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Using Social Media Network by Special Education Teachers

Yaser Numan Al Sabi[1], Samar Abdulwahab Jaradat[2], Firas Ahmad Saleem Al Taqatqa[3], Mohamad Ahmad Saleem Khasawneh[4*]

[1]CCC-SLP Speech-Language and Hearing Sciences Program, Hekma School of Health, Behavioral Sciences and Education, Dar Al Hekma University Jeddah, Saudi Arabia, e-mail: ysabi@dah.edu.sa
[2]Department of Educational Studies, University Sains Malaysia, Malaysia, e-mail: mssayaja@yahoo.com
[3]Education Faculty, Special Education Department. University of Jeddah, Saudi Arabia, e-mail: fasaleem@uj.edu.sa
[4]Special Education Department, King Khalid University, Saudi Arabia, e-mail: mkhasawneh@kku.edu.sa

Abstract: This study aimed at identifying the use of the social media network (Facebook) and its relationship to psychological compatibility of special education teachers by answering four questions that include all the variables of the current study. The study used the descriptive approach and developed a scale to reveal the relationship of Facebook use and psychological compatibility. The psychological scale was applied to a random sample of special education teachers (n=520), who constitute 18% from the study population in Aseer region. The results of the study showed that the period that special education teachers spend using Facebook that received the highest frequency was less than two hours per day. The results revealed that the level of psychological compatibility among special education teachers, who use Facebook was high. There was a negative relationship between the period that special education teachers spend using Facebook and the level of psychological compatibility. The results also indicated that there were no statistically significant differences attributed to the effect of gender on the period of use of Facebook among special education teachers.

Keywords: social media networks, psychological compatibility, special education teachers.

Introduction

Social networks are defined as sites based on Internet technology and provide services to individuals; In order to build public or semi-public profiles across a limited system, indicating a list of users involved in communicating with an offer or bypass; i.e. blocking a list of communications made by other members within the same system during communication (Qaddom and Mohamed, 2019). Historically, the beginning of communication networks dates back to 1997 AD, when the six-degree network appeared as the first social network, and then the number of communication networks grew in quality and quantity until it has now reached more than 40 networks the most famous and widely used are Facebook and Twitter (Çakır and Tan, 2017). Social communication has a great impact on life, as millions of people wherever spend long hours on the sites of Facebook, Twitter, YouTube, and others; therefore it has been used in all areas of education (Çetinkaya and Sütçü, 2018).

A number of researchers in the field of digital education, such as Kert and Kert (2010), Al-Hussan (2015), and Qaddom and Mohamed (2019) agreed that social networks represent a compelling and prosperous environment for distinguished education and keep pace with technical and electronic progress worldwide. This is due to the fact that it is an important tool that students resort to following up on everything new in various social, scientific, and life issues; it has also become part of their daily lives, which they constantly follow through with their advanced smartphones (Connolly, Willis and Lloyd, 2019). Social media leads students to an open education that depends on communication and participation as a basis for the educational process and as an alternative to indoctrination (Dennen, Choi and Word, 2020).

Facebook is one of the most popular networking and social networking sites, enjoyed by the advantages its users find. It represents a tool to facilitate social communication for people who find it difficult to form social relationships, links and connections with others. Facebook is an electronic social

*Corresponding author: mkhasawneh@kku.edu.sa

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media network that can be accessed free and users can create accounts and connect with each other. In this study, it is defined as a social media network used by the sample of the study and the period they spend on its usage (Aaen and Dalsgaard, 2016). Facebook may have a positive impact on social aspects. Individuals on these sites may create virtual communities that achieve interconnectedness and social communication based on their interests, ideas and trends (Stienfield et al., 2009). However, Mecheel (2010) indicated that social networking has changed the lifestyles of young special education teachers and the way they socialize with their virtual and real communities.

