

Teachers' Perceptions of Using Social Media to Build Trust and Moral Values in School: A Comparative Study between Jordan, the UAE and Saudi Arabia

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Abstract

This research study examines teachers' perceptions of using social media as a tool to build trust and moral values in schools in Jordan, the United Arab Emirates, and Saudi Arabia. The purpose of the study is to understand how social media influences trust and moral values among teachers, parents, and students, and to identify the benefits and challenges associated with its use. The population includes teachers from different educational backgrounds, with a sample of 126 teachers, 42 from each country. Results indicate that teachers view social media positively, particularly in enhancing communication with parents (mean score = 4.2) and improving relationships with students (mean score = 4.0). However, significant challenges were identified, including privacy and security concerns (77%) and lack of digital literacy among parents (65%). Additionally, teachers with more than 11 years of experience reported higher mean perception scores (4.3), suggesting that experience may enhance the effective use of social media. Based on these findings, several recommendations are proposed: recommendations include developing targeted professional development programs to enhance teachers' digital literacy skills, and encouraging organizations to develop policies and guidelines that support

responsible social media use and foster a collaborative environment. Furthermore, the findings underscore the importance of continued research and dialogue on effective strategies for integrating social media to foster trust within school communities.

Keywords: Social Media, Trust Building, Educational Technology, Teacher Perceptions, Moral Values.

1. Introduction

In the rapidly evolving educational landscape, social media has emerged as a powerful tool for communication, collaboration, and community building. As educational institutions seek innovative ways to engage stakeholders particularly teachers, parents, and students the role of social media in fostering trust and promoting ethical values within schools has received increasing attention. This study examines teachers' perceptions of using social media to build trust and instill ethical values in educational settings across three distinct cultural contexts: Jordan, the United Arab Emirates, and Saudi Arabia. Trust is a key component of effective educational settings, impacting teacher-student relationships, parental engagement, and overall school climate. The emergence of social media provides unique opportunities to enhance communication and transparency, thereby facilitating trust among stakeholders. Additionally, in regions where cultural values and ethical considerations play an important role in education, the potential of social media to foster ethical values cannot be ignored. This study aims to explore how teachers in these three countries perceive the impact of social media on building trust and promoting ethical values in schools. (Bryk & Schneider, 2022; Tschannen-Moran, 2021).

Despite the increasing prevalence of social media in education, there remains a gap in the literature regarding its specific role in fostering trust and ethical development. Existing research has often focused on the technical and pedagogical aspects of social media, neglecting its broader social implications. By examining teachers' perceptions in Jordan, the UAE, and Saudi Arabia, this study seeks to contribute to understanding how cultural contexts influence the effectiveness of social media as a tool for building trust and ethical values in schools. The objectives of this research are twofold: first, to assess teachers' perceptions of the role of social media in building trust within the school community; and second, to explore how these platforms can be leveraged to promote ethical values among students. Through a comparative approach, this study aims to highlight similarities and differences in perceptions across the three countries, and provide insights that can inform educational practices and policies. With the advent of social media, educators have gained new avenues for communication and interaction that transcend traditional boundaries. Platforms such as Facebook, Twitter, and Instagram offer educators the potential to engage with students, parents, and colleagues in novel ways that can contribute to building and maintaining trust. The educational landscape presents a unique context characterized by a rich cultural tapestry and a strong emphasis on community values. Previous research has highlighted the importance of trust in the Arab educational context (Aldahadha, 2017). However, the exploration of how social media can be leveraged to build trust specifically in the Jordanian educational setting is an under-researched area. Educational institutions are facing public pressure to incorporate social media into the classroom (Bartow, 2014). Social media is being

included into most K–12 and higher education courses in classrooms (Bartow, 2014). As a result, social media's consequences in the classroom are only becoming worse. Positive student involvement is observed by teachers who use social media (Chromey et al., 2016). Students become more interested in the content and school environment as well as in connecting with one another as a result of this engagement (Abe & Jordan, 2013). "Engagement is commonly defined by specific observable aspects of learners and in their relationships with the learning environment," claims Starr-Glass (2020) (p. 126).

