

The Role of Facebook Educational Pages in Developing Teacher's Professional Competencies:

“A study on the Attitudes of a Sample of Primary School Teachers in Skikda”

دور الصفحات التعليمية على منصة فيسبوك في تنمية كفاءات الأستاذ
المهنية:

"دراسة في اتجاهات عينة من أساتذة الطور الابتدائي بمدينة سكيكدة"

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ملخص

تهدف هذه الدراسة إلى الكشف عن دور الصفحات التعليمية على منصة فيسبوك في تنمية الكفاءات المهنية للأستاذ من خلال دراسة في اتجاهات عينة من أساتذة المرحلة الابتدائية وإذا ما كانت هناك فروق ذات دلالة إحصائية في الاتجاهات تعزى لمتغير الجنس والخبرة المهنية والتخصص، اعتمدت الدراسة على المنهج الوصفي في الإجابة على الإشكال المطروح، وتم جمع بيانات الدراسة باستخدام استبانة إلكترونية مصممة لتقيس الاتجاهات من إعداد الباحثة، وبعد حساب الخصائص السيكونومترية المتعلقة بها، عرضت على عينة من أساتذة التعليم الابتدائي بمدينة سكيكدة قدرت ب 50 أستاذ وأستاذة، ثم تحليل البيانات باستخدام الأساليب الإحصائية توصلت الدراسة إلى وجود اتجاهات إيجابية نحو استخدام الصفحات التعليمية عبر فيسبوك، وجود فروق في الاتجاهات تعزى لمتغير الجنس وعدم وجود فروق ذات دلالة إحصائية تعزى لمتغيري الخبرة المهنية والمادة المدروسة.

الكلمات المفتاحية: الاتجاهات، أساتذة التعليم الابتدائي، الصفحات التعليمية، منصة فيسبوك، الكفاءة المهنية.

Abstract

The purpose of this study is to investigate the role of Facebook educational pages in developing teachers' professional competencies by examining the attitudes of a sample of primary school teachers. It seeks to explore whether there are statistically significant differences in attitudes endorsed to gender, professional experience, and specialty variable. This research adopted descriptive approach to answering the problematic raised. Data were collected by means of a questionnaire designed to measure attitudes, prepared by the researcher. After calculating the relevant psychometric characteristics, the questionnaire was presented to a sample of 50 primary school teachers in Skikda. The data were then analyzed using statistical methods. This paper concluded that there were positive attitudes toward the use of Facebook educational pages, differences in attitudes related to gender, and no statistically significant differences attributed to professional experience and subject taught.

Keywords: Attitudes, Primary school teachers, Educational pages, Facebook, Professional competence.

Introduction:

Digital transformation has become a distinctive feature of the current era, with technological developments influencing various sectors, including the education sector, which constitutes the cornerstone of building human capital. The digital revolution has reshaped learning environments and methods, making it possible to create virtual educational spaces that facilitate the exchange of knowledge and expertise between teachers and learners at various educational levels.

Primary education is considered as the first foundational stage in a learner's educational course. It is the foundation upon which the knowledge, skills, and values that go with the pupil throughout the rest of his education are built. In Algeria, educational policies grant special importance to this level due to its crucial role in shaping the child's personality, enhancing his mental and social abilities, and instilling the basic principles of citizenship and learning.

Primary education, like other levels, is extremely linked to the deep transformations the world is witnessing in light of the digital revolution and rapid technological developments. The integration of information and communication technology into the educational field has become a necessity dictated by the demands of era, not merely an option. In this context, social media platforms, led by Facebook, have emerged as new digital tools with multiple abilities that can be in use to enrich the educational process and achieve more flexible communication among teachers and between teachers and learners. (Bousaid, 2019)

A range of primary school teachers in Algeria have begun using educational Facebook pages as a means of presenting educational content and interacting with pupils. They also exchange pedagogical resources, educational ideas, and professional experiences with their colleagues. They also offer simplified lesson explanations to parents and provide sample tests with solutions to build up their professional competencies and ensure the success of the educational process.

