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Prof. Dr. Muzaffer ELMAS
Editor

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IMPACT OF STUDENTS' SELF-ADVOCACY ON THEIR PERCEPTION IN DESIGN-STUDIO

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ABSTRACT
In the 21st century, one of the challenging point in education, more deeply, in design education is engaging students to their classrooms. Both of student's self-advocacy level and student's relatedness to their design studios are the key points to students' success. In spite of many studies that dealing with each of self-advocacy issues and student's relatedness separately, there could not find any study so far to show the relationship between students' self-advocacy and their relatedness in design studios. This study tries to find out the impact of students' self-advocacy level on their relatedness in design studios. This research has mixed method with an analytical methodology approach. The results show that the student, who has high level of self-advocacy, has success relatedness in the design studio, and regularly could get a good performance. As a suggestion of this study, despite the last and least impacts of instructor on students' self-advocacy, the instructors could grow up a self-advocate student by teaching them self-awareness through their discussion in design studios on the matter of the course. By this, students' engagement to their design studios may be able to be stronger.
Keywords: Students' Relatedness; Interior Architecture Students; Education; Design Studio; Self-Advocacy.

1. INTRODUCTION

Interior architecture education in similar with other design educations in terms of using design studios as a set of their center lectures, which are 'ill-defined' problem, analyzing, proposing concept, and solving this problem. Therefore, it could be said that the teaching/learning method of design studios have difference with non-design courses, here, students' perception may be different in other traditional classrooms.

In design studios, student's relatedness with each of the content, other students, instructors are a focal point (Doll et al, 2010). They state that "Students who are behaviorally and cognitively engaged have significantly higher grades, academic test scores, and performance on standards assessments" (p. 204).

However, another important necessity in design studios is the students' self-advocacy which allowed students to speak up and communicate through daily critique or jury times either on their different point of view with instructors related to course contents or to explain their project concepts. Each of the student's family, peer, and instructors are the factors which impact on students' self-advocacy.
The purpose of this study is to find out the impacts of self-advocacy level on students' perception in their design studios.

While each of instructor and peers are the intersectional point between students' correlation to the design studios and their self-advocacy level.

Nonetheless, students' engagement to their classrooms is the crucial point, whereas, design studios are a part of classrooms for design educations such as interior architecture education. There are many researches on students' perceptions in their learning spaces, in one hand. On the other hand, there are some researches on university students' self-Advocacy. In addition, may be able to find a little research on design studios and student's perception in design studios.

However, there is no study has found on the relationship between students' perception and their self-advocacy, when both of them are the students' promote for success.

HYPOTHESIS
Students, who have high level of self-advocacy, they will have high level of relatedness in Design-Studio.

LIMITATION
This study has done to find out the correlation of students' self-advocacy and their perception in design studios. The first year/first semester of design studio became the goal of this study, as a consequence of their perspective changed point from traditional classrooms in their previous study to design studios. There are many factors that impact on students' perception, thus this study focused on social and psychological side.

On the other hand, there are many factors that influence students' self-advocacy, but this research has emphasized the social factors.

INTERIOR ARCHITECTURE IN CONTEXT: DESIGN-STUDIO
Design studios are those environments that could differentiate architecture and interior architecture education from other design disciplines. Sipahioğlu (2012) discussed that architecture and interior architecture education have difference from other disciplines in using design studios. Here, the situation of learning through their projects based on "reflective learning environment" (p. 420).

Architecture and interior architecture education have specific environment, which simplifies lecturing, representing, and practicing due to learning/teaching activities, where student-lecture, student-student, and student-instructor interaction take place (Obeidat & al-Share, 2012).

During 1980's, by several educational theorists, design studios has been dominated as a symbolic of practice of learning. Whereas, both of students and their design problems have combined in the center of learning process, from this, the design studio occupations converted as a complex social-cultural environment (Jahromi, 2015).

Donald Schön (1983 &1984) in his studies on education, points out that the design studio learning as "an education for reflection in action" and as "model broadly applicable to other professional education" (Schön, 1983, 1984).

Based on Schön (1983, 1984) 'learning by doing', through a specific project given to students on a specific site. They interact to the topic of that problem which has given to them, and interact to their instructors to face-to-face or through social medias to get the answers which it means critiques, and students may ask each other that means student-student interaction will be happened.

However, design studios are the main attentive issues for interior architecture education as well. Demirbas & Demirkan also point out that the design-studio classroom could basically be:

(a) A learning environment that facilitates interior design teaching/learning processes during regular class hours;

(b) A learning environment that enables interior design students to work on their own project in their spare of time; and

(c) A learning environment that could serve both concepts at the same time; students could work on their own projects while others are enjoying a class. (Cited in Obeidat & Al-Share, 2012, p. 166)

From this point of view, the factors that impact on students' perception in design studios should be discussed.

Factors of students' perception in Design-Studio
From the discussion in the previous part of this article, since design studios are the center of interior architecture education, students' perception will be different in terms of their relatedness to their design studio.

Relatedness
Individuals are socially interrelated; they regularly attempt to find the purposes to support their social interaction. Students also need to interact socially and academically in their classroom. Consequently, creating a supportive learning environment for practicing their interaction in successful way is vital (Obeidat & al-Share, 2012).

On the other hand, in this technology era, the information could be in hand very easily, so students need to be attracted by their educational environment by having a strong relate with the content of class, their peers, and their instructors.

To take place these interactions, the emergence of an active classroom has to be kept in mind. According to Boud & Fletti (1997), successful classroom merely could be achieved through bringing a problem and solving it, which is the basic goal of design-studio as they said:

> using stimulus material to help students discuss an important problem; presenting the problem as a simulation of professional practice or a 'real-life' situation; appropriately guiding students' critical thinking and providing limited resources to help them learn from defining and attempting to resolve the given problem; having students work co-operatively as a group, exploring information in and out of class, with access to a tutor; getting students to identify their own learning needs and appropriate use of available resources; reapplying this new knowledge to the original problem and evaluating their learning processes (cited in Dochy et al, n.d, pp. 234)

As Afacan (2014) states the nature of design studios are "to be the core of the curriculum in interior architecture/design education, where designing is a matter of analyzing, synthesizing, evaluating and presenting ideas for a solution to a design issue" (p. 84).

During these activities in design studios, the student's relatedness is a focal point to students' success in their projects. The below figure explains the factors affecting relatedness of students to the content, student-student and student-instructor.

A. Student-content relatedness

One of the important points which engages students to any course, including design studios, is the content. As Roberson (2013) states "…content is one of the most important aspects of teaching and learning" Aktas (2013) mentioned that the learner's relatedness to their course-content would be happened positively as "metacognition, motivation and behavior". He believes that "active participants in their own learning process and they self-generate thoughts, feelings, and actions to attain their learning goals". In consequence, they may benefit from recognizing their own action towards the content and to point out their interesting to the course component. Aktas (2013) continues and argues that "In this way they can see themselves as owners of their behavior" (p.130).

Margulis, who is a professor of Psychology Middlesex Community College, Eastern Florida University, argues that "Course structures and processes which facilitate the students' ability to relate more effectively to each other, their teacher, as well as the course content appear to increase motivation levels".

B. Student-Student Relatedness

Student-student relatedness refers to the student's engagements to her/his classmates, even if they are not close friends, which these connections include both positive and negative interactions. Friendship could be defined as whenever student-and-student is desired to spend time with each other. As Doll et al (2010) describe friendship and state that it "provide students with companionship, assistance, comfort, and make school more fun". Also they believe that "Students who have friends at school are more interested in academic activities and are more active participants in the classroom" (p. 205). Which is meaningfully emphasized that the there is a strong relation between friendship and academic achievement.

C. Student-Instructor Relatedness

Student-instructor relationship contains *the caring, trust, respect, and fairness*, which is occur between students and instructors. This relationship is parallel to the attachment bonds that exist between parents and their children in remarkable points of view (Kesner, 2000). But it is dissimilar to parent-children relationship, in student-instructor relationship, the students have more responsibilities regarding to duties and assignments than their instructors. Whereas, the relationship is still quite strong in terms of the latter connection is affected by both students and teachers (Greene, Abidin, & Kmetz, 1997). Each of students' behavioral outcomes, academic progress, and social success have been affected by the capability of student-instructor relationships (Pianta & Stuhlman, 2004; Murray & Malmgren, 2005). As Doll et al (2010) mention "In a practical sense, when students feel valued and respected by their teachers, they are more committed to learning and are able to cope better with adverse events in their lives" (p.205).

Students' Self-Advocacy and Impact Factors

Self-advocacy is the one's ability to speak up and communicate with others. From structured and guided educational process of high school. Students' alteration starts to a self-directed track, since the importance of self-advocacy increases in students' university life. While many of university students may have not interrelated in the most of essential practices of self-advocacy (Daly-Cano et al, 2015).

Daly-Cano et al (2015) define self-advocacy as "the ability to communicate one's needs and wants and to make decisions about the supports needed to achieve them" (p.215). Also Test et al (2005) point out the Key constituents of self-advocacy, which are:

    a. Ability to known self, rights, to communicate, to be leader.
    b. Having awareness of self that denote to sympathetic one's aims, strengths and weaknesses, culture and favorites
    c. On the other hand, awareness of public rights brings up to be considerate on individual rights, educational rights, and steps to advocate for variation (Test et al., 2005).

However, there are many factors participating in developing a self-advocate person, such as, family factor, peers factor, and educator's factor.

A. Family Factor

Researchers have initiated that family support is allied with the development of self-advocacy, while learning to advocate can start from childhood. Family can encourage students to be successful. Murray and Naranjo (2008) found that family has significant role in this process. It has observed that students with family responsibilities are more determinant and show more performance. Also researchers found that college students, who had higher scores on self-reported measures of self-advocacy and family support, are categorized themselves as highly adjusted too.

Mitchell (2010) argues that the first step of self-advocacy influences starts with family impacts which individuals should start to opine at home with daily alternatives to higher decision; and "this will inevitably affect roles, relationships and perceptions" (p.43).

B. Peers Factor

There are a few studies that address the impact of peers on the development of self-advocacy and self-determination. Dowrick et al (2005) found that university students will learn self-advocacy skills from discussions with and observations of university-aged peers during class time. They also indicated that peers can have a reciprocal relationship through providing information about services, supports, and advocacy (Dowrick et al., 2005).

C. Educators Factors

The transition planning process from instructors to students is an important part of the education process. It is a natural time for students to engage in self-advocacy behaviors. Trainor (2005) states that the students are willing to seek support from teachers and are determined. Inappropriately, university students do not always have this opportunity and they are not prepared to self-advocate, as well as many students did not practice self-advocacy in class (Trainor, 2005).

From documenting the above literature, this article hypothesized that the students' who are well self-advocate, whose have strong relatedness with design studio and its components. In below, by taking a case study from 1st year/1st semester, Faculty of Architecture, Eastern Mediterranean University, North of Cyprus; this article tries to test the hypothesis.

METHOD

This qualitative-quantitative article has an analytical approach; different methods of data collection have been used, such as:

- Documents review from the literature, which data had been collected from, books, journals, and internet sites.
- A structured questionnaire has been done with mixed design studio of both Architecture and Interior Architecture Department, in Faculty of Architecture, Eastern Mediterranean University in Famagusta/North of Cyprus.
- Since the researcher of this study is an assistant in that design studio, during Spring Semester 2016/2017 the observation on the students had been done at that time.
- During the same time, from time to time informal interviews with the samples that taken for this survey had been done.

– After evaluation of the literature, the results of the questionnaire have put in charts, on the other hand, the results of observation and interview have put in a table.

RESULTS

Faculty of Architecture in Eastern Mediterranean University, Famagusta, North of Cyprus, consists of two departments, which are Department of Architecture and Department of Interior Architecture. In the first year of study in under graduation, both of departments use the same design studios, i.e. the students of both departments work on the same problem to solve.

In this descriptive research which has analytical approaches. Because the researcher of this study was an assistant in one of design studios for basic design studio-FARC101, 1st year/1st semester, in Faculty of Architecture, both of Department of Architecture and Interior Architecture, EMU, North of Cyprus, spring 2016-2017; through the semester, she did observation on students' relatedness and their self-advocacy.

In this course, there were 107 students that were divided on 4 design studios. One of these studios has been taken as a study field for this paper, which contained of 29 students, but 28 students has involved in the process. Also a structured questionnaire was done with them. The questions of this questionnaire related to the four major parts which are student-content relatedness, student-student relatedness, student-instructor relatedness, and self-advocacy levels. 22 close-ended questions had asked.

A. Questionnaire Results

Results of Student-Content Relatedness

In this part, three questions have asked to evaluate the students' engagement with the course content. According to their answers, 64.28% of students believed that the assignments of this course helped them to understand more about interior/architecture. In contrast, 17.85 percent of them refused it. While 17.86 percent of the participants showed neither agree nor disagree.

In addition, 57.14 percent of the students stated that they have lecture note that helped them to learn. Since 21.43 percent of them believed that their lecture notes did not help them. Whereas 21.43 percent of them have not decided that their lecture notes helpful or not.

In the last question of this part, 64.28% of contributors believed that they can easily ask for explanations on areas of a lecture that not understandable. In contrary, 3.57 percent of them disagreed. Also 25.00 percent of them were neutral about this issue.

