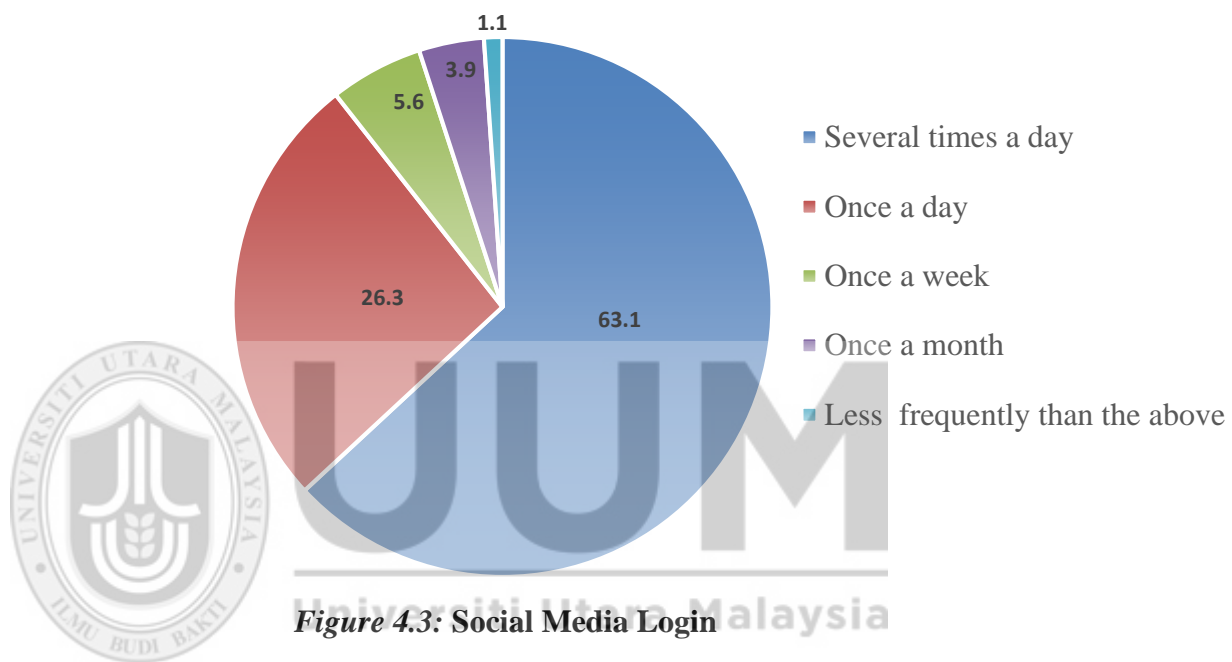


Figure 4.2: Social Media Usage

From the demographic chart above, the recipient's activities are shown according to various social media. From the system, it can be concluded that respondents are mostly active on Facebook, with a frequency of 113 and a percentage of 63.1%. Next highest would be Twitter, with a frequency of 47 and a percentage of 26.3%. YouTube comes 3rd, in line with a frequency of 35 and a percentage 19.6%. Besides that, the frequency

of respondents using other social media sites is 17, with a percentage of 9.5%. According to this chart, there is no frequency and percentage of respondents who do not use any social media. This is because all the subjects are involved with the usage of social media, as more illustrated in Table 4.4.

4.4.6 Social Media Login



For the demographic chart above, the highest frequency of respondents logging into a social media is several times a day, with a frequency of 113 and a percentage of 63.1%. Next, the second highest in line is once a day, with a frequency of 47 and a percentage of 26.3. Besides that, respondents who login once a week have a frequency of 10, with a percentage of 5.6%. Respondents who agree to logging into social media once in a month have a frequency of 7, with a percentage of 3.9%. Lastly, respondents who login less frequently than all the others mentioned above, has a frequency of 2 and a percentage of 1.1%.

4.5 Descriptive Statistics

Descriptive statistics are describing what the information shows. Fundamentally, this is the steps used to, show, compose, describe and clarify a group of information with the advantage of diagram, tables (Johnston & Onwuegbuzie, 2004; Norusis, 1999). As explained by Coakes and Steel (2007) Unambiguous facts are used to inspect, depict the important characteristics of collected information quantitatively.

Respondents were asked to show their perceptions and agreement towards the statement in the surveys, utilizing the Five Point Likert-Scale answers. The scale were ranged' between 1=strongly disagree; to 5=strongly agree. In view of their score for every statement, researcher had discovered the average score (mean) for every variables. According to Mawaddah (2013) explains the mean value for low agreement between 1.00 to 2.33, also the mean value for moderate agreement between 2.34 to 3.66 and meanwhile the mean value for high agreement between 3.67 to 5.00.

In Table 4.6 respondents were asked to show their perceptions and agreement towards the statement in the surveys. From the descriptive statistical analysis, it was found that majority respondents perceived well the use of social media. For item number one the respondents agreed that social media is a current way to get connected among secondary school students with a Mean (M) of 4.13 and Standard Deviation (SD) value of 1.022. The same was found to be the case of the second item of the questionnaire which tested the students' perceptions. Respondents seems to agree with the statement 'I enjoy using social media tools', with the indication of $M = 4.15$ and $SD = .862$. The respondents were also found to agree when asked whether social media meets students' needs and interests ($M = 4.08$, $SD = .860$) and whether through social media applications, they can freely create and participate in group discussions ($M = 4.21$, $SD = .807$).

Based on Table 4.6, it was found that majority of the respondents agreed on item number 5 which indicates that social media tools provide reliable means for communication ($M = 4.16$, $SD = .813$). This was also the case for item number 6 which indicates that social media tools increase students' creativity and interactivity ($M = 4.20$, $SD = .842$).

For items number 7 and 8, majority of the respondents agreed that by using the social media as a main platform of e- learning, students will be able to personalize their own learning ($M = 4.15$, $SD = .883$), and that they can post and evaluate content freely in social media applications ($M = 4.19$, $SD = .840$).

Item number 9; social media tools facilitate knowledge- sharing was also mainly agreed upon by the respondents, as shown by the value of $M = 4.18$ and value of $SD = .881$. The same was found for item number 10 of the questionnaire which asked the respondents; through the social media learning environment I can get the information ($M = 4.17$, $SD = .827$). From the analysis, it was found that majority respondents agreed well on the use of social media applications as a knowledge producer rather than a consumer. This was indicated by the responses to item 11 of the questionnaire where the M is 4.22 and the SD shows the value of .790. The respondents seem to agree to a certain level that the use of social media applications such as the Facebook and Twitter, are some sort of knowledge producer rather than just a consumer.

Similarly, for the last item of the questionnaire which tested the perceptions of the students towards the use of social media, majority of the respondents seems to strongly agree that by using social media tools, lecturers will act as facilitators. The M shows the value of 4.27 while the SD is .806. This indicates towards a student-centered learning environment and one which also encourages autonomous learning among the

learners. Based on this result, the respondents answered for each item in this survey almost between agreed and strongly agree. (More details in Appendix D).

Table 4.6

Descriptive Statistics for Students Perceptions

Questions	Mean	Std. Deviation
SPQ1	4.13	1.022
SPQ2	4.15	.862
SPQ3	4.08	.860
SPQ4	4.21	.807
SPQ5	4.16	.813
SPQ6	4.20	.842
SPQ7	4.15	.883
SPQ8	4.19	.840
SPQ9	4.18	.881
SPQ10	4.17	.827
SPQ11	4.22	.790
SPQ12	4.27	.806
Valid N (listwise)		

In Table 4.7 below, it was found that majority respondents agreed to the influence of social media on the behaviours of students in the learning process. For item number one the respondents agreed that they feel that they are part of the community which uses social media for learning. This is indicated by the value of M which is 4.35 which the SD value is .697.

The same indication was found for the second item of the questionnaire which tested the students' learning behaviours. Respondents seem to agree with the statement my learning becomes interactive with the indication of $M = 4.26$ and $SD = .714$. The respondents were also found to agree when asked to provide information related to their use of social media to improve their understanding of what they read. Responses given to posting questions to my peers helps me understand better what I read shows the value of $M = 4.32$ and $SD = .739$.

