

**THE USE OF SOCIAL NETWORKING SITES IN THE  
TRANSITION TO DIGITAL EDUCATION IN THE PUBLIC  
AUTHORITY FOR APPLIED EDUCATION AND  
TRAINING IN THE STATE OF KUWAIT**

**Sanaa A. S. Al-Olayan**

Public Authority for Applied Education and Training, Kuwait

**ABSTRACT**

The study aimed to identify social networking sites and the possibility of using them in the development of training from the point of view of trainers in the Authority, and to reveal the challenges facing training parties in the training process in exploiting the possibilities of training in social networking sites. The study sample consisted of (53) trainers in the Authority. The study relied on the questionnaire to collect the study data. It also relied on the descriptive method.

The study reached the following results: Weak culture of communication between trainers and each other through social networking sites to exchange experiences and ideas and cooperation in solving problems related to training. Weak use of social media tools such as video training sites, training pictures and hyperlinks. Frequent reliance on the traditional training system. Weak financial allocations for the purchase of modern equipment and technology used in training.

**Keywords:** Use - Social Networking Sites - Transition - Digital Education – Kuwait.

**INTRODUCTION**

In light of the acceleration of knowledge in the world today, and technological development, which is struggling with different types of institutions to benefit from this development to benefit from the advantages of

this technology in the spread of knowledge at the lowest cost in time and effort to be used in the development of business and improve, including educational institutions that are the biggest beneficiary of that technology.

The independent and decentralized technological revolution has demonstrated a new dimension in improving the performance of institutions compared to traditional methods, including training institutions that have used the Internet to benefit from it in training processes, which have transformed both the trainer and the trainee into an active participant in the formation of the system. Training that aims to get the most out with the least effort, the fastest time and the lowest cost.

The State of Kuwait, as one of the societies of the contemporary world, has not been far from this revolution, it has been witnessing for many decades a great turnout in the field of transformation into a technical society, based on the benefits of communication technology in particular and modern technology in general in all fields, to keep pace with the information age It was imposed on everyone, so that it would not find itself isolated from the rest of the world.

Although the Public Authority for Applied Education and Training has many roles to develop the training process, it relies mostly on traditional training systems, which are not in line with modern methods of training, which mostly rely on the Internet and social networking sites. (Ali, 2017)

The proportion of Internet users worldwide is increasing rapidly, that the number of Internet users globally in (2019) was: (Digital, 2019)

- Increased number of mobile phone users to (5.11) billion users, an increase of (100) million (2%) over the year (2018).
- Internet users increased to 4.39 billion in 2019, an increase of 366 million users over 2018.
- Social media users increased to 3.48 billion in (2019).
- The number of social media users (3.26) billion people on mobile devices in (2019).

### **STUDY PROBLEM**

Social networking sites and their applications on the Internet are one of the innovations used in training operations directed to students around the world, and what has proved successful in many developed countries, which is the aim of the researcher to apply this experience in the transformation of the Public Authority for Applied Education and Training in the State of Kuwait from the traditional system in Training to a digital training system based on social media Information technology in order to raise the level of knowledge.

The problem of the study is summarized in the following questions:

- 1- What are the social networking sites and the possibility of using them in the development of training from the perspective of trainers in the Public Authority for Applied Education and Training in the State of Kuwait?

- 2- What are the advantages and disadvantages of social networking sites and their role in the service of the training process at the Public Authority for Applied Education and Training in the State of Kuwait?
- 3- What are the applications of social networking sites and the benefit of their use in achieving the training objectives of both the trainer and the trainee?
- 4- What are the benefits of employing the parties of the training process for social networking sites in the field of training?
- 5- What are the challenges faced by the parties in the training process in exploiting the training possibilities of social sites in the field of training?