From this perspective, our interest in investigating the role of Facebook educational pages in developing teachers' professional competence arose. This research sought to answer the following questions:

- What are the attitudes of primary school teachers in Skikda schools toward using Facebook educational pages?
- Are there statistically significant differences in the attitudes of primary school teachers attributable to gender?
- Are there statistically significant differences in the attitudes of primary school teachers related to the variable of years of teaching experience?
- Are there statistically significant differences in the attitudes of primary school teachers attributed to the variable of teaching subject?

First: Research Hypotheses

Based on the previous questions, the following hypotheses were addressed:

- There are positive attitudes among primary school teachers toward the use of educational pages on Facebook.
- There are statistically significant differences among teachers in their attitudes toward the use of educational pages on Facebook attributed to the variable of gender.
- There are statistically significant differences in their attitudes toward the use of educational pages on Facebook associated with the variable of teaching experience.
- There are statistically significant differences in their attitudes toward the use of educational pages on Facebook attributed to the variable of teaching subject.

Second: Significance of the Study

The significance of the study stems from several theoretical and practical aspects. It highlights the use of educational Facebook pages to enrich the educational process, draw on experiences, and achieve better communication between teachers and learners. This phenomenon is getting bigger in the educational community, mainly in light of the increasing reliance on digital media to hold up the educational process.

On the theoretical side, it contributes to enriching the educational ethics related to the use of social media and gives a framework for comprehending teachers' attitudes toward this phenomenon. On the practical level, the results can benefit decision-makers by providing indicators of teachers' improvement in digital education and use of platforms. It also opens a discussion with teachers about the patterns of using educational pages as professional educational means that enhances awareness of digital practices.

Third: Objectives of the Study

In light of the study problem and the formulation of its hypotheses, the study objectives were addressed as follows:

- To identify primary school teachers' attitudes toward educational Facebook pages as a tool maintaining the educational process.
- To reveal differences in attitudes based on gender, experience, and taught matter.
- To present proposals for improving the use of these platforms to serve the educational process.

Fourth: 4. Literature review

This research used a set of Arab studies owing to the lack of direct coverage of this topic in academic publications. These studies were organized in ascending chronological order, from oldest to newest, as follows:

1. Study by Moanis Adeeb, Dhiab, Hamadneh and Suzan Abdul Latif Al-Shawahin (2018) entitled "Mathematics Teachers' Attitudes Towards the Use of Social Networking Sites, Facebook as a Model." The research aimed to make out mathematics teachers' attitudes toward the use of Facebook in education according to the variables of gender, academic qualification, and years of

experience. The two researchers depended on the descriptive approach, and a sample of 100 male and female teachers was selected. A 20-item instrument was developed to measure attitudes toward e-learning to check its validity and dependability. The study accomplished several results, the most significant of which were: that the trends were positive and showed no statistically significant differences at the significance level of 0.5 allocated to the variable of academic qualification and years of experience. The research reached a number of recommendations, including providing specialists in technical journals and the Internet to help teachers practice e-learning competencies. (Moanis & Suzan, 2017)

2. Soumaya Al-Taher's study (2019). She conducted an experimental study in Algeria to measure the impact of using educational pages on Facebook on pupils' interaction. The results showed that these pages helped raise interaction and academic attainment, especially if the content was designed in an attractive and interactive way. It also highlighted the importance of training teachers in digital content management skills. (Gonan, 2021)
3. Abdel Aziz's study (2020). Abdel Aziz's study shed light on primary school teachers in Egypt and aimed to measure the extent of their use of educational pages on Facebook. It adopted a descriptive approach and an electronic questionnaire distributed to a sample of teachers to bring together information. The results revealed that approximately 68% of teachers use Facebook for educational purposes, predominantly for sharing worksheets, videos, and interactive activities with students. The effect of years of experience and specialization on the degree of use was also noticed.
4. Ahmed Mohammed Qiran Al-Zahrani's study (2021), "The attitudes of public education teachers in Saudi Arabia toward social media as sources of news and information." This research intended to understand the attitudes of public education teachers in Saudi Arabia toward social media, the extent to which they access information through it, and the extent to which they take profit from its content in the educational process. This study is a descriptive survey study. The study was administered to a sample of 450 individuals. The results pointed the existence of statistically significant correlations between the extent of the respondents' contact to Facebook and its influence on their job performance and their attitudes toward its educational goals. Furthermore, the more constructive their attitudes toward its educational purposes, the greater their level of interest in their publications. (Ahmed, 2021)

