

## ATTITUDES OF STUDENTS IN LIBYAN UNIVERSITIES TOWARDS USING FACEBOOK GROUPS AS A LEARNING TOOL

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### **Abstract**

This study explored the attitudes of students in Libyan universities towards using Facebook groups as a learning tool through adopting a descriptive analytical approach. The data were obtained during the first semester of the academic year (2021/2022). Regarding the population, it involves all the students enrolled in Libyan universities. The researcher chose a purposive sample from the students enrolled in Libyan universities. He chose 300 female and male students from the faculty of art and faculty of education at four universities (i.e. Omar Al Mukhtar University, Elmergib University, Benghazi University, and University of Tripoli). All those universities are located in Libya. Questionnaire forms were passed to them by hand. All the forms were retrieved and deemed valid for analysis. Regarding the response rate, it's 100%. Data was administered to the SPSS program to be analysed. Means and standard deviations were calculated. The researcher found that the attitudes of students in Libyan universities towards using Facebook groups as a learning tool are positive. Other results were reached. For instance, using Facebook groups as a learning tool raises students' engagement in the learning process and promotes collaboration among students. It expands students' knowledge and facilitates the process of making a summary for lessons.

**Key words:** Attitudes, Libyan Universities, Facebook Groups, Learning Tool, Libya.

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## 1. Introduction:

Many technological developments are made (Al-Derbashi & Abed, 2017). They affected various aspects in modern societies (Al-Derbashi, 2017). Such aspects include: educational aspects (Alderbashi and Khadragy, 2018). For instance, there are several strategies employed along with using technology in schools, universities and students' homes (Alderbashi, 2021). Such developments include: social media. There are various goals sought from using social media. Such goals include: social, academic, religious, political, and cultural goals and goals related to entertainment, and media. For instance, social media contributes to promoting knowledge among students about the development of theories and schools and latest studies. It offers access to ideas, opinions, facts and knowledge. It offers opportunities to have group chats and peer chats. It offers opportunities to identify students' gifts and talents. It contributes to creating new (social, cultural, art, and educational) relationships (Al-Shmari, 2020). It can be used in the light of adopting a blended learning approach

Today, Facebook is the social media platform used the most by people due to the easiness of using it. It may be used for acquiring knowledge or communicating with family. It may be used for creating new friendships, entertainment, and becoming familiar with the latest new. Using Facebook allows students to reduce their stress and the sense of loneliness. It allows students to make new friendships based on interests and opinions. It allows students to identify the latest news about known political and economic figures. It allows students to raise their academic achievement. It allows students to develop their skills. It is characterised with being easy to use. It allows students to acquire new expertise and skills (Al-Mukhtar, 2020). Facebook may be used by instructors for promoting political participation (Abed Al-Lah et al., 2020)

It should be noted that Facebook used by many school and university students for meeting educational goals. It contributes to promoting collaboration among students and raising their motivation. It contributes to offering a learning environment that is free from stress. It allows students to read others' ideas and learn new expressions in language. It teaches students how to organize their ideas and articles. It offers opportunities to exchange ideas on a specific issue (Al Shlowiy, and Layali, 2021). Facebook allows students to acquire the concepts embedded in the curriculum (Abu Lateefah, 2020)

Facebook improves students' language skills and proficiency. It expands students' knowledge on vocabulary and grammar. It offers useful exercises. It contributes to improving the relationship between students and instructor and putting an end for the tension in this relationship. It turns students into active participants in their learning process. Thus, it makes students active learners and raises their engagement in the learning process (Eren, 2020).

The use of social media -including Facebook- has many advantages. However, some researchers believe that using social media has disadvantages. For instance, Al-Shmari (2020) believes that Facebook negatively affects students' ability to invest their time, ability to finish homework and compliance with daily schedule. Al-Shmari (2020) believes that using social media hinders students from doing their tasks on time and addressing their defects related to time management. Al Shlowiy, and Layali (2021) believe that using Facebook distracts students due to receiving chat invitations. Thus, this study aimed to explore the attitudes of students in Libyan universities towards using Facebook groups as a learning tool.

## 2. Objective

This study explored the attitudes of students in Libyan universities towards using Facebook groups as a learning tool

### 3. Question

This study aimed to address the following question:

What are the attitudes of students in Libyan universities towards using Facebook groups as a learning tool?