Social media networks affect people's social and psychological well-being differently. Psychological compatibility is yet another dimension that has been investigated alongside the effects of social media. The concept of psychological compatibility is one of the psychological concepts that has received great attention by psychologists. Psychological compatibility is the process by which the individual adjusts his psychological structure or behavior to respond to the conditions of the natural and social environment to achieve a sense of balance and contentment (Al-alami, 2011). Procedurally, it is defined as the total score obtained by the participants through their responses to the study tool. They agreed that it is a continuous dynamic interaction process between two basic poles, one of which is the individual, and the second is his/her physical and social environment (Abu Shamala, 2002). The concept of compatibility refers to the existence of harmonious relations with the environment that include the ability to satisfy most human needs, and to meet most of his/her biological and social demands. Accordingly, compatibility includes all the variations and changes in behavior, which are necessary in order to satisfy within the framework of the harmonious relationship with the environment (Boutros, 2008).

The results of several studies such as Alshadifat and Al-Qudah (2017), Al-Harbi and Al-Arabi (2019), Al-Sharari and Al-Shamayleh (2020) and BinGhaida (2020), have indicated the relationship between Facebook use and psychological compatibility and mental health manifestations of the individuals. Paradise and Sullivan (2012) indicated that addiction to Facebook use leads to social isolation, and using it in a moderate way leads to good levels of psychological and social compatibility. No studies tackled the relationship between Facebook and psychological compatibility directly among special education teachers, which triggers the need to conduct the current study. Therefore, the purpose of this study is to identify the use of the social media network (Facebook) and its relationship with psychological compatibility among special education teachers.

Research has been done on the use of social networks by teachers, Al-Sharari and Al-Shamayleh (2020) identified the risks of social media usage by secondary school students from the viewpoints of Qurayyat teachers in the Kingdom of Saudi Arabia. The study followed the descriptive method and for collecting the study data, it adopted a questionnaire. The study instrument was administered to 288 teachers during the second semester of the academic year 2019/2020. The results of this study indicated that the general level of risks resulting from the use of high school students for social media from the viewpoints of secondary school teachers in Qurayyat administration was high. The results also showed that Twitter was the most dangerous social networking sites.

Research has been done on the use of social networks by professors, BinGhaida (2020) explored the level of the use of university professors in the Department of Media and Communication Sciences and Library Science at the University of Batnafor social networking sites (SNS) and areas of their use of those networks. This study followed the descriptive analytical method. To collect information from the research sample, an electronic questionnaire was used. The study sample consisted of 23 professors. The results showed that all university professors are using social networking sites, and the most used by professors for various purposes was Facebook. They use the website to obtain information sources to benefit from them in the completion of new research projects and the preparation of rich lectures.

Research has been done on the use of social networks by Libyan students' parents, Hamid (2006) studied the relationship between self-esteem and personality trait narcissism with Facebook addiction. The sample of the study consisted of 355 participants, from which 124 were men and 231 women, all aged from 14 to 45. Questionnaires were used to collect the data where they uploaded three questionnaires on google forms and sent the link to the participants. The results of this study indicated that participants more inclined towards Facebook addiction when they have low self-esteem and with high narcissistic trait more than participants with high self-esteem and low narcissism did.

Research has been done on the use of social networks by students, Al-Harbi and Al-Arabi (2019) examined the level of use of social networks and their relation to social variables by Qaseem University students. For data collection in this study, the descriptive survey approach was used. The sample consisted of 979 male students. The results showed that the humanities faculties' students were using social networks more than students of the scientific faculties were. The main purpose for using social networks was for entertainment, and that the most used social network was Twitter and YouTube. The

study also showed that the use for social networks was high with about 34.9% on a daily base on average of about 4 hours a day. Students from families with incomes between 5000-9999 SAR were usually using social networks for 7 hours at least every day.