When asked to provide information on peer feedback, which was done by using the statement 'I am able to get faster feedback from my peers', the respondents showed a high level of agreement where the mean score value (M) is shown as 4.23 and the value of standard deviation (SD) is shown as .741.

Based on Table 4.7, it was found that majority of the respondents agreed on item number 5 which indicates 'I am able to get faster feedback from my instructors' ($M = 4.23$, $SD = .806$). A strong agreement was also found for item number 6 which asked that 'I am able to communicate effectively' ($M = 4.30$, $SD = .700$). For items number 7 and 8, majority of the respondents seem to agree strongly with the statements; I am able to connect with peers more easily than face-to-face ($M = 4.26$, $SD = .743$), and I increase my participation in classes when I am allowed to contribute through the social media ($M = 4.32$, $SD = .738$).

It was found that the respondents were able to respond independently and effectively to the questions asked in the questionnaire. It was also noticed that their responses reflected their precise judgements on the use of social media. (More details in Appendix D).

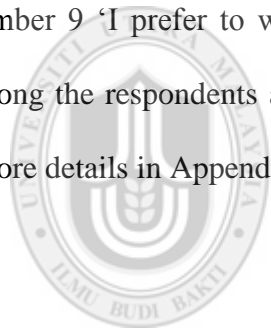
Table 4.7
Descriptive Statistics for Students Behaviours

Questions	Mean	Std. Deviation
SBQ1	4.35	.697
SBQ2	4.26	.714
SBQ3	4.32	.739
SBQ4	4.23	.741
SBQ5	4.23	.806
SBQ6	4.30	.700
SBQ7	4.26	.743
SBQ8	4.32	.738
Valid N (listwise)		

The third part of the questionnaire analyse students' experience of using the social media generally, and of using the social media in order to assist their learning process specifically. Based on Table 4.8 below, the descriptive statistical analysis, it was found that majority respondents provided responses that indicated strong agreements, reflecting their experience of using social media. Item number one when asked to response to 'I have a desire to share knowledge with others', majority of the respondents responded positively and agreed to the statement, which is shown by the M value of 4.28 and SD value of .773. The same was found to be the case of the second item of the questionnaire which asked students to response to 'Downloading and uploading files through social media'. The respondents strongly agreed with the statement as the value of $M = 4.32$ and $SD = .657$. The respondents were also found to agree when asked whether I like to learn from others needs and interests ($M = 4.27$,

SD .804). To the statement ‘I log into the social media to share opinions, photos and videos’, the respondents stated their strong agreements as indicated by the values of M which is equal to 4.37 and SD which is equal to .618.

In Table 4.8, it was found that majority of the respondents agreed on item number 5 which indicates that I share my skills with others (M = 4.28, SD = .705). This was also the case for item number 6 which indicates that I have the experience of using online discussion tools (M = 4.29, SD = .691). For items number 7 and 8, majority of the respondents strongly agreed with the statements that asked ‘I have the experience of internet navigation’ (M = 4.33, SD = .717), and I have enough reading and writing skills to communicate with others easily. (M = 4.31, SD = .759). Subsequently, item number 9 ‘I prefer to work with online groups’ indicated the strongest agreement among the respondents as shown by the value of M =4.45 and value of SD = .646. (More details in Appendix D).



UUM
Universiti Utara Malaysia

Table 4.8

Descriptive Statistics for Students Experiences

Questions	Mean	Std. Deviation
SEQ1	4.28	.773
SEQ2	4.32	.657
SEQ3	4.27	.804
SEQ4	4.37	.618
SEQ5	4.28	.705
SEQ6	4.29	.691
SEQ7	4.33	.717
SEQ8	4.31	.759
SEQ9	4.45	.646
Valid N (listwise)		

The dependent variable tested in this particular study was the enhancement of the learning process. From the descriptive statistical analysis in Table 4.9, it was found that majority respondents agree to the statements made in the questionnaire. For example, majority of the respondents agreed with the statement that asked my perceptions of using social media can be useful in learning process. The M value is 4.12 while the SD value is .805.

The same was found to be true of the second item of the questionnaire which tested the social media's effect on students' behaviour. Respondents seems to agree with the statement social media help to build/strengthen my behaviour within a learning environment with the indication of $M = 4.31$ and $SD = .681$.

The respondents were also found to agree when asked whether my experiences of using social media tools can enhance learning process (M = 4.25, SD .733). Subsequently, item number 4 ‘social media can enhance the learning groups’ indicated the strongest agreement among the respondents as shown by the value of M =4.35 and value of SD = .766. (More details in Appendix D).

Table 4.9

Descriptive Statistics for Enhance Learning Process

Questions	Mean	Std. Deviation
ELPQ1	4.12	.805
ELPQ2	4.31	.681
ELPQ3	4.25	.733
ELPQ4	4.35	.766
Valid N (listwise)		

4.6 Reliability

Cronbach’s alpha is measure of the internal consistency and scale reliability for the independent and dependent variables. The value used for Cronbach’s alpha between 0.6 to 0.79 are the lower limit value of acceptability and the values between 0.80 to 0.89 indicate that the questions for the independent and dependent variables are more homogeneous as previously reported in the chapter three. In Table 4.10 shows Cronbach’s alpha value for student perceptions 0.813, the value for student behaviours 0.817 and student experiences of Cronbach’s alpha value is 0.822, also the value for enhance learning process of Cronbach’s alpha is 0.814. The summary about this result

shows acceptability and high internal consistency for these variables. More details about Cronbach's alpha value for each item from those variables in Appendix D.

Table 4.10

Reliability

Variable	Number of Items	Cronbach's Alpha
SP_IV1	12	0.813
SB_IV2	8	0.817
SE_IV3	9	0.822
ELP_DV	4	0.814

4.7 Correlation Analysis

A correlation analysis is used to define the relationship between all independent and dependent variables namely perception, behaviour and experience for student, dependent variables is enhance learning process. Pearson's correlation analysis is ranged between +1 and -1 and such value explains the strength of relationship between independent and dependent variables which has been to categorized in to low, moderate or high based on value of the Pearson's correlation analysis. As mentioned of Chapter 3 in details.

Table 4.11

Correlation between Student Perceptions and Enhance Learning Process

		SP_IV1
	Pearson Correlation	.774**
ELP_DV	Sig. (2-tailed)	.000
	N	179

** . Correlation is significant at the 0.01 level (2-tailed).

The Correlation in the Table 4.11 above is shown positive relationship between student perception and enhance learning process ($r=0.774$, $p=0.000$). This is a significant because the value for p, 0.000 is less than alpha value, 0.05 and the Pearson correlation for $r = 0.774$ shows that student perception and enhance learning process are high positive relationship, see to Appendix D.

The correlation analysis between student behaviour and enhance learning process are shown in Table 4.12 below. In the Table 4.12 is shown positive relationship between student behaviour and enhance learning process ($r=0.822$, $p=0.000$). This is a significant because the value for p, 0.000 is less than alpha value 0.05 and the Pearson correlation for $r = 0.822$ shows that student behaviour and enhance learning process are high positive relationship, see Appendix D.

Table 4.12***Correlation between Student Behaviours and Enhance Learning Process***

		SB_IV2
	Pearson Correlation	.822**
ELP_DV	Sig. (2-tailed)	.000
	N	179

** . Correlation is significant at the 0.01 level (2-tailed).

The Correlation in the Table 4.13 below is shown positive relationship between student experience and enhance learning process ($r=0.862$, $p=0.000$). This is a significant because the value for p, 0.000 is less than alpha value 0.05 and the Pearson correlation for $r = 0.862$ shows that student experience and enhance learning process are high positive relationship, see Appendix D.

Table 4.13***Correlation between Student Experiences and Enhance Learning Process***

		SE_IV3
	Pearson Correlation	.862**
ELP_DV	Sig. (2-tailed)	.000
	N	179

** . Correlation is significant at the 0.01 level (2-tailed).

Overall, Table 4.14 below shows all independent and dependent variables are significant to each other. The Pearson correlation for student perception, student behaviour and student experience have positive relation with enhance learning process, see Appendix D.