### 4. Significance of the Study

This study is significant due to the reasons below

- This is the first study that aimed to explore the attitudes of students in Libyan universities towards using Facebook groups as a learning tool
- This study offers a new instrument about (Facebook groups).
- This study provides decision makers in Libyan universities with information about students' attitudes towards Facebook groups. That contributes to raising the quality of higher education in Libya.

### 5. Limits

- Temporal limits: The data was obtained during the first semester of the academic year (2021/2022).
- Spatial limits: Data was obtained from four universities in Libya (i.e. Omar Al Mukhtar University, Elmergib University, Benghazi University and University of Tripoli).
- Human limits: They are the students enrolled in Libyan universities
- Thematic limits: They are the attitudes of students in Libyan universities towards using Facebook groups as a learning tool

### 6. Definition of Terms

#### 6.1. Theoretical definitions:

- Attitude: It is represented in a judgment of evaluative nature. It also involves one's reactions and response on the affective and cognitive levels towards a certain person or something (Crano and Prislin, 2006, p.347).
- Libyan universities: They refer to all the universities in Libya.
- Facebook: It's a social media platform which allows its users to collaborate and interact with each other and engage in useful social dialogues (Al Shlowiy, and Layali, 2021)

#### 6.2. Procedural definitions

- Attitudes: They refer to the attitudes of students in Libyan universities towards using Facebook groups as a learning tool. They are explored in this article through a survey.
- Libyan universities: The researcher chose four universities in Libya in this research (i.e. Omar Al Mukhtar University, Elmergib University, Benghazi University and University of Tripoli).

### 7. Theoretical framework

Using social media in the learning process raises students' satisfaction with the learning process. It improves the learning process and experience. It improves students' writing skills. It raises students' interaction with the instructors (Ajjan & Hartshorne, 2008). It promotes interaction among students because it offers students the ability to post, create, and comment on displayed knowledge or addressed skills. It offers students the ability to put links about specific knowledge or skills. It facilitates students' communication with each other. It raises

the participation, and collaboration of students. It contributes to facilitating the process of sharing knowledge. It develops the critical thinking skills of students (Lenhart et al., 2017).

Using social media in the learning process allows students to share ideas, and socialize with others. It allows students to acquire new educational experiences. It improves students' attitudes towards the learning process. It facilitates the process of communicating instructors, colleagues and administrative staff. It facilitates the process of managing changes. It stimulates students' love for discovery. It allows students to engage in new experiments. It provides students with access to materials, books, and research articles (Cheta, and Yinka, 2017)

Using social media in the learning process motivates students to learn language-related information. It allows students to commit less grammatical and lexical errors when using language. It improves the language skills (i.e. listening, speaking, reading, and writing skills) of students. It raises students' self-confidence, because it allows them to express themselves freely without limitations nor fear. It offers students opportunities to correct and revise language errors they have committed (Rezaei, S. and Meshkatian, 2017)

Using social media in the learning process contributes to improving students' listening and writing skills. It contributes to expanding students' knowledge on vocabulary and grammar. It raises students' language proficiency. It provides students with useful exercises. It contributes to improving the relationship between students and instructor and putting an end for the tension in this relationship. It turns students into active participants in their learning process. Thus, it makes students active learners and raises their engagement in the learning process (Eren, 2020).

## 8. Previous studies

*Bahati (2015)* explored the attitudes of the students at faculty of education at University of Rwanda towards using Facebook in education and for holding discussion. Forty eight (48) students were sampled from the faculty of education at University of Rwanda. A questionnaire was used. It was found that using Facebook promotes student' engagement, and collaboration after face-to-face seminars and classroom lectures. Such use facilitates the process of sharing of ideas after face-to-face seminars and classroom lectures. It enables students to learn from their colleagues through reading their comments and posts. It allows students to share their views. It allows students to acquire knowledge. It allows students to ask for further clarifications after holding group presentations. It allows students to access videos, documents, and images and read comments and questions. It encourages students to analyse the content and facts critically. It facilitates the process of making a summary for the key points of a lesson or presentation. It offers opportunities for holding discussions and arguing