Research has been done on the use of social networks by students, Al-Ahmad (2019) investigated the reality of the use of Kuwait University students for social networking sites to identify the most important forms of violence and extremism that students practice through social media. The study aimed also to identify the most important differences around the reality of Kuwait University students' usage of social media websites and their attitudes towards violence and extremism and the reasons behind that, depending on the gender, the college, the school group, the father's level of education, the mother's level of education, and the place of living. The descriptive method was used in this study and the sample consisted of 2400 male and female students at the university. For data collection, a questionnaire consisted of (4) dimensions were used. The result showed that students experience various forms of cyber violence over social media networks largely, and the most common forms of cyber violence used were spreading rumors, lies, and direct and indirect insults.

Research has been done on the use of social networks by students, Alshadifat and Al-Qudah (2017) identified the relation between psychological loneliness and social network site usage and other elements such as (gender, duration of browsing and type of the disability) among students with visual disabilities in Jordan. The descriptive correlational research design was used in order to accomplish objectives of this study, and UCLA Loneliness Scale was used to collect the data for this study and were treated with statistical package SPSS. The study sample consisted of 410 students from which 68 were randomly selected from the Royal Academy for the Blind in Jordan who are in the second semester of the academic year 2014-2015. The results of the study showed that social networks decreased the level of loneliness among students with Visual Disabilities and the presence of statistically significant differences in the level of loneliness based on the gender.

Questions of the study

The current study seeks to answer the following questions:

1. How many hours do special education teachers spend on Facebook?
2. What is the level of psychological compatibility among special education teachers who use Facebook?
3. What is the relationship of the time (number of hours) that special education teachers spend using Facebook with the level of psychological compatibility?
4. Does the time special education teachers spend on Facebook differ by gender?

Significance of the study

This study dealt with Facebook, which affected society, its ideas and trends, but had a great impact on the political and social arena in the whole world, and the Arab world in particular. Society's interest, especially youth, has increased in using social media networks, resulting in having an account for each person on Facebook. These accounts became a window to the external community and an identity mark that distinguishes people from others. Facebook has become one of the most important sources of social influence and impact. This study is useful in highlighting the role of Facebook in the psychological compatibility of special education teachers in the Arab community in general and the Saudi society in particular. This study can add information about Facebook use and its relationship with psychological compatibility among special education teachers.

From a practical perspective, this study can be useful for educational counselors, managers and teachers to identify the effect that Facebook and social media have on the psychological and social variables of special education teachers, especially with regard to their psychological compatibility. The results of the study would help directing decision-makers in drawing up educational policies and educational decisions, and taking into account the revolution of communications and social media and its role in bringing about psychological change among teachers.

Materials and Methods

The correlational descriptive approach was used in this study, which is based on studying the relationship between the use of Facebook and the psychological compatibility of special education teachers.

Sampling

The study sample was chosen randomly from schools and special education centers in Aseer region, and their percentage was 18% from the study population. The number of special education teachers participating in this study was 520, including 205 males and 315 females. 40 questionnaires were excluded due to the fact that teachers do not use Facebook in the educational process, and 14 questionnaires were excluded due to incomplete data. Thus, 466 respondents were included in the analysis, including 168 males and 298 females.

Instrument of the study

The researcher developed a scale to reveal the relationship of Facebook uses with the psychological compatibility of special education teachers. The study reviewed the related literature and previous studies to develop the instrument from Paradise and Sullivan (2012) and Al-Harbi and Al-Arabi (2019). The primary form of the questionnaire consisted of two parts: the demographic data and the extent of use Facebook and how much time they spend using Facebook. Duration of use is the length of time (number of hours) that special education teachers spend using Facebook. For the purposes of this study, the duration of use will be divided as follows; more than zero hours and less than two hours (low level), more than two hours and less than four hours (medium level), and more than four hours (high level). The second part included the psychological compatibility scale consisting of (58) items, distributed into three dimensions, personal compatibility, family compatibility, and social compatibility.

Validity of the instrument

To verify the validity of the psychological compatibility scale, two methods were used, the first was by finding the content validity and the second by the construct validity. After preparing the instrument, the researcher sent a letter to 10 professors in Saudi universities to express their opinion on the validity of the instrument; its ability to measure what it was prepared for, the clarity of the items and the accuracy of the linguistic wording. The researcher deleted and modified the items based on their observations and recommendations, and keep the items that have a percentage (80%) in agreement which the numbered of (51) items.

