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**EXAMINING THE RELATIONSHIP BETWEEN THE USE  
OF SOCIAL MEDIA AND ICT PROFICIENCY AMONG  
SECONDARY SCHOOL TEACHERS IN BAGHDAD**

**KARKH 2<sup>ND</sup>, IRAQ**

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UNIVERSITI UTARA MALAYSIA**

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**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  
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**UUM**

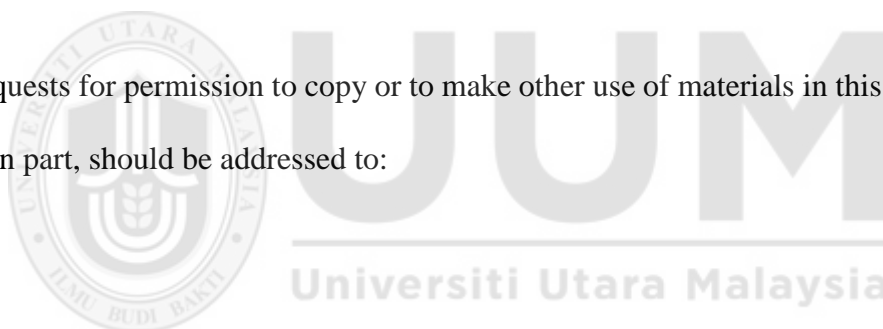
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## Abstract

Social media is a growing phenomenon that is becoming more significant in academia and private lives. Looking at the conditions of school teachers in Iraq, being the users of social media, they are lack of ICT proficiency, which will lead to the creation of a new generation of ICT-ignorant students. In the research related to social media, social constructivism has been used frequently as a fundamental theory. Unfortunately, the relationship between the use of social media and ICT proficiency of the users had not been observed. Moreover, the previous research mostly focused on the higher education institutions and students as the object of the study. In recent reality, teachers are still having difficulties in using ICT tools, which means that there is a need to improve their ICT proficiency. To address these problems, this study seeks to examine the relationship between the use of social media and ICT proficiency among secondary school teachers in Iraq. To achieve research objectives, this study utilizes quantitative approach and a survey among Iraqi secondary school teachers. The findings demonstrate that using social media improved ICT proficiency among secondary school teachers in Iraq. The analysis and interpretation of this research can be applied to improve learning policies via the social media. This study concludes that the use of social media can enhance knowledge in working environments through interaction with peers, engagement and collaborative learning. This practice would have an impact in the improvement of the ICT proficiency among secondary school teachers in Iraq.

**Keywords:** Social Constructivism Theory, Interaction with Peers, Engagement, Collaborative Learning.

## **Abstrak**

Media sosial adalah fenomena terkini yang menjadi amat penting dalam bidang akademik dan kehidupan peribadi. Di dalam kajian yang berkaitan dengan media sosial, konstruktivisme sosial sering digunakan sebagai teori asas. Walau bagaimanapun, hubungkait di antara kegunaan media sosial dan kecekapan ICT pengguna tidak pernah diambil kira. Di samping itu, kajian terdahulu hanya memberi tumpuan terhadap institusi pengajian tinggi dan pelajar sebagai objek kajian. Realitinya, masih terdapat para guru yang mempunyai masalah dalam penggunaan alat-alat ICT. Ini bermakna, perlunya peningkatan kecekapan ICT di kalangan para guru. Melihat kepada keadaan guru sekolah di Iraq, sebagai pengguna media sosial, mereka tidak mempunyai kecekapan di dalam bidang ICT. Ini akan menjurus kepada generasi pelajar jahil ICT. Dalam usaha untuk menangani masalah ini, kajian dijalankan bagi mengkaji hubungkait di antara kegunaan media sosial dan kecekapan ICT di kalangan para guru sekolah menengah di Iraq. Kajian ini menggunakan pendekatan kuantitatif dan soal selidik demi mencapai objektif penyelidikan. Hasil daripada kajian ini mendapati bahawa penggunaan media sosial dapat meningkatkan kecekapan ICT para guru sekolah di Iraq. Hasil dari analisa dan tafsiran kajian ini boleh diaplikasikan dalam memperbaiki polisi pembelajaran melalui media sosial. Kajian ini menyimpulkan bahawa, penggunaan media sosial dapat meningkatkan pengetahuan dalam persekitaran pekerjaan melalui interaksi dengan rakan sebaya, penglibatan dan kerjasama pembelajaran. Amalan sebegini akan memberikan kesan terhadap peningkatan kecekapan ICT di kalangan para guru sekolah menengah di Iraq.

Katakunci: Teori Konstruktivisme sosial, interaksi dengan rakan sebaya, kerjasama pembelajaran.

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**JUNE 2016**

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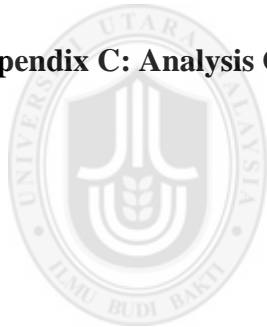
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## List of Abbreviations

<b>ICT</b>	Information and Communication Technology
<b>SNS</b>	Social Networking Site
<b>MOE</b>	Ministry of Education, Education
<b>MOHE</b>	Ministry of Higher Education and Scientific Research
<b>SCOT</b>	Social Constructivism Theory
<b>INT_P</b>	Interaction with Peers
<b>CL</b>	Collaborative Learning
<b>ENG</b>	Engagement
<b>ICT_P</b>	ICT Proficiency
<b>ZPD</b>	Zone Proximal Development
<b>ASMO</b>	The Arabian Standards Organization
<b>PROEDI</b>	Social Network as an Initiative to Support and Encourage Portuguese-Speaking Teachers to Independently Pursue Their Training in ICT.
<b>PLANE</b>	Social Network Pathways for Learning, Anywhere, Anytime.
<b>TSAF</b>	Teachers Self-Assessment Form
<b>IPSAT</b>	ICT practical skill Achievement Test
<b>OSN</b>	Online social networking

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

Information and Communications Technology (ICT) is a network that offers a steadily expanding range of new services (Saad & Hanna, 2011). It is a computer-based tool, used by the workforce of an organization to process information and communications needs. It encompasses the computer hardware and software, the network and several other devices, e.g. audio, video, photography, camera, etc., that convert information and so on into a common digital form (Yusuf, 2005). Njoku (2006) identified the three categories of ICT as processed information (computer systems), disseminated information (telecommunications systems), and represented information (multimedia systems).

Nowadays, ICT is not only considered as a tool that can be added to existing teaching methods, but is also seen as an important instrument to support new methods in the teaching-learning process (Yusuf, 2005). ICT is being integrated into the teaching-learning process in various educational institutions throughout the world. The successful integration of ICT into the teaching-learning process is highly dependent on the skills of teachers. The use of ICT in the classroom is very important for providing opportunities for students to learn and operate in the information age (Singh & Chan, 2014). The impact of modern ICT has significantly changed the speed of production, as well as the use and distribution of knowledge. At one time, the principal teaching resources available to a professor were the books in the college library,

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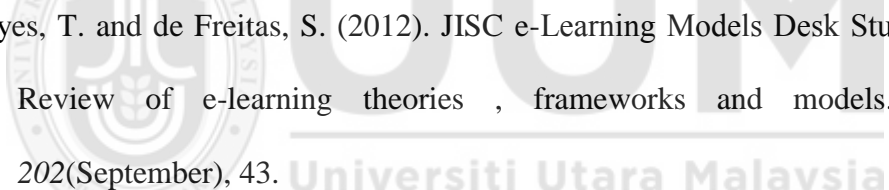
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