Hamadneh, and Al-Shawaheen (2017) explored the female and male math teachers' attitudes towards using Facebook in teaching math through adopting a descriptive approach. The sample consists from 80 male and female teachers chosen randomly from Al-Badeya Alshamaleyah district. Those teachers represent 50 % of the population. A 28-item survey was designed. Means, and standard deviations are calculated. The t-test for independent samples was carried out. The researchers concluded several results. For instance, the male math teachers' attitudes towards using Facebook in teaching math are positive. In addition, gender doesn't affect attitudes. There are differences between respondents' attitudes which can be attributed to experience and academic qualification for the favour of the ones having five years or more and the ones holding graduate degrees. Facebook offers many cooperative learning opportunities and expands students' knowledge on math. It allows learners to

identify the popular mistakes and misconceptions. It offers a variety of learning methods and styles. Thus, it suits students of various learning styles. It motivates students to solve math problems. It encourages students to carry ongoing learning practices. It raises students' retention of mathematical information and makes learning math enjoyable. It makes the learning process easier. It takes the individual differences between students into consideration. It improves students' math skills. It stimulates students' love for exploration and learning and motivates students to learn more. It plays a moderate role in developing students' creative thinking, letting them invest their time, and offering a convenient learning environment. It plays a moderate role in letting them employ their senses in learning and developing their ability to write math symbols and equations correctly.

Qnaifi (2018) explored the use of Facebook in the teaching-learning process and its effectiveness in this process. He targeted a sample of students majoring in media and communication sciences at the University of Mohamed Khider in Biskra in Algeria. 71 students were sampled. They were surveyed. Several results were reached. For instance, 69.1% of the students trust Facebook and believe that the data on it is reliable. 30.9% believe that the data on Facebook is not reliable. 72.2% of the students believe that Facebook raises their motivation to learn. 83.6% of the students believe that Facebook expanded their knowledge. 63.6% of the students believe that Facebook positively affected their academic achievement. 94.5% of the students add that they want to benefit more from Facebook features. 94.5% of the students added that they are members of a Facebook group.

Al-Mukhtar (2020) explored the adolescents' use for Facebook and its impact on academic achievement in the Centre Specialized in Children Protection in Algeria. He employed the descriptive analytical approach. He chose a cluster sample consisting from 42 adolescents. He used an electronic questionnaire and employed the SPSS program for data analysis. He found that the impact of using Facebook on academic achievement may be positive or negative. Such impact depends on the adolescent's use for Facebook.

Ali et al. (2020) explored the role of Facebook in promoting awareness among adolescents about issues related to violence against women in Egypt. He used a descriptive approach. The sample consists from 400 university students in Egypt. A survey was used to obtain data from those students. The researcher reached several results. For instance, Facebook plays a significant role in promoting awareness among adolescents about issues related to violence against women in Egypt. It promotes awareness about the causes of violence against women in Egypt. It promotes awareness about the problems facing women in society. It allows students to suggest and post solutions for fighting against violence against women in Egypt.

Mona, and Al-Zahrani (2020) explored the importance of using Facebook in teaching first-grade high school students. They explored such importance from the perspective of computer teachers at Jizan, Saudi Arabia. The sample involves 147 female and male teachers teaching the computer course. They used a survey targeting three dimensions. Those dimensions include: planning, teaching, and assessment. The researchers found that using Facebook is important for planning, teaching, and assessment. Gender and the actual use of Facebook in teaching don't affect attitudes.

Abu Lateefah (2020) explored the impact of using Facebook in acquiring the Islamic concepts embedded in the Islamic Education curriculum among 10th grade students in Lewa' Al-Jama'a district, Jordan. He used an experimental approach. He used the purposive sampling method. The sample consists from 40 students who were divided into experimental and control groups. The survey consists from 25 items. The researcher found that using Facebook has a significant impact on the acquisition of the Islamic concepts embedded in the Islamic Education curriculum among 10th grade students in Lewa' Al-Jama'a district, Jordan.

Al Shlowiy, and Layali (2021) investigated the perceptions of students in a Saudi college towards using Facebook in EFL academic writing outside class. They explored the barriers hindering faculty members from using Facebook in such courses. They chose a sample consisting from 10 students from a course on academic writing. They used a survey and held interviews with the sample. They used the observation method too. They reached several results. For instance, using Facebook raises students' motivation to write, and promotes collaboration among students. It improves students' academic writing abilities. It offers opportunities to practice the writing skills outside classroom. It offers a learning environment that is free from stress. It allows students to write at any time and place. It's characterized with being easy to use. It allows students to get familiar with others' ideas and learn new expressions in language. It teaches students how to organize their articles. It allows students to exchange ideas on the topic they are writing about. However, there are two barriers. First, it distracts students due to receiving chat invitations. Second, some Facebook pages display impolite language.