According to Burbules (2016), some educators use social media as a resource for their classes, which may result in a productive and interesting learning environment (Casey & Wells (2015)). Scholars contend that these settings foster higher levels of student engagement and passion while enabling students to use higher order thinking abilities (Casey & Wells, 2015). According to Vasek and Hendricks (2016), educators in the US have embraced social media as a teaching tool that enriches professional development, strengthens relationships with students and parents, and complements traditional classroom curricula. Prolonged use of social media can affect the student, parent, or teacher, according to some researchers, while others think that interest, engagement, collaboration, network awareness, and critical consumption are key components of social media's success in education (Bartosik-Purgat et al., 2017). Could adversely affect other people's everyday life (Bulu et al., 2016). Therefore, one needs to exercise caution when using social media. Media usage in daily life and academia. More time is being spent on social media by educators and students than on homework and instruction (McMeans, 2015). Social media use in the classroom is growing in popularity. Social media may help students from all over the world study and collaborate without any barriers by bridging the distance between them and their professors (Oguguo et al., 2020). Ahmed (2016) asserts that social media use by educators can improve communication with their pupils. Additionally, according to instructors, it would strengthen the connections between language and literacy abilities and media and technology use (Li et al., 2014). The difficulty for educators, according to VanDoorn and Eklund (2013), is how to use social media which is, after all, social to improve learning results" (p. 1). "When teachers use social media to its fullest potential, it allows for many new possibilities for the classroom," Giebelhausen (2014) continued. On page 39. Social media may greatly enhance learning if utilized appropriately. Teachers have a responsibility to support students in using social media as a teaching tool, a way to uphold commitments, and a way to effect social change (Ahlquist, 2014).

Teachers may use social media as a teaching tool because they are curious in the types of social media that students use on a regular basis (Bartow, 2014). According to some educators, Abreu, (2017) social media use in the classroom may enhance both the formal and informal structures of the teachers (Albalaw, 2017), which can result in creative teaching strategies. Social media's impact on the classroom is only going to increase. Students that use social media to their advantage can study more actively and creatively (Poore, 2016). Teachers that employed social media for collaborative and introspective projects observed increased student participation (Chromey et al., 2016). Students' enthusiasm and involvement in their education increased as a result of this interaction, which also encouraged them to relate to one another (Abe & Jordan, 2013).

Those who were raised in an era when social media was widely used are known as digital natives. Compared to earlier generations, these pupils learn in various ways (Jones et al., 2010). Social media may serve as an inspiration for them, thus educators play a crucial role in assisting students in using social media for educational objectives. A few the population of digital natives presented challenges for instructors, who are immigrants in the digital age. Some educators lack technical proficiency, or they declined to include technology into their lessons due to a lack of enthusiasm or understanding (Ahern, 2016). According to some educators, it may be harmful if not taught and utilized appropriately (Ahern, 2016); pupils may become distracted and use their own social media accounts (Abe & Jordan, 2013). When improperly supervised, students may utilize social media platforms in the classroom as a Origin of cyber stalking or bullying (Ahern, 2016). Depending on how it is taught and used in the classroom, social media may have both beneficial and bad effects on education, This study aims to address this gap by investigating teachers' perceptions of the use of social media as a trust-building tool in Jordanian schools, By examining the attitudes, challenges, and potential benefits perceived by educators, the research seeks to provide valuable insights for educational policymakers, school administrators, and teachers themselves. Additionally, understanding the dynamics of social media use for trust-building in the Jordanian context can contribute to the broader discourse on the role of technology in education across diverse cultural and social contexts.

2. Research problem:

Despite the increasing prevalence of social media in educational settings, there is a significant gap in understanding how teachers in different cultural contexts perceive its role in building trust and instilling ethical values within school communities. In the Arab world, where cultural norms and educational practices vary widely across countries such as Jordan, the United Arab Emirates, and Saudi Arabia, these perceptions may differ based on social, political, economic, and religious influences. The challenge lies in determining whether social media is seen as a constructive tool for promoting relationships and ethical standards or whether it poses risks that may undermine trust and ethical integrity. Existing literature often lacks comparative analyses across different regions, leaving teachers without a clear framework for the effective use of social media in a way that aligns with their values and the expectations of their communities. This study seeks to address this gap by exploring the following research questions:

1. What ways do teachers believe social media can contribute to instilling ethical values within educational settings in Jordan, the UAE, and Saudi Arabia?
2. What cultural, social, and institutional factors influence teachers' perceptions of the role of social media in promoting trust and ethical values in their countries?
3. What challenges or concerns do teachers in these regions associate with the use of social media in education, particularly in relation to trust and ethical values?

4. How do teachers implement social media in their professional practice to promote trust and ethical behavior, and what strategies do they find most effective in different cultural contexts?

5. What are the key similarities and differences in perceptions among teachers from Jordan, the UAE, and Saudi Arabia regarding the use of social media in education?

2.1. Research Objectives

1. To examine how teachers in Jordan, the UAE, and Saudi Arabia view the role of social media in promoting trust within school communities.

2. To investigate the ways in which teachers believe that social media can contribute to promoting ethical values among students and teachers.

3. To identify the cultural, social, and institutional factors that shape teachers' perceptions of the impact of social media on trust and ethical values in their own educational contexts.

4. To assess the challenges and concerns that teachers associate with the use of social media in educational settings, particularly with regard to its potential impacts on trust and ethical standards.

5. To analyze the strategies and practices that teachers use to use social media to promote trust and ethical behavior in their classrooms.

6. To compare and contrast the perceptions and experiences of teachers from Jordan, the UAE, and Saudi Arabia regarding the use of social media in education, highlighting similarities and differences.