The construct validity of the instrument was verified by calculating the correlation coefficient for each item of the scale with the instrument as a whole and with the dimension to which it belongs, and between dimensions with each other and the total score. The correlation coefficients for the items and the tool as a whole ranged from (0.30-0.80) as shown in Table 1.

Table 1

Correlation coefficients between items, total degree, and the dimension to which the items measure

Item number	correlation with dimension	correlation with instrument	Item number	correlation with dimension	correlation with instrument	Item number	correlation with dimension	correlation with instrument
1	.45(**)	.35(*)	22	.80(*)	.61(*)	43	.65(*)	.48(*)
2	.54(**)	.41(*)	23	.72(*)	.56(*)	44	.57(*)	.48(*)
3	.45(**)	.46(*)	24	.48(*)	.47(*)	45	.53(*)	.38(*)
4	.56(**)	.42(*)	25	.48(*)	.39(*)	46	.61(*)	.42(*)
5	.39(**)	.36(*)	26	.72(*)	.56(*)	47	.42(*)	.33(*)
6	.65(**)	.47(*)	27	.79(*)	.62(*)	48	.58(*)	.48(*)
7	.30(**)	.38(*)	28	.69(*)	.61(*)	49	.38(*)	.36(*)
8	.49(**)	.46(*)	29	.59(*)	.50(*)	50	.61(*)	.50(*)
9	.50(*)	.54(*)	30	.61(*)	.46(*)	51	.66(*)	.52(*)
10	.63(*)	.64(*)	31	.30(*)	.32(*)			
11	.35(*)	.38(*)	32	.72(*)	.61(*)			
12	.31(*)	.39(*)	33	.35(*)	.37(*)			
13	.47(*)	.35(*)	34	.35(*)	.36(*)			
14	.55(*)	.34(*)	35	.38(*)	.33(*)			
15	.51(*)	.38(*)	36	.55(*)	.44(*)			
16	.56(*)	.41(*)	37	.60(*)	.45(*)			
17	.48(*)	.37(*)	38	.39(*)	.33(*)			
18	.72(*)	.56(*)	39	.51(*)	.51(*)			
19	.77(*)	.59(*)	40	.66(*)	.48(*)			
20	.80(*)	.62(*)	41	.47(*)	.37(*)			
21	.82(*)	.64(*)	42	.68(*)	.56(*)			

* Statistically significant at (0.01), ** Statistically significant at (0.05)

Table 1 shows that all the correlation coefficients were of acceptable scores and statistically significant. Therefore, none of these items was deleted, and the correlation coefficients between the dimensions of the instrument were calculated. The correlation coefficients of the dimensions with each other ranged from (0.432-0.781) as presented in Table 2.

Table 2
Correlation coefficients between the dimensions of the instrument

Dimension	Personal compatibility	Family compatibility	Social compatibility	Total
Personal compatibility				
Family compatibility	.482(*)			
Social compatibility	.512(*)	.432(*)		
Total	.767(*)	.781(*)	.780(*)	

* Statistically significant at (0.01), ** statistically significant at (0.05)

Table 2 shows that all the correlation coefficients between the dimensions of psychological compatibility scale were of acceptable scores and statistically significant at.

Reliability of the instrument

To verify the reliability of the instrument, the researcher selected a random sample (n=63) from other than the study sample and from the same school community to conduct a pilot study. Cronbach alpha coefficient was used to calculate the stability on the first application, which was (89%). According to Bryman and Bell (2011) and Saunders, Lewis and Thornhill (2016), a value of (60%) or above indicates an acceptable level of response reliability. Table 3 shows the reliability ratios for the dimensions of the psychological compatibility scale and the overall score of the scale.