Fifth: Commentary on Previous Studies

When analyzing the preceding studies linked to teachers' attitudes toward using educational pages on Facebook, it is noted that these studies have made a significant input to framing the phenomenon from multiple perspectives and have contributed to constructing a knowledge base that paves the way for the present research. The studies are distinguished by their geographical and methodological diversity, which gives them a rich theoretical and practical background. For example, Abdel Aziz's (2020) study

dealt with the actual use of educational pages by primary school teachers, which gives this study an extraordinary weight due to its direct connection to the current research topic.

The reliance of some studies on the experimental approach, such as Soumaya Al-Taher's (2019) study, adds an extra scientific dimension, namely, checking the real impact of using educational pages on interaction and accomplishment, rather than simply monitoring trends or opinions. In contrast, other studies, such as Hamadnah and Al-Shawahin's (2018) study, met point on measuring mathematics teachers' attitudes toward using Facebook relying on demographic variables. This can be used to design measurement tools or analyze the factors impacting attitudes.

It comes clear from the review of previous studies that a noteworthy percentage of teachers expressed positive satisfactions and a supportive attitude toward using educational pages on social media platforms, in addition to the use of modern technological means in educational practices. This reflects an increasing professional awareness of the significance of employing digital media to enhance pedagogical practices. Through this study, we endeavored to arrive at a diagnosis of the topic and obtain some scientific references that took part to shaping the research idea, as well as choosing an appropriate methodology for the study.

Sixth: Operational Definitions of Study Variables

1. Attitude

Linguistically, it is similar to be inspired from the verb "to behave", behavior "to intend" or "to approach." (Messsaoud, 1990, p. 28) It is defined in the Dictionary of Social Science Terminology as a state of readiness or psychological preparedness, through which a person's experience is organized and has a guiding effect on his various responses to all the topics he faces (Ahmed, 2021).

It can be operationally defined as the set of opinions, perceptions, and attitudes, whether positive or negative, held by primary school teachers in the municipality of Es-sebt looking upon the use of educational Facebook pages as a tool to support the educational process. This is the result of their experiences, which may be attributed to gender, experience, or the subject taught, as measured by their answers to the attitude scale used in our study.

2. Primary School Teachers

They are the teachers who supervise the teaching of primary school pupils in the municipality of Es-sebt. They are appointed by the Ministry of National Education at various ranks (primary school principal teacher, primary school training teacher, primary school teacher). They teach Arabic, French, English, and physical education.

3. Facebook Educational Pages

Interactive numerical spaces created by primary school teachers or educational institutions used to publish educational content (lessons, exercises, educational videos, sample tests, etc.) with the purpose of exchanging knowledge, experiences, and educational practices and making easy communication

between teachers and learners or among teachers themselves, using text, images, videos, and audio.

4. Facebook

"Facebook" refers to an electronic social network used as an educational instrument by primary school teachers by creating or following educational pages used to publish educational content, exchange activities, provide resources, and stimulate interaction between teachers and learners or among teachers themselves.

5. Professional Competence

It is an incorporated set of educational knowledge, teaching skills, and professional attitudes that primary school teachers effectively make use of in lesson planning, organizing classroom activities, managing classroom learning, and assessing pupils achievement. This ensures the attainment of educational objectives and the development of learners' basic competencies.

6. Educational Process

It is the set of planned activities and experiences implemented by primary school teachers within the school or via digital media, such as educational Facebook pages, with the aim of arriving at educational goals and developing pupils' cognitive and social skills.

Seventh: Methodological Procedures

1. Areas of Study

Spatial Scope: The study was conducted in a range of primary schools in the city of Skikda.

Human Scope: Primary school teachers at schools in the city, at various ranks.

Time Scope: This study was conducted virtually on primary school teachers during the academic year 2024-2025.

2. Research Methodology

We adopted the descriptive approach, which stands on studying the phenomenon as it exists in reality and describes it quantitatively and qualitatively (Adnan, Obaidan, & Adwan, 2010). This approach is one of the most commonly used approaches in the social sciences and is compatible with the nature of our topic, which focuses on the attitudes of primary school teachers toward the use of educational pages on Facebook.