The following section will elaborate the regression analysis conducted on the data gathered for this study.

Table 4.14

Results of Pearson's Correlation Analysis Summary

	SP_IV1	SB_IV2	SE_IV3	ELP_DV
SP_IV1	1	.740**	.776**	.774**
SB_IV2	.740**	1	.829**	.822**
SE_IV3	.776**	.829**	1	.862**
ELP_DV	.774**	.822**	.862**	1

** . Correlation is significant at the 0.01 level (2-tailed).

4.8 Regression Analysis

In this study used linear regression to test the three hypotheses. The purpose of linear regression analysis is to test direction and power of the relationship between independent variables and dependent variable. This method has the capability to determine which from independent variables has more strength relationship towards dependent variable (Sekaran & Bougie, 2013).

Table 4.15

Model Summary for Independent Variables on Dependent Variable

Model	R	R Square	Adjusted R Square
1	.891	.794	.791

Predictors: (Constant), SP_IV1, SB_IV2, SE_IV3

Based on Table 4.15 shows the R values for student perception (SP_IV1), student behaviour (SB_IV2) and student experience (SE_IV3) is 0.891. In addition, the R square value is 79.4% of three independent variables, all independent variables together shows the variances in the enhance learning process, 20.6% explain by other factors. (see Appendix D).

Table 4.16

ANOVA between Student Perceptions and Enhance Learning Process

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	38.225	1	38.225	263.905	.000 ^b
Residual	25.637	177	.145		
Total	63.862	178			

a. Dependent Variable: ELP_DV

b. Predictors: (Constant), SP_IV1

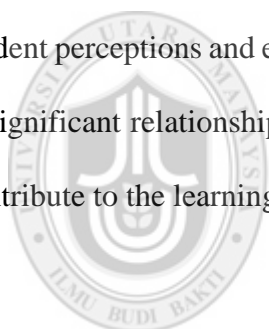
The ANOVA Table 4.16 above shows that F value is 263.905 and the significant level value is 0.000. Followed by the df (degree of freedom), which 38.225 represents the number of independent variable is 1, which is student perceptions and 177 completed responses for the variable. The result shows that there is a significant relationship between student perceptions and enhance learning process

Table 4.17***Coefficient Statistic between Student Perceptions and Enhance Learning Process***

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
SP_IV1	.949	.058	.774	16.245	.000

Dependent Variable: ELP_DV

Based on Table 4.17 above show the coefficient level in beta is 0.774 for student perception variable, which is positive, and significant correlation $p < 0.05$ between the student perceptions and enhance learning process. Thus, the result is positive and there is significant relationship. So, H1: Male student perceptions of social media that can contribute to the learning process is accepted, more details in Appendix D.



UUM
Universiti Utara Malaysia

Table 4.18***ANOVA between Student Behaviours and Enhance Learning Process***

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.147	1	43.147	368.650	.000 ^b
	Residual	20.716	177	.117		
	Total	63.862	178			

a. Dependent Variable: ELP_DV

b. Predictors: (Constant), SB_IV2

The AVOVA Table 4.18 shows that F value is 368.650 and the significant level value is 0.000. Followed by the df (degree of freedom), which 43.147 represents the number of independent variable is 1, which is student behaviours and 177 completed responses for the variable. The result shows that there is a significant relationship between student behaviours and enhance learning process

Table 4.19

Coefficient Statistic between Student Behaviours and Enhance Learning Process

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
SB_IV2	1.011	.053	.822	19.200	.000

Dependent Variable: ELP_DV

Based on Table 4.19 above illustrate the coefficient level in beta is 0.822 for student behaviour variable, which is positive, and significant correlation is $p=0.00$, $p < 0.05$ between the student behaviours and enhance learning process. Thus, the result is positive and there is significant relationship. So, H2: Social Media can effect on behaviours male student in the learning process is accepted, more details in Appendix D.

Table 4.20

ANOVA between Student Experiences and Enhance Learning Process

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.464	1	47.464	512.309	.000 ^b
	Residual	16.399	177	.093		
	Total	63.862	178			

a. Dependent Variable: ELP_DV

b. Predictors: (Constant), SE_IV3

The ANOVA Table 4.20 above shows that F value is 512.309 and the significant level value is 0.000. Followed by the df (degree of freedom), which 47.464 represents the number of independent variable is 1, which is student experiences and 177 completed responses for the variable. The result shows that there is a significant relationship between student experiences and enhance learning process

Based on Table 4.21 below explain the coefficient level in beta is 0.862 for student experience variable, which is strong positive, and significant correlation is $p=0.00$, $p < 0.05$ between the student experience and enhance learning process. Thus, the result is positive and there is significant relationship. So H3: Male student experiences of social media that could help to enhance the learning process is accepted, more details in Appendix D.

Table 4.21

Coefficient Statistic between Student Experiences and Enhance Learning Process

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
SE_IV3	1.132	.050	.862	22.634	.000

a. Dependent Variable: ELP_DV

4.9 Summary

The present chapter provided the detailed interpretation of the data analyzed. The gathered data was analyzed using descriptive statistical analysis, Pearson's correlation analysis and the regression analysis. Each independent variable was tested against the dependent variable. The analysis conducted highlighted significant relationship between the three independent variables and the dependent variable of the study. The results indicated high level of correlation among the variables and the findings will be used to discuss and answer the research questions and the hypotheses tested in this study, in Chapter 5 of this thesis.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discusses the research objectives and the findings based on the data analysed. The first section is the discussion research objectives followed by the next section on theoretical contribution and practical contribution of research. The next section is limitation. Finally the conclusion and future work.

5.2 Discussion

In order to see whether the study has achieved its objectives, it is critical to look back and analyze the information and data gathered from the study. The research instrument used for this study was a set of questionnaire designed by adapting various elements from previous studies from the literature based on MET. The questionnaire contains several parts: part (I) explained demographic profile and part (II, III, IV and V) explained independent variables such as perceptions, behaviors and experiences, and dependent variable as enhance learning process.

After that, the data gathered was analyzed using SPSS program version 20. Descriptive statistical data analysis, correlation and regression analysis were used in order to achieve the objectives of the study.

Objective One: To identify the male student perceptions of social media that can contribute to the learning process.

The first objective of this study is to identify the male student perceptions of social media that can contribute to the learning process. From the data analysis, it was found that 60 percent from students perceived well with the idea of using social media as a contributing element to learning process. The descriptive statistical analysis for student perceptions provided reliable evidence that supports the respondents' high level of agreements towards the use of social media. Thus, according to the results conducted and described in chapter four of this thesis, research objective one is achieved and hypothesis one is accepted.

Male students in secondary schools have been observed to be in favour of the modern approach to learning achieved through the utilization of social media tools. These tools work to provide an educational setting that is both collaborative and interactive in nature. The collaborative and interactive learning environment that provided by social media tools led to students belief that these tools are the suitable tools for the contemporary learning environment in the secondary schools. Using social media tools, student can share knowledge and exchange ideas with peers and teachers to enrich their knowledge and make more interactive learning environment. Social media tools interactivity features make it different from other websites. Therefore, students believe that social media tools provide a reliable means of communication. Students also support statement that social media tools increase students' creativity and interactivity and facilitate knowledge sharing. Additionally, social media tools affect interaction positively between students-teacher and students-students where it also provide students with opportunity to choose the best tool for interaction as a solution

to the limitations of social communication tools and personal profile tools, most of which are related with learning management systems.

This study also revealed that students agreed that through social media tools they can freely create and participate in group discussion. They believe by using social media application as a main platform of e-learning, students will be able to personalize their own learning. Beside that students also agreed that they can post and evaluate content freely in social media tools. Students clear attitude and agreement towards the user control of learning through social media caused by the level of flexibility and freedom provided by social media tools. Social media tools support the personal learning environment and recognize the role of the individual in organizing and managing his own learning.