Salameh (2022) explored the attitudes of the students enrolled in the English language department at the University of Hail in Iraq towards Facebook. He explored the students' knowledge about Facebook and their skills in using Facebook. 145 students were sampled from the English language department at the University of Hail in Iraq. A five point Likert questionnaire was used. It was found that students possess positive attitudes towards the usability, and efficacy of Facebook and adequacy of the content on Facebook. Those students are highly satisfied with Facebook. Facebook provides students with knowledge and develops their skills in literature and linguistics. It offers supplementary material. It improves students' learning experience.

## **9. Methodology**

### **9.1. Approach**

The researcher adopted a descriptive analytical approach

### **9.2. Instrument**

The researcher designed a questionnaire that is based on the five point Likert scale. This scale involves five rating categories. Those rating categories are: (strongly agree, agree, neutral, disagree and strongly disagree). The instrument consists from a cover page and two parts. The cover page presents information about the title of the research and the researcher's full name. The first part collects data about gender and name of the university. The second part collects data about the attitudes of the respondents towards using Facebook groups as a learning tool. It was drafted based on the studies carried out by: Hamadneh, and Al-Shawaheen (2017), Bahati (2015), Qnaifi (2018), Abu Lateefah (2020), Lenhart et al. (2017), and Al-Shmari (2020).

### **9.3. Population and sample**

Regarding the population, it involves all the students enrolled in Libyan universities. The researcher chose a purposive sample from the students enrolled in Libyan universities. He chose 300 female and male students from the faculty of art and faculty of education at four universities (i.e. Omar Al-mukhtar University, Elmergib University, Benghazi University and University of Tripoli). All those universities are located in Libya. Questionnaire forms were passed to them by hand. All the forms were retrieved and deemed valid for analysis. Regarding the response rate, it's 100%. Data is shown below about the respondents

Table (1): Data about the sampled Libyan students

Variable	Category	Frequency	Percentage
Gender	Male	102	34
	Female	198	66
University	Omar Almukhtar University	78	26
	Elmergib University	85	28.33333
	Benghazi University	74	24.66667
	University of Tripoli	90	30
Faculty	Faculty of art	172	57.33333
	Faculty of education	128	42.66667
Are you a member in an academic Facebook group?	Yes	300	100
	No	0	0
Do you feel satisfied with using Facebook groups as a learning tool?	Yes	264	88
	No	36	12

N= 300

66% of students are females and 34% of students are males. 57.33% of students are enrolled in the faculty of art. 42.66% of students are enrolled in the faculty of education. 88% of the sampled students feel satisfied with using Facebook groups as a learning tool. All the sampled students (100%) are members in an academic Facebook group. Those percentages indicate that students realize the merits of using Facebook groups for meeting academic goals. They indicate that students are pleasant with their experience in using Facebook groups for learning, gaining knowledge, and meeting academic goals.

#### 9.4. Validity of the Instrument

After having the initial version of the questionnaire drafted, this version was sent to five faculty members who were chosen from two universities in Libya. Those faculty members were asked to make an evaluation for the questionnaire. The researcher informed them that this evaluation must be based on criteria related to language, relevancy and content.

All the faculty members added that the instrument is valid, reliable, free from mistakes, clear and relevant to the goals. However, the first faculty member recommended adding an item to the first part. The second faculty member made recommended adding a statement to the cover page of the questionnaire for thanking the respondents. The third faculty member recommended adding the following statement to the cover page (Praise to Allah, Lord of the Worlds).

#### 9.5. Reliability of the Instrument

The Cronbach alpha value is calculated. It's 0.801. The instrument is reliable because this value is greater than 0.70 as it's suggested by Salehi & Farhang (2019)

#### 9.6. Analysis Criteria:

For classifying the means, the criteria displayed below were adopted:

Table: (2): The criteria used for the classification of means

Range	Level	Attitude
2.33 or less	Low	Negative
2.34-3.66	Moderate	Neutral
3.67 or more	High	Positive

\*Source: (Alderbashi, 2021)

The five point Likert scale consists from 5 rating categories. Those categories are shown below

Table (3): The categories and scores of the five point Likert scale

Category	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

\*Source: (Al-Derbashi and Moussa, 2022)

## 10. Results and Discussion

What are the attitudes of students in Libyan universities towards using Facebook groups as a learning tool?