It is defined by Obaidat et al. as: "The method concerned with studying reality or a phenomenon as it exists in reality, describing it truthfully and expressing it quantitatively or qualitatively. It is dealt with describing the circumstances and relationships existing between facts. In other words, its function is not limited to collecting data, but extends to classifying, analyzing, and interpreting it" (Al-Halal, 2018).

3. The Sample

In our paper, we relied on a purposive sample, which is defined as a type of non-probability sampling, where individuals are chosen relying on specific features

they possess that make them suitable to answer the research questions. They are viewed as representing the cases most pertinent to the topic under study" (Al-Halal, 2018).

We selected a group of teachers from primary schools in the city of Skikda who are actively using educational Facebook pages, owing to their connection to the research topic and their capability to provide accurate data about their attitudes and experiences in this field. The sample size was 50 teachers.

Eighth: Statistical Methods Used in the Study

In this study, we focused primarily on the Statistical Package for the Social Sciences (SPSS. V27) to process and analyze the data collected through the study tools. The following is a presentation of the descriptive and inferential statistical methods used in handing out the data for this study:

Percentages and Frequencies: These were used to determine the frequency of categories of a variable and to describe the study sample.

- **Arithmetic Mean:** This is the average of a set of values, or the sum of the values studied divided by their number. This is performed to identify the average of the respondents' answers to the questionnaire and compare them to the hypothetical mean estimated at (1.5), as the scoring ranges from (01) to (03). The mean helps in arranging statements according to their highest value.

Standard Deviation: This is used to identify the extent of deviation of study participants' responses toward each item or dimension, and to ensure the validity of the model for testing hypotheses. It shows the dispersion in study participants' responses. The closer its value is to zero, the more concentrated and undispersed the responses are, making the results more dependable and of higher quality. It also facilitates in ranking statements or phrases in favor of the least dispersed when the measured arithmetic mean is equal.

- **One-Sample T-Test:** This test is used to categorize the level of attitudes toward using educational pages on the Facebook platform.
- **Two-Independent Sample T-Test:** This test is used to compare the means of two independent samples. It aims to precise whether there are statistically significant differences between the means of the two groups.
- **One-Way Analysis of Variance:** The purpose of this test is to determine whether there are statistically significant differences between three or more groups.

1. Questionnaire Design

We used the questionnaire as the primary tool for data collection, and divided it as follows:

Section One: Includes personal data

Section Two: The variable of using educational pages on Facebook, which comprises two axes, which can be explained as follows:

Axis One: consists of statements related to the axis of teaching classroom activities.

Axis Two: Includes statements linked to the axis of enhancing the pedagogical experience.

The questionnaire statements were associated with a three-point Likert scale, through which sample members express their degree of agreement (positive attitude and opinion of the sample members), disagreement (negative attitude and opinion of the sample members), or neutrality (neutral attitude) for each questionnaire statement, within three levels, as follows:

Table (1)

Three-Point Likert Scale Scores

Agree	Neutral	Disagree
3	2	1

Prepared by the researcher

To precise the levels of agreement, we used the following statistical tools:

- Arithmetic mean to categorize and compare the average answers of the respondents to the scale statements.
- Standard deviation: This indicates the dispersion of the study participants' responses. The closer its value is to zero, the more concentrated the responses are around the arithmetic mean and not dispersed.
- Range: This determines the length of the category = (Highest score (strongly agree) - Lowest score (strongly disagree)) / Number of levels. This is to determine the respondents' attitudes toward each statement: whether they agree very strongly, agree somewhat, agree slightly, or agree very little.

To Determine the category length using the range $(3-1)/3 = 0.8$, which gives the following ranges:

Table (2)

Domains of the Three-Point Likert Scale

Arithmetic mean range	Likert scale (from 1 to 3)	Degree of agreement
[1.00 – 1.67]	Disagree	low score
[1.68 – 2.33]	Neutral	medium score
[2.34 – 3.00]	Agree	high score

Prepared by the researcher

2. Psychometric Properties of the Study Tool:

- Internal consistency validity:

Table (3)

Internal Consistency Validity for the Classroom Activities Teaching Axis

Phrase number	Correlation coefficient	Phrase number	Correlation coefficient
Statement 1	0.498**	Statement 6	0.576**
Statement 2	0.706**	Statement 7	0.644**
Statement 3	0.569**	Statement 8	0.521**
Statement 4	0.532**	Statement 9	0.530**
Statement 5	0.613**	Statement 10	0.660**

Prepared by the researcher

From the above mentioned table, we develop out that the Pearson correlation coefficients between each axis statement and the total score for the axis are statistically significant, as the SIG value (significance level) is less than the 0.05 significance level. Therefore, the classroom activities teaching axis statements are considered valid for what they were designed to measure.