These findings also indicated students' tendency to create and have more control of their learning environment with lecturers' role as a facilitator and adviser and that features provided by social media tools. Social media tools meet today's students' demands to have greater control of their own learning and inclusion new technologies that meet their needs and preferences.

Overall, the researcher model discovered a positive relationship between male students perception and enhance learning process and being satisfied with it. The male student in this study confirmed that their perception in using social media that can considered in term of benefits to enhance learning process in secondary schools

The findings of this study is compatible through numerous studies conducted by researchers at universities in the United Kingdom, in order to learn how to tools and social media a basic role in supporting the services offered by the university and the

various departments in the promotion of academic and social integration, from the perspective of students (Madge et al., 2009).

Meanwell, Hashim and Kutbi (2015); Nikolic, Muresan, Feng and Singer (2012) that examined the perceptions of students who completed courses that use social media as an instructional tool and found that the participants considered social media a valuable tool that helps to strengthen interpersonal relationships, build learning communities, and engage students in education.

In addition, Javed, Cortijo and Sánchez (2014) in their study, showed social media can have a significant impact on student's perception. Social media can help students settle into university and schools life, leading them to a higher level of self-esteem, social acceptance and adaptation to university and school culture, which can improve their learning outcomes.

Futhermore, Tasir, Al-Dheleai, Harun and Shukor (2011) revealed in their study that students have positive perceptions towards adopting social media as an e-learning platform. The collaborative and interactive learning environment that provided by social networking tools led to students belief that these tools are the suitable tools for the contemporary learning environment in the university. Using social networking tools, student can share knowledge and exchange ideas with peers and teachers to enrich their knowledge and make more interactive learning environment.

Objective Two: To investigate social media effect on behaviours male student in the learning process.

The second objective of this study is to investigate social media effect on behavior's male student in the learning process. From the data analysis conducted, it was evident that the respondents agreed to the presence of many positive effects of social media on students' behaviors in the learning process. Thus, the responses received from the respondents that have been described in chapter four of this study research objective two is achieved and hypothesis two is accepted.

To begin with, social media tools pave the way for students to display their identities. This is arrived at through the student's employment of these tools for monitoring content, distributing information and participating in social communication. Social media tools are making headway in the educational domain as their application has the makings of an effective learning and information sharing process among students and educators.

The potential of social media tools becomes obvious upon the realization that a major portion of students in secondary schools belong in online groups and online discussions come naturally to them. While social media tools represent a reliable avenue for students to maintain contact with colleagues and companions, these tools can, in a similar manner, promote student-teacher and student-student interaction.

Additionally, the result shows behaviours male student influence through social media may have affected on enhance learning process. The male students in this study confirmed that the impact of using social media on male students' behaviours that can considered enhancement for learning process in secondary schools.

This findings is consistent with study for Petrescu (2010) who confirm that behaviour for the learner through importance of using social media on their thoughts and perceptions and how to use the social media easily, as well as the behaviour of users of external variables that affect them in the use.

Also, this findings is similar to same concept of the result for Diverniero & Hosek (2013), that many students have self-disclosures to the teacher via social media, which has helped them for better learning enhance, the students who are self-disclosures be more positive in the classroom. From the other hand, student who participate with their teachers in social media showed better interaction with them and also showing high rates of honesty as they feel to have more freedom within the ethical boundaries if compared with the other students.

As well as, Wiid, Cant and Nell (2013) opined that the utilization of social media schemes in classrooms can lead to an affirmative psychological effect on students. When students were given the leeway to answer questions through the use of twitter, for instance, they experienced less stress even in a situation where the response forwarded was incorrect.

Also, Madrigal (2014) conducted a study that Facebook users are connected and interact with their families and this is a necessary and important reasons that users of Facebook stays their accounts efficient and active, because it helps them to communicate with family and friends.

Objective Three: To determine the male student experiences of social media that could help to enhance the learning process.

The third objective of this study is to determine the male student experiences of social media that could help to enhance the learning process. The data analysis showed that majority of the respondents highly agrees that male students' experience of using social media could help enhance the learning process among male students. Thus, using the responses and the results as evidence, this study adopted to accept hypothesis three, which indicates that male student's experiences of social media could help to enhance the learning process and research objective three is achieved. Fundamentally, the information provided by the respondents indicated that there are various positive effects of using social media on male students' experience to enhancement of learning process among male students in secondary school.

In terms of what are the required experiences the students should have to be able to use those tools effectively, this study has revealed that most of them agreed with all the followings skills such as desire to share knowledge with others, downloading and uploading files through social media, log into the social media to share opinions, photos and videos, prefer to work with online groups and the experience of using online discussion tools.

Overall, researcher model discovered a positive relationship between male student experiences and enhance learning process and being satisfied with it. The male student in this study confirmed that their experience in using social media that can considered enhancement for learning process in secondary schools.

The findings from this study agreed by Tasir, Al-Dheleai, Harun and Shukor (2011), who found that social media helps students to express themselves and their experiences in their relationships with teachers and students, and gives them a distinctive place through previous experience, thus this is the way to help the student improve his experience in education.

In addition, Yasemin said that social media is an important means to help students save the subjects in the educational process, also explained that the students consider that social media is an extension of their subjects in various types of communications (Yasemin, 2014).

Huffman (2013) and Madrigal (2014) and Ramig (2009), illustrates social media can also be powerful tools used to enhance the educational experience of students by extending learning beyond a classroom, supporting communication among teachers and students. It allows students to interact with one another, and teachers can observe the responses of each individual student and which could accelerate the completion of work.

Furthermore, Saleh, Prakash and Manton (2014) explained in their study for social media there many benefits in knowledge and experience for students starts when the learning of peer-to-peer of varied cultural expression, experiences, knowledge and collaboration. Social media develop experiences for students such as share information and online discussion tools that can be used in the education, and a more enabled idea of citizenship are supported, social media can lead towards a facilitation of experiences development and learning outside formal learning environments

5.3 Theoretical Contributions

In this part, the finding for this study will be supported the previous studies as well as contribute to enhance the learning process. This study used Media Ecology Theory. In this theory, McLuhan discusses several themes including perception, experience and behaviours. He talks about how technology can alter our environment and therefore alter our communication (Griffin, 2012).

This theory is important in this study in encouraging male students to education because it helped male students for more understand to how technology and especially social media impacted on environment and the communication and applied this theory on male students in secondary schools, where there are scarcity of the studies in this field. Based on the findings, it appears that the integration of social media into the classroom were beneficial to enhance learning process in the male secondary schools in Iraq.

By identifying the student perceptions that considered the first aspect of Media Ecology Theory the use of social media that can contribute to the learning process such as sharing of information, increase the knowledge of students through a learning process that comes with an elevated level of interactivity and positive interaction between students and their teacher. Thus, the perception of students increases through the understanding and use of social media in learning process.

Another aspect of Media Ecology Theory is behaviour for students and how social media affected on male student behaviours in education by the student learning becomes interactive, communicate effectively, the student able to get faster feedback from my peers and teachers and social media helps them for better learning , the students who are self-disclosures be more positive in the classroom thus develop their

sense of belonging to the community through social media are sharing views on the subjects. Hence, the behaviour of learner are affected by using social media through interaction between the teacher and students and exchange of experiences and information that led to enhance learning process in Iraq.

Finally, the experience is considered other aspect of Media Ecology Theory, through determining student experiences such as desire to share knowledge with others, like to learn from others, prefer to work with online groups and share photos, opinions and videos. In fact, social media helps students to express themselves and their experiences in their relationships with teachers and students, and gives them a distinctive place, as well as social media is the way to help the student improve his experience in education.

Based on the result and information above, the Media Ecology Theory is helpful in this study by using social media to enhance learning process through three main aspects perceptions, behaviours and experiences for male students in secondary schools.