Student-Content Findings

	Assignments given me helpe me understand interior/archit ecture	Leacture notes help me to learn	Easily ask for clarifications of lecture that not understandabl e
■ Disagree	17,85%	21,43%	3,57%
■ Neither agree Nor disagree	17,86%	21,43%	25,00%
■ Agree	64,28%	57,14%	64,28%
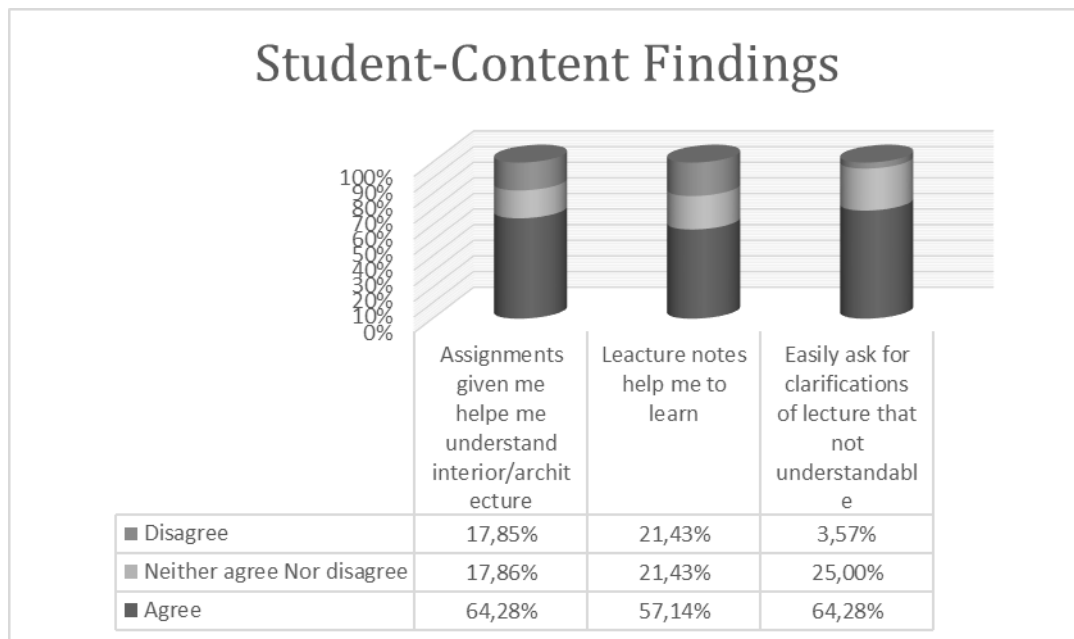
Fig.2: showing the relatedness of student-content in design studio

Results of Students' Relation with their Peers

To know the relationship between students, five questions have been asked. Firstly, it was asked, "being in class with other students helps me learn better", 67.86 percent of contributors agreed, 21.43 percent of them neither agreed nor disagreed, and 7.14 percent of students disagreed.

Secondly, it was asked that whether they help other students in their study or not, 67.86 percent of participants answered yes, 25.00 percent of them still not sure, and 7.14 percent of the students disagreed.
Thirdly, 75.00 percent of the participants stated that "I discuss lectures with other students", in the same time, 21.43 percent of them did not discuss the lecture matters with her/his classmates, and 3.57 percent of them were neutral.

Fourthly, 67.57 percent of the students believed that they learn a lot from their classmate, while 10.71 percent of them did not think so, and only 3.57 percent of them neither agree nor disagree.
At last question of this part, it was asked "I learn from other students' mistakes" in replying to it, 78.57 percent of them agreed, but only 3.57 percent of them disagreed, also 17.86 percent of the students were neither agree nor disagree.

Student-Student Relatedness

	Being in class with other students help me learn better	I help other students with their problem areas in their studies	I discuss lectures with other students	I learn a lot from my course mates	I learn from other students' mistakes
■ Disagree	10,71%	7,14%	21,43%	10,71%	3,57%
■ Neither Agree Nor Disagree	21,43%	25,00%	3,57%	21,43%	17,86%
■ Agree	67,86%	67,86%	75,00%	67,86%	78,57%
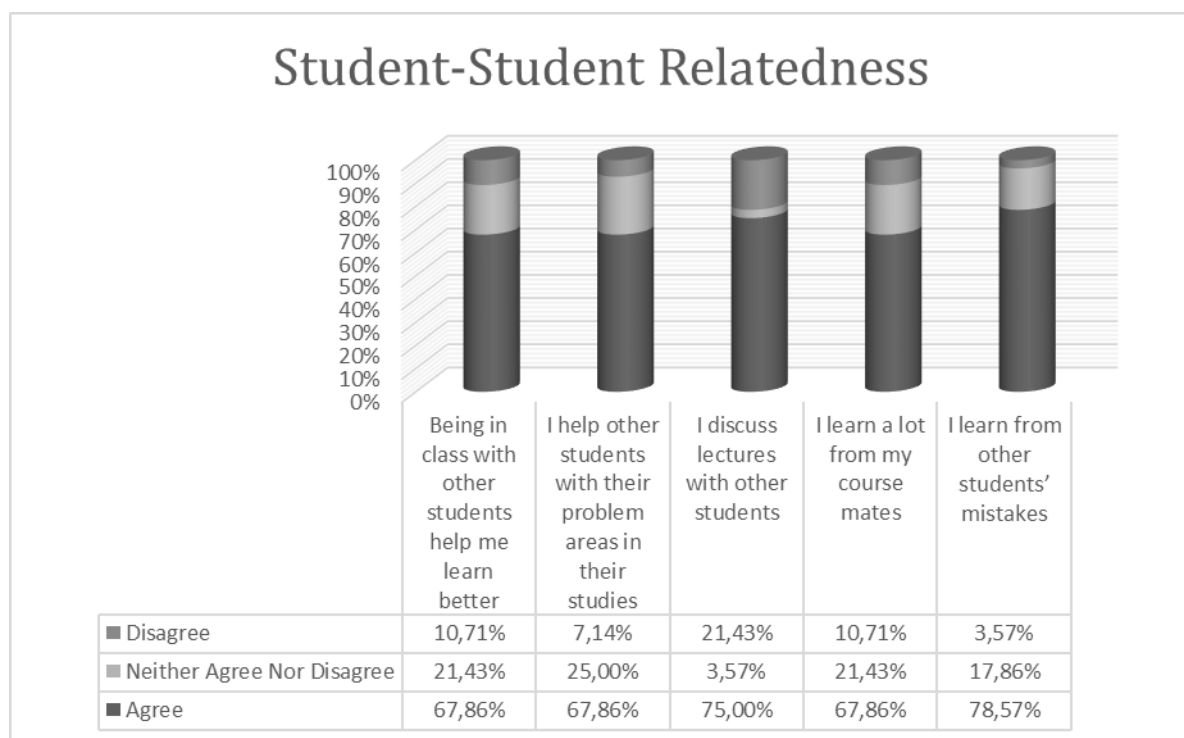
Fig.3: showing the relatedness of student-student in design studio

Results of Students' Relation with their Instructors

As a consequence of the importance of instructors' influences on students in both their perceptions of the class and their self-advocacy, this study had asked 7 questions to understand the students' relationship with their instructors.

First of all, and according to contributors' answers, 85.71 percent of the students supposed that their relationship with their instructors is very friendly. Since 10.71 percent of them believed that they do not have strong relationship with their instructor, and only 3.57 percent neither agreed nor disagreed.
71.43 percent of the participants approved that their teachers encourage them, while, 14.29 percent disagreed, and 14.29 percent of them indifferent.

In one question it was asked that if the students got good advice from their instructors or not, 64.26 percent of them affirmed it, 28.57 percent neutral for it, since 28.57 percent of the students refused it.

Moreover, 42.86 percent of the contributors showed that the instructors are sometimes unfair, in the same time, 28.57 percent of them did not care, and 28.57 percent of them were disagree.

Furthermore, the students were faced to a question that "My teachers assist me when I ask for their assistance", 35.71 percent of them agreed, 35.71 percent in different, and 28.57 percent of them disagreed.

However, 42.86 percent of the respondents approved that they are free to express their disagreement with their instructors' point of view. Whereas, 35.71 percent of them were uncaring, and 17.86 percent were disagreeing.

Lastly, 39.29 percent of the students that participate affirmed that the grading system used by instructors is fair, 25.00 percent of them did not believed in it, and 35.71 percent of the contributors neither agree nor disagree.

Student-Instructor Relatedness

	My relationship with my teachers is very...	My teachers encourage me	I get good advice from my teachers	My teachers are sometimes unfair	My teachers assist me when I ask for their...	I am free to express my disagreement with a teach...	The grading system used by my teachers is fair
■ Disagree	10,71%	14,29%	28,57%	28,57%	28,57%	17,86%	25,00%
■ Neither Agree Nor Disagree	3,57%	14,29%	28,57%	28,57%	35,71%	35,71%	35,71%
■ Agree	85,71%	71,43%	64,26%	42,86%	35,71%	42,86%	39,29%

Fig.4: showing the relatedness of Student-Instructor in design studies

Results of Student's Self-advocacy level

To evaluate the participants' self-advocacy level, 7 questions were asked. In below, one by one has illustrated.

Firstly, it was asked if they can describe their strengths and weaknesses, or not. According to the participants, 57.14 percent of them believed that they can, 39.29 percent of them indifferent, and only 3.57 percent of them cannot.

Secondly, 75.00 percent of the contributors approved the question that stated "I know my interests", for 17.86 percent of them were uncaring, and only 7.14 percent of them did not believe in it.

Thirdly, they were asked if they can ask for help from their teachers without upset or not, 71.43 percent of them said yes I agree, 21.43 percent of them did not decide yet, and 7.14 percent of them it seems to can't say it.

Fourthly, 75.00 percent of students supposed that they can say what they want to do when they graduate, while, 17.86 percent of them they can't say, and 7.14 percent indifferent.

Fifthly, 67.86 percent of them affirmed that they know how to set goals for themselves. 10.71 percent of them did not know, and 21.43 percent of the students were not care.

In addition, 67.86 percent believed that they know how to get information to make decisions, 10.71 percent did not know, and 21.43 percent neither know nor doesn't know.

Finally, 75.00 percent supposed that they can solve problems that come up in their life, only 3.57 percent of them did not think so, and 21.43 percent of them in between.

Students' Self-Advocacy Level

	I can describe my strengths and weaknesses	I know my interests	I can ask for help from my teachers without upset	I can say what I want to do when I graduate	I know how to set goals for myself	I know how to get information to make decisions	I can solve problems that com up in my life
■ Disagree	3,57%	7,14%	7,14%	17,86%	10,71%	10,71%	21,43%
■ Neither Agree Nor Disagree	39,29%	17,86%	21,43%	7,14%	21,43%	21,43%	21,43%
■ Agree	57,14%	75,00%	71,43%	75,00%	67,86%	67,86%	75,00%

Fig.9: showing the students' self-advocacy level in design

B. Observation Results

Despite doing questionnaire with students, during the semester observation had been done in both daily critiques and jury times. Five students of the same design studio environment have taken as samples. These samples have been observed through the semester. Also in informal ways the interviews were done with all of them. The result of the observation has presented in the table below.

Table1: presenting observation results for 1st year/1st semester during spring 2016-2017.

#	Samples of Students	Description	Results of Students' Statements
1	Student A	Male, he is from Nigeria; he is with high level of self-advocacy.	He has good relatedness with course content, he had imagination for solving the course design problem, and he got high grade for the course through all instructors' assessment. He had good relationship with all other students most of time he was listening to other students' critique to more understands. Finally he had good relationship with instructors and assistant, he always asked for more illustration, he stated his opinion in a way that he could take other's attention.

2	Student B	Female, she is from Iran; she is in a low level of self-advocacy.	Her voice never had been listening in front of others. She always tries to be far of the class she did not want to take critique, and she did not make friendship with her classmate and did not let herself to be open to anyone.
3	Student C	Male, he is from Turkey, because of his low level of self-advocacy he came to Department of Interior Architecture, EMU. In addition, he wants to enter history department, since his parents forced him to enter this department.	In the studio, he has two friends, he was not participating in the discussions were happened, he did not understand the interior architecture essentials for the mentioned semester. He was always sitting at the end of the studio with his friends. He did not want to take critiques, because he did not like to have any communication with instructors, as he, himself, explained to course assistant.
	Student D	Male, he is from Turkey. Because of his father's forces and his low self-advocacy level, he entered Department of Interior Architecture. He wants to be fashion style, while his father gave him two choices; he can enter to Interior department, or he has to marry and go to military. He chose first suggestion. In the same time, he was for four year in the same education level.	He has limited friends; he did not want to concentrate on the course contents. He has restricted relationship with instructors. He stated that for first time he could talk to any assistant.
	Student E	Female, she is from Syria. Because of her parents' forces for sending her with his brother and she could not fine her interested department in EMU she entered Architecture Department.	She had limited friends; she did not communicate with others who were not her close friends. When instructors asked her to take critiques she was escaping from them, she did not have respond to her assignments during the semester, as she mentioned; she came for spending time till she can find her interested department.

However, from the observation results, it is obvious that there is a significant and strong interrelation between students' self-advocacy and their relationship in their design studio. Especially, there is a strong correlation between family factor for student's self-advocacy level and student's relatedness with content.

Impact of Student's Self-Advocacy Level on Their Relatedness

The results of this study have specified to find out the relationship of students' self-advocacy and their related ness in their design studios. For university students, especially, for those design educations that have design studios and juries, self-advocacy is a significant point to engage any student in the design studios successfully. The factors that affect students' self-advocacy, such as family, peers, instructors, have crucial role in succeeding a student, while, instructors may have an important act in the student's first perception in design studio.

Students' Relatedness in Design-Studio

It could be realize that all of the students do not have the same level of relatedness. The lowest relationship was student-instructor, which unconsciously this relationship has effects on student-content relatedness. Through the observation, the students that have a strong relation with content, peers, and instructor, has finished the semester successfully. In addition, the student that has poor engage to the content, peers, instructors, has not understand the essentials of the course and could not pass.

Student-instructor relatedness has direct impacts on students' interrelation to design studio, while peers has indirect effect on a student and the same student has effect on other student, therefore, student-student is a two-way influence.

However, student-content correlation has effect on student-instructor relationship, this comes after others, i.e. if the student has good relatedness with instructor after that his friends, s/he will have good relatedness with content of the course.