Table (4)

Internal Consistency Validity of the Pedagogical Experience Supporting Axis

Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient
Statement 1	0.656**	Statement 6	0.716**
Statement 2	0.776**	Statement 7	0.794**
Statement 3	0.605**	Statement 8	0.744**
Statement 4	0.640**	Statement 9	0.706**
Statement 5	0.614**	Statement 10	0.727**

Prepared by the researcher based on SPSS outputs.V 27

From the table above, we find that the Pearson Correlation coefficients between each axis statement and the total score for the axis are statistically significant, as the SIG value (significance level) is less than the 0.05 significance level. Consequently, the pedagogical experience supporting axis statements are considered valid for what they were designed to measure.

Questionnaire Reliability:

Table (5)

The value of Cronbach's Alpha for the Questionnaire Axes.

Questionnaire axes	number of statements	Cronbach's Alpha coefficient
Teaching classroom activities	10	0.779
Reinforcing pedagogical experience	10	0.875

Prepared by the researcher based on SPSS outputs V. 27

From the above mentioned table, we find that the Cronbach's Alpha coefficient has high values across all questionnaire axes and is greater than the minimum of 0.7, showing the dependability of the study tool. It is worth mentioning that the closer the Cronbach's Alpha coefficient is to 01, the higher the reliability value.

3. Characteristics of the Study Sample:

Table (6)

Distribution of the Study Sample Individuals According to Their Personal Data

Personal Data	Frequency	Percentage %	Personal Data
Gender	Male	11	22
	Female	39	78
	Total	50	100
Professional Experience	1 to 5 years	25	50
	5-10 years	16	32
	More than 10 years	9	18
	Total	50	100
Academic Qualification	Bachelor's degree	24	48
	Master's degree	16	32
	Magister or Doctorate degree	10	20
	Total	50	100
Professional Status	Permanent	32	64
	Trainee	9	18
	Contracted	9	18
	Total	50	100
Assigned Subject	Arabic Language	35	70
	Physical Education	6	12
	Foreign Language	9	18
	Total	50	100

Prepared by the researcher based on the outputs of the SPSS program V. 27

This table shows the demographic and professional characteristics of the study sample of (50) individuals. It demonstrates a higher percentage of females (78%) compared to (22%) males, reflecting that the teaching profession at the primary level is dominated by women. In terms of professional experience, it was found that nearly half of the sample (50%) had professional experience ranging between one and five years, while (32%) had experience of (5-10) years. Those with more than (10) years of experience represented (18%), reflecting the variety of experience levels within the sample and enabling comparison between different categories.

The data also indicated that the mass of the sample members held a bachelor's degree (48%), followed by those who held a master's degree (32%), while only (20%) had a magister's or doctoral degree. This shows that most of the teachers in the sample were undergraduate graduates. In terms of professional status, it was found that the majority were permanent employees (64%), while the percentage of trainees and contractors arrived at (18%) for each category, which indicates a relative stability in the professional status of the sample

The table also indicates that most of the sample members teach Arabic at a rate of (70%), followed by foreign language teachers at a rate of (18%), then physical education at a rate of (12%), which reflects the greater focus on Arabic in primary education. Regarding these characteristics, it can be said that the study sample represents a diverse composition in terms of gender, experience, academic qualification, professional status and the subject assigned to it, which enhances the reliability of the results and provides a good basis for extracting pointers about the subject of the study.

Ninth: Presentation and Discussion of Results

Presentation and Analysis of Sample Responses to Questionnaire statements related to: The Role of Educational Pages on the Facebook Platform in Developing Teachers' Professional Competencies: A Study of the attitudes of a Sample of Primary School Teachers in Skikda department.