Table 3
Reliability ratios for the dimensions and the overall score using Cronbach Alpha

Dimension	Cronbach Alpha
Personal compatibility	0.75
Social compatibility	0.81
Family compatibility	0.75
The total score of the Psychological Compatibility Scale	0.89

Table No. 3 shows that the values of the reliability coefficient Alpha - Cronbach ranged between 0.75 - 0.81, while the reliability value of the tool as a whole was 0.89. This indicates that the instrument has an appropriate degree of reliability that enables it to be used for the purposes of the study.

Research Procedure

After confirming the validity and reliability of the study instrument, the researcher completed the regular procedures by taking the official approval for the application of the study instrument, then distributed the study instrument to the study sample of (466) teachers of special education in the Asir region. The researcher personally distributed the instrument to the sample members, asking them to fill it out accurately and objectively. The researcher explained to them that this study was only used for scientific research purposes. The researcher retrieved the questionnaires after two weeks from the study sample members.

Data Analysis

To achieve the objectives of the study and analyze the collected data, a number of appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS). After the data was encoded and entered into the SPSS program, the scores were distributed according to the following categories in Table 4:

Table 4

Distribution of categories according to the gradation used in the research instrument

Mean	The description
1,00-2.33	Low
2.34-3.67	Medium
3.68-5.00	High

This study relied on some descriptive and inferential statistics methods to describe the characteristics of the sample, describe the data, and answer the study questions as follows: Pearson's correlation coefficient to find out the validity of the internal consistency of the study instrument, the "Cronbach's alpha" coefficient to ensure the reliability of the instrument, Frequency and percentage: to describe the characteristics of the research sample and determine the responses of its members to the items of the questionnaire, mean score: to arrange the items according to importance to the results of the study, Standard deviation: to clarify the extent of the dispersion of the responses of the sample members and to know the statistically significant differences between the means of the answers of the study sample due to the study variables by using the chi-square test.

Results and Discussion

Results of the first question

"How many hours do special education teachers spend on Facebook?"

To answer this question, the frequencies and percentages of the duration of usage special education teachers spend using Facebook were extracted, as shown in Table 5.

Table 5

Frequencies and percentages of the duration of usage special education teachers spend using Facebook

Variable	Category	Frequency	Percentage
Duration of using Facebook	Less than two hours a day	233	50.0
	From 2 hours to less than 4 hours a day	141	30.3
	More than 4 hours	92	19.7
	total	466	100.0

Table 4 shows that the duration of Facebook use, less than two hours per day, came with the highest frequency of (233) and a percentage of (50.0), and followed by the duration of from two hours to less than 4 hours with a frequency of (141). On the other hand, the duration of more than 4 hours came last, with a frequency of (92) and a percentage of (19.7). The results of the study on the duration of time that special education teachers spend on Facebook are in agreement with the results of Paradise and Sullivan (2012), where they revealed that the average use of Facebook by the participants is (2.76) once a day, and for a period of (35.06) minutes each time.

The result of this question indicates that participants' usage of Facebook recorded the lowest levels of usage calculated by the hour per day, as most of the participants used Facebook for less than 2 hours per day. The reason for this result may be attributed to the variety of forms of usage by special education teachers on the Internet. They may use it for educational, entertainment, and personal purposes, and among those usages, they use the social media network, Facebook. Their use of the Internet may be more than two hours per day, but the share of their use of Facebook was less than two hours. The reason for this result may also be due to the financial cost of using the Internet, and this affects the period of use, which reduces the use periods to less than two hours per day.

Results of the second question

"What is the level of psychological compatibility among special education teachers who use Facebook?"

To answer this question, mean scores and standard deviations of the level of psychological compatibility of special education teachers, who use Facebook were extracted, and Table 6 illustrates the results.