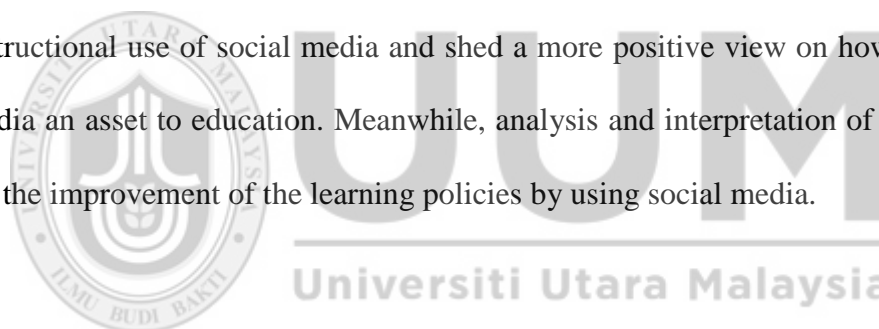
This findings is consistent with study for Olabanji in 2011 who confirm in his study used Marshall McLuhan's Media Ecology Theory to research the popular social media and its impact on the classroom, specifically how students themselves believe Facebook can be used to enhance their educations. Several university students were surveyed and asked to respond to how Facebook in the classroom changed their perception, experience and behaviour in the classroom. The findings of this study showed that students themselves saw much benefit with incorporating Facebook into the classroom. The majority of respondents concluded that Facebook can help them better understand their work by enhancing the classroom experience, but there is also the negative aspect of the site serving as a classroom distraction.

5.4 Practical Contributions

This study was conducted with the aim of identifying the role of social media in learning, among male students in secondary school in Al-Rasafa Third in Iraq that not highlighted in the previous studies because the previous studies focus on higher education.

The result of the study motivate to use the social media that contribute to the enhancement of perceptions and experiences of the male students. In addition, provide evidence about the effect of social media activities among male secondary school students behaviour on their attitude to use online learning tools.

This study attempts to provide research and information that promote more instructional use of social media and shed a more positive view on how these social media an asset to education. Meanwhile, analysis and interpretation of the study use for the improvement of the learning policies by using social media.



5.5 Limitation of Study

As this study was conducted, there were some limitations faced. The limitation faced included the distance between the schools of the respondents of this study, constraint of cost. The inability to directly access the setting of the research hindered the researcher from gaining a first-hand observation of the respondents while they were handling the questionnaire. Another limitation was that the present research only focused on the male gender, thus limiting the generalization of the findings. However, the researcher would therefore consider alternative solutions in order to overcome such limitations in future research.

5.6 Conclusion and Future Work

For future engagements into similar research, the researcher would like to propose some recommendations. More research in the area of social media within the academic setting is required, in order to enhance the understanding of the influence of social media towards learning in general, and towards enhancement of individual learning skills (autonomous learning) among male students. Meanwhile, it is also recommended that more such studies to be conducted using a combination of gender (male and female) from various different learners.

As future study, a moving forward it would be beneficial to see how social media usage in the classroom impacts all students from elementary-age to graduate level. Technology expert Ramig wrote, there are even social media that attract kids as young as 5 years old. This is the reality of the world we live in, and schools should reflect this reality (Ramig, 2009).

Hence, further studies should make use of qualitative methods to grasp the perception, behaviour and experience for student of social media towards enhance learning process. Future research is to investigate the role and impact of social media and student performance. It can also extend this study to include participants from other schools. In addition, research could also more closely look at each individual that social media, is used. For example how it can be used for extending classroom discussions and communication between students and teachers.

In conclusion, this study was conducted with the aim of identifying whether the use of social media has the ability to enhance the learning process among the male students.

This study highlights the main aspects related to the impact of social media activities on male students of perception, behaviour and experience to enhance learning process.

A research model was designed using Media Ecology Theory. This study was also reported to show the similarities and differences with previous researches. Quantitative data analysis method was used for this study based questionnaire to be distributed among male students in secondary school in the area Third Al-Rasafa of Baghdad.

The researcher was found through test the relationship between these three variables, there was a positive relationship between perceptions and enhance learning process, also there was a positive relationship between behaviour and enhance learning process. There are additionally a positive relationship between experience and enhance learning process. Along these lines, the hypothesis H1, H2 and H3 were supported. Researcher gave measures of these builds and showed the reliability and validity of the measures to encourage extra research on the effect of social media in the learning process.

Finally, this study has highlighted that the use of social media has significant influence on the enhancement of the learning process among male students, especially in secondary schools in Iraq. It is found that although social media is presumably new in Iraq, it has started contributing towards the indication of success in the learning process.

This is perhaps due to the fact that in Iraq, as a newly developing country, the emergence of the technology era has taken its' effect and has been accepted into the norm of education among the new generation.

REFERENCES

- Acar, A. (2013). Attitudes toward Blended Learning and Social Media Use for Academic Purposes: An Exploratory Study. *Journal of E-Learning and Knowledge Society*, 9(3), 107–126.
- Ajjan, H., Beninger, S., & Crittenden, V. L. (2014). Empowering Women Entrepreneurs in Emerging Economies: A Conceptual Model. *Organizations And Markets In Emerging Economies*, 5(1), 16–30.
- Al Musawi, Ambusaidi, Al-Balushi, & Al-Balushi, K. (2015). Effectiveness of E-Lab Use in Science Teaching At the Omani Schools. *TOJET*, 14(1), 45.
- Alexa. (2014). Alexa Top 500 Global Sites. Retrieved from Retrieved from <http://www.alexa.com/topsites>
- Alison Bryant, J., Sanders-Jackson, A., & Smallwood, A. M. K. (2010). IMing, Text Messaging, and Adolescent Social Networks. *Journal of Computer-Mediated Communication*, 11(2), 577–592.
- Asad, S., Mamun, M. A. Al, & Clement, C. K. (2012). The Effect of Social Networking Sites to the Lifestyles of Teachers and Students in Higher Educational Institutions. *International Journal of Basic and Applied Sciences*, 1(4), 498–510.
- Ashton, D. (2010). Productive Passions and Everyday Pedagogies: Exploring the Industry-Ready Agenda in Higher Education. *Art, Design & Communication in Higher Education*, 9(1), 41–56.
- Audu, A., & Corresponding, M. (2011). Determinants of Customer Behavioural Responses : A Pilot Study. *International Business Research*, 4(1), 193–197.
- Bandura, A. (1977). *Social Learning Theory*. General Learning Press.
- Barker, V. (2009). Older Adolescents' Motivations for Social Network Site Use: The Influence of Gender, Group Identity, and Collective Self-Esteem. *CyberPsychology & Behavior*, 12(2), 209–213.

- Blanchard, M., Metcalf, J., Degney, A., Hermann, H., & Burns, J. M. (2008). Rethinking the Digital Divide: Findings From A Study of Marginalised Young People's Information Communication Technology (ICT) Use? In *Youth Studies Australia. Information, Community & Society*, 27(4), 35–42.
- Bollen, J., Mao, H., & Zeng, X. (2011). Twitter Mood Predicts the Stock Market. *Journal of Computational Science*, 2(1), 1–8.
- Boyd, D. m., & Ellison, N. B. (2012). Social Network Sites: Definition, History, and Scholarship. *Computer-Mediated Communication*, 33(1), 3–8.
- Bryman, A., & Cramer, D. (2011). *Quantitative Data Analysis with IBM SPSS 17, 18 and 19: A Guide for Social Scientists*. Routledge.
- Buchanan, D., & Bryman, A. (2007). Contextualizing Methods Choice in Organizational Research. *Organizational Research Methods*, 10(3), 483–501.
- Busch, T., Byer, D., Fadel, C., Fox, C., Givens, A., Kellogg, L. & Wolf, M. A. (2011). Maximizing the Impact : The Pivotal Role of Technology in a 21st Century Educational System. *ERIC*, 1 – 15.
- Carpenter, J. M., Green, M. C., & LaFlam, J. (2011). People or Profiles: Individual Differences in Online Social Networking Us. *Personality and Individual Differences*, 50(5), 538–541.
- Chasib, H. A. (2014). *Exploring The Effects Of Cyber-bullying On Student'S Attitude In Online Learning: A Case Study of UUM*. UUM.
- Chien, L., & Graf, S. (2009). Coping with Mismatched Courses: Students' Behaviour and Performance in Courses Mismatched to their Learning Styles. *Springer*, 57(3), 739–752. <http://doi.org/10.1007/s11423-009-9116-y>
- Claro, M., Preiss, D. D., San Martín, E., Jara, I., Hinostroza, J. E., Valenzuela, S. & Nussbaum, M. (2012). Assessment of 21st century ICT skills in Chile: Test Design and Results from High School Level Students. *Computers & Education*, 59(3), 1042–1053.