1. Teaching Classroom Activities Axis

Table (7)

Results of Analysis of Sample Responses to Questions Related to:

Teaching Classroom Activities Axis

N°	Expression	arithmetic Mean	Standard Deviation	Score Evaluation
01	Facebook educational pages help me prepare lessons.	2.7800	0.50669	High score
02	Facebook educational pages help me tackle the intensity of lessons.	2.6000	0.60609	High score
03	Facebook educational pages help me organize lesson elements.	2.4200	0.78480	High score
04	Facebook educational pages help me deal with lesson difficulties.	2.6200	0.69664	High score
05	Facebook educational pages help me deal with the large number of students in the class.	2.1200	0.89534	Average score
06	Facebook educational pages help me learn about modern assessment and evaluation techniques.	2.6600	0.65807	High score
07	Facebook educational pages help me organize lesson notes and daily lesson notebook.	2.4600	0.78792	High score
08	Educational Facebook pages help me formulate homework and examination questions.	2.2800	0.92670	High score
09	Educational Facebook pages help me provide innovative ideas for classroom activities.	2.7200	0.64015	High score
10	Educational Facebook pages help me provide information I can't find in the education guide or references.	2.4400	0.81215	High score
	Level of classroom activity instruction according to the sample members' perspectives	2.5100	0.42917	High score

Prepared by the researcher based on SPSS outputs V. 27

The results of this table indicate that the sample individuals expressed a high assessment of the significance of educational Facebook pages in reinforcing them within the class with regard to teaching classroom activities. The greater part of the arithmetic means

ranged between (2.12) and (2.78), which reflects the existence of a high degree of benefit except one statement that had an average score. It is clear that educational pages take part significantly to assisting teachers prepare lessons better, deal with the density of the educational content and the arrangement of its elements, as well as to address some of the difficulties related to the lesson through the exchange of experiences and strategies published by teachers through these pages. The results also indicated that these pages facilitate in categorizing modern methods of assessment and evaluation, organizing daily notes and pedagogical notebooks, as well as formulating questions for tests and examinations, although to a lesser extent compared to the other dimensions. As for the ability to deal with the huge number of pupils in the class, it received an average score, which reflects that this aspect still represents a challenge that educational pages on Facebook cannot sufficiently address, given that it is linked to organizational and administrative abilities within the educational institution more than it is associated with the exchange of information via virtual space. The results also demonstrates that these pages play a role in offering alternative sources of information not available in official education guides, which opens the doors for the teacher to search for innovative ways to present classroom activities. Overall, the average axis as a whole reached (2.51) with a high score, which shows that educational pages on Facebook have become a tool. Effective support for teachers in teaching classroom activities and developing their educational performance within the classroom.

2. Axis of Enhancing Pedagogical Experience

Table (8)

Results of Analyzing Sample Individuals' Responses to Statements Related to the
 Axis: Strengthening Pedagogical Experience

N°	Expression	arithmetic Mean	Standard Deviation	Score Evaluation
01	Facebook educational pages help me deal with some psychological cases among pupils.	2.5800	0.64175	High score
02	Facebook educational pages help me deal with primary school sensitivity.	2.5400	0.70595	High score
03	Facebook educational pages help me deal with final-class pupils.	2.3400	0.82338	High score
04	Facebook educational pages help me deal with differences in pupils levels in the class.	2.2600	0.80331	
05	Facebook educational pages help me use new educational methods.	2.7400	0.56460	High score
06	Facebook educational pages help me exchange experiences with colleagues.	2.5600	0.76024	High score
07	Facebook educational pages help me create some recreational activities accompanying the class.	2.8400	0.46773	High score

08	Educational Facebook pages help me learn about international educational experiences.	2.7600	0.62466	High score
09	Educational Facebook pages help me enhance communication and coordination with the institution's administration.	2.3800	0.75295	High score
10	Educational Facebook pages help me follow the results of educational forums and seminars.	2.6600	0.68839	High score
	Level of enhancing the pedagogical experience according to the sample individuals' perspectives.	2.5660	0.47407	High score