Table 6

The mean scores and standard deviations of the level of psychological compatibility among special education teachers

No. of dimension	Dimension	Rank	Mean score	Standard deviation	level
2	Family compatibility	1	3.94	.600	High
3	Social compatibility	3	3.75	0.49	High
1	Personal compatibility	2	3.74	0.54	High
	Total score		3.80	0.43	High

Table 5 shows that the total mean score of the psychological compatibility of special education teachers was (3.80), which corresponds to the high level, where the mean scores ranged from (3.74-3.94). The dimension of family compatibility came in first rank with the highest mean score of (3.94) and a high level, followed by the dimension of social compatibility with a mean score of (3.75) and a high level. The dimension of personal compatibility came in the last rank with a mean score of (3.74), and with a high level. The mean scores and standard deviations of the responses of the study sample were calculated for the items of each dimension separately, as follows:

Personal compatibility Dimension

To reveal the level of the personal compatibility of special education teachers who use Facebook, the mean scores and standard deviations were calculated as shown in Table 7.

Table 7

The mean scores and standard deviations for the items of the personal compatibility dimension arranged in descending order according to the mean score

Rank	No. of item	Item	Mean score	Standard deviation	Level
1	12	I take care of my appearance.	4.49	.750	High
2	3	I trust myself.	4.38	0.90	High
3	11	I take care of my teeth hygiene.	4.31	0.97	High
4	17	I suffer from obesity	4.01	1.19	High
5	16	I have manifestations of physical weakness.	3.98	1.06	High
6	9	I feel like a person of value in this life.	3.88	1.01	High
7	14	My stomach hurts a lot.	3.87	1.17	High
8	6	I feel miserable.	3.86	1.21	High
9	4	I suffer from depression.	3.82	1.15	High
10	10	I feel psychological comfort in my life.	3.61	1.10	Medium
11	15	I feel constant headaches.	3.60	1.27	Medium
12	2	I get angry for the simplest reason.	3.55	1.28	Medium
13	5	I cry quickly.	3.44	1.44	Medium
14	8	I feel lucky.	3.30	1.19	Medium
15	1	My patience runs out easily with others.	3.26	1.26	Medium
16	13	I feel physically tired quickly.	3.23	1.20	Medium
17	7	I talk about my accomplishments in front of others.	3.00	1.15	Medium
		Total score for personal compatibility	3.74	.540	High

Table 7 shows that the mean scores of the items in the personal compatibility dimension ranged from (3.00 - 4.49). Item No. (12), which states “I care about my appearance” came in first place with a mean score of (4.49), while item No. (7), “I talk about my accomplishments in front of others,” ranked last, with a mean score of (3.00). The mean score of the overall personal compatibility dimension was (3.74).

Family compatibility Dimension

To reveal the level of the family compatibility of special education teachers who use Facebook, the mean scores and standard deviations were calculated as shown in Table 8.

Table 8

The mean scores and standard deviations for the items of the family compatibility dimension arranged in descending order according to the mean score

Rank	No. of item	Item	Mean score	Standard deviation	Level
1	18	I love my family.	4.57	.77	High
2	30	I am proud of my family in front of others.	4.41	.93	High
3	19	I have good relations with my family members.	4.38	.91	High
4	29	I hope to have a family other than mine.	4.36	1.08	High
5	22	I feel comfortable at home.	4.21	1.04	High
6	32	I am happy when I meet with my family.	4.17	.96	High
7	23	I bring happiness to my family.	4.11	1.04	High
8	21	I feel understanding with my family at home.	4.07	1.12	High
9	20	I live a quiet family atmosphere.	4.04	1.14	High
10	28	I feel that I have an active role in my family.	4.03	1.01	High
11	27	My family respects my opinion.	3.98	1.02	High
12	26	My parents trust my opinions.	3.91	1.04	High
13	31	My parents treat me like a child.	3.88	1.21	High
14	25	My parents constantly criticize me.	3.70	1.22	High
15	33	I disagree with my parents in running the house.	3.30	1.17	Medium
16	24	I feel like running away from home.	1.98	1.28	Low
		Total score for family compatibility	3.94	.60	High

Table 8 shows that the mean scores of the items in the family compatibility dimension ranged from (1.98 - 4.57). Item No. (18), which states, “I love my family” came first with a mean score of (4.57). Item (24), “I feel like running away from home” ranked last, with a mean score of (1.98). The mean score of the overall family compatibility dimension was (3.94).