Students' Self-Advocacy in Design-Studio

To hear students' voice, to could present her/his project, and to point out strengthens and weakness of her/his project, every students should be a strong self-advocate so as to be speak up and communicate during her/his critique and juries time.

Although the students did not pretend the actual level of their self-advocacy through the questionnaire, some of them obey to be strongly disagreeing to some of questions. Some of the students wrote messages on it and they believed that they do not have power and they don't have trust in themselves.

Family factor of self-advocacy is the strongest factor that impact on students' engagement to the content of design studio. Through observing informal interview and communication has been done with five students, who was strong self-advocate, has not any forces from family and he came on his likeness to Architecture. In contrary, the other sample students have direct force from family that obeyed the student to enter Architecture and Interior Architecture Department. During the communication one of the students said to show reaction against his parents' force, he did not attend in any activities, seminars, or symposiums. So it could be assumed that to educate a successful generation, a strong self-advocate person is needed.

Self-Advocacy and Its Factors' impacts on Students' Relatedness in Design studio

From the questionnaire could not found the strong connection between students' self-advocacy and their relatedness. Whereas, who did strongly disagree the point out their strengths and weakness, their speaking up to attract other student, to trust themselves to solve their problems, who were have weak relations to their instructors and the content of the design studio.

However, it was obvious that the family impact on student's self-advocacy level, their self-advocacy level has direct impact on student's relatedness with course component and instructors. Instructor has last and least impact on student's self-advocacy, on one hand, the student-instructor relatedness has impact on student-content relatedness, on the other hand.

Peers correlation has indirect effect on both self-advocacy and relatedness in design studio, in the same time, it is two-direction relation, which means that the affect each other.

Depending on the above discussion, it is clear that the student, who has high level of self-advocacy, has high level of relatedness in Design-Studio.
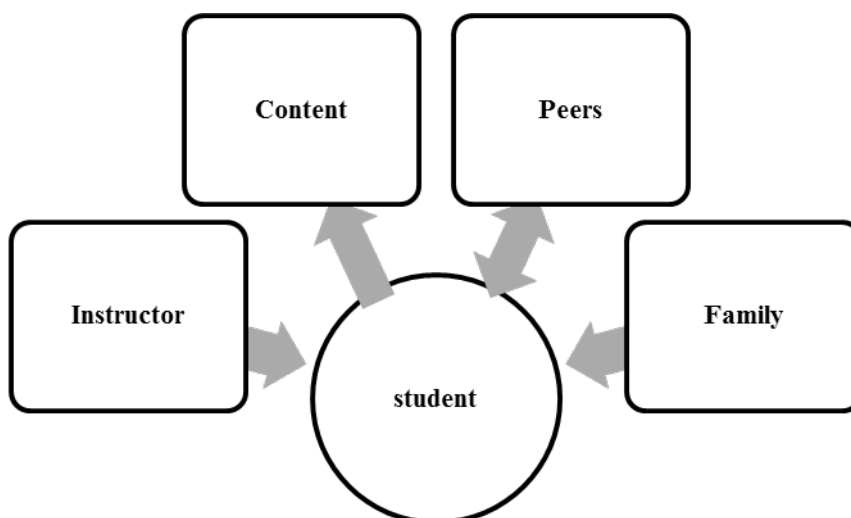
Fig.11: showing the correlation between student's self-advocacy and relatedness in design studio.

CONCLUSION

Students' interrelations to their design studios have a significant role in students' success. There are many factors that impact on student's perception in their design studios, such as, the physical environment, social factors, and psychological factors. This study mainly focuses on the influences of social psychological factors, which is students' relatedness. Students' correlations are the level of understanding of the course's content, her/his classmate relationship, and her/his instructors' connection.

On the other hand, another point of view of students' success in their design studio is their self-advocacy level. Who is self-advocate could speak up and communicate with their instructors and their classmates during the daily critique and jury times. There are many factors that affect students' self-advocacy level. In this study, family, peers, and instructor factors has been considered.

In both students' relatedness and self-advocacy level the factors of peers and instructors are mutual, which could be stated that these two factors have impacts on students' success, in the same time; self-advocacy has nonreciprocal impact on students' relatedness.

This study has some recommendation for further study on the same issue, which are illustrated in below:
- This study had done all of questionnaire, observation, and informal interview, as consequence of the results, it is obvious that the questionnaire will not be the rightest choice for collecting data for evaluating students' self-advocacy and their relatedness, because they don't show their real level of their self-advocacy and their relationship.
- Instructors have crucial role in improving students' self-advocacy and their engagement to design studios. From this point of view, instructors could instruct students to self-awareness which enhances self-advocacy after all.

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MANAGING OF TEACHING STAFF FOR QUALITY EDUCATION DELIVERY IN SECONDARY SCHOOLS

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ABSTRACT
This research study examined managing of teaching staff for quality education delivery in secondary schools in Jeddah city – Saudi Arabia. Three questions and three hypotheses were answered and examined which adopted the descriptive survey as the working design. The population of this study includes 24 public secondary schools with 48 administrators and 12 supervisors from the secondary education management board from where a sample of 60 participants was selected employing stratified random sampling. Respondents of the study responded to a validated instrument titled 'Managing Teaching Staff Scale' (MTSS) with a reliability index of 0.79 designed by the researchers in the modified 4-point Likert scale model. Mean, standard deviation and aggregate mean were used in answering the research questions, while z-test was used in testing the hypotheses at 0.05 level of significance. Findings of the study show among others that the various ways of motivating teaching staff for quality education delivery. Based on the findings, the researchers recommended that school administrators and supervisors should adopt appropriate administrative strategies to countermand the negative effects of the challenges in school management to ensure effective service delivery.
Keywords: Management, Teaching Staff, Quality Delivery, supervision, motivation, Secondary schools.

1. Introduction.

Prompt changes in technology, concepts, knowledge, and philosophies brought radical changes in education and administrations as well. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to develop future human skills and capacities. **(Hismanoglu, M., & Hismanoglu, S. , 2010)**, One widely held objectives of education are to provide students' with the knowledge, skills, attitudes, and competencies that enable them to deliver useful services to themselves and to the society at large. **(Todaro, M. P , 1992)**, the formal education system of nations is the principal institutional mechanism used for developing human skills and knowledge, education is, therefore, viewed as a needful factor that strongly affects the development and economic wealth and the quality of life of individuals. In this context, nations, organizations, and individuals spend huge sums on the provision and delivery of quality education for the citizens. Education is the largest industry and greatest consumer of public revenues in many developing countries **(Todaro, M. P , 1992)**.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students **(De Grauwe, A., 2001)** since learning outcomes depend widely on the quality of education being offered **(Barro, R. , 2006)**. Further Barro notes that higher quality education promotes economic growth and human development. . But quality education to some extent depends on how well teachers' are trained and supervised since they are one of the key inputs to education delivery. **(Lockheed, A. M. & Verspoor, M. E. , 2006)**. **(De Grauwe, A., 2001)**, assumes that national authorities strongly depend on school supervision system to monitor both schools' quality and key measures of its success, such as student achievement. According to **(Madumere-Obike et al , 2013)**, teacher facilitates the acquisition of desirable knowledge and skills and inculcates societally acceptable attitudes into the learners for present and future development. For that, he considered as the most influential person in the lives of others and society overall.

Good teachers possess unique qualities including a passion for their scientific subjects, the ability to transfer into the learners, a sound knowledge, communication skills, and interpersonal skills **(Afangideh, M. E. , 2001).**

Teacher's role does not only limited to teaching but more than that by contributing to the general academic, emotional, research development, economic and cultural development of learners, teaching involves facilitating, articulating and engineering the minds and learners' preparation for socio-economic development **(Eucharia et al., 2016)**. Therefore, successful managing of teachers' by principals and supervisors alike is a vital process for identifying, evaluating and developing their work performance so that the mission and objectives of the school are more effectively achieved which in turn leads to an effective quality education.

Managing teaching staff includes the effective use of human resources in educational institutions through proper management of related activities related to educational process **(Eucharia et al., 2016)**. Because effective management of staff is essential innovative approach and strategic planning to teaching and learning as well as meeting the changeable needs of educational institutions, and emphasizing the importance of managing teaching staff, this research study seeks to investigate the factors affecting managing teaching staff to deliver quality education in secondary schools with focusing on motivating teaching staff, Supervision of teachers' classroom activities, and challenges in managing teachers'. The structure of the paper is as follows: **Sec.2** provides a review of related work about motivating teaching staff, supervision of teachers' classroom activities, and quality education.**Sec.3** describes the theoretical model and hypotheses development of the research. **Sec.4** presents the research methodology. **Sec.5** gives theresults and test of hypotheses, discussion of results and conclusion presented in sec.6 and sec.7 respectively.

1.1.   Problem statement. Quality education delivery in all educational stages levels is a source of concern for parents, governments and those involved in the educational process. Improper managing of teaching staff may negatively influence job performance, reduce the quality of education delivery, and then, fail to achieve the desired objectives of the entire educational process. This observation should be taken seriously. Therefore, this research study was conducted to investigate the factors that lead to quality education delivery, taking into account the important role of management in motivating teaching staff, as well; the challenges faced managing teachers in this regard.

1.2.   Research aim and objectives. The aim of this study is to investigate the factors that lead to quality education delivery, taking into account the important role of management in motivating teaching staff, as well; the challenges faced managing teachers. More specifically, the study seeks to:
First rresearch objective: Study the various styles that motivate teaching staff for quality education delivery in secondary schools.
Second Research Objective: Emphasize that effective supervising teachers' classroom activities will improve quality education delivery in secondary schools.
Third research Objective: Identify the challenges facing managing of teachers which hinder delivery of quality education in secondary schools.

1.3.   Rresearch questions: In line with research objectives, the research questions were formulated as follows:
First Research Question: What are the different styles that motivate teaching staff to deliver quality education in secondary schools?
Second Research Question: what methods do the supervision of teachers' classroom activities for enhancing quality education delivery in secondary schools?
Third Research Question: What are the challenges in managing teachers for effective service delivery in secondary schools?

2. Lliterature background and hypotheses development
2.1.   Motivating Teaching Staff. Motivation is the set of attributes that prompt an individual to do or not to do something **(Broussard, S. C., and Garrison, M. E. B. , 2004)**. Teachers' motivation plays an important role in the promotion of teaching and learning excellence. In general, motivated teachers are more likely to motivate students to learn in the classroom, and ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teachers' motivation is fundamental to teaching and learning process, many teachers are not highly motivated. **(Broussard, S. C., and Garrison, M. E. B. , 2004),** motivation is positively associated with teacher productivity and therefore with the quality of education. It is a process by which people are equally managed to satisfy their perceived needs and personal goals which push forward the personal development and human behavior. Also, motivation may also be seen as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts to satisfy some individual and societalneeds.

In the education field, motivation is a management task that stimulates staff to accomplish laid down institutional goals. It is purposive, designated and goal-oriented as well as involves certain factors acting with academic staff in order to initiate, sustain and direct their teaching activities. Motivation of teaching staff represents a managerial force that would reduce stress, tension, worries and frustration arising from the academic environment for quality service delivery; also, this enhances their tasks for effective curriculum implementation **(Eucharia et al., 2016)**. According to **(Iyeke, P. O. , 2013)**, motivation is a management function that motivates individuals to fulfill their desired institutional objectives. It is the process of instigating and sustaining goal directed behavior **(Pintrick, P.R. & Schunk, D. H. , 2002)**. **(Bahago, B. A. , 2008)**, supports these claims by noting that it is a purposely designated goal-oriented behavior that involves certain forces acting on or within the

individual in order to initiate, sustain or direct behavior. It is an explanatory concept that helps us understand why people behave as they do **(Schunk, S , 2008)**.

2.2.   Supervision of teachers' classroom activities. Achieving effectiveness is not a simple task, giving the subordinates daily instructions, guidance, and discipline, as required to be able to accomplish their duties and responsibilities, are the major problems that a supervisor faces. Classroom supervisory practices should promote teacher effectiveness to achieve the best maximal effects in quality education delivery. As a result, this makes the teacher likes the work environment. Good supervisory practices increase teaching/ learning effectiveness as it facilitates teachers to develop competencies according to specified effectiveness behavior in several classroom activities.

According to **(Madumere-Obike, C. U, 2004)**, the supervisor or principal organizes to visit a class session which may or may not be announced before. Classroom supervision is a process by which a supervisor organizes to visit a school to watch teachers and students in action according to **(Nwaogu, J. I, 1980)**. This suggests that it is procedures by which the educational leader who possesses wisdom and vision can be of great assistance in aiding the teacher improves both his instructional techniques and the learning of the students. Supervision can contribute significantly to the growth of both the school and the teacher alike, which is positively reflected in the delivery of quality education. Good supervision will provide the teacher the opportunity to study the effects of the supervisory activities, and improve his knowledge and management of the classrooms successfully.

Supervision gives reputation and recognition to the teachers and generates a friendly working environment based on warm human relations **(Peretomode, V. F., 2000)**. Furthermore, it creates a safe environment in which the teacher can work through the developmental challenges of the teaching/learning process in order to gain the necessary motivation, autonomy, and self-awareness **(Pierce, R. A, 2011)**, the scholar furthers that this leads to a greater sense of self-confidence in teachers' ability to both understand and complete the responsibilities of their job. All and above, supervision, therefore, is intended to ensure that the general guidelines as provided in the curriculum are followed by the teachers to deliver a good quality educational service.

2.3.   Challenges in Managing teachers. There are many challenges to managing teachers according to **(Giwa, M. & Illo, C. O. , 2000)** like weak management systems and decision-making, insufficient or inappropriate management of workforce skills, poor or ineffective systems of development, supervision, supporting roles of administrative staff, and limited capacity as well as quality of instruction of teacher training institutions. Furthermore, at the secondary school level, where teacher managers are not sufficiently trained and prepared for management tasks, teaching staff may not commit to punctuality and good quality teaching and learning as well as the provision of an appropriate level of continuing professional development **(Eucharia et al., 2016)**. Training and teachers' development, supervisory problems, and managerial problems are the factors that influence the management of teaching staff for effective job performance in schools **(Nakpodia, E. D, 2010)**. However, weak management systems and decision-making, inappropriate management of teachers constitute serious challenges to teachers' managing.