Table (4): Means and standard deviations representing the attitudes of students in Libyan universities towards using Facebook groups as a learning tool

No.	Statement	Mean	Std.	Level	Attitude
	Using Facebook groups as a learning tool				
	Raises my compliance with daily schedule.	1.84	0.25	Low	Negative
	Raises my engagement in the learning process	4.59	0.39	High	Positive
	Promotes collaboration among students	4.82	0.66	High	Positive
	Expands my knowledge	4.63	0.51	High	Positive
	Facilitates the process of making a	4.49	0.13	High	Positive

	summary for lessons and presentations				
	Offers opportunities for holding discussions and arguing	4.31	0.83	High	Positive
	Offers me with reliable information all the time	2.27	0.97	Low	Negative
	encourages me to carry ongoing learning practices	4.38	0.60	High	Positive
	raises my retention for information	4.41	0.54	High	Positive
	Stimulates my love for exploration	4.56	0.29	High	Positive
	Motivates me to learn	4.77	0.48	High	Positive
	Develops my creative thinking skills	4.90	0.76	High	Positive
	Offers a convenient learning environment.	2.07	0.31	Low	Negative
	positively affects my academic achievement	4.93	0.18	High	Positive
	Raises my awareness about social issues in my society	4.85	0.69	High	Positive
	Enables me to acquire the concepts embedded in the curricula	4.79	0.78	High	Positive
	Improves my time management skill	2.21	0.92	Low	Negative
	Improves my critical thinking skills	4.72	0.43	High	Positive
	Overall	4.08	0.54	High	Positive

The researcher found that the attitudes of students in Libyan universities towards using Facebook groups as a learning tool are positive. That's because the overall mean is 4.08. This result is consistent with the one reached by Hamadneh, and Al-Shawaheen (2017). It may be attributed to the fact that students love Facebook and use Facebook in a daily basis. It be attributed to the fact that students love using technology in their learning process.

The researcher found that using Facebook groups as a learning tool raises students' engagement in the learning process, because the relevant mean is 4.59. This result is in agreement with the one reached by Bahati (2015). It may be attributed to the fact that Facebook groups allow students to comment on posts, and upload links to FB groups. The researcher found that using Facebook groups as a learning tool promotes collaboration among students, because the relevant mean is 4.82. This result is in agreement with the one reached by Bahati (2015). It may be attributed to the fact that Facebook groups allow students to share views and knowledge with each other.

The researcher found that using Facebook groups as a learning tool expands students' knowledge, because the relevant mean is 4.63. This result is in agreement with the one reached by Bahati (2015). It may be attributed to the fact that Facebook groups allow students to access links and ask for further clarification. The researcher found that using Facebook groups as a learning tool facilitates the process of making a summary for lessons and presentations, because the relevant mean is 4.49. This result is in agreement with the one reached by Bahati (2015). It may be attributed to the fact that Facebook groups allow students to view the summaries made by their colleagues.

The researcher found that using Facebook groups as a learning tool offers opportunities for holding discussions and arguing, because the relevant mean is 4.31. This result is in agreement with the one reached by Bahati (2015). It may be attributed to the fact that Facebook groups allow students to hold group discussions on a specific date. The researcher found that using Facebook groups as a learning tool encourages students to carry ongoing learning practices, because the relevant mean is 4.38. This result is in agreement with the one reached by Hamadneh, and Al-Shawaheen (2017). It may be attributed to the fact that Facebook groups allow students to access knowledge easily. Thus, one shall find it easy to acquire by himself in the future.

The researcher found that using Facebook groups as a learning tool raises students' retention for information, because the relevant mean is 4.41. This result is in agreement with the one reached by Hamadneh, and Al-Shawaheen (2017). It may be attributed to the fact that Facebook groups offer images and videos for the posted information. That contributes to raising one's retention for information. The researcher found that using Facebook groups as a learning tool stimulates students' love for exploration, because the relevant mean is 4.56. This result is in agreement with the one reached by Hamadneh, and Al-Shawaheen (2017). It may be attributed to the fact that Facebook groups allow students to view the videos shared by their colleagues. It may be attributed to the fact that Facebook groups allow students to have virtual trips.