#### **OBJECTIVES OF THE STUDY**

- 1- Identify social networking sites and the possibility of using them in the development of training from the perspective of trainers at the Public Authority for Applied Education and Training in the State of Kuwait.
- 2- Identify the advantages and disadvantages of social networking sites and their role in the service of the training process at the Public Authority for Applied Education and Training in the State of Kuwait.
- 3- Identify the applications of social networking sites and the benefits of using them in achieving the training objectives of both the trainer and the trainee.
- 4- Identify the benefits of investment parties of the training process of social networking sites in the field of training.

- 5- Identify the challenges facing the parties in the training process in exploiting the training possibilities of social sites in the field of training.

### **APPROACH OF THE STUDY**

In order to achieve its objectives, the study uses the descriptive method by which a phenomenon is described to reach its causes and the factors that control it and draw conclusions in order to collect, organize and analyze data. (Mashhadani, 2017)

### **LIMITS OF THE STUDY**

The study population consists of (25) trainers and (50) trainees at the Public Authority for Applied Education and Training in Kuwait.

**Study tool:** The study used the questionnaire as a tool to collect data from the research sample, and consisted of two sections: the first section contains demographic data, and the second section contains three axes: are the use of social networking sites in education, the expected benefits of using them, and their impact on training, and the obstacles facing the parties to the process Training.

#### **Theoretical Framework:**

- 1) The beginning of social networking sites: Social networking sites began to appear in the late nineties of the last century, and the aim was to communicate between classmates and each other, where they showed those profiles of users. (Saqib, 2016)

In the second phase, a number of web applications were developed (such as blogs, sharing sites, multimedia, etc.), which focused on the development of virtual clusters and focused largely on interaction, integration and collaboration. This phase was mainly related to the development of web services. The stage of social networking sites. (Kawaljeet *et al.*, 2018)

However, the real birth of social networking sites was at the beginning of 2002, where the emergence of Friends, which achieved great success and in the second half of the same year, and in France appeared (SkaRock) as a blogging platform and then fully transformed into a social network in 2007, and the beginning of 2005 The famous MySpace site, which is considered one of the first and largest social sites in the world, and with the competition of the famous Facebook, which began to spread in parallel with MySpace until Facebook in 2007 enabled the creation of applications for developers, which led to a significant increase in the number of Facebook users. Also Twitter and YouTube To continue the phenomenon of social networking sites in the diversity and evolution. (Xie, *et al.*, 2015)

2) **Concept of Social Media:** The concept of social media is the term given to a group of web sites that allow communication between individuals in a virtual community environment that brings them together by group of interest or affiliation sites between them. (Zhao, 2016)

Social networking sites are defined as a process of communicating with others (relatives, friends, ...) through electronic sites and services that provide

speed of delivery of information on a large scale. To share information instantly over the Internet. (Trisha, 2012)

The main idea of social sites is to collect the data of the subscribers in the site and this data is published publicly so that members with common interests who are looking for files, pictures or other any effective sites that facilitate social life between a group of knowledgeable and friends, and enable them to communicate visual And exchange of images and other possibilities that consolidate the social relationship between them. (Shabnoor, 2016)

3) **Types of social networking sites:** Social networking sites can be divided according to the purpose of their establishment or the service provided to the following types:

A) The sites are divided according to usage and interest into three types: (Petter, 2011)

- Personal sites: Sites that are used by a group of specific individuals that enables them to socialize and make friends.
- Cultural sites: Specializes in a particular art and brings together those interested in a particular subject or science.
- Professional sites: Interested and brings together similar professionals to create an effective learning and training environment.

B) Sites are divided according to the services and the way of communication into three types: (Petter, 2009)

- Sites that allow written communication.