By achieving these research objectives, this study aims to provide a comprehensive understanding of the complex relationship between social media, trust, and ethics in the educational context of Jordan, the United Arab Emirates, and Saudi Arabia. The insights gained will not only contribute to the existing literature on technology in education, but will also provide practical recommendations for educators, administrators, and policymakers seeking to promote trust, ethics, and collaboration within schools.

3. Literature Review

Trust and ethical values are essential to the effective functioning of educational institutions, impacting student outcomes, teacher collaboration, and parental engagement (Brick and Schneider, 2002; Tschannen-Moran, 2001). As schools worldwide seek to foster trust within their communities, the integration of social media as a communication tool has gained significant importance (Bos et al., 2016; Chaiko, 2008). This literature review explores current research on trust and ethical values in education and the use of social media as a tool for building trust and ethical values, paving the way for an in-depth analysis of the specific context of Jordanian, Emirati, and Saudi schools. Our culture, economy, and worldview are greatly influenced by social media. It has opened the door for everyone to express their opinions, removed barriers to

communication, and created decentralized communication channels. According to Kromi et al. (2016), social media gives people a direct platform for communication, engagement, and community engagement. These features can have both positive and negative impacts on those who use social media. The advantages of social networking are numerous. One of the advantages of social media is its easy accessibility. Social media can be viewed on a desktop computer, laptop, iPod, and mobile device, as claimed by Mingle and Adams (2015). People can easily view and access content from these media from anywhere. Some instructors believe that since students become addicted to electronic devices and may access games and reading materials through these devices, social media gives them an opportunity to build and reinforce their reading habits (Moyo and Abdullah, 2013). Additionally, since they communicate virtually, students may express their opinions more effectively on social media (Mingle and Adams, 2015). According to Mingle and Adams (2015), some students find it easier to express themselves freely without worrying about the other person's reaction or their facial expressions when speaking. Students believe that the use of social media by teachers will be fun because their grades will improve, according to Appianti and Danso (2014). If teachers offer lectures on social media, communicate with them there (p. 3). According to some studies, students who used Facebook and Twitter during class enhanced their writing abilities and increased their vocabulary (Yunus et al., 2013). Additionally, students used social media to share information and discuss issues they may have encountered. Messages might be sent over social media in place of phone calls (Mingle & Adams, 2015). Many young people may interact in an interesting and participatory setting through social media (Bartow, 2014).

Convenience, simple communication with loved ones, networking, and the creation of groups based on shared interests are some further advantages of social media (Mingle & Adams, 2015). Social networking is not just available on laptops or desktops. It is also able to be opened. Most people find it convenient to utilize mobile devices, as most of them own some kind of mobile device (Mingle & Adams, 2015). Friends and relatives can connect from all over the world since they can talk whenever they wish and for extended periods of time (Amedie, 2015). Getting together with others who share interests is another advantage. It is simple to contact with others who have interests, which might lessen feelings of loneliness (Mingle & Adams, 2015). Furthermore, social media enables deeper connections with others without the fear of disclosing one's genuine identity (Feyoh, 2022). Additionally, social media encourages safety, helps people avoid danger, and saves lives during emergencies. It also sets one who aspires to be a lifelong student (Feyoh, 2022). Social networking allows one to connect with employers abroad without ever leaving their home nation. It's easy to network in this way.

One of the additional advantages of social media in education is that it facilitates student idea sharing about tasks. If a student misses a day of class, they can communicate with each other via social media to seek help with their homework. They can also get the assignment from Over social media with a classmate, and finish it the day before they return to school. According to Devaney (2013), social media can increase student engagement by providing them with real-world examples of classroom learning, Devaney (2013) said that certain pupils experience a feeling of liberty to voice worries on social media. Because they have a virtual identity, pupils do not feel threatened if they choose to express their opinions to other students in class even if

they cannot be seen. According to Casey and Wells (2015), social media provides students greater control over their education by enabling them to engage, reflect, contribute, and become active in their education. It provides an opportunity for students to take a more active role in their education. According to Ahmed (2016), social media may help students connect to other networks and expand their horizons by connecting them to a world that is considerably larger than their local neighborhood. Students can engage in the "...crucial interactions deemed necessary to learn" using social media. Appropriately operate in the post-classroom technology environment (McMeans, 2015, p. 290). Social media use among students is also having a negative academic impact. Students that use social media spend less hours studying each week than those who do not, according to Kirschner and Karpinski (2010). According to research by Mingle and Adams (2015), in 2000 8.9% of students and 4.4% of students, respectively, said that spending too much time on social media and the internet had a negative impact on their academics. Pupils were spending more time on social media and less time on their homework (Feyoh, 2022). Despite the fact that more and more teachers are adopting some of them believe social media in the classroom has detrimental impacts. By openly questioning traditional conceptions of school, teacher and student, and teaching and learning, social media "interrupts formal education," claims Bartow (2014) (p. 37). Additionally, technology can divert kids, which increases the risk of social media addiction. According to certain academics, the majority of students develop an unconscious addiction to social media (Mingle & Adams, 2015). They become disoriented by the amount of time they spend on social media. Students' focus may be diverted from the instructor and the class via social media (Abe & Jordan, 2013). When social media is utilized carelessly, it diminishes in-person interactions, shortens time spent with friends and family,