2.4.   Quality Education .The concept of quality education may be context-dependent and is subject to numerous definitions **(Barrett et al., , 2006)**. **(Barrett et al., , 2006)**, emphasize that the quality education in low income countries may need different indicators to assess quality education. Research on the importance of quality education shows that there are a number of factors that determine the quality of education; cognitive achievement; teacher qualifications and motivation; pupil-teacher ratio; school effectiveness; years spent in school; instructional time; efficient supervision and education spending **(Barrett et al., , 2006)**. In summary, Quality education is a critical issue in all different education stages which includes: teacher characteristics; teacher motivation, pre-service and in-service education of teachers; curriculum and teaching/learning materials, classroom processes/ activities, students evaluation, monitoring, and supervision; availability and quality of infrastructure; and support services and instructional time in the school, etc.

3.   Research theoretical model. Based on the discussion above, this theoretical study combines theory with factors (Motivating, supervision, and managing teaching staff) that have been identified to test the quality education delivery in secondary schools. Accordingly, this study suggests three main hypotheses to measure the effect of each factor on the quality education delivery in secondary schools. The combined hypotheses will form an integrated model as shown in **Figure. 1**.
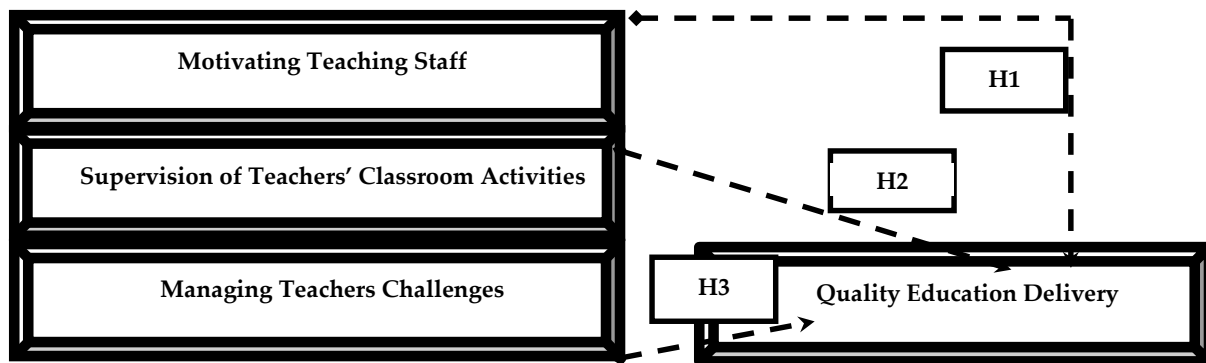
The Suggested hypotheses are:
Figure 1. Proposed Research Model
Hypothesis One (H1): *There is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in secondary schools.*
Hypothesis Two (H2): *There is no significant difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools.* **Hypothesis Three (H3)**: *There is no significant difference between the mean ratings of principals and supervisors on the challenges in managing teachers for effective service delivery in secondary schools.*

4. Rresearch Methodology
4.1. **Research Population and Sample.** The populations for this research are the public secondary schools in Jeddah city. While, the sample for this study will be group of principals and supervisors from the secondary education management.The population were 24 public secondary schools, 3 zonal education management boards and the education management board in Jeddah city.These schools and boards have a corresponding number of 48 principals and 12 supervisors. They were selected using the proportionate stratified random sampling technique. To achieve the objectives of the study, the data will be collected through a questionnaire.

4.2. **Data Collection and Measures.** To achieve the objectives of the study, the data will be collected through a questionnaire. The instrument for data collection was a scale titled 'Teaching Staff Managing Scale (TSMS)' designed by the researcher in the modified 4-point Likert scale model**.**

4.3. **Data Analysis**. Data will be analyzed quantitatively using the appropriate descriptive analysis. Mean, standard deviation and aggregate mean will be used in answering the research questions, while z-test was used in testing the hypotheses at (**0.05**) level of significance.

5. Results.
5.1. **First Research Question**: *What are the different styles to motivate teaching staff for quality education delivery in secondary schools?* **Table 1** indicates that all items had a mean collection above the criterion mean of (2.5), and were classified as different styles to motivate teaching staff for quality education delivery in targeted secondary schools.In sum, with an aggregate mean set of 3.17 above the criterion mean of 2.5, principals and supervisors agreed that the various ways of motivating teaching staff for quality education delivery create an effective classroom instruction in schools, and general motivation of teachers help academic performance.

Table 1. Mean Responses of Principals and Supervisors on the various methods of motivating teaching staff for quality education delivery.

No.	Item	Principals		Supervisors		Mean set	Result
		$\bar{x}1$	SD1	$\bar{x}2$	SD2	$\overline{xx}$	
1.	Promote teaching staff through good services will motivate them to teach effectively.	3.11	1.30	3.17	1.31	3.14	Agree(*)
2.	When teachers' are encouraged continuously by administrators', the learning process is interesting.	3.08	1.26	3.16	1.32	3.12	Agree
3.	Respect teachers by administrative staff will create a friendly relationship between them for effective teaching/learning activities.	3.23	1.38	3.28	1.42	3.25	Agree
4.	Teachers' motivation will help in controlling their classrooms instructions for enhanced students' academic performance.	3.24	1.40	3.31	1.44	3.28	Agree
	Aggregate mean	3.17	1.34	3.23	1.37	3.20	Agree

*scale (1 – 2.49 disagree, 2.5 – 4 agree)

5.2.   Second Research Question: *what methods do the supervision of teachers' classroom activities for enhancing quality education delivery in secondary schools? Table 2* shows that all items had mean sets above the criterion mean of 2.50 and were agreed on as how the supervision of teachers' classroom activities enhances effective service delivery in targeted secondary schools. They disagreed on item "Supervision presents information and knowledge regarding teacher's performance" with a mean set (2.43) below the criterion mean of 2.50. In summary, with an aggregate mean of 3.07 above the criterion mean of 2.50, principals and supervisors agreed that the supervision of teachers' classroom activities enhances effective service delivery.

Table 2.mean responses of principals and supervisors on the methods the supervisor of teachers' classroom activities.

No.	Item	Principals		Supervisors		Mean set	Result
		$\bar{x}1$	SD1	$\bar{x}2$	SD2	xx	
5.	Supervision creates a working environment for teachers to pass through the developmental challenges in teaching/ learning process.	3.29	1.22	2.49	0.95	3.12	Agree
6.	Participation of teachers' in supervision will improve their instructional compete.	3.21	1.13	3.25	1.18	3.23	Agree
7.	Teachers' task records are checked regularly for academic improvement.	2.88	0.91	3.92	0.93	3.40	Agree
8.	Supervision is a good mechanism for upgrading teachers to required standard.	3.11	1.06	3.17	1.12	3.14	Agree
9.	Supervision encourages teachers to develop all required skills of teaching methods.	3.08	1.03	3.14	1.09	3.11	Agree
10	Supervision presents information and knowledge regarding teacher's performance.	2.45	0.49	2.39	0.41	2.43	disagree
	Aggregate mean	3.00	1.14	3.06	0.94	3.07	Agree

5.3.   Third Research Question: *What are the challenges in managing teachers for effective service delivery in secondary schools?* . Data on **table 3** shows that items had mean sets above the criterion mean of 2.50 and were agreed on as the challenges in managing teachers for effective service delivery in targeted secondary schools.In summary, with an aggregate mean of 3.22 above the criterion mean of 2.50, principals and supervisors agreed that the challenges in managing teachers for effective service delivery.

Table.3: Mean Scores of Principals and Supervisors on the Challenges in Managing Teachers for Effective Service Delivery.

No.	Item	Principals		Supervisors		Mean set	Result
		$\bar{x}1$	SD1	$\bar{x}2$	SD2	xx	
11.	Lack of teachers' motivations.	3.27	1.18	3.21	1.14	3.24	Agree
12.	Problems in supervision processes.	3.41	1.30	3.38	1.26	3.4	Agree
13.	Systems for staff development are ineffective.	3.15	1.10	3.25	1.16	3.2	Agree
14.	Facilities for teaching are inadequate.	3.12	1.09	3.08	1.04	3.1	Agree
15.	Limited capacity building infrastructure in teachers' training institutions.	2.92	0.92	2.94	0.93	2.93	Agree
16.	Management system for decision making is wea	3.48	1.34	3.42	1.30	3.45	Agree
	Aggregate mean	**3.22**	1.14	3.22	1.13	**3.22**	Agree

5.4. Test of Hypotheses.

Hypothesis One (H1): *There is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in secondary schools.*

Table 4. Summary of hypothesis one analysis

	Respondents' no.(N)	$\bar{x}$	Standard Deviation(S.D.)	Degrees of freedom (DF)	Calculated -Z	Critical value	Decision
Principals	4812	3.11	1.3	267	-0.46	±1.96	Accepted
Supervisors		3.19	1.33				

Data on Table 4 show the summary of z-test analysis on the difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery. The result show that the z-calculated value of -0.46 is less than the critical value of ±1.96 at 0.05 alpha significance level. Hence, the null hypothesis is accepted. Therefore, *there is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in targeted secondary schools.*

Hypothesis Two (H2): *There is no significant difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools.* **Table.5. Summary of hypothesis two analyses**

	Respondents' no.(N)	$\bar{x}$	Standard Deviation(S.D.)	Degrees of freedom (DF)	Calculated -Z	Critical value	Decision
Principals	4812	3.13	1.07	267	0.07	±1.96	Accepted
Supervisors		3.12	1.06				

Data on Table 5 show the summary of z-test analysis on the difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools. The result shows that the z-calculated value of 0.07 is less than the z-critical value of ±1.96 at 0.05 alpha significance level. Hence the null hypothesis in accepted. *There is no significant difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools.*

Hypothesis Three (H3): *There is no significant difference between the mean ratings of principals and supervisors on the challenges in managing teachers for effective service delivery in secondary schools.*

Table.6. Summary of hypothesis two analyses

	Respondents' no.(N)	$\bar{x}$	Standard Deviation(S.D.)	Degrees of freedom (DF)	Calculated - Z	Critical value	Decision
Principals	48 12	3.15	1.10	267	0.06	±1.96	Accepted
Supervisors		3.16	1.11				

Data on Table 6 show the summary of z-test analysis on the difference between the mean ratings of principals and supervisors on the challenges in managing school teachers for effective service delivery in secondary schools. The result showed that the z-calculated value of 0.06 is less than the z-critical value of ±1.96 at 0.05 alpha significant level. Hence, the null hypothesis is accepted. Therefore, *there is no significant difference between the mean ratings of principals and supervisors on the challenges in managing teachers for effective service delivery in secondary schools.*

6. Discussion of Results: *The findings of this study in research question one revealed that the various ways of motivating teaching staff for quality education delivery include:* promote teaching staff through good services will motivate them to teach effectively and deliver good quality education. *This finding agrees with* **(Eucharia et al., 2016)** *that proper motivation of teaching staff enhances quality teaching and productivity. The test of hypothesis one exposed that there is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in secondary schools.* Supervision creates a working environment for teachers to pass through the developmental challenges in teaching/ learning process*. The second finding of the study is that the ways supervision of teachers' classroom activities enhances effective service delivery. The test of hypothesis two shows there is no significant difference between the mean ratings of principals and supervisors how supervision of teachers' classroom activities enhances effective service delivery. The test of hypothesis three showed that there is no significant difference between the mean scores of principals and supervisors on the challenges in managing school teachers for effective service delivery in secondary schools. This finding negates the position by* [**(Nakpodia, E. D , 2010)***; ***(Eucharia et al., 2016)**] *that identifies some challenges in effective teacher management.*

7. Conclusion and Recommendations
Based on the findings of the study, it is concluded that the motivation and supervision of teaching staff enhance effective service delivery in secondary schools though faced with attendant societal and institutional challenges. Furthermore, the proposed conceptual framework for this research study, as depicted in **Figure 1** consists of three independent variables: motivating teaching staff, supervision of teachers' classroom activities, and managing teachers' challenges, and one dependent variable; quality education delivery. The variables were chosen based on relevance to Jordan context. Through this model, school administrators are endeavor to continuously put in place appropriate strategies for motivating their teachers through some efforts may be counter productivity. Supervisors should constantly supervise teachers' classroom activities to create a democratic climate while teaching, proffering solutions to instructional problems, and continuously assess teacher's performance in meeting school goals for institutional development. School administrators and supervisors should adopt appropriate administrative strategies to countermand the negative effects of the challenges in school management to ensure effective service delivery.

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SOCIAL MEDIA IN EDUCATION: A DISTRACTION OR MOTIVATION?

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ABSTRACT
It is important to assess students' perceptions of social media tools and how these tools are used for learning. The purpose of this study is to provide information on student use of social media in order to assess how the perceived the impact of social media in relation to learning. Also, to determine whether using social media tools was perceived by students as a distraction from learning and to equally examine whether using social media tools for learning did intimidate students especially, those students who were not savvy in the use of social media tools. The idea is to provide information to instructors on the perceived impact of using social media for learning purposes so that they could develop strategy to deal with any concerns that might emerge following the application of social media as learning tools during classroom instruction. The study examined students' perceptions of Facebook, Twitter and blogs as tools for learning in a classroom environment.
Keywords: social media, distraction, motivation, higher education, empirical study

INTRODUCTION

The traditional teaching methods usually focus on theory than practice; hence they are largely criticized by employers. Recently new technological gadgets and tools like social media reached for help to offer a new way to integrate theory and practice in teaching. Recording and uploading as well as downloading media to social platforms and promoting content access could lead interactive and cooperative learning environments. Social Media, especially Facebook in our case would reveal positive effects on students' learning experience and process and class environment, since students can put their practical knowledge in use, share, collect, and recall, collaborate and learn in learner centric environment.