- Sites that allow voice communication.
  - Sites that allow visual communication.
- C) Divided according to the nature of social sites into three types: (Kaitlyn, *et al.*, 2019)
- Blogging: Web pages on the Internet with entries dated and chronological ascending order used to publish, receive and interact with news, whether personal or public news.
  - Wikipedia: The free multilingual text site includes projects in more than 280 languages to create free, accurate, integrated and diverse encyclopedias that everyone can contribute to editing.
- D) There is another division, which divides social sites into two parts: (Kaitlyn, *et al.*, 2019)
- Private internal sites: It consists of a group of people representing a closed or private community representing individuals within a company or group or within an educational institution or organization and controls the invitation to these people only and not other people to enter the site and participate in its activities of taking files and exchanging views and attend meetings and engage in direct discussions and others Of activities.
  - General external sites: These sites are available to all Internet users, but are specifically designed to attract users to the network and allow users to participate in its activities by simply registering the site and presenting himself to the site, such as Facebook.

- 4) **The role of social media in the education sector:** Social networking sites are not only virtual spaces for meeting new friends and communication is important to know what is happening around the world, but is a learning tool with great features if used effectively as well as an important source of information, and can be used by trainers to improve communication with learners in effective activities Different from traditional teaching methods, it is these uses: (Manuela, 2019)
- Review books and research collaboratively: Trainees and trainers can review and follow up research together by sending it to trainees in the same specialty for review, as well as the instructor.
  - Follow up on new training: The instructor can instruct the trainees to search for the latest developments in the subject area, thus keeping the students relevant to the new information in the specialization.
  - Questionnaire: It is used by the trainer as an effective learning tool and to increase communication between the trainees on site.
  - Educational games: They can be used to improve training by employing e-learning games in the training process.
  - Multiple sources of information for trainees: Especially trainees where they can practice in their specialty through access to information and new knowledge and application and consistent with their specialization.
  - Use multimedia: The trainer can use the video or images and send them to the trainees to facilitate the training process.

5) **Employ social networking sites in education:** Social networking sites have spread recently, because of the interaction between the trainer and the trainee and encourage freedom of expression, and contribute to the promotion of innovation in the training process. (Commlab, 2019)

Social networking sites increase the opportunities for communication and communication outside the scope of training institutions, and breaks the time barrier, and eliminates many formalities within these institutions, and can communicate individually or in group with the trainer, and that communication earns the trainee other skills such as communication, communication, discussion and opinion, a very narrow space Inside the walls of the university. (Nagel, 2018)

**Field study:** This section contains the presentation and analysis of the questionnaire paragraphs and discuss the axes for each of the two research samples Represented by members of trainers and trainees.

1) Trainers Questionnaire:

(A) Demographic data:

**Table (1):** Study sample and characteristics

Variable		No	%
Gender	Male	21	40.4%
	Female	31	59.6%
Social status	Single	3	5.8%
	Married	49	94.2%
Qualification	BA	31	59.6%
	M.A.	15	28.8%
	Ph.D.	6	11.5%



The following table shows the following:

- The number of male respondents was (21) trained (40.4%), and the number of female respondents (31) trained (59.6%).
- The social status of the respondents was (3) single (5.8%) and (49) married (94.2%).
- The number of individuals with university qualification reached (31) trainees by percentage (59.6%), the number of holders of master's qualification (15) trainees by percentage (28.8%), and the number of holders of PhD (6) trainees by percentage (11.5%).

(B): Social sites used:

**Table (2):** Most used social sites

Social site	N	%
Facebook	14	26.9%
YouTube	13	25%
WhatsApp	10	19.23%
Twitter	9	17.30%
Google Plus	4	7.69%
Blogger	2	3.84%

The following table shows the following:

The order of using the sample of the social networking sites in the training process was as follows: The percentage of users of the site (Facebook) reached the highest rate (16.9%), and came in second place users of the site (YouTube) (25%), and came in third place The site (Whatsapp) by (19.32%) and came in fourth place (Twitter) which is (17.30%), and came in

fifth place (Google Plus) (7.69%), and came in sixth place (Blogger) by (3.84%).