The researcher found that using Facebook groups as a learning tool motivates students to learn, because the relevant mean is 4.77. This result is in agreement with the one reached by Hamadneh, and Al-Shawaheen (2017). It may be attributed to the fact that Facebook groups offer multimedia features that attracts students to the learning process. The researcher found that using Facebook groups as a learning tool develops students' creative thinking skills, because the relevant mean is 4.90. This result is in agreement with the one reached by Hamadneh, and Al-Shawaheen (2017).

The researcher found that using Facebook groups as a learning tool positively affects students' academic achievement, because the relevant mean is 4.07. This result is in agreement with the one reached by Qnaifi (2018). It may be attributed to the fact that Facebook groups allow students to access uploaded books and articles. That enables students to prepare well for exams. The researcher found that using Facebook groups as a learning tool raises students' awareness about social issues in the students' society, because the relevant mean is 4.93. This result is in agreement with the one reached by Ali et al. (2020). It may be attributed to the fact that Facebook groups allow students to access articles and news about social issues, like: violence, poverty, divorce and etc..

The researcher found that using Facebook groups as a learning tool enables student to acquire the concepts embedded in the curricula, because the relevant mean is 4.79. This result is in agreement with the one reached by Abu Lateefah (2020). It may be attributed to the fact that Facebook groups allow students to access lists of the concepts embedded in the lesson or unit. Such lists may be made by the teacher or colleagues. The researcher found that using Facebook groups as a learning tool improves students' critical thinking skills,

because the relevant mean is 4.72. This result is in agreement with the one reached by Lenhart et al. (2017).

However, the researcher found that using Facebook groups as a learning tool doesn't raise students' compliance with daily schedule, because the relevant mean is 1.84. This result is not in agreement with the one reached by Al-Shmari (2020). It may be attributed to the fact that Facebook distracts students due to displaying interesting ads for products, information about movies and series. It may be attributed to the fact that Facebook distracts students due to having friendship requests and requests to chat made by friends and family members.

The researcher found that using Facebook groups as a learning tool doesn't always offer reliable information, because the relevant mean is 2.27. This result is not in agreement with the one reached by Qnaifi (2018). It may be attributed to the fact that the information posted on a Facebook group maybe isn't based on studies or books. In fact, sometimes, the information posted on a Facebook group is based on someone's opinion.

The researcher found that using Facebook groups as a learning tool doesn't offer a convenient learning environment, because the relevant mean is 2.07. This result is not in agreement with the one reached by Hamadneh, and Al-Shawaheen (2017). It may be attributed to the fact that Facebook includes ads and news about celebrities which distract students while learning. The researcher found that using Facebook groups as a learning tool doesn't improve students' time management skill, because the relevant mean is 2.21. This result is not in agreement with the one reached by Al-Shmari (2020). It may be attributed to the fact that Facebook may distract students while using it which negatively affect students' ability to keep tracking the time spent on Facebook

## 11. Conclusion

The researcher found that the attitudes of students in Libyan universities towards using Facebook groups as a learning tool are positive. Other results were reached. For instance, using Facebook groups as a learning tool raises students' engagement in the learning process and promotes collaboration among students. It expands students' knowledge and facilitates the process of making a summary for lessons and presentations. It offers opportunities for holding discussions and arguing.

However, using Facebook groups as a learning tool doesn't offer a convenient learning environment. It may be attributed to the fact that Facebook includes ads and news about celebrities which distract students while learning. Using Facebook groups as a learning tool doesn't always offer students reliable information. It may be attributed to the fact that the information posted on a Facebook group maybe isn't based on studies or books. In fact, sometimes, the information posted on a Facebook group is based on someone's opinion.

## 12. Recommendations

The researcher recommends:

- Holding courses for faculty members in Libya about the benefits of social media and the way of employing social media for meeting educational goals
- Holding courses for faculty members and students in Libya about the features of social media in order for them to benefit from such features for sharing knowledge
- Encouraging faculty members in Libya to upload academic materials, assignments, and worksheets to Facebook groups in order to employ modern technology in the teaching process.

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