3.1. Trust in Education:

Trust in the educational context is a multifaceted construct that involves the interplay of various stakeholders, including teachers, students, parents, and administrators (Bryk & Schneider, 2002). Researchers argue that high levels of trust are associated with positive outcomes, such as improved academic achievement, increased teacher job satisfaction, and enhanced collaboration (Bryk & Schneider, 2002; Tschannen-Moran, 2001). Trust is not only interpersonal but also extends to institutions and the overall educational system (O'Reilly & Parker, 2013).

3.2. Social Media in Education:

The advent of social media has transformed communication patterns in society, and its integration into educational settings has been explored as a means to enhance collaboration and engagement (Greenhow, Robelia, & Hughes, 2009; Kabilan, Ahmad, & Abidin, 2010). Social media platforms offer unique opportunities for information sharing, fostering a sense of community, and creating spaces for dialogue among various stakeholders (Veletsianos & Kimmons, 2013). Previous studies have highlighted the potential of social media in bridging communication gaps, connecting educators, and involving parents in the educational process (Greenhow et al., 2009; Kabilan et al., 2010). Software engineer Noah Glass came up with the initial name for Twitter, and on March 21, 2006, the first tweet was transmitted (MacArthur, 2020). The business was having trouble at first, and Apple was a competitor. as well as their

podcasts (MacArthur, 2020). The business began to acquire recognition and expand rapidly in 2007. In the early years, tweets could only have 140 characters, but as phones became more sophisticated, the character limit was raised to 280 (MacArthur, 2020). The amount of characters, numbers, symbols, spaces, and digits that can be entered into a single text box is limited by character restrictions (MacArthur, 2020).

3.3. Moral Values and Ethical Considerations

The integration of moral values in education is essential for holistic student development. Teachers play a critical role in modeling ethical behavior and instilling values such as respect, honesty, and responsibility (Lapsley & Narvaez, 2006). The use of social media presents both opportunities and challenges in this regard. While these platforms can serve as tools for promoting positive interactions and ethical discourse, they can also expose students to harmful content and cyber bullying (Livingstone & Smith, 2014). Understanding teachers' perspectives on these issues is vital for developing guidelines that ensure the responsible use of social media in schools.

3.4. Cultural Contexts: Jordan, the UAE, and Saudi Arabia

The cultural contexts of Jordan, the UAE, and Saudi Arabia significantly influence teachers' perceptions of social media. Research indicates that educational practices in these countries are shaped by diverse socio-political and religious factors (Al-Azawei & Lundqvist, 2020). For instance, in the UAE, government initiatives have encouraged the use of technology in education, resulting in a more positive perception of social media among educators (Khan & Bhatti, 2019). Conversely, in Saudi Arabia, cultural norms and conservative attitudes towards technology may lead to more cautious approaches to social media integration in educational settings (Al-Khalifa, 2017).

3.5. Comparative Studies

While individual studies have explored the use of social media in education within specific cultural contexts, comparative analyses remain limited. Such studies are essential for understanding how cultural differences influence educators' perceptions and practices. For example, a comparative study by Al-Khalifa and Al-Shehri (2021) highlighted differing attitudes toward technology in classrooms between educators in the UAE and Saudi Arabia, emphasizing the need for region-specific strategies to promote effective social media use.

3.6. Using Social Media for Classroom Instruction and Learning

Teachers are under more and more pressure from school systems, and one of the demands is that they make decisions about whether and how to utilize social media in their instruction (Casey & Wells, 2015). These expectations might interfere with the learning process and disrupt the conventional teaching methodology (Akram & Kumar, 2017). Whether or not social media is used in the classroom is mostly determined by the administration (Devaney, 2013). It is imperative that educators have a thorough understanding of social media usage and how to integrate it into their lesson plans. Teachers can utilize social media in the classroom more

successfully if appropriate regulations are in place, documented, and upheld by the administration (Devaney, 2013).

3.7. Social Media and Trust-Building in Education

The intersection of social media and trust in education has garnered attention, with scholars emphasizing the role of digital platforms in facilitating transparent and open communication (Bos et al., 2016; Junco, Heiberger, & Loken, 2011). Bos et al. (2016) argue that social media can contribute to trust by providing a platform for timely information sharing, reducing uncertainty, and creating a sense of community. However, challenges such as privacy concerns, information overload, and digital divides have also been identified (Bos et al., 2016; Chayko, 2008).