2) Discuss the results of the questionnaire:

(A) The first axis: the possibility of investing social networking sites in the process of training and the benefits of that:

**Table (3):** Frequencies and percentages of trainers' responses to the first axis paragraphs

	Items	Agree		neutral		disagree		weight	Ranking
		N	%	N	%	N	%		
1	Social networking sites are low cost, fast and easy to use.	6	11.5	30	57.7	16	3.8	1.8	2
2	Social media sites are an instant and faster training tool in feedback.	12	23.1	21	40.4	19	36.5	1.86	1
3	It enables me to communicate with my colleagues in the specialty and experts, share ideas with them, ask questions and cooperate in solving problems.	9	17.3	17	32.7	26	50	1.67	5
4	Open channels for dialogue between trainers and trainees at the individual and group levels, ask questions and cooperate to solve training problems	10	19.2	16	3.8	26	50	1.69	4

	Items	Agree		neutral		disagree		weight	Ranking
		N	%	N	%	N	%		
	and make the training process positive.								
5	It enables me to introduce new methods of training such as video training, photo training or hypertext.	5	9.6	28	53.8	19	36.5	1.73	3
								1.75	

The above table shows that:

- Phrase (2) came in the first order and read: "Social media sites are an instant and faster training tool in feedback" with a relative weight (1.86)
- The phrase (1) came in the second order and read: "Social networking sites are low cost, fast and easy to use" with a relative weight (1.8)
- Phrase (5) came in the third order and read: "It enables me to introduce new methods of training such as video training, photo training or hypertext" with a relative weight (1.73)
- Phrase (4) came in the fourth order and reads: "open channels for dialogue between trainers and trainees at the individual and group levels, ask questions and cooperate to solve training problems and make the training process positive" with a relative weight (1.69)
- Phrase (3) is in the fifth order and reads: "It enables me to communicate with my colleagues in the specialty and experts, share ideas with them, ask questions and cooperate in solving problems" with a relative weight (1.67)

(B) The second axis: the role of social networking sites in education:

**Table (4):** Frequencies and percentages of the sample responses on the role of social networking sites in education

	Items	Agree		neutral		disagree		weight	Ranking
		N	%	N	%	N	%		
1	Enable the scientific forums to follow up on the latest in the field of specialization and review the sources and scientific research in training.	14	26.9	11	21.2	27	51.9	1.75	3
2	Help to send training materials in the form of multimedia to enhance the training process and expand the awareness of learners and encourage them to see the latest developments.	16	30.8	2	3.8	34	65.4	1.65	5
3	It helps to instill the ambition of the trainees and encourages them to use the scientific and technical culture that serves the training process.	14	26.9	13	25	25	48.1	1.78	2

**Continued table (4):**

4	Encourages trainees to participate with their information and images and move the training process from the stage of competition to the stage of integration.	12	23.1	13	25	27	51.9	1.71	4
5	Transforming the role of the trainer from the teleprompter to the role of the manager and supervisor of the educational process and interact with it.	8	15.4	27	51	17	32.7	1.82	1
								1.91	

The above table shows that:

- The phrase (5) came in the first order and read: "Transforming the role of the trainer from the teleprompter to the role of the manager and supervisor of the educational process and interact with it" with a relative weight (1.82).
- The phrase (3) came in the second order and read: "It helps to instill the ambition of the trainees and encourages them to use the scientific and technical culture that serves the training process" with a relative weight (1.78).

- The phrase (1) came in the third order and read: "Enable the scientific forums to follow up on the latest in the field of specialization and review the sources and scientific research in training" with a relative weight (1.75)
- The phrase (4) came in the fourth order and read: "Encourages trainees to participate with their information and images and move the training process from the stage of competition to the stage of integration" with a relative weight (1.71)
- Phrase (2) came in the fifth order and read: "Help to send training materials in the form of multimedia to enhance the training process and expand the awareness of learners and encourage them to see the latest developments" with a relative weight (1.65).