Social compatibility Dimension

To reveal the level of the social compatibility of special education teachers who use Facebook, the mean scores and standard deviations were calculated as shown in Table 9.

Table 9

The mean scores and standard deviations for the items of the social compatibility dimension arranged in descending order according to the mean score

Rank	No. of item	Item	Mean score	Standard deviation	Level
1	46	I feel happy when meeting my friends.	4.27	.94	High
2	36	I sit alone at social events.	4.20	1.01	High
3	37	I am popular with my friends.	4.18	.84	High
4	50	I am a fun person.	4.17	1.00	High
5	42	I enjoy talking to others.	4.04	1.00	High
6	45	I find it difficult to share my conversation with my friends	4.01	1.20	High
7	41	I find it difficult to make new friends.	3.99	1.12	High
8	51	I feel happy just being among people.	3.98	1.01	High
9	43	I feel I belong to the group of my friends.	3.96	1.05	High
10	48	I miss social events.	3.90	1.06	High
11	39	I suffer from loneliness even if I am with others.	3.87	1.29	High
12	44	I enjoy visiting people.	3.85	1.07	High
13	40	I take the initiative to talk to people.	3.83	1.04	High
14	34	I feel a social responsibility towards society.	3.54	1.10	Medium
15	47	I am often the leader among my friends.	3.44	1.13	Medium
16	35	I hesitate to go alone into public meetings.	3.38	1.19	Medium
17	49	I ask others to help without being embarrassed.	2.86	1.24	Medium
18	38	I stay away from group discussions with my friends.	2.05	1.15	Low
		Total score of social compatibility	3.75	.49	High

Table 9 shows that the mean scores of the items of the social compatibility dimension ranged from (2.05 - 4.27). Item No. (46), which states "I feel happy when meeting my friends" came first, with a mean score of (4.27). Item No. (38), "I stay away from group discussions with my friends," ranked last, with a mean score of (2.05). The mean score of the social compatibility dimension as a whole was (3.75). This result may be attributed to the fact that special education teachers, who use within reasonable limits, combine two things that work to increase their levels of psychological compatibility. They have a continuation of contact with the virtual community that expresses the actual social reality. It also allows communicating with members of the global community, in addition to communicating with the local community.

Therefore, it is evident from the interpretation of this result that the use of Facebook for a limited period in a way that does not lead the individual to neglect his social, family and academic roles and duties. Using Facebook with limits also helps in reducing the chance to reach the point of addiction. A limited use will also lead to improving levels of psychological health, and contribute to achieving psychological, social, personal, family and academic compatibility.

Results of the third question

"What is the relationship of the time (number of hours) that special education teachers spend using Facebook with the level of psychological compatibility?"

To answer this question, the Pearson correlation coefficient was extracted between the periods of time special education teachers spend on using Facebook and the level of psychological compatibility as shown in Table 10.

Table 10

Frequencies, percentages, and Pearson's correlation coefficient between the time periods that teachers spend using Facebook and the level of psychological compatibility

		Duration			Total
		Less than two hours a day	From two hours to less than 4 hours a day	More than 4 hours	
Level of psychological compatibility	Low	1	0	1	2
		.2%	.0%	.2%	.4%
	Meduim	68	54	40	162
		14.6%	11.6%	8.6%	34.8%
	High	164	87	51	302
		35.2%	18.7%	10.9%	64.8%
Total		. 233	141	92	466
		50.0%	30.3%	19.7%	100.0%

Pearson correlation coefficient, R = -126 (**), statistical significance = .007

Table 10 shows that there is a negative relationship with statistical significance between the duration of time that special education teachers spend using Facebook and the level of psychological compatibility. The value of R was (-0.126), with a statistical significance of (0.007). It is evident from Table 9 that the higher the level of psychological compatibility the less time spent on Facebook. The result of this question indicates that the frequent use of Facebook and the length of time that teachers spend on this website may negatively affect their psychological compatibility. The more time an individual uses Facebook, the levels of psychological compatibility will decrease, so it is a reverse negative process. Al-Tayyib (2012) pointed out in that the virtual community created by social media networks such as Facebook represents a negative society, where the person loses the ability to interact and deal with the realities of social life and with the people around him, which leads to low levels of social compatibility among the user.