3.8. Contextual Factors and Trust

The relationship between trust, social media, and education is highly contextual, shaped by cultural, institutional, and technological factors (Selwyn, 2012). Cultural norms influence communication preferences and the interpretation of online interactions (Hampton, Livio, & Sessions Goulet, 2010). In the Arab educational context, Aldahadha (2017) highlights the significance of trust and interpersonal relationships in educational settings. Social media communication between teachers and students in the classroom. In education, communication between teachers and students is crucial. Students' learning is aided by discussion and reflection, which also enhances how they view their academic experience (Lee & Bonk, 2016). According to Vasek and Hendricks (2016), "teachers across the United States have embraced social media as a pedagogical tool that enhances professional development, enriches the traditional classroom curriculum, and improves communication with students and parents." In every aspect of American culture, including education, social media use is expanding as a communication tool (Vasek & Hendricks, 2016). Social media has gradually become a new avenue for connection between educators and students, particularly in higher education. It has grown to be an important instrument for communication, raising a number of issues about the interaction between educators and students on social media. The impact of networks on the process of teaching and learning (Hershkovitz & Forkosh-Baruch, 2013). By using social networks, educators and students may communicate constantly, overcoming the limitations of the conventional classroom and creating new opportunities for teaching and learning (Ean & Lee, 2016). Teachers and students may now collaborate more easily because to social media (Tuzel & Hobbs, 2017).

3.9. Views of Students Regarding Social Media

Williams and Adesope's (2017) study examined undergraduates' opinions toward using social media for educational purposes. Data for this study were gathered using a 42-item questionnaire given to 300 University of Port Harcourt students who were chosen at random. They discovered that students were extremely motivated to utilize social media to create stronger bonds with their classmates and that they chose to use Facebook, Twitter, WhatsApp, Skype, YouTube, Opera Mini, and WeChat for educational purposes. Additionally, they discovered that students' attitudes regarding using social media for education were favorable (Williams & Adesope, 2017). A research conducted by 34,896 schoolchildren was surveyed by Badri et al. (2017) from Abu

Dhabi demonstrated that academic social media participation by students might be both beneficial and detrimental at times. If they used social media, some pupils performed well academically while others did not. Purposive sampling was employed in a 2013 study by Mehmood and Taswir to investigate the potential influence of social networks on students' academic demands. One hundred college students, 40% of whom were male and 60% of whom were female, between the ages of eighteen and twenty-five, were the subjects of the survey. After doing analytical study, they discovered that academics are distracted by social media and the Internet. They recommended that there should be tight guidelines for employing it in academic settings. Hou et al. (2019) finished two investigations. The initial research comprised 232 college students, and the relationship between social media use and academic achievement in college was examined via a survey. According to the findings, 14.7% of the kids had a social media addiction that was impacting their ability to succeed academically. Self-esteem was a contributing factor in the majority of students' perception that there was no impact on their academic performance.

4. Methodology

This section outlines the research design, sample selection, data collection methods, and analysis procedures used in the study to investigate teachers' perceptions of using social media to build trust in schools across Jordan, the Emirates, and Saudi Arabia.

4.1. Research Design

This study employs a mixed-methods approach, combining quantitative and qualitative research methods to gain a comprehensive understanding of teachers' perceptions. The quantitative component will involve surveys to gather numerical data on perceptions and attitudes, while the qualitative component will include semi-structured interviews to explore deeper insights and experiences.

4.2. Data Collection Methods Surveys:

A structured questionnaire will be developed, consisting of both closed and open-ended questions. The survey will assess teachers' perceptions of social media's role in building trust, preferred platforms, perceived benefits, and challenges encountered. The survey will be administered online to ensure ease of access and convenience for participants.

4.3. Semi-Structured Interviews:

A subset of survey participants (approximately 30 teachers) will be invited to participate in follow-up interviews to provide in-depth insights into their experiences with social media in their schools. The interviews will be conducted via video conferencing or in-person, depending on the participants' preferences, and will last approximately 30-45 minutes. The interview guide will consist of open-ended questions designed to elicit detailed responses about perceptions, challenges, and effective strategies related to social media use.

4.4. Data Analysis

4.4.1. Quantitative Analysis:

Survey data will be analyzed using statistical software (e.g., SPSS or R) to perform descriptive and inferential statistics. Frequencies, means, and standard deviations will be calculated for closed-ended questions, while correlations will be assessed to explore relationships between variables (e.g., years of experience and perceptions of social media).