[C] Axis III: Obstacles to the use of social networking sites in training:

**Table (5):** Frequencies and percentages of responses to barriers to social media use in training

	Items	Agree		neutral		disagree		weight	Ranking
		N	%	N	%	N	%		
1	Negative view towards dealing with communication sites in the educational process.	10	19.2	16	30.8	26	50	1.69	4
2	The use of social sites frequently and for a long time to the so-called Internet addiction and then social isolation.	14	26.9	10	19.2	28	53.8	1.73	2
3	Trainees are disturbed by the presence of trainers on their personal pages and the resulting violation of personal rights.	15	28.8	10	19.2	27	51.9	1.76	1
4	Training environment does not encourage the use of social sites in the training process.	10	19.2	17	32.7	25	48.1	1.71	3
5	Some trainers resist the use of modern technology.	9	17.3	18	34.6	25	48.1	1.69	4
								1.71	

The above table shows that:

- The phrase (3) came in the first order and read: "Trainees are disturbed by the presence of trainers on their personal pages and the resulting violation of personal rights" with a relative weight (1.76).
- The phrase (2) came in the second order and read: "The use of social sites frequently and for a long time to the so-called Internet addiction and then social isolation" with a relative weight (1.73).
- Phrase (4) came in the third order and read: "Training environment does not encourage the use of social sites in the training process" with a relative weight (1.71)
- The phrase (5) came in the fourth order and read: "Some trainers resist the use of modern technology" relative weight (1.69)
- The phrase (1) came in the fourth order and read: "Negative view towards dealing with communication sites in the educational process" relative weight (1.69)

## **RESULTS**

In light of what the study has done to present the results of the study, the study concluded that there is a desire among trainers to use social networking sites in training where the most used sites are Facebook, followed by YouTube, WhatsApp, Twitter, Google Plus, and Blogger. This finding agreed with a study (Orij, 2019)

The sample of the trainers is considered to be one of the most important roles of social networking sites as it is an instant and fast training tool, it is characterized by low cost and ease of use, it is also characterized by the diversity of training tools such as training videos, images and hypertext, which is consistent with the study (David, *et al.*, 2019)

The responses of the study sample came from the trainers that the social networking sites have a role in transforming the trainer from the role of the initiator who offers training to the role of supervisor and supervisor of the distance learning process and interact with it by the technological tools provided by social media in training, which is consistent with the study (Nicola *et al.*, 2013)

As for the challenges of using social media sites in training processes, the reason was from the point of view of trainers in the negative perception of some towards dealing with social networking sites in the educational process, and some attributed the reason to the resistance of some trainers to use technology and this is due to some adherence to the traditional system, And the lack of acceptance of educational change, which requires the need to provide adequate training for those in charge of the educational process and develop their performance in the use of social networking sites and modern technology in training, which is consistent with the study (Kenneth, 2019)

### **RECOMMENDATION**

- 1) Recommendations on the possibility of using social media in the training process:
  - Strengthen the culture of communication between trainers and each other through social networking sites to exchange experiences and share ideas and cooperation in solving problems related to training.
  - Encourage trainers to use social media tools for training such as educational video sites, training pictures, and hyperlinks.
- 2) Recommendations on the role of social media in the training process:
  - Urge trainers to take advantage of social networking sites and the available tools that contribute to the development of the training process.
  - Urge trainers to rely on social media in the training process gradually to move from the traditional book-based system to the social-based system in training to develop the training process.
- 3) Recommendations related to the obstacles of using social media in the training process:
  - Training the trainers on the use of social networking sites and modern technology used in training.
  - Improving the training environment by developing devices and infrastructure using modern technology and social networking sites.
  - Provide material support for the purchase of modern equipment and technology used in the development of the training process.

## REFERENCES

- Orij, A.; Anikpo F. (2019): Social Media in Teaching-Learning Process: Investigation of the Use of Whatsapp in Teaching and Learning in University of Port Harcourt, *European Scientific Journal ESJ*, Vol. (15), No. (4), ISSN 1857-