- Coakes, S. J., & Steel, L. (2007). *SPSS Version 14.0 for Windows: Analysis with out Anguish*. JohnWiley & Sons Australia Ltd., Australia.
- Cohen, A. (2011). Higher Education Students' Perspectives of the Relevance of the Online Social Networking Site Facebook to Education. *Walden, May(1)*, 25.
- Collin, D. P., Rahilly, M. K., Richardson, D. I., & Third, D. A. (2011). The Benefits of Social Networking Services. *Reseach Rebort, 4(April)*, 13.
- Crawford, R., & Tetlow, G. (2012). Expectations and Experience of Retirement in Defined Contribution pensions : A Study of older people in England. *The Institute for Fiscal Studies, 10(3)*, 10– 34.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- CSOIraq. (2014). Statistics Secondary Education in Iraq Report. *Genral Statistical Organization, 4(1)*, 97.
- De Souza, Z., & Dick, G. N. (2010). Information Disclosure on MySpace the What, the Why and the Implications. *Pastoral Care in Education, 26(3)*, 143–157.
- Delialioglu, O., & Alioon, Y. (2015). The Effect of Students' Subject Discipline on their M-Learning Application Preferences. *Interactive Learning Environments, 4820(September)*, 1–10.
- Den Broeck, J., & Fadnes, L. T. (2013). Data cleaning. In *Epidemiology: Principles and Practical Guidelines* (pp. 389–399). Springer.
- Diverniero, R., & Hosek, A. M. (2013). Twitter as a Classroom Tool : Exploring the Use, Benefits, and Downfalls from the Perspectives of Instructors and Students. *Journal of Social Media in Society, 2(2)*, 48–75.
- Dronkers, J., Levels, M., & Heus, M. (2014). Migrant Pupils Scientific Performance: The Influence of Educational System Features of Origin and Destination Countries. *Large-Scale Assessments in Education, 2(1)*, 3.

- Edosomwan, S., Prakasan, S. K., Kouame, D., Watson, J., & Seymour, T. (2011). The History of Social Media and its Impact on Business. *Journal of Applied Management and Entrepreneurship*, 16(3), 79–91.
- Eduardo, B. (2003). Situation Analysis Of Education In Iraq. *United Nations Educational Scientific and Cultural Organization*, 7 April(5), 12–141.
- Elham, A., Wafa, A., & Ali, A. (2014). Adoption of Social Networking In Education: A Study of the Use of Social Networks by Higher Education Students in Oman. *Journal of International Education Research (JIER)*, 10(2), 143–154.
- Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 11.
- Erlich, H. S. (2003). Experience - What is it? *Psychoanal*, 20(3), 1125–1147.
- Fadul, J. A. (2010). *The EPIC Generation: Experiential, Participative, Image-Driven, Connected*. Lulu.
- Flad, K. (2010). *The Influence of Social Networking Participation on Student Academic Performance Across Gender Lines*. *Digital Commons*.
- Giesen, D., Meertens, V., Vis-visschers, R., & Beukenhorst, D. (2012). Questionnaire Development. *Statistics Netherlands*, 12(3), 1–82.
- Girod, M., & Wojcikiewicz, S. (2009). Comparing Distance vs. Campus-Based Delivery of Research Methods Courses. *Educational Research Quarterly*, 33(2), 88–100.
- Goodman, J. (2012). Click First, Ask Questions Later: Understanding Teen Online Behaviour. *Australasian Public Libraries and Information Services*, 20(2), 84.
- Greenhow, C., & Robelia, B. (2009a). Informal Learning and Identity Formation in Online Social Networks. *Learning, Media and Technology*, 34(2), 119–140.

- Greenhow, C., & Robelia, B. (2009). Old Communication, New Literacies: Social Network Sites as Social Learning Resources. *Journal of Computer-Mediated Communication, 14*(4), 1130–1161.
- Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, Teaching, and Scholarship in a Digital Age Web 2.0 and Classroom Research: What Path should we Take Now? *Educational Researcher, 38*(4), 246–259.
- Griffin, E. (2012). *A First Look At Communication Theory*. Mc Graw Hill.
- Hashim, K., & Kutbi, I. (2015). Perceptions of Social Media Impact on Students' Social Behavior: A Comparison between Arts and Science Students. *International Journal of Education and Social Science, 2*(4), 122–131.
- Haythornthwaite, C. (2011). Social Networks and Internet Connectivity Effects. *Information, Community & Society, 8*(2), 125–147.
- Horn, E. (2009). Understanding Curriculum Modifications and Embedded Learning Opportunities in the Context of Supporting All Children 's Success. *Language, Speech & Hearing Services In Schools, 40*(4), 406–416.
- Howe, J. (2011). *Social Media and News Consumption*. Gonzaga University.
- Hrastinski, S., & Aghaee, N. M. (2012). How are Campus Students Using Social Media to Support their Studies? An Explorative Interview Study. *Education and Information Technologies, 17*, 451–464.
- Huffman, S. (2013). Benefits and Pitfalls: Simple Guidelines for the Use of Social Networking Tools in K-12 Education. *Education, 134*(2), 154–160.
- Hunter-Brown, S. R. (2012). *Facebook as an Instructional Tool in the Secondary Classroom: A Case Study*. Liberty University.
- Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, B., Lange, P. G. & Robinson, L. (2008). Living and Learning with New Media: Summary of Findings from the Digital Youth Project. *Digital Media, November*(5), 58.

- Jahan, I., & Ahmed, S. M. Z. (2012). Students' Perceptions of Academic Use of Social Networking Sites: A Survey of University Students in Bangladesh. *SAGE*, 28(3), 135–247.
- Javed, U., Cortijo, V., & Sánchez, R. A. (2014). Students' Perceptions of Facebook for Academic Purposes. *ReserchGate*, 70(1), 138–149.
- Johnson, T. N. (2014). The Media Bias within Outlets of Media : Television , Radio , and Newspapers. *Governors State*, spring(1), 23.
- Johnston, R. (2011). Audience Analysis The Role of Journalism and Social Media in the Consumption of News in Iraq. *IREX*, November(1), 61.
- Johnston, R., & Onwuegbuzie, A. (2004). Mixed methods research: A Research Paradigm Whose Time has Come. *Educational Researcher*, 33(7), 14–26.
- Jones, N., Chew, E., & Blackey, H. (2014). A Classroom without Walls? The Institutional Policy for Social Software in Learning, Teaching and Assessment. *International Journal of Innovation and Learning*, 16(4), 417–427.
- Joshi, G. K., Subrahmanyam, V., & Anvekar, D. S. (2014). The Need and Importance of On-Demand E-Learning for Customized Management Skills Enhancement. *IOSR Journal of Humanities and Social Science*, 19(2), 31–38.
- Kantomaa, M. T., Stamatakis, E., Kankaanpää, A., Kajantie, E., Taanila, A., & Tammelin, T. (2015). Associations of Physical Activity and Sedentary Behavior With Adolescent Academic Achievement. *Journal of Research on Adolescence*, 18(4), 1–11.
- Karich, A. C., Burns, M. K., & Maki, K. E. (2014). Updated Meta-Analysis of Learner Control Within Educational Technology. *Review of Educational Research*, 84, 392–410.
- Khalil, S. (2013). A Study Of Current Industrial Education Programs In Certain Selected Schools In IRAQ, *November(1)*, 173.