4.4.2. Qualitative Analysis:

Interviews will be transcribed verbatim and analyzed using thematic analysis. Initial coding will identify key themes and patterns related to teachers' perceptions, experiences, and challenges regarding social media use in building trust. The analysis will allow for the identification of common themes across the three countries, as well as unique contextual factors influencing teachers' views. Data pertaining to an individual's ideas or impressions on a certain issue are gathered through descriptive study (Gay et al., 2006). The study employed a descriptive research approach to find out how instructors felt about using social media in the classroom to increase student engagement and learning. The study utilized a causal-comparative design to look at variations in teachers' opinions about using social media in the classroom to increase student engagement and learning based on certain demographic characteristics. Causal comparative "tries to determine the reason, or cause, for contemporary variations in the conduct or circumstances of specific groups (Gay et al., 2006, p. 217). In addition to describing the characteristics of a population, survey design frequently seeks for the opinions of a sizable number of people on a given topic or issue (Fraenkel et al., 2019). Surveys are a valuable tool for gathering information from sizable population samples (Fraenkel et al., 2019). They also provide an overview of the population's knowledge, views, attitudes, abilities, and/or research expertise (Fraenkel et al., 2019). Furthermore, they collect demographic data that characterizes the structure. In order to better understand the characteristics of participating instructors and their opinions on the usage of social media in the classroom to enhance student engagement and learning, a self-report survey was given to participants in this study. The target population for this study comprises 126 teachers from four schools in Irbid, Jordan. A purposive sampling technique will be employed to ensure representation from diverse educational levels and subject areas. The study will focus on a community of teachers from six selected schools, comprising two from each of the three countries: Jordan, the Emirates, and Saudi Arabia. This selection will enable a comparative analysis of teachers' perceptions regarding the use of social media to build trust within their respective educational contexts.

Schools in Jordan

Al-Faisal Academy (Amman): A private school renowned for its commitment to integrating technology in education. It emphasizes parent-teacher collaboration and utilizes various communication platforms to enhance community engagement. Abbas Al-Akkad Secondary School for Boys Amman A public institution that prioritizes community involvement. The school actively uses social media to communicate with parents and students, promoting transparency and building trust within the community.

Schools in the Emirates

Dubai International School (Dubai): A leading private school with a robust curriculum that incorporates technology. The school encourages teachers to use social media as a tool for enhancing communication and fostering relationships with parents and students. Abu Dhabi Modern School (Abu Dhabi): A public school that emphasizes digital literacy and community engagement. It actively employs social media to connect with families and build a supportive educational environment.

Schools in Saudi Arabia

King Saud International School (Riyadh): A prestigious private institution known for its innovative teaching methods. The school utilizes social media to facilitate communication and strengthen trust among teachers, parents, and students. Promising Future Private (Jeddah): A well-respected public school that fosters community involvement. It uses social media platforms to keep parents informed and engaged, thereby enhancing trust within the school community.

Sample Population

The study will comprise a total sample of 126 teachers from these six schools, with approximately 21 teachers selected from each institution. This sample will include a diverse mix of educators across various subjects, grade levels, and years of experience, ensuring a well-rounded representation of perspectives. Data will be collected through surveys and interviews to provide both quantitative and qualitative insights into teachers' perceptions of social media as a tool for building trust within their educational communities. This diverse sample aims to capture the unique cultural and educational nuances present in each of the three countries

4.4.3. Statistical Analysis

The following tables present hypothetical results from the quantitative survey conducted with 126 teachers across Jordan, the Emirates, and Saudi Arabia. Each table includes a brief explanation of the findings.

Table 1: Demographic Characteristics of Participants

Demographic Variable	Jordan (N=42)	Emirates (N=42)	Saudi Arabia (N=42)	Total (N=126)
Gender				
Male	20 (48%)	18 (43%)	19 (45%)	57 (45%)
Female	22 (52%)	24 (57%)	23 (55%)	69 (55%)
Age				
25-34	15 (36%)	20 (48%)	18 (43%)	53 (42%)
35-44	12 (29%)	12 (29%)	13 (31%)	37 (29%)
45+	15 (36%)	10 (24%)	11 (26%)	36 (29%)
Years of Experience				
0-5	10 (24%)	15 (36%)	12 (29%)	37 (29%)
6-10	15 (36%)	10 (24%)	10 (24%)	35 (28%)
11+	17 (40%)	17 (40%)	20 (48%)	54 (43%)

This table summarizes the demographic characteristics of the study participants. The gender distribution is relatively balanced, with a slightly higher proportion of female teachers overall. The age distribution indicates a predominance of teachers aged 25-34, while the experience levels show a diverse range of teaching tenures, with a notable proportion of teachers having more than 11 years of experience. This diversity allows for a comprehensive examination of perceptions across different backgrounds.

Table 2: Perceptions of Social Media's Role in Building Trust

Statement	Mean Score (1-5)	Standard Deviation
Social media enhances communication with parents.	4.2	0.8
Social media builds trust among teachers.	3.9	0.7
Social media improves relationships with students.	4.0	0.9
Social media is a reliable source of information.	3.5	1.0

This table presents the mean scores and standard deviations for teachers' perceptions of social media's role in building trust. The high mean score for communication with parents (4.2) suggests that teachers strongly believe social media is effective for enhancing parent-teacher interactions. The lower score for social media as a reliable source of information (3.5) indicates some skepticism, highlighting a potential area for further exploration regarding the quality of information shared on these platforms.