This result does not mean that the use of Facebook leads to a lower level of psychological compatibility in general, but rather it may indicate the advantages of using Facebook according to controls and conditions related to the time and period of time used. The reasonable socially acceptable limit is like the time period specified in this study, less than two hours. This kind of use may accustom the individual to many positive aspects, and it may help the individual in his psychological, social, family, and personal adaptation. However, if this period of using Facebook is increased, it may affect the individual's psychological compatibility negatively.

These results the agrees with Awad (2012) which revealed that spending a long time on Facebook affects the psychological and social compatibility. Al-Ahmad (2019) also indicated that the social media networks, such as Facebook has a positive effect on social aspects. Individuals on these websites may create virtual societies that achieve interconnectedness and social communication based on their interests, ideas and attitudes. In addition, Mecheel (2010) indicated that social media networks changed people's lifestyles and social interactions with their virtual and real communities.

Results of the fourth question

"Does the time special education teachers spend on Facebook differ by gender?"

To answer this question, the frequencies and percentages of the period of using Facebook for special education teachers were extracted according to the gender variable as shown in Table 11 below.

Table 11

Frequencies and percentages for the duration of using Facebook for special education teachers according to the gender variable

Variable		Gender		Total
		Male	Female	
Duration	Less than two hours a day	76 45.2%	157 52.7%	233 50.0%
	From 2 hours to less than 4 hours a day	51 30.4%	90 30.2%	141 30.3%
	More than 4 hours	41 24.4%	51 17.1%	92 19.7%
Total		168. 36.05%	298 63.95%	466 100.0%

Statistical significance: P= 130

Table 11 shows the frequencies and meanscore of the time spent using Facebook for special education teachers acoording to their gender. The researcher did not find a study that agreed with the result of this question. This result of the current study differed from the result of Awad (2012), which indicated that there were statistically significant differences in the degree of psychological compatibility among Facebook users due to gender and in favor of females. This result indicates that the use of Facebook is not related to gender. Everyone may have an account on the Facebook website, whether male or female, without restrictions or controls. Registration on the Facebook website allows every individual to use the features for communication, chatting, commenting, informative and informative addition to the page of your site, regardless of your gender.

This result may be attributed to the pattern of family upbringing among the participants. They do not differentiate in parental treatment between males and females, and this leads to giving females freedom to participate in social media websites such as Facebook and leads to no difference between males and females in the duration of using Facebook. The reason for this result may be attributed to the wide availability of means of communication and the Internet in various societies. The Internet has entered every home and has become an urgent need for all family members. Facebook is one of the free websites available on Internet pages, in addition to its ease of use.

Conclusion

The objective of this study was to examine the use of the social media network (Facebook) and its relationship to the psychological compatibility of special education teachers. In fact, based on the survey carried out amongst special education teachers in the Aseer region, it was revealed that the level of psychological compatibility among special education teachers, who use Facebook was high. Despite the educational opportunities that Facebook presents, it was noted that the negative relationship between the period that special education teachers spend using Facebook and the level of psychological compatibility. The results of this study are limited by the extent of accuracy of extracting the validity and reliability of the instrument prepared by the researcher, the possibility of generalizing the results only to samples similar to the current sample, and the extent to which the sample represents the population. However, since social networking websites are here to stay, the study recommends using social media networks,

especially Facebook, to serve the educational process, by activating communication between teachers and students, and between the school and parents. It is recommended to conduct studies that attempt to uncover the causes of the psychological, social, educational, and academic effects of Facebook use on special education teachers. It is also recommended to conduct an educational study on the disadvantages and benefits of using Facebook for special education teachers and students of all ages.

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Conflict of interests

The authors declare no conflict of interest.

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