Prepared by the researcher based on SPSS outputs V. 27

The results of Table (8) reveal the sample individuals' consciousness of the significant role that educational Facebook pages play in strengthening their pedagogical experiences, with arithmetic means ranging between (2.26) and (2.84) where most of the values appearing at a high level, which indicates the significant profit of teachers from the resources and content provided by these pages. It is clear that the most prominent aspects of benefit were represented in the innovation of recreational activities accompanying the class with an average of (2.84), which is the highest value, pointing that these pages help provide the teacher with applicable ideas to activate lessons and add an interactive character within the class. Their impact also appeared prominently in the field of getting in touch with global educational experiences and investing in new educational methods, which reflects the teachers' openness to diverse experiences that contribute to developing their performance and expanding their educational awareness. On the other hand, it became evident that educational pages provide the teacher with important opportunities to exchange experiences with colleagues and follow up on the results of educational forums and seminars, in addition to supporting means of communication with the institution's administration, which contributes to reinforcing the cooperative dimension within the school environment. As for the statement related to methods of tackling the difference in the level of students in the class, it came with the lowest average of (2.26), which signifies the limited role of these pages in addressing individual variation among students because it requires more in-depth pedagogical practices and direct experiences that are difficult to transfer or compensate for only through virtual content. Despite that, The overall average for the axis arrived at (2,566) with a high score, which proves that educational pages on the Facebook platform are a rich and supportive source for strengthening the teacher's pedagogical experience through the diverse content they offer which combines cognitive and practical aspects.

Tenth: Testing the Study's Hypotheses

1. Hypothesis One

There are positive attitudes toward using educational pages on Facebook.

Table (9)

Demonstrating the results of the first hypothesis

Hypothetical mean	Sample mean	Test value	Significance level
1.5	2.5380	17.568	0.000

Prepared by the researcher based on the outputs of the SPSS program V. 27

The results of Table (9) for testing the first hypothesis demonstrate positive attitudes toward using educational pages on Facebook. The average response of the sample individuals was (2.5380), which is significantly higher than the hypothetical mean (1.5). The test value also arrived at (17.568) at a significance level of (0.000), which confirms the reliability of the statistical differences in favor of the sample mean. That is, the differences did not arise randomly, but rather reflect a real attitude among the sample individuals. This indicates that the sample individuals recognize the importance of these pages in strengthening their educational and pedagogical performance and developing their teaching practices. The results are also consistent with what has been developed out. In analyzing the previous axes, which focused on the significant benefits of these pages, whether in teaching classroom activities or in reinforcing pedagogical experience, the first hypothesis has been confirmed in the field, demonstrating that Facebook, as an informal educational platform, has become an efficient and influential space in the educational process by providing diverse content and supporting professional interaction among teachers.

2. Hypothesis Two

There are statistically significant differences in attitudes toward the use of educational pages linked to the gender variable.

Table (10)

The Results of the Second Hypothesis

Motivation level by gender	Number	Arithmetic mean	T-test value	Significance level
Males	11	2.2773	-2.462	0.017
Females	39	2.6115		

Prepared by the researcher based on SPSS outputs V. 27

The results of Table (10) linked to checking the second hypothesis indicate the presence of statistically significant differences in attitudes toward using educational pages on the

Facebook platform assigned to the gender variable. The mean for males was (2.2773) compared to (2.6115) for females. The value of the "t" test was (-2.462) at a significance level of (0.017), which is less than (0.05). This proves that the differences between the two means are statistically significant in favor of females. This means that female teachers showed a more positive attitude toward using educational pages compared to their male colleagues. This can be clarified by the fact that females often show a greater tendency to adopt modern teaching and research strategies additional resources to hold up their practical experience. It may also be associated with their desire to improve pedagogical performance and develop teaching methods that are aligned with the specific needs of primary school pupils.

Males, on the other hand, may rely more on their previous experiences or traditional sources to prepare lessons. Regarding these results, it can be said that the second hypothesis has been confirmed in the field, as the results indicated that gender plays a role in fixing the level of attitudes toward using educational Facebook pages, with a clear advantage for females.

3. Hypothesis Three

There are statistically significant differences in attitudes toward using educational pages attributed to the variable of years of teaching experience.