- Kist, W. (2008). Digital Literacies: I Gave Up MySpace for Lent: New Teachers and Social Networking Sites. *Journal of Adolescent & Adult Literacy*, 52(3), 245–247.
- Knezek, G., Mills, L. A., & Wakefield, J. S. (2012). Measuring Student Attitudes Toward Learning with Social Media : Validation of the Social Media Learning Scale. *Thannual*, 20(4), 127–134.
- Kong, S. (2009). Content-Based Instruction: What Can We Learn From Content-Trained Teachers' and Language-Trained Teachers' Pedagogies? *Canadian Modern Language Review*, 66(2), 233–267.
- Kopytoff, V. (2008). Google's orkut puzzles experts. *San Francisco Chronicle*. Retrieved July, 30(3), 7.
- Kretschmann, R. (2015). Physical Education Teachers' Subjective Theories About Integrating Information And Communication Technology (ICT) Into Physical Education, 14(1), 68–96. *TOJET*, 14(1), 68–96.
- Krosnick, J. a., & Presser, S. (2010). *Question and Questionnaire Design. Handbook of Survey Research*. Universiti Utara Malaysia
- Landan, J., & Ibrahim, R. (2014). Review on Social Media and their Characteristics in Inducing Learning Process. *IEEE*, 14(8), 365–370.
- Larkin, P. (2013). Tweeting the Good News--and Other Ways to Use Social Media. *Educational Leadership*, 70(7), 70–72.
- Lee, T. J., Cho, H., & Ahn, T.-H. (2012). Senior Citizen Satisfaction with Restaurant Service Quality. *Routledge*, 21(May 2014), 215–226.
- Lewis, S. C. (2013). Where Young Adults Intend To Where Young Adults Intend. *Newspaper Resrarch*, 29(4), 7.
- Light, B., Sawyer, S., Richardson, K., & Hessey, S. (2009). Archiving the Self? Facebook as Biography of Social and Relational Memory. *Journal of Information, Communication and Ethics in Society*, 7(1), 25–38.

- Liu, Z., & Management, F. (2014). The Impact of Perceived Interactivity on Individual Participation in Micro-Blogging. *The National Natural Science Foundation of China*, 6(1), 8.
- Livingstone, S. (2012). Critical Reflections on the Benefits of ICT in Education. *Oxford Review of Education*, 38(1), 9–24.
- Livingstone, S., & Bober, M. (2004). Taking up Online Opportunities? Children's Uses of the Internet for Education, Communication and Participation. *E-Learning and Digital Media*, 1(3), 395–419.
- Livingstone, S., & Brake, D. R. (2010). On the Rapid Rise of Social Networking Sites: New Findings and Policy Implications. *Children and Society*, 24, 75–83.
- Luxton, D. D., June, J. D., & Fairall, J. M. (2012). Social Media and Suicide: A Public Health Perspective. *American Journal of Public Health*, 102, 195–200.
- Ma, C., & Au, N. (2014). Social Media and Learning Enhancement among Chinese Hospitality and Tourism Students: A Case Study on the Utilization of Tencent QQ. *Journal of Teaching in Travel & Tourism*, 14(3), 217–239.
- Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, Social Integration and Informal Learning at University: It is more for Socialising and Talking to Friends about Work than for Actually Doing Work. *Learning, Media and Technology*, 34(2), 141–155.
- Madrigal, V. (2014). *An Educational Training Program for Parents about the Effects of Social Media on Children and Adolescents: A Grant Proposal*. California State University, Long Beach.
- Mawaddah, M. (2013). *Factors Affecting the Success of Nanotechnology Product Commercialisation in Malaysia*. Universiti Utara Malaysia.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2009). On Teacher Credibility. *Learning, Media and Technology*, 34(February 2015), 175–183.

- McLuhan, E. (2008). Marshall McLuhan's Theory of Communication. *Global Media Journal--Canada Edition*, 1(1), 25–43.
- Meyers, E. a. (2014). Theory, Technology, and Creative Practice: Using Pixton Comics to Teach Communication Theory. *Communication Teacher*, 28(April 2015), 32–38.
- Michael, G., & Babbie, E. (2013). Research Methods in Criminal Justice and Criminology. *Journal of Criminal Justice*, 12(5), 511–512.
- Minton, E. A., & Kahle, L. R. (2014). *Belief Systems, Religion, and Behavioral Economics: Marketing in Multicultural Environments*. New York: Business Expert Press LLC.
- Miranda, P., Isaias, P., & Costa, C. J. (2014). The Impact of Web 3.0 Technologies in E-Learning: Emergence of E-Learning 3.0. *EDULEARN14 Proceedings*, 4139–4149.
- Mitchell, M., & Jolley, J. (2012). Research Design Explained. *Cengage Learning*, 20(8), 726.
- Montoneri, B. (2015). Impact of Students' Participation to a Facebook Group on their Motivation and Scores and on Teacher's Evaluation. *The IAFOR Journal of Education*, 3(1), 61–74.
- Mssraty, T., & Faryadi, Q. (2012). Teaching the Qur'anic Recitation with Harakatt: A Multimedia-Based Interactive Learning Method. *International Journal of Scientific & Engineering*, 3(8), 1–4.
- Muhammad, M. (2014). *Relationship between Human Resource Practices on the Effectiveness Talent Management Programme Amongst Generation Y*. University Utara Malaysia.
- Muñoz, C. L., & Towner, T. (2011). Back to the wall: How to use Facebook in the college classroom. *First Monday*, 16(12).

- Munoz, N. E., & Blumstein, D. T. (2012). Multisensory perception in uncertain environments. *Behavioral Ecology*, 23(3), 457–462.
- Navaridas, F., Santiago, R., & Tourón, J. (2013). Opinions From Teachers in the Fresno Area of Central California Regarding the Influence of Mobile Technology on their Students' Learning. *Educational Research, Assessment and Evaluation*, 19(2), 1–18.
- Nicole, A. B.-M. (2012). Social Networking in Undergraduate Education. *Information, Knowledge, and Management*, 7, 63–90.
- Nikolic, D., Muresan, R. C., Feng, W., & Singer, W. (2012). Scaled Correlation Analysis: A Better Way to Compute A Cross-Correlogram. *European Journal of Neuroscience*, 35(October 2008), 742–762.
- Njoroge, R. (2013). *Impacts of Social Media Among the Youth on Behavior Change: A Case Study of University Students in Selected Universities in Nairobi, Kenya*. University Of Nairobi.
- Norusis, M. J. (1999). SPSS/PC+ Statistics 6.0 for the IBM PC/XT/AT and PS/2. In *Library of Congress, USA*.
- Norusis, M. J. (2011). *IBM SPSS Statistics 19 Guide to Data Analysis*. Pearson Education.
- Olabanji, O. (2011). *Exploring and Examining the Use of the Facebook in the Classroom and ITS Impact on Student Success*. Gonzaga University.
- Petrescu, A.-M. (2010). The Influence of Media on Education-a Socio-Pscho-Pedagogical Approach. *Petroleum-Gas University of Ploiesti Bulletin, Educational Sciences Series*, 62(1), 44–49.
- Pollara, P., & Zhu, J. (2011). Social Networking and Education: Using Facebook as an Edusocial Space. *Society for Information Technology & Teacher Education International Conference 2011, September(6)*, 9.
- Postman, N. (2011). *Technopoly: The Surrender of Culture to Technology*. Vintage.