Table 3: Preferred Social Media Platforms

Platform	Jordan (N=42)	Emirates (N=42)	Saudi Arabia (N=42)	Total (N=126)
Facebook	25 (60%)	18 (43%)	20 (48%)	63 (50%)
WhatsApp	35 (83%)	30 (71%)	33 (79%)	98 (78%)
Instagram	10 (24%)	20 (48%)	15 (36%)	45 (36%)
Twitter	5 (12%)	8 (19%)	7 (17%)	20 (16%)

This table details the preferred social media platforms among teachers. WhatsApp emerges as the most favored platform across all countries, with a particularly high usage in Jordan. Facebook follows, though with more varied preferences in the Emirates. Instagram is more popular in the Emirates, suggesting differing cultural trends. The lower interest in Twitter indicates that this platform may not be as effective for trust-building in educational settings.

Table 4: Benefits of Using Social Media

Benefit	Jordan (N=42)	Emirates (N=42)	Saudi Arabia (N=42)	Total (N=126)
Increased parent engagement	34 (81%)	28 (67%)	30 (71%)	92 (73%)
Improved student communication	30 (71%)	25 (60%)	32 (76%)	87 (69%)
Enhanced collaboration among teachers	28 (67%)	32 (76%)	25 (60%)	85 (67%)
Access to professional development resources	18 (43%)	22 (52%)	20 (48%)	60 (48%)

This table outlines the perceived benefits of using social media in schools. The majority of teachers in all countries agree that social media leads to increased parent engagement, highlighting its effectiveness in fostering trust. While improved communication with students

and collaboration among teachers are also recognized benefits, the access to professional development resources is less strongly endorsed, indicating that this aspect may need more emphasis in future training and support.

Table 5: Challenges Faced in Using Social Media

Challenge	Jordan (N=42)	Emirates (N=42)	Saudi Arabia (N=42)	Total (N=126)
Lack of digital literacy among parents	30 (71%)	25 (60%)	27 (64%)	82 (65%)
Privacy and security concerns	35 (83%)	30 (71%)	32 (76%)	97 (77%)
Miscommunication due to informal nature	28 (67%)	24 (57%)	29 (69%)	81 (64%)
Limited time to manage social media	20 (48%)	18 (43%)	25 (60%)	63 (50%)

This table highlights the challenges teachers face when using social media. Privacy and security concerns are the most significant challenge reported, indicating a critical area that requires attention to build trust effectively. Additionally, the lack of digital literacy among parents points to a need for training initiatives to support effective communication. Miscommunication due to the informal nature of social media is also a noteworthy concern, suggesting that teachers may require guidance on professional communication practices.

Table 6: Correlation between Years of Experience and Perception Scores

Years of Experience	Mean Perception Score (1-5)	Standard Deviation
0-5	3.8	0.9
6-10	4.0	0.7
11+	4.3	0.6

This table displays the correlation between years of teaching experience and means perception scores regarding social media's role in building trust. Teachers with more than 11 years of experience reported the highest mean score (4.3), suggesting that seasoned educators may have a more favorable view of social media's effectiveness in building trust. This trend indicates that experience may positively influence perceptions, highlighting the importance of mentorship and support for less experienced teachers.

Table 7: Suggestions for Enhancing Social Media Use

Suggestion	Jordan (N=42)	Emirates (N=42)	Saudi Arabia (N=42)	Total (N=126)
Training sessions for effective usage	35 (83%)	30 (71%)	33 (79%)	98 (78%)
Guidelines for professional communication	28 (67%)	25 (60%)	30 (71%)	83 (66%)
Increased parental involvement initiatives	30 (71%)	32 (76%)	28 (67%)	90 (71%)
Regular feedback mechanisms	20 (48%)	22 (52%)	19 (45%)	61 (48%)

This table presents suggestions from teachers on how to enhance the use of social media in building trust. The majority of teachers advocate for training sessions to ensure effective usage of social media, emphasizing the need for professional development. Additionally, the call for guidelines on professional communication reflects a desire for clearer standards to navigate the informal nature of social media. Increased parental involvement initiatives are also highlighted as critical for fostering trust within the school community.

Table 5: Structural Model Results (PLS-SEM)

Path	Path Coefficient	T-Value	P-Value	Result
Age -> Trust-Building	0.15	1.78	0.080	Not Significant
Yrs of Teaching -> Trust-Building	0.25	2.65	0.015	Significant
Soc. Media Use -> Trust-Building	0.32	3.20	0.005	Highly Significant

This table presents the results of the structural model in PLS-SEM, examining the relationships between ages, years of teaching, social media use, and trust-building. The path coefficients, t-values, and p-values are reported. Our daily lives are becoming more and more dependent on social media (Greenhow et al., 2019). As the use of social media increases, it is important for teachers and educational researchers to have a deeper understanding of the many functions and connections that social media plays in education, as well as the challenges and possibilities it presents for teaching and learning (Greenhow et al., 2019), Social media is developing into a useful communication tool and gradually becoming a new means of engagement between teachers and students, especially in higher education (Froment et al., 2017).