Table (11)

The Results of the Third Hypothesis

Sum of squares	Degrees of freedom (df)	Mean square	F value	Significance (Sig.)
9.615	20	0.481	0.724	0.772
19.265	29	0.664		
28.880	49			

Prepared by the researcher based on SPSS outputs V. 27

The results of Table (11) for testing the third hypothesis show no statistically significant differences in attitudes toward using educational pages on Facebook attributable to the variable of years of teaching experience. The F value reached (0.724) at a significance level of (0.772), which is greater than (0.05). This means that the differences between the averages are not significant and may be owing to random factors and are not related to the number of years of experience. This indicates that all sample individuals, whether with extensive or limited experience, have similar attitudes toward using educational pages. This reflects that social media platforms, involving educational pages on Facebook, have become a popular tool. It is attractive to all categories of teachers, regardless of their professional experience, as they all seek to invest its content to build up their classroom and pedagogical practices. The deficiency of differences can also be explained by the fact that these platforms provide a unified virtual space for accessing educational resources and educational experiences, which decreases the influence of

practical experience in determining the degree of attitude toward their use. Accordingly, the third hypothesis was not confirmed in the field, as the results demonstrated that the variable of years of experience does not affect teachers' attitudes toward using educational pages on Facebook.

4. Hypothesis Four

There are statistically significant differences in attitudes toward using educational pages attributable to the variable of teaching subject.

Table (12)

The Results of the Fourth Hypothesis

Sum of squares	Degrees of freedom (df)	Mean square	F value	Significance (Sig.)
11.419	20	0.571	0.869	0.622
19.061	29	0.657		
30.480	49			

Prepared by the researcher based on SPSS outputs V. 27

The results of Table (12) for testing the fourth hypothesis show no statistically significant differences in attitudes toward using educational pages on Facebook attributable to the teaching subject variable. The F value reached (0.869) at a significance level of (0.622), which is greater than (0.05). This means that the differences between the group means are insignificant and are owing to statistical chance and not to the impact of the teaching subject factor. This indicates that teachers of different specialties, whether they teach scientific, literary, or other subjects, adopt a similar approach toward using educational pages on Facebook. This reflects that these pages have become a shared space that offers diverse educational content that is not limited to a specific subject but rather covers multiple fields, which makes all teachers find in them a source to reinforce their classroom and pedagogical practices. The absence of differences can also be explained by the fact that the nature of educational challenges within the class is almost similar across different subjects, which prompts all teachers to invest in virtual resources to almost the same degree. Accordingly, the fourth hypothesis was not proved in the field, as the results confirmed that the variable of teaching subject does not affect teachers' attitudes towards using educational pages on Facebook.

Conclusion:

Professional competencies of teachers constitute one of the functional pillars of the success of the educational process, giving them the means to perform their teaching and pedagogical roles efficiently and effectively (Issa & Kamel, 2023). In light of technological developments and the growing use of social media, educational pages on Facebook have emerged as an interactive space that supplies teachers with multiple opportunities for self-learning, exchange of experiences, and access to pedagogical developments.

Regarding this context, this study aims to explore the attitudes of primary school teachers in the city of Skikda toward the use of these pages and the extent to which they take part to developing their professional competencies. The field results demonstrated that primary school teachers in Skikda adopt positive attitudes toward using educational pages on Facebook, which confirms their awareness of the value of this virtual space as a parallel tool for continuous training, especially in terms of exchanging educational resources and classroom experiences. The results also revealed statistically significant differences attributable to gender in these attitudes, while no effect was reached for the variable of teaching experience or the subject taught. This means that openness to educational digital resources on Facebook has become a common feature among teachers of various levels of experience and specialties, with some variations linked to social factors. Therefore, it can be said that educational Facebook pages have become a complementary and effective resource in enhancing teachers' professional competencies, which calls for their systematic investment so as to reinforce the quality of education. Considering these results, we suggest what follows:

- Encourage the production of quality educational content by inspectors and educational experts, ensuring the credibility and appropriateness of available resources.
- Develop critical awareness among teachers when treating digital resources through training in checking and selection skills (A, 2019).
- Integrate educational pages into official strategies for teacher professional improvement, in accordance with the Ministry of Education's policy.
- Expand the scope of pedagogical research toward studies of the impact of this digital deployment on the performance of both teachers and learners at diverse educational levels.

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