Information and Communication technologies (ICTs) have affected all aspects of our lives, including and especially educational processes. Because of several reasons like dominance of traditional teaching methods and not well qualified teaching staff etc., technological advances have not been adequately applied into the educational settings. New educational technologies can help instructors to create more meaningful learning tasks in a better and innovative ways.

Social media has been studied for sharing learning experiences, research, academic events and getting the latest information by the users. However, using social media in learning and teaching process has not very well explored. Especially Facebook can help students' to transfer their knowledge into the practice. Although very important, educational systems in developing countries usually do not emphasize practical skills development and turning theoretical knowledge into practical skills.

In today's competitive environments where time and place losing their importance, employees are expected to communicate real time and form strong bounds and build stronger communities.

LITERATURE REVIEW

Social media is remarkably pervasive and most would argue ubiquitous among college students (Doshi, 2011). Social media is called "social" for a reason (King, 2012); it enables group communication to be quick and concise. College students use social media sites at a higher rate than the general population because they have easier access to the internet (Jones, Johnson-Yale, Millermaier, & Perez, 2009). With Facebook, social networking is much more flexible and versatile because it had features to upload pictures, videos and calendar events (Tagtmeier, 2010). According to Lampe, Ellison, and Steinfield (2006), Facebook had been found to strengthen communication using chat and bulletin boards to teach and administer courses. Lampe et al. (2006) argued that Facebook is used to download supplemental materials to support educational process.

On the other hand, Twitter allows text with various links, but then users have the ability to link their accounts to other services. For instance, when a class was using Twitter and used the hashtag, all members that were involved with that class could click on the hashtag and follow others who were tweeting about the same class

assignment. Twitter permits users to host book chat sessions; for example, an English professor could assign a novel to be read. The professor could tweet open-ended questions using a hashtag, thus precipitating a class discussion.

This was a good example of how the hashtag could be used; each student wrote open- ended questions to encourage posting and continuous collaboration on the materials or book being discussed. In addition, students and faculty could use the hashtag to clarify communication.

Social media is used in classrooms for posting daily assignments. For example, at the beginning of a class period, a professor could ask students to post comments or answers to questions on the board using Facebook, Twitter, or blog accounts for that class. After the class period, students could continue collaborating with one another using social media tools as they continued to discuss and post their views. Professors and students could see threads (meaning the professor posted a comment and all comments after the first post composed a thread and continued conversations for a longer period of time than the regular class period). The availability of the apps on the smart devices creates easy access to information and other students via social media. Rogers (2013) noted that over 60% of faculty that used social media maintained that it increased communication. Easy access to social media provides students with a variety of opportunities to articulate their concerns about their studies and receive feedback from instructors, thereby providing an opportunity that helps students to succeed. Students also benefits from the abundance of information that they receive and share. Devaney (2013) stated that social media tools could boost student engagement, link students to content experts and real-world examples of classroom lessons, and could help them establish an online body of work.

With social media becoming so common for classroom use, faculty listed two top concerns (Rogers, 2013). The primary concern was that social media used as a learning tool affected the completion of the assignments and the distraction it caused for students. However, previous researchers suggested that social media tools were viewed as distracting and therefore hampered learning (Devaney, 2013). The current research examined these perceptions and usage of social media among students.

Education and Social Media

The use of blogs had completely changed the characteristics of communication, thus giving leeway for more dialogue, discussion and debate, emphasizing Vygotsky's (1978) theory of social constructivism. Blogs helped the students work together, engaging in writing and assembling one thought after another, thus enhancing the learning process of social collaboration. Vygotsky (1978) believed in constructivist theory, which supported collaboration between teachers and students as well as among students themselves; the use of blogs seemed to promote such collaboration. When blogs were used in a higher education classroom, it created a contractual learning environment, which supported knowledge development through engagement, reflection, and collaboration—thus, the importance of the perception of students using social media in a higher education learning environment. Ferdig and Trammell (2004), contended that blogs "[were] useful teaching and learning tools because they provided space for students to reflect and publish their thoughts and understandings and that since blogs could be commented on, they provide opportunities for feedback and potential scaffolding of new ideas" (p. 2). Blogs could successfully be merged into several classes where students and professors communicated with each other throughout the semester.

Facebook becomes more important when discussing active learning (Chickering & Gamison, 1991). Active learning involved collaboration through teamwork and discussion with peers. One advantage of Facebook was that it allowed for communication between students and faculty to be quick and easy (Bosch, 2009). Facebook not only helped with the classroom collaboration, but it also helped with students integrating into the higher education learning environment (Madge, Meek, Wellens, & Hooley, 2010). Facebook had been used frequently in the learning environment for the exchange of course related files and information such as the class syllabus, lecture notes, and worksheets. The most compelling data showed that 56 % of students reported that they used Facebook often for purposes of exchanging course- related information. Only 30% rarely used Facebook, and 14% never used Facebook in such ways (Antoniou, Theodoropoulos, Christopoulou & Lepouras, 2014). At that time, Facebook engaged approximately 80 to 90% of college and university students (Educause, 2007).

In March 2006, Jack Dorsey, Noah Glass, Bliz Stone and Evan Williams launched the Twitter social media website (Johnson, 2013). Twitter was a social media tool that was intended to keep friends and colleagues informed of current information throughout the day. However, after launching, Twitter was widely used for instant feedback, thus becoming a social media tool for communication. Over time, Twitter had become an integrated part of higher education, opening a new surge of communication between faculty and students (Bista, 2014). Posts on Twitter, known as tweets, consisted of only 140 characters; with these characters, users could

monitor feeds that were organized in news bulletins. These news bulletins were constantly streaming and updated on any smart device where social media could be accessed. Junco, Heiberger, and Loken (2011) found that increased engagement through Twitter empowered students, thus translating into retention, course enjoyment, and student achievement. With Twitter, students achieved the ability to write quickly and concisely. Students also used Twitter as a backchannel (listening in class as the professors lectured and responding with tweets) for collaboration between classes and with faculty asking questions, brainstorming and focusing on in class and out of class discussion (Bista, 2015). A study at Michigan State (Lyle, 2012) revealed that students who engaged on interaction with their peers using Twitter reported higher and better grades.

According to Lyle (2012), "Twitteracy, Tweeting [was] viewed as a new literary practice" (p. 2). In the report of the Michigan State study, the author (Lyle) further acknowledged that the "literary practice" described faculty who actively engaged students with Twitter. Ultimately, the classes were more interesting, and the students received higher grades. With Twitter, the students' perception was as though the connection with faculty and others within the class was real, and learning was not just for the sake of learning. Chickering and Gamson (1987) suggested seven principles that enhanced student engagement with Twitter and other social media tools used in higher education. The principles were: (1) student and faculty contact; (2) cooperation among students; (3) active learning; (4) prompt feedback; (5) emphasizing time on tasks; (6) communicating high expectations; and (7) respecting others. With these steps, the faculty built a Twitter account for the class and, thus, the entire class' communication was enhanced.

Facebook, Twitter, and blogs offered opportunities for collaboration whereby students exchange ideas. Students also shared information about class activities and supported one another. Once the collaboration took place, the learning process was enriched. With Twitter, the same scenario related except that students would follow their threads and see who replied. The same concept applied with blogs, but the journal entries were longer than the 140 characters that were allowed with Twitter. Facebook, Twitter, and blogs allowed for instant response; the theories supported the notion that knowledge was a state that was attainable through reasoning or experiences (Siemens, 2004).

Connectivism and Social Media
Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital era or the era where social media (Facebook, Twitter, blogs) is the learning tool of choice. Siemens (2004) advocates that the four components of connectivism that link social media as a learning tool include:

- Learning and knowledge in diversity of opinions
- Nurturing and maintaining connections learning
- Ability to connect ideas and concepts
- Currency (providing opportunity for up-to-date knowledge

Using these four components of connectivism with Facebook, Twitter, and blogs as learning tools, students are able to be connected and receive information from one and another. For example, in a political science class with the main topic being the presidential election, each student thought differently. They could share knowledge, poll predictions, and debate summaries on their social media feeds. These thoughts were coming from a diverse learning community. With this method of the learning process, each student was connected and understood each person's opinions. These principles allowed up-to-date knowledge to be transferred at the stroke of a fingertip with threads, a quick tweet, or a comment on a blog posting.

Connectivism as a learning theory could illustrate how social media is used to provide data for students to learn and share information in a higher education learning environment. Siemens (2014) maintained that connectivism presented a model of learning that recognized the tectonic shifts in society where learning was no longer an internal, individualistic activity. Educational tended to be slow to recognize new learning tools and how environmental changes with respect to new theories and technologies (Facebook, Twitter and blogs). Connectivism provides insight into how learning could flourish in a digital era or the era where social media (Facebook, Twitter, blogs) is available (Siemens, 2014).

Another learning theory that coincided with Vygotsky's (1962) social learning was Lave and Wenger's (1990) Situated Learning Theory. The basic concept of this theory was that abstract knowledge that was usually obtained in the classroom was harder to retain.

Researchers Lave and Wenger (1990) explained that: "information and facts that are hard to retain when they were drilled out of any meaningful context and are learned much more effortlessly when learners are acquiring them as a game or through social media such as blogs. Social networks such as Facebook and Twitter allow

learners, once they have moved beyond personal connection, to embrace a community where they can learn from each other. Social interaction played a significant role in the learning process. The contextual understanding thus gained not only allows them to understand concepts better but also helps them learn from peers about how to apply them" (Origin Learning, 2015, para. 7).

Brown, Collins, and Duguid (1989) emphasized that social interaction was a critical component of situated learning. These researchers insisted that learning both inside and outside the classroom, advanced through collaboration using social media tools, constructed and built knowledge. Brown et al. (1989) maintained that when using social media tools (Facebook, Twitter, blogs) learning was inadvert rather that deliberate.

Knowles (1975) developed the theory of andragogy and maintained that adults believed in self-direction. He also contended that adult learners did better when they participated in learning and understanding the immediate use of knowledge they would acquire. Self-directed learning was a concept meaning individuals took the initiative with or without help to be responsible for their learning needs. Students took control of how much they learned and the methods that were used for learning. The students used learning strategies, which consisted of communicating and implementing tactics that included collaboration, which reinforced ideas and small groups that discussed new and old class materials. Social media tools and networking provided a learning environment that enhanced adult learners. With these strategies, self-directed learning opened opportunities for social media in the higher learning environment. Ericken (1984) stated that students did not learn by just sitting in the classroom; students learned by interacting with others.

Academic Achievement and Social Media

Facebook, Twitter and blogs have become parts of students' everyday lives. The easy access of such websites might contribute to distractions during class learning, thus causing low productivity (James, 2012). The continuous access of these sites makes it difficult for students to shift from social mode to learning mode (James, 2012). For the most part, social media sites with constant accessibility could cause lack of sleep, and the need to check the sites during class times could lead to distraction from studies (James, 2012). Therefore, constant access to these social media sites might lead to a dip in academic performance, which might lead to frustration. Additional distractions happen when a quick Tweet became a long running open discussion, and a quick check of a Facebook post turned into hours of checking one post after another. Therefore, valuable study time or working on class projects is lost (James, 2012).

Astin (1984) maintained that students who reached their academic goals set aside time and put forth effort on their assignments to reach those goals. Getting suitable grades or finishing the academic journey was an important goal. Therefore, the amount of time students spent studying was critical (Astin, 1984). Spending time on Facebook, Twitter, blogs, and other social media sites lessened the allotted time to focus on academic activities. Thus, grades suffered, and the academic journey was longer.

In 2009, a Stanford University experimental and observational study provided evidence that students who multi-task were poor in many cognitive tasks (Ophir, Nass, & Wagner, 2009). The study was a trait multitasking index design with intentionally distracting elements. This study was conducted in five parts: a media use questionnaire, an index of three sets of cognitive experiments (part I, II, and III) and a final set of questionnaires administered online. On average, during the administering of the test, the multitaskers (the ones that were using Facebook, Twitter and studying all at the same time) responded 77 seconds slower in identifying patterns than the lower multitaskers, the ones that were using a blog and studying (Ophir et al., 2009). The study suggested that the heavy media multitaskers were distracted by the multiple streams of media they consumed (Ophir et al., 2009). Ophir, Nass, and Wagner (2009) maintained that during the study, multitaskers were asked to recall parts of a long-term memory test, they (the multitaskers) often falsely identified the elements. These findings strengthened the argument that multitasking and using social media sites (Facebook, Twitter and blogs) in higher education caused distraction (Ophir et al., 2009). These authors (Ophir, Nass, and Wagner) believed that the research was almost unanimous that those students who chronically multi-task showed an enormous range of deficits.

Juncos's (2012) study at EDUCAUSE Center for Applied Research (ECAR) found that 73% of students texted daily, another 99% owned laptops and 90% used social media. Facebook was the most popular site used—averaging 97%. Rosen, Carrier, and Cheever (2013) pointed that 97% of the students who used Facebook had extremely lower grades. Rosen et al. (2013) noted that the students who accessed Facebook while studying had lower GPAs than those who did not access Facebook. Rosen et al. (2013) argued that network living or too much social media while learning could result to learning distraction. This research (Rosen et al., 2013) predicted that the impact of social media sites (Facebook, Twitter, and blogs) would drive students to instantaneous gratification. According to Rosen et al. (2013), students preferred quick choices and exhibit no patience. Some

of the studies reviewed indicated that social media could result to distraction in learning in higher education. It appeared the questions of distraction and intimidation for students remained unclear, thus highlighting the importance of this study.