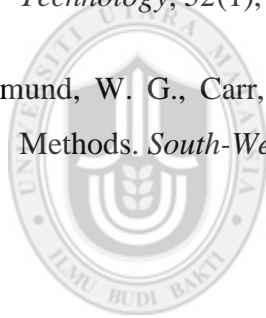
- Prensky, M. (2008). Turning On the Lights. *Educational Leadership*, 65(6), 40–45.
- Prentice, J., & Dobson, K. (2014). A Review of the Risks and Benefits Associated with Mobile Phone Applications for Psychological Interventions. *Canadian Psychology/Psychologie Canadienne*, 55(4), 282.
- Prescott, J., Wilson, S., & Becket, G. (2013). Facebook Use in the Learning Environment: Do Students Want this? *Learning, Media and Technology*, 38(3), 345–350.
- Quan-Haase, A., & Young, A. L. (2010). Uses and Gratifications of Social Media: A Comparison of Facebook and Instant Messaging. *Bulletin of Science, Technology & Society*, 30(5), 350–361.
- Ramanathan, a, Yoon, H., & Tourassi, G. (2014). Analysis of Online Social Networks to Understand Information Sharing Behaviors Through Social Cognitive Theory. *IEEE*, 8(2), 4.
- Ramesh, A., Anni, S., & Shameem, A. (2013). Social Media Networking and Its Impact on Day-to-Day Activities with Special Reference to Young Adults. *International Journal of Logistics & Supply Chain Management Perspectives*, 2(4), 442–447.
- Ramig, R. (2009). Social Media in the Classroom. *MultiMedia & Internet@ Schools*, 16(6), 8–10.
- Roblyer, M. D., Mcdaniel, M., Webb, M., Herman, J., & Vince, J. (2010). Internet and Higher Education Findings on Facebook in Higher Education : A Comparison of College Faculty and Student Uses and Perceptions of Social Networking Sites. *The Internet and Higher Education*, 13(3), 134–140.
- Roscoe, J. T. (1975). *Fundamental Research Statistics for the Behavioral Sciences*. Holt, Rinehart and Winston New York.
- Rose, P. (2014). Musical Counter-Environments: Media Ecology as Art Criticism. *International Journal of Communication*, 8, 26.

- Rossi, P. H., Wright, J. D., & Anderson, A. B. (2013). *Handbook of survey research*. Academic Press.
- Rouis, S. (2012). Impact of Cognitive Absorption on Facebook on Students' Achievement. *Cyberpsychology, Behavior, and Social Networking*, 15(6), 296–303.
- Rummler, K. (2014). Foundations of Socio-Cultural Ecology Consequences for Media Education and Mobile Learning in Schools. *Medien Padagogik*, 24(10), 1–17.
- Ruotsalainen, J., & Heinonen, S. (2015). Media Ecology and The Future Ecosystemic Society. *Springer*, 2(8), 1–10.
- Salas, G., & Alexander, J. S. (2008). Technology for Institutional Enrollment, Communication, and Student Success. *New Directions for Student Services*, 2008(124), 103–116.
- Saleh, N., Prakash, E., & Manton, R. (2014). Measuring Student Acceptance of Game Based Learning for Game and Technology Education Curriculum Development. *IEEE*, 14(1), 79–85.
- Sandelowski, M. (2000). Combining Qualitative and Quantitative Sampling, Data Collection, and Analysis Techniques in Mixed-Method Studies. *Research in Nursing & Health*, 23(3), 246–255.
- Sawang, S., Newton, C., & Jamieson, K. (2013). Increasing Learners' Satisfaction Intention to Adopt more E-learning. *Education Training*, 55(1), 83–105.
- Schacter, D., Gilbert, D., & Wegner, D. (2011). Sensation and Perception. *Charles Linsmeiser Psychology Worth Publishers*, 158(14), 159.
- Sekaran, U. (2011). *A skill Building Approaches*. New York & Prentice-Hall.
- Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skills-Building Approach*. (6th Ed). John Wiley & Sons, Inc.

- Selwyn, N. (2009). aceworking: Exploring Students' Education-Related Use of Facebook. *Learning, Media and Technology*, 34(2), 157– 174.
- Shu, L. (2008). Engaging users: The Future of Academic Library Web Sites. *College and Research Libraries*, 69, 22.
- Sikhi, A. H. G. (2012). Study System in Iraq by Cultural Counselor, *October*(1), 40.
- Sincar, M. (2013). Challenges School Principals Facing in the Context of Technology Leadership. *Kuram ve Uygulamada Egitim Bilimleri*, 13(October 2012), 1273–1284.
- Slattery, A. (2013). *An Online Mirror? Facebook Use, Body Image and Attitudes towards Appearance Among University Women*. Villanova University.
- Stoker, D. J. (1981). *Sampling in Practice*. University of Pretoria, New Edition no. 178.
- Subrahmanyam, K., & Lin, G. (2012). Adolescents on the Net: Internet Use and Well-Being. *Adolescence*, 42(168), 659–677.
- Sufyan, J., & Joseph, U. (2013). Strategic Plan for Enhancing Higher Education Computing Degree Programs in Iraq. *IEEE*, 11(4), 94–100.
- Tasir, Z., Al-Dheleai, Y. M., Harun, J., & Shukor, N. A. (2011). Students' Perception towards the Use of Social Networking as an E-learning Platform. *International Education Research*, 4(10), 70–75.
- Taylor, E., & Marshall, 1996. (1998). Questionnaire Design : Asking Questions with a Purpose. *System*, May(2), 1–20.
- Teclehaimanot, B., & Hickman, T. (2011). Student-Teacher Interaction on Facebook: What students find appropriate. *TechTrends*, 55(3), 19–30.
- Top, M., & Boyd, D. (2009). Friends, Friendsters, and MySpace Top 8: Writing Community Into Being on Social Network Sites. *First Monday*, 11 (12)(12), 1–15.

- Tufekci, Z. (2011). Facebook , Youth and Privacy in Networked Publics Privacy : A Uniquely Narcissistic Generation or Young Adults Adapting to New Realities ? *AAAI Conference on Weblogs and Social Media*, (2010), 338–345.
- Tynes, B. M. (2009). Internet Safety Gone Wild?: Sacrificing the Educational and Psychosocial Benefits of Online Social Environments. *Journal of Adolescent Research*, 22(6), 575–584.
- UNDP Iraq. (2014). Human Development Report 2014. *Empowered Lives Resilient Nations*, 1(8), 239.
- Valkenburg, P. M., & Peter, J. (2009). Social Consequences of the Internet for Adolescents: A Decade of Research. *Current Directions in Psychological Science*, 18(1), 1–5.
- Wagner, D., Vollmar, G., & Wagner, H.-T. (2014). The Impact of Information Technology on Knowledge Creation: An affordance Approach to Social media. *Journal of Enterprise Information Management*, 27, 31–44.
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2012). Using the Facebook Group as a Learning Management System: An exploratory Study. *British Journal of Educational Technology*, 43(3), 428–438.
- Weinert, S. (2009). Implicit and Explicit Modes of Learning: Similarities and Differences from a Developmental Perspective. *Linguistics*, 47(2), 241–271.
- Whitcomb, M. K. (2011). Adolescent Use of Social Networking Sites and Internet Safety. *San Luis Obispo*, 1(3), 28.
- Wiid, J., Cant, M. C., & Nell, C. (2013). Open Distance Learning Students ' Perception of the Use of Social Media Networking Systems as An Educational Tool. *International Business & Economics Research Journal*, 12(8), 867–882.
- Wynn, J. R. (2009). Digital Sociology: Emergent Technologies in the Field and the Classroom. In *Sociological Forum* (Vol. 24, pp. 448–456).

- Yasemin, D. (2014). Teacher Training through Social Networking Platforms : A Case Study on Facebook. *Australasian Journal of Educational Technology*, 30(6), 714–727.
- Yingxu, W. (2007). On the Cognitive Processes of Human Perception with Emotions , Motivations and Attitudes. *Cognitive Informatics and Natural Intelligence*, 1(4), 1–13.
- Yu, T. (2011). Influences of Social Media on the Use of Thai Language. *Hrmars*, 1(2), 113.
- Zhang, L., Wang, F., & Liu, J. (2014). Understand Instant Video Clip Sharing on Mobile Platforms : Twitter 's Vine as a Case Study. *ACM*, 14 March(3), 85.
- Ziegler, S. G. (2007). The (mis) Education of Generation M. *Learning, Media and Technology*, 32(1), 69–81.
- Zikmund, W. G., Carr, J. C., Griffi, M., & Fuller, B. (2010). Business Research Methods. *South-Western, Cengage Learning*, 8, 1–18.



UUM
Universiti Utara Malaysia