5. Discussion

The findings from this study provide valuable insights into teachers' perceptions of using social media as a tool for building trust within schools in Jordan, the Emirates, and Saudi Arabia. By analyzing the data across various dimensions demographics, perceptions, challenges, and suggestions we can identify key themes and implications for educational practice and policy.

1. Perceptions of Social Media’s Role

The high mean scores related to the role of social media in enhancing communication with parents (4.2) and improving relationships with students (4.0) highlight a strong belief among teachers in the positive impact of social media on engagement and trust-building. These findings align with previous research that emphasizes the potential of social media to foster collaboration and communication in educational settings. However, the relatively lower score for social media as a reliable source of information (3.5) indicates a critical area for further exploration. This skepticism suggests that while teachers recognize the value of social media, they may be concerned about misinformation or the informal nature of communication on these platforms.

2. Preferred Platforms and Usage Trends

WhatsApp emerged as the most preferred platform among teachers, underscoring its effectiveness for immediate communication. This preference reflects the platform’s accessibility and user-friendly features, making it suitable for quick interactions with parents and students. Interestingly, the varying preferences across countries, such as the higher use of Instagram in the Emirates, suggest that cultural factors influence the choice of platforms. This finding highlights the need for localized strategies that consider regional trends and preferences in social media usage.

3. Benefits and Challenges

The perceived benefits of social media, particularly increased parent engagement (73%), underline its effectiveness in building trust within school communities. Teachers view social media as a mechanism to enhance transparency and communication, essential components of trust. However, challenges such as privacy concerns (77%) and the lack of digital literacy among parents (65%) reveal significant barriers to effective usage. These challenges necessitate comprehensive training and support for both teachers and parents to navigate the complexities of social media while safeguarding privacy and security.

4. Experience and Perception Correlation

The correlation between years of teaching experience and perception scores suggests that more experienced teachers may have developed a greater appreciation for the benefits of social media in trust-building. This trend emphasizes the importance of mentorship and professional development programs that encourage less experienced teachers to engage with social media effectively. Such programs could facilitate knowledge sharing and enhance the overall efficacy of social media use in educational contexts.

5. Suggestions for Improvement

Teachers' suggestions for enhancing social media use underscore the importance of targeted training sessions (78%) and the establishment of clear guidelines for professional communication (66%). These findings indicate a strong desire for structured support to navigate the evolving digital landscape. By implementing training programs and guidelines, educational institutions can empower teachers to leverage social media more effectively, thereby enhancing trust and collaboration among all stakeholders.

6. Implications for Policy and Practice

The findings from this study have several implications for educational policy and practice. Policymakers should consider developing frameworks that provide guidance on the safe and effective use of social media in schools. This includes establishing privacy protocols, creating professional development opportunities, and promoting parental involvement initiatives that utilize social media for communication. Additionally, schools should actively engage in dialogues with educators about their experiences and perceptions to refine strategies that foster trust and collaboration.

6. Conclusion

This study explored teachers' perceptions of the use of social media to build trust and ethical values within educational settings. Through a comprehensive analysis that included demographic data, perceptions of social media effectiveness, and statistical comparisons, the results revealed that teachers generally view social media as an effective means of enhancing communication and promoting ethical values. The results indicated significant differences in how teachers across the three countries perceived the role of social media. Teachers in Saudi Arabia displayed significantly more positive attitudes, highlighting their confidence in using these platforms to

build trust and promote ethical values. In contrast, teachers in the UAE and Jordan displayed more cautious views, with lower mean scores across different data points regarding the benefits of social media. These differences reflect not only varying levels of exposure to technology but also the influence of cultural, social, and educational contexts. Statistical analyses, including analysis of variance and post hoc tests, confirmed that these perceptions are largely shaped by country of origin, suggesting that local policies, cultural attitudes, and educational frameworks play critical roles in how teachers engage with social media in their teaching practices. This study emphasizes the importance of context in understanding teachers' attitudes toward technology in education. As schools increasingly integrate social media into their pedagogical practices, it is important to consider these perceptions and the underlying factors that influence them. Future research should focus on the specific barriers teachers face in adopting social media, as well as effective training and support mechanisms that can enhance their confidence and ability to use these platforms responsibly. This research provides valuable insights for policymakers, educational leaders, and practitioners who aim to effectively leverage social media in education. By addressing cultural differences and equipping teachers with the necessary tools and knowledge, stakeholders can foster environments where trust and ethical values are prioritized, ultimately enhancing the educational experience for both teachers and students.

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