METHOD

The study was based on a survey design, which was a self-reporting method of data collection (Kelley, Clark, Brown, & Sitzia, 2003). The survey design enabled the researcher to collect data to assess students' perceptions of social media tools as learning devices during classroom instruction.

Two basic MIS classes housed in the School of Business from a Sakarya University in Turkey were selected to participate in the current study. These two classes were chosen because their instructors used Facebook, Twitter and blogs to facilitate instruction during normal classroom activity. Therefore, the two classes were purposefully selected and were suitable for this study because the students who registered in these two classes had experience using Facebook, Twitter and blogs to support their learning in a normal learning environment. The total number of students enrolled in the two classes was 114. However, only 109 students completed the questionnaire. The return rate was 95.61%. As a result, the population of the study was made up of 109 students who completed the survey. The instructors in charge of the two classes that were involved in the study gave the researcher access to their classrooms for the purposes of data collection. Student participation was voluntary.

FINDINGS

Data collected for this study were analyzed using a variety of descriptive statistics, which included frequencies, percentages and median scores. A Mann Whitney U-test, a nonparametric counterpart of the t-test was used to examine if differences existed between male and female students in their perception of social media tools (Facebook, Twitter and blogs). Kruskal Wallis H tests, the nonparametric counterparts to the (Analysis of Variance) ANOVA tests, were employed to assess if differences existed among the participants in their responses to various questionnaire items based on age.

Participants were almost equally weighted in terms of gender, 51.38% of respondents identified themselves as males and 48.62% identified themselves as females. All the participants were between the ages of 18 and 25. Majority of the participants (89.91%) was between 18 and 20 years of age.

Perception of Learning Tools

The findings revealed that students were less positive about using Facebook as a learning tool. Also majority of the participants did not perceive that Facebook did provide opportunity for them to be resourceful when they used it (Facebook) for learning. The results indicated that most students did not believe that Facebook had helped them to engage in the learning activities during instruction. Overall, students did not seem enthusiastic about using Facebook for learning.

Table 1: Facebook as a Learning Tool

	Questionnaire Items	% Strongly Disagree (n)	% Disagree (n)	% Undecided (n)	% Agree (n)	% Strongly Agree (n)
1	I enjoy using Facebook for educational purposes.	15.79% 15	33.68% 32	22.11% 21	25.26% 24	3.16% 3
2.	I am resourceful when I use Facebook for learning because I can engage with other students.	11.58% 11	33.68% 32	30.53% 29	22.11% 21	2.11% 2
3.	I believe teachers should use Facebook in the classroom to expand learning materials.	13.98% 13	35.48% 33	35.48% 33	13.98% 13	1.08% 1
4	My instructor uses Facebook in the classroom.	42.55% 40	44.68% 42	11.70% 11	1.06% 1	0.00% 0
5	My instructor does not use Facebook effectively for teaching.	11.58% 11	15.79% 15	45.26% 43	22.11% 21	5.26% 5

6	Using Facebook in the classroom is not enjoyable.	8.42% 8	20.00% 19	46.32% 44	22.11% 21	3.16% 3
7	Using Facebook in the classroom makes the information presented reflect life experiences.	9.47% 9	20.00% 19	40.00% 38	26.32% 25	4.21% 4
8	Facebook helps student to engage in classroom activities.	14.74% 14	25.26% 24	34.74% 33	22.11% 21	3.16% 3
9	Facebook does not promote collaborative learning among students.	6.32% 6	25.26% 24	36.84% 35	24.21% 23	7.37% 7

The results showed that most students did not enjoy using Twitter for educational purposes and most of the students did not perceive that using Twitter during instruction made learning a fun activity. The average score for students' perception of Twitter as a learning tool was 2.79. The result showed that the participants were undecided in their perception of Twitter as a learning tool. The results are summarized in Table 2.

Table 2: Twitter as a Learning Tool

	Questionnaire Items	% Strongly Disagree (n)	% Disagree (n)	% Undecided (n)	% Agree (n)	% Strongly Agree (n)
1	I enjoy using Twitter for educational purposes.	18.48% 17	28.26% 26	27.17% 25	22.83% 21	3.26% 3
2	I am resourceful when I use Twitter for learning because I can engage with other students in a collaborative way.	19.78% 18	19.78% 18	30.77% 28	26.37% 24	3.30% 3
3	I believe teachers should use Twitter in the classroom to expand the learning materials.	19.78% 18	20.88% 19	34.07% 31	20.88% 19	4.40% 4
4	My instructor does not use Twitter for teaching	10.11% 9	6.74% 6	30.34% 27	39.33% 35	13.48% 12
5	Using Twitter in the classroom does not make learning to be a fun activity.	9.89% 9	17.58% 16	45.05% 41	23.08% 21	4.40% 4
6.	I enjoy using Twitter to brainstorm while completing classroom assignments.	16.30% 15	21.74% 20	39.13% 36	20.65% 19	2.17% 2
7	Using Twitter in the classroom makes the information presented reflect life experiences.	15.22% 14	21.74% 20	32.61% 30	28.26% 26	2.17% 2
8	Twitter helps to makes learning engaging for students because it helps to promote classroom participation.	16.30% 15	18.48% 17	34.78% 32	28.26% 26	2.17% 2
9	Twitter does not promote collaborative learning among students.	8.70% 8	17.39% 16	40.22% 37	29.35% 27	4.35% 4

Students were undecided in their perception of blogs as perceived learning tools. Majority of the participants selected the neutral degree on the scale. On the other hand, number of disagreeing students were more than agree and disagree populations as seen in Table 3.

Table 3: Blogs as Learning Tools

	Questionnaire Items	% Strongly Disagree (n)	% Disagree (n)	% Undecided (n)	% Agree (n)	% Strongly Agree (n)
1	I enjoy using Blogs for educational purposes.	11.36% 10	28.41% 25	32.95% 29	25.00% 22	2.27% 2
2	I am resourceful when I use Blogs for learning because I can engage with other students.	4.55% 4	25.00% 22	36.36% 32	28.41% 25	5.68% 5
3	I believe teachers should use Blogs in the classroom to expand learning materials.	5.68% 5	19.32% 17	43.18% 38	28.41% 25	3.41% 3
4	My teacher uses Blogs in their classrooms.	15.12% 13	30.23% 26	37.21% 32	16.28% 14	1.16% 1
5	My instructor does not use Blogs for teaching.	3.45% 3	11.49% 10	39.08% 34	32.18% 28	13.79% 12
6	I enjoy using Blogs to brainstorm while completing classroom assignments.	5.81% 5	20.93% 18	50.00% 43	22.09% 19	1.16% 1
7	Using Blogs in the classroom does not make learning a fun activity.	2.27% 2	23.86% 21	45.45% 40	20.45% 18	7.95% 7
8	Using Blogs in the classroom makes the information presented reflect life experiences.	3.41% 3	17.05% 15	50.00% 44	27.27% 24	2.27% 2
9	Blogs make learning engaging for students because it promotes active classroom participation	4.55% 4	17.05% 15	47.73% 42	28.41% 25	2.27% 2
10	Blogs do not promote collaborative learning among students.	6.98% 6	18.60% 16	52.33% 45	19.77% 17	2.33% 2

Perception of Learning Distraction

The results showed that some students disagreed, some were undecided that advertisement posted in the Facebook was viewed as a source of distraction. However, other students did agree that Facebook advertisement was perceived a distraction. On the other hand the mean score of students' perceptions of Facebook as a possible source of intimidation was 3.00, indicating that the students were undecided.

Table 4: Facebook as a Distraction Tool

	Questionnaire Items	% Strongly Disagree (n)	% Disagree (n)	% Undecided (n)	% Agree (n)	% Strongly Agree (n)
1	I am distracted by advertisements contained in Facebook when they pop up during classroom instruction.	7.55% 8	23.58% 25	31.13% 33	29.25% 31	8.49% 9
2	Using Facebook in the classroom is distracting.	5.66 6	20.75 22	32.08 34	30.19 32	11.32 12
3	I am not distracted when Facebook is used for classroom learning.	11.54 12	30.77 32	36.54 38	18.27 19	2.88 3
4	I use Facebook as a way to avoid participation in class activities.	8.49 9	27.36 29	32.08 34	25.47 27	6.60 7
5	I spend more time on Facebook	20.75	26.42	27.36	22.64	2.83

	than I do studying on weekly basis.	22	28	29	24	3
6	I am distracted from my studies when my Facebook friends create new updates (photos, status updates, etc.).	15.09 16	17.92 19	35.85 38	25.47 27	5.66 6
7	I do not feel distracted from the materials I receive from Facebook.	5.66 6	25.47 27	41.51 44	21.70 23	5.66 6

In general, the findings revealed that many students perceived that Twitter could not help students to concentrate in their studies while a far greater majority neither agreed nor disagreed on the perceived impact of Twitter during classroom instruction. The average score of students' perceptions of twitter as a possible source of distraction was 2.98, showing that the students were undecided.

Table 5: Twitter as a Distraction Tool

	Questionnaire Items	% Strongly Disagree (n)	% Disagree (n)	% Undecided (n)	% Agree (n)	% Strongly Agree (n)
1	I am distracted by advertisements contained in Twitter when they pop up during classroom instruction.	11.88% 12	20.79% 21	37.62% 38	23.76% 24	5.94% 6
2	Using Twitter in the classroom is distracting.	3.96 4	17.82 18	38.61 39	33.66 34	5.94 6
3	I am not distracted when Twitter is used for classroom learning.	11.00 11	22.01 24	50.00 50	13.00 13	2.00 2
4	I use Twitter as a way to avoid participation in class activities.	8.91 9	19.80 20	36.63 37	31.68 32	2.97 3
5	I spend more time on Twitter than I do studying on weekly basis.	23.76 24	17.82 18	36.63 37	16.83 17	4.95 5
6	I am distracted from my studies when my Twitter friends create new updates (photos, status updates, etc.).	14.14 14	22.22 22	33.33 33	27.27 27	3.03 3
7	I do not feel distracted from the materials I receive from Twitter.	8.25 9	22.01 24	41.28 45	15.59 17	4.58 5

The results showed that many students were not decided in their perception that blogs were perceived to distract students from learning. The average score of students' perceptions of blogs as possible sources of distraction was 2.72, revealing that the students were undecided.

CONCLUSIONS

The results did indicate that 25.26% of the students agreed that they used Facebook for educational reasons while 33.68 disagreed. The results equally revealed that only six (6.90%) students strongly agreed that Twitter helped to expand the learning materials. The understanding was that majority of the students were not enthusiastic about using social media as learning devices. The finding showed that there were no statistical significant differences between male and female students in their perception of social media (Facebook, Twitter and blogs) as tools for learning. These findings were consistent with the findings from the research carried out by

Efi and Andrew (2015) which revealed that no differences existed among students involved in their study based on gender. However, the study of Garber (2012) did show that females were more likely than males to use social media to communicate with "classmates," indicating that gender differences in social media usage outside the classroom might still impact classroom dynamics through community building extending beyond the physical walls of the classroom. Additionally, the results revealed that females actively participated in discussion forums than males, which might have important implications for determining gender differences in engagement levels while utilizing social media.

Lenhart, Purcell, Smith, and Zickuhr (2010), revealed that blogs had declined among teens and young adults. As the group surveyed for this study was predominately young adults, this decline might explain the overall non-significant findings found among students. The findings of the present study indicated that only small number of the respondents either agreed or strongly agreed that they enjoy using blogs for educational purposes. The rationale could be that students preferred using shorter and quicker message formats through mobile device tools like Twitter or Facebook.

Although, the results of the present study did indicate that there was no statistical significance difference among the participants in their perception of social media tools for learning based on gender; however, Garber (2012) found that female bloggers tended to update their information more frequently than their male counterparts did. Women blog contents were more personally oriented in a journalistic style while men talked more about tangible items and purchases (cars and computers; (Herring & Paolillo, 2006).

Findings showed that gender difference existed for postings that were more reflective and personal, and not content or educationally based. The findings of the present study did not support the views expressed by Herring and Paolillo (2006) which revealed that there were no statistical significant differences among the students based on ethnicity about blog perceived learning intimidation and perceived learning distraction. Herring and Paolillo noted that the findings of their study did not support the work of Lenhart et al. (2010) who found that there were no differences among the participants based on ethnicity regarding students' perception of social media as learning tools.

This study provided insight to teachers who might desire to use social media in the classroom. For instance, one of the findings of the present study revealed that Twitter seemed to appeal to African American students. These students perceived that Twitter provided opportunity for collaborative learning and sharing of ideas and this could help improve the level of involvement among students during classroom instruction. As universities seek to increase their retention rates, it might be beneficial to consider the influence that twitter has with this ethnic group. However, as noted previously, Twitter was also viewed as a source distraction. As a result, it might be more pragmatic to utilize Twitter in a manner that was restricted to showing feed only from the classroom and for educational purposes, while ignoring feed from external influences such as news outlets, celebrity gossip, and updates from friends and family. Future studies might be used to examine why African American students tended to favor Twitter more than other ethnicities and why Twitter was preferred over other social media outlets. Having this knowledge might help developers of social media technology in designing application that would be engaging, while minimizing distractions to encourage collaborative and meaningful learning.

Another recommendation would be to examine how much of the classroom usage of social media was for actual academic learning as opposed to sharing personal information. It would important to focus on more meaningful connections instead of the surface level connections that were provided through common classroom social media use such as polling or fact accumulation through hashtag (Knight & Kaye, 2014). Future studies were recommended to replicate the framework of the present research to cover mores courses and expand the population to include online classes, where diverse age groups were likely to be found. Furthermore, future studies could also be conducted at multiple institutions, which could include private and public institutions. It was equally recommended that further study be done that could include more minority groups using qualitative research methodologies.

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TEACHER PROFESSIONAL DEVELOPMENT MODELS FOR EFFECTIVE TEACHING AND LEARNING IN SCHOOLS

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ABSTRACT

High-quality professional development is a central component in nearly every modern proposal for improving education. Policy-makers increasingly recognize that schools can be no better than the teachers and administrators who work within them. Teacher professional development provides opportunities for acquisition or renewal of basic knowledge and skills in specific professional and academic area. Professional development is more than training, including workshops, seminars, monitoring, reflection, observation and performance of activities by teachers, sets them in the role of trained, who are placed in this long process, but future trainers lead teachers to use new methods, techniques, approaches in their practice. There are many models of professional development that incorporate several of these characteristics of high quality. Recent research and policy in professional development support moving away from 'sit-and-get' workshops on general topics toward teacher-driven efforts to identify and solve instructional problems rooted in their daily work. In this study, models of teacher professional development are examined and compared based on literature review. Advantages and disadvantages of several teacher professional development models are reviewed.

Keywords: Teacher Professional Development, Models, Teaching

INTRODUCTION

Teachers are the key asset of schools. They need to be well trained at the beginning of their careers and provided with high quality professional development in subsequent years in their profession (Hargreaves, 1998). Institutions of teacher education fulfil vital roles in the global education community; they have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Often education is described as the great hope for creating a more sustainable future; teacher education institutions serve as key change agents in transforming education and society so that such a future is possible (Almeida, 2015). Positive changes occur in teachers' practices when they experience sustained, high quality professional development. "However, the research on learning…and that on effective teacher development…suggest that teacher development as carried out in most schools today is not designed to develop the teacher expertise needed to bring about improved student learning" (Rhoton & Stile, 2002, p. 1).

What we understand the term "teachers professional development"?

"Development refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers" (Richards and Farrell, 2005, p. 4). Professional development is an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and wellbeing are enhanced as a result (Bubb & Earley, 2007, p. 4). A teacher may have good intentions in mind but may cause damage to students or the system due to lack of training and skill. To keep teachers at par with the changing dynamics of this world and to help them perform better not only teacher education programs are fundamental but teacher continuous development programs are also essential (Nauman, 2017, p. 21). Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth (Avalos, 2011, p.10).

Relevant literature indicates that professional development is indispensable element in terms of teacher competence and quality, student learning and outcomes, school improvement and effectiveness and educational reform. Professional development plays an important role to improve teacher's professional and personal development and increase their career by helping them changing and reviewing their skills, knowledge, attitudes and understanding (Ozdemir, 2013). Teacher development can be recognized as a variety of activities which teachers participate in to improve their teaching skills. It mostly lays emphasis on teaching experience as well as interaction with other colleagues and reflecting (Miller de Arechaga, 2001, as cited in; Yuvayapan, 2013). It included both an intellectual and personal endeavor which requires not only engagement with new and differing ideas about education, trying out new activities and developing classroom practice, but also an emotional response as personal beliefs are challenged (Girvan, Conneely & Tangney, 2016, p. 130). Teachers have historically participated in professional development activities inside and outside schools. These activities have been sponsored by a variety of organizations, including schools, school districts, consortia of districts, professional organizations, teacher associations, state departments of education, private consultants, and institutions of higher education. They have most typically taken the form of inservice training, workshops, conferences, summer institutes, and graduate courses (Ganser, 2000, p. 11).

Professional development can support deep changes in teaching if it is situated in classroom practice, is on-going, and is collaborative with other teachers. Because this professional development experience is centered on the teacher as a professional, it also must consider the needs of the adult learner (Gregson & Sturko, 2007 p. 3).

How teacher professional development affects student achievement?

"Professional development has an impact on teachers' beliefs and behavior. The relationship between teachers' beliefs and their practice is not straightforward or simple; on the contrary, it is dialectic, "moving back and forth between change in belief and change in classroom practice" (Cobb, Wood and Yackel, 1990; Franke et al., 1997; Thompson, 1992, in Nelson, 1999, p. 6; as cited in Villegas-Reimers, 2003). Effective continuing professional development is likely to consist of that which first and foremost enhances pupil outcomes, but which also helps to bring about changes in practice and improves teaching (Bubb & Earley, 2007, p. 4). In other words, becoming a better teacher means enhancing student learning outcomes.

Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not benefit from the teacher's professional development (Yoon, et al., 2007, p.4).

It is clear in a review of the literature that researchers and educators agree that teacher quality has a considerable impact on student learning and achievement. According to the National Commission on Teaching and America's Future (1996) nearly a quarter of secondary school teachers need extra training because they lack adequate preparation in the subject they teach (Bayar, 2014). Harootunian & Yargar (1980) discover that, `regardless of teaching level, most teachers define their success in terms of their pupils' behaviors and activities, rather than in terms of themselves or other criteria' (Guskey, 2002, p. 382). Sanders & Rivers (1996) conducted a research on the relationship between the students' achievement and the qualities of teachers. They found that effective teachers could improve the scores of low-achieving students. It is clear that teachers have an influence on students' achievements (Yuvayapan, 2013, p. 9).

What are the models of teacher professional development?

There are a number of models that have been developed and implemented in different countries to promote and support teachers' professional development from the beginning of their career until they retire (Villegas-Reimers, 2003, p.69). In many countries do a combination of different models, to undertake certain parts of different models and new innovative arise, different from the other model, of course complies with the conditions and possibilities for implementation in specific country (Jovanova-Mitkovska, 2010).

1) Individually Guided Development: Teachers design their own professional learning goals and select the activities that will result in the achievement of those goals. Professional portfolios, reflective journaling, and video/audio self-assessment are examples of individually guided activities. This model of professional development provides for a variety of flexible options that enable teachers to individualize their professional growth experiences. Self-directed development empowers teachers to address their own problems and by so doing, creates a sense of professionalism. This model is an internal aspect of a teacher towards improving their knowledge and skills. Individually-guided development allows teachers to find answers to self-selected professional problems using their preferred modes of learning (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017).

2) Observation and Assessment: This model of professional development is based on the feedback the teacher receives from the other teacher's observations. Having someone else in the classroom to view instruction and provide feedback or reflection also is a powerful way to impact classroom behavior. Observers also learn as they view their colleagues in action. This model may be used as a support measure following workshops or periodically throughout the school year as a form of peer coaching. The observation/assessment model can be found in the literature on teacher evaluation, clinical supervision, and peer coaching. (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017).

3) Involvement in a Development or Improvement Process: Teachers are often asked to be involved in schools' development programme as such curriculum planning, drafting the programme, and in the process of school improvement. Involvement in the development/improvement process can result in many new skills, attitudes, and behaviors. This learning could be acquired through reading, discussion, observation, training, and/or trial and error (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017).

4) Training: Training is typically presented in the form of a workshop, seminar, or some other form of large-group presentation. This model can be described as a session conducted by an expert who will present the content and teaching objectives assuming the teacher can learn the teaching behavior from others and translate it in the classroom. Typically, the training session is conducted with a clear set of objectives or learner outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and "executive control" need to be addressed as well. The improvement of teachers' thinking should be a critical outcome of any training program (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017).

5) Inquiry: Inquiry model is also known as the action-research model. In the inquiry or action research model, participants use a structured method to investigate how a change in a particular practice impacts teaching and learning. This model is built on the belief that teachers will develop new ideas and strategies in teaching if they are given the opportunity to ask questions and answer the questions based on the data they collected in their classroom (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017). According to Glatthorn (1987), the inquiry/action research model includes four-step processes:

    a) Identify a problem
    b) Decide upon specific research questions to be investigated and methodology to be used
    c) Carry out the research design
    d) Use the research to design an intervention to be implemented in the school

Inquiry/Action Research involves the use of higher order skills (researching, synthesis), a more surgical instructional approach (targeting areas of instructional difficulty), more advanced computer applications (spreadsheets, databases, and possibly statistical software packages). It is most likely a useful TPD choice for teachers who already have advanced skills (Gaible & Burns, 2005).

6) Mentoring: In a Mentoring model, older or more experienced teachers guide and assist younger or novice teachers in all areas of teaching (Gaible & Burns, 2005). Mentoring affects both the new teachers who are being mentored, and the experienced teachers who will serve as mentors (Shaw, 1992). Mentoring occurs around activities such as classroom observations, coaching, feedback, and the collaborative teaching. It can help new teachers learn to creatively and effectively meet the day-to-day challenges of teaching (Smith, 2002; as cited in

Fifield & Kedzior, 2004). Mentors have many roles to fulfil; sharing information, providing access to resources, role modelling, counselling, coaching, encouraging reflection, advising in career moves and supporting new teachers (Villegas-Reimers, 2003). Mentoring serves as a non-formal or semi-formal method of ensuring accountability: teachers can complete TPD, demonstrating mastery of the targeted knowledge and skills that they never import into their classrooms (Hooker, 2008). Maynard and Furlong (1993) and Jones (2001) determine three models of mentoring:

- **The apprenticeship model**: the mentor is the master teacher to be emulated;
- **The competence model**: the mentor relates training and assessment to pre-determined standards of practice;
- **The reflective model**: the mentor adopts the role of 'critical friend' who assists in the evaluation of teaching.

7) Critical Friends Group: CFG is a professional community aiming to promote student learning through collaboration. Members focus on factors affecting students' achievement such as examining curriculum, and students' work (School Reform Initiative, 2012; as cited in Yuvayapan, 2013). CFG identifies the students' learning goals, reflect on practices aimed to achieve the goals in a collaborative teachers' community (Cohen, 2008; as cited in Yuvayapan, 2013). CFG is characterized by goals, which are clearly stated and related to the purpose of the group. Lunenberg (1995) determines six characteristics of the goals (as cited in Yuvayapan, 2013);

- **Specific:** Goals are specific when they are clearly stated.
- **Measurable:** Measurable goals are precise and can be measured over time.
- **Achievable:** Goals are achievable if they are realistic. The effort needed to reach a goal can inspire great effort; unrealistic goals are self-defeating.
- **Relevant:** Goals are relevant if they are viewed as important to the individual and to the team. Superficial goals are forgotten because they lack meaning.
- **Trackable:** Goals need to be trackable to check progress. Goals should not be so numerous or complex that they confuse rather than direct teams.
- **Ongoing:** Not all goals will be completed by the end of a specific period. Some goals are achieved over a longer time; others can be reached more quickly"

It enabled the participant teachers: to develop a sense of professional community working collaboratively, to learn from each other in a constructive and sharing environment, to improve their teaching based on their experiences of CFG protocols, to become more reflective in their teaching, to discover their strengths and weaknesses and finally to establish positive attitudes towards professional development which is a prerequisite in creating effective teaching and learning environment (Yuvayapan, 2013)

According to Zepeda (2008) CFG is a satisfying professional development method because it is continual, it is focused on teachers' own teaching and their own students' learning and it takes place in a small group of supportive and trusted colleagues within their own school.

8) Professional Development Schools: Professional Development Schools often take the form of a partnership between a school and a local teachers college. A cluster of teachers is identified within the school as "master teachers." (Gaible & Burns, 2005). The professional-development school model involves and requires institutional support (Wise, 2000). The model of professional-development schools varies from setting to setting. Professional Development Schools can help teachers who have basic skills develop intermediate and advanced skills (Hooker, 2008).

Student teachers at the teachers college enroll in practica (or internships) with the master teachers, gain hands-on experience implementing specific classroom techniques, return to the teachers college for more instruction, and upon graduation are placed in this same school where a master teacher becomes their mentor for the year. Over time, cohorts of highly trained younger teachers are created at the Professional Development Schools. When they

gain experience, these younger experts can become mentors in other schools or can help extend the program of Professional Development Schools to other teachers colleges (Gaible & Burns, 2005).

What are the barriers to implementation of effective professional development?

Fifield and Kedzior (2004) identified the main barriers to implementation of effective professional development:

> • **The structure of professional development and teachers' time:** Teachers may hesitate to commit time to professional development that extends beyond the regular school day and year. They often prefer one-day workshops during the school year to extended commitments during the summer (Birman, Desimone, Garet, Porter, & Yoon, 2001; as cited in Fifield & Kedzior, 2004, p.4).

> • **The content of professional development:** Professional development that focuses on subject matter content and classroom practices can meet with resistance. Even in supportive environments, some individuals may be uncomfortable sharing their understandings and beliefs with colleagues and supervisors (Birman, Desimone, Garet, Porter, & Yoon, 2001; as cited in Fifield & Kedzior, 2004, p.4).

> • **School factors:** It is challenging and time-consuming to design and implement professional development that incorporates multiple characteristics of high quality. As instructional leaders and institutional change agents, school administrators and policy makers must address school-level obstacles to teachers' efforts to improve their practices. Among these obstacles is the rigid structure of teachers' work days, which allows too little time for individual and collaborative work toward instructional improvement (Birman, Desimone, Garet, Porter, & Yoon, 2001; as cited in Fifield & Kedzior, 2004, p.4).

> • **District Factors:** "Teachers often perceive that district reforms are fragmented and uncoordinated, and this likely…impedes voluntary participation in professional development..." (Supovitz & Zief, 2000, p. 3).

> • **Costs:** High quality professional development is expensive, perhaps more than twice the amount that districts typically spend per teacher. (Birman, Desimone, Garet, Porter, & Yoon, 2001; as cited in Fifield & Kedzior, 2004, p.4).

Why is professional development important for us?

According to Mitskova (2010), professional development is significant since it;

- allows the creation of conditions for lifelong learning for all, regardless of age, including special efforts directed of disabled persons, those not otherwise involved in the educational system and migrants as a tool for their social integration;
- provides opportunities for acquisition or renewal of basic knowledge and skills in specific, thorough, professional and academic area, the area of information technologies, foreign languages, technological culture and social relations;
- has significant influence on the beliefs of the teacher and his teacher practice;
- affects student learning and the implementation of educational reforms;
- has an impact on the establishment of teacher connection, strengthening teamwork and cooperation in the classroom, the school at local, national and wider;
- influences the determination of goals (specific, realistic and variables) and the tasks of teaching and learning;
- changes the teaching methods, forms, strategies;
- changes the position and role of subjective factors in the learning process.

CONCLUSION

Teacher professional development is about professional and personal growth teacher, an ongoing process that starts from the beginning of preparation for the profession and continue until the end of life, a process that is realized in different ways, which involves training of teachers with new knowledge, skills, strategies in the respective areas of competence and application of appropriate technology (Jovanova-Mitskova, 2010). Teachers need to participate in professional development activities not just for their own professional and personal development, but to also increase student learning, school improvement and the quality of the education system (Ozdemir, 2013). High-quality teacher training is possible only through a good model of teacher training. The core elements of a teacher training model that determine its success consist of its design, its implementation and management and the assessment modes that are used during the training (Zhu, 2013). Professional development

that seeks to support teaching as an ongoing inquiry into more effective classroom practice must overcome several significant barriers to change (Fifield & Kedzior, 2004). Teacher professional development is important because it has significant influence on teacher beliefs and practices, affect student learning and the implementation of educational reform, have influenced the establishment of teacher connection, strengthening teamwork and cooperation in the classroom, local school, national and wider, affecting the determination of goals (specific, realistic and variables) and the tasks of teaching and learning (Jovanova-Mitskova, 2010).

In Turkey, there has been various activities and programs organized by central and local education authorities for the quality and ongoing professional development of teachers. They are planned and organized at central by The Ministry of National Education and Provincial Directorate for National Education and rarely by the schools. Most of the professional development activities for teachers are in the form of in-service training seminars covering specific subjects of education, courses, workshops and conferences (Ozdemir, 2013). Currently, Turkish Ministry of Education has stated new regulations for professional development in 2023 Turkey Education Vision. In this vision, it is emphasized that skills workshops are established in all schools, the curriculum is organized according to the interests, abilities and temperaments of the students, teachers and school principals will have MA degree and teacher training programs become weighted. It can be said that this regulation is important for not only teachers' own professional development but also having effective learning for students.

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THE EFFECT OF VIBER APPLICATION ON THE ACQUISITION OF CLIPPED, BLENDED AND ACRONYM WORDS

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ABSTRACT

The present study focuses on the use of Viber application groups on the acquisition of three types of words. It deals with words that resulted from three processes of word formation; clipping, blending and acronymy. The study aims at helping students to understand and produce words resulted from clipping, blending and acronymy by using Viber groups. The sample of the study consists of sixty students divided into two groups, experimental and control, thirty students for each. The study based on verifying the following hypothesis: there is no statistically significant difference between the main score of the experimental group performance in enhancing students' knowledge of word formation processes by using Viber groups and that of the control one. The researcher used adapted test to gain the final results. The findings of the study show positive impact of Viber groups on students' performance and clarify that there is a significant difference between the two groups in favor of the experimental one. So, the hypothesis of the study is rejected.

Key Words: Viber application, Clipped, Blended, Acronym Words

1.Introduction

1.1Word Formation Processes

Knowledge of vocabulary usually increases as a result of comprehension and this occurs partly due to the understanding of the critical word formation processes including the formation of clipped , blended and acronym words. This presentation is meant to provide a theoretical perspective of those three types of words under investigation.

Word formation processes are characterized by Productivity which is the most important property that allows the formation of a wide range of new words. Productivity can be defined as " the property which makes possible the construction and interpretation of new signals, i.e., signals that have not been previously encountered and are not to be found on some list" (Lyons, 1990:22). Katamba (1993:66) views productivity in terms of generality, "the more general a word formation process is, the more productive it will be assumed to be". He adds that there are two key points related to word formation:

a. Productivity is a matter of degree, probably, no process is so general without exception. Some processes are relatively more general than others.

2.Productivity is subject to the dimension of time. A process which is very general during one historical period, may become less general at a subsequent period and vice versa.

Quirk et al., (1972:981) observe that word formation can be divided into two types: major and minor. Major processes tackle the processes of affixation, conversion and compounding whereas minor processes deal with forming new words on the basis of old ones, include blending, clipping and acronymy. The recent study investigates the vocabulary words acquired by those three processes.

1.1.1   Clipping

Clipping "occurs when a word of more than one syllable is reduced to a shorter form, usually beginning in casual speech" Yule (2010;56). It refers to "the process of word formation in which an existing form is abbreviated" (Matthews ,1997:56). Stageberg and Oaks (2000:129) state that clipping is the cutting off the beginning or the end part of a word or both parts, leaving a part to stand for the whole. It is worth mentioning that many forms of

clipping are characteristics of informal or casual or tended speech that belong to colloquial language. Clipping forms are found in everyday life usage of language, for example: lab, exam, prof., bath, standing for examination, professor and bathroom. Quirk et al., (1972:1030) state that clipping may occur in the following phases:

a- the beginning of the word as in: Phone = telephone, bus= omnibus

b-the end of the word: ad= advertisement, exam= examination

c-at both end of the word: flu= influenza, fridge= refrigerator

Stageberg and Oaks (2000:130) clarify that "sometimes, clipped words can be formed from grammatical units such as modifier plus noun. In this case, the first part is shortened and the second remains intact, such as: paratrooper from parachutist trooper.

1.1.2 Blending

Yule (1996:66) states that blending is accomplished by taking only the beginning of one word and joining it to the end of the other word. Richards and Schmidt (2002:55) define it as "the process by which new words are formed from the beginning of one word and the ending of another". On his part, Crystal (2004: 130) adds that "in most cases, the second element is the one which controls the meaning of the whole", for instance *brunch* (taken from lunch and breakfast) is a kind of lunch not a kind of breakfast.

Stageberg and Oaks (2000,131) clarify that " many blends are nonce words, here today and gone tomorrow, and relatively few become part of the standard lexicon". Kuiper and Allan (1996:185) define nonce words as" words used just once and then are not used again". Some examples of blending are:

simulcast   from   oadsimultaneous + brcast

Franglais   from   French + English

modem   from   modulator + demodulator

1.1.3 Acronymy

Acronymy is a process by which acronyms are produced. Acronym words as defined by Yule (2010: 58) "are new words formed from the initial letters of a set of other words". They are usually called abbreviated words. Crystal (2004:120) shows that there are many reasons for using abbreviations represented by the desire for linguistic economy, succinctness and precision. It is also important in technological constrains and conveying a sense of social identity.

Acronyms as mentioned by Stageberg and Oaks (2000:131) "tend to abound in large organizations, for instance, in the army, in government, and in big business where they offer neat ways of expressing long and cumbersome terms".

Crystal (2004 :120) suggests that acronyms must be distinguished from initialisms (alphabetisms) where the words are spoken as individual letters such as BBC, MP and EEC. Acronyms, are pronounced as a single word such as NATO and UNESCO. Such items would never have periods separating the letters, contrasting initialisms. Some linguists never recognize a sharp distinction between acronyms and initialisms, but use the former term for both.

At last, Fromkin et al. (2003:95) mention interesting examples about using acronyms in daily life which are worth mentioning, specifically with the wide use of computers including MORF (male and female), FAQ (frequently asking questions), FYI (for your information)

1.2 The Language of Social Media

Language used by interlocuters take different forms ranging from the written to the spoken and even sign language. Recently one effective way of communication is in the net social media. Many studies have been

conducted by researchers to discover its different forms, its importance and how it works. Naomi Baron is known of conducting different studies on Computer-Mediated Communication (CMC) and she found out that CMC has a great effect on language and communication, since people communicate largely by using computers instead of face-to-face interaction or writing letters (Baron, 1984: 119).Baron calls CMC a written language although there is actually a strong influence of spoken language on CMC and she defines it as "any natural language messaging that is transmitted and/or received via a computer connection (ibid, 2003: 10).

Net communicators use language in a way that changes it to serve their communicative purposes as Fromkin et al (2011: 61) state that internet bloggers like to point out 'inconsistencies' in the English language. They observe that while singers sing and flingers fling, it is not the case that fingers 'fing'.

It is revealed that one way of using language on net is the use of the word formation process known as 'acronymy'. Acronyms came to be very popular in the use of mobile phone messages and online text-based communications such as Twitter, Facebook, messages, email, etc… and began to control the way social media user's interaction. Those acronyms carried new meanings day after another and have grown from the simple abbreviation such as LOL (Laughing Out Loud) to a long list of more complicated ones. Those abbreviations are used to speed up communication and save effort of writing full forms.

The most frequent abbreviations used in chatting are:

OMG: Oh my God, ROFL: Rolling on floor laughing, LOL: Laughing out loud,

LMK: Let me know, NVM: Never mind, OFC: Of course, THX: Thanks.

In addition to a long list provided by www.wearesocial.com.au (https://www.dailymail.co.uk).

The use of Viber is very common among college students as it is easy to access and provide students with wide range of texts and authentic vocabulary. In his study, Dermas (2017) states about the role of Viber in enhancing vocabulary that "the use of Viber can enable students to develop their vocabulary skills through a lifelong and informal activity". Farahmand & Kowsary (2016) present a study that is related to the impact of using Viber on Iranian vocabulary learning. They find out that there is a significant relationship between using Viber and students' vocabulary development.

1.3 The Statement of the Problem

The processes of producing new words in language; clipping, acronyms and blending, represent a serious problem to native as well as EFL learners as they create completely new words or reshape the existing ones. Therefore, a special care needs to be paid for teaching them how to acquire new words by using those processes. In addition, there should be new creative ways that facilitates the way for them to enrich their vocabulary by using those processes and the use of traditional ways in teaching gain less acceptance from students as the global context around them become more complex. For these reasons, the researchers have chosen a new way that teachers can use to teach students in an indirect way the use of such words. This new way is through the social media represented by Viber application, it is the medium of the experiments in the study. This study intends to answer the following question:

Is the use of Viber application groups affect students' performance in understanding and producing words that are resulted from clipping, blending and acronymy word formation processes?

1.4 Aim of the Study

This study aims at helping students to understand and produce words resulted from clipping, blending and acronymy by using Viber groups.

1.5 Hypothesis of the Study

There is no statistically significant difference between the mean score of the experimental group performance in enhancing students' knowledge of word formation processes by using Viber application and that of the control one.

2.Procedures

2.1 The Experimental Design

The researchers depend "The Post Test Control Group Design" in order to answer the study question and to achieve the aim of the study, as shown in Table (1) below:

Table (1) Experimental design

The groups	The nature of explanation	
Experimental	Explanation using Viber groups	Post-test
Control	Traditional way of explanation	Post-test

2.2 The Sample of the Study

To achieve the objectives of the study, the researchers have intentionally chosen a sample of the study that consists of (60) 2nd year students divided into two groups (experimental and control), English department, College of Education for Humanities, University of Diyala.

The researchers have tried their best to control some of the variables that may influence the final results of the experiment. Therefore, the following variables have been controlled for both groups:

1. The academic level of the father,

2. The academic level of the mother, and

3. Age of the Subjects.

2.3 The Experimental Application

The experiment started on the 1st of April 2018 and lasted for four weeks and ended up on 29th of April 2018. The time of the experiment has been arranged to use one hour daily via Viber group that includes thirty students from second stage students/English department. The group was guided by the researchers. They met every day for an hour. The researchers used "word maps" way of presenting target words. Word maps as stated by Kress (2008:300) is a technique used to "engage students in a discussion of the relationships among the words, create semantic maps by writing the words on the chalkboard and showing, by placement and connecting lines, the relationship among the words presented". The researchers replace the chalkboard by a Viber screen. The researchers present one word of each process daily then the students discuss the guiders and their colleagues. At last, each one of them presents two examples of each process. The control group has been taught by the researchers using the traditional way (discussion) without any use of the social media applications. The two groups were tested then by using a test at the end of the experiment.

2.4 Instrument of the study

In order to evaluate students' performance in the words that are resulted from the three types of word formation processes; clipping, blending and acronymy, the researchers make a Viber group that includes all participants (the experimental group) and then a post test that consist of three parts including recognition and production tasks which is adapted from Al-Obaydi (2007) with some modifications and shortenings.

3. Results

To fulfil the aim of the present study and to verify the hypothesis, the researchers gained the following results: Using the t-test for two independent samples at 0.05 level of significance and 58 degree of freedom, the result reveals that the mean score of the experimental group is 43.70 and that of the control group is 33.30 The computed t-value (8.780) is higher than the critical t-value (2). This means that there is a statically significant difference between the two groups in favor of the experimental one. So, the hypothesis is rejected.

The Results of the first hypothesis (Table 2)

The variable	Groups	No.	M	S. D	t-value		Df	Results
					computed	table		
Word formation processes	experimental	30	43.70	5.434	8.780	2	58	significant
	Control	30	33.30	3.544				

4. Discussion and Conclusions

The results show that there is a statistically significant difference between the two groups in their performance in the recognizing and producing words that related to the three types of word formation processes namely clipping, blending and acronymy, in favor of the experimental group. Thus, the hypothesis is rejected. This result reveals that the use of modern technology, specifically the applications that are socially near students' life, in learning a language help them to learn more quickly than the traditional ways. In addition, the atmosphere of group work and social interaction help students to break the ice among them and to be more risk-takers. Also, their motivation towards joining the group increased significantly in addition to their level of academic performance. It is worth mentioning that the results of this study are in line with the study of Dermas (2017) and Farahmand & Kowsary (2016) that the use of Viber groups enhances positively students' level of vocabulary.

5. Recommendations

The following pedagogical implications and recommendations are put forward:

1. It is recommended according to the results of this study to use special exercises and dialogues by teachers and textbook writers in which new words are contextualized specifically by depending on the applications of social media.
2. The presentation of roots first and then the new words by using the word map strategy will help in the process of inferring meaning. So, it is desirable to use it by teachers in teaching vocabulary.
3. Teachers should pay more attention to the use of indirect means and techniques of vocabulary expansion such as the E-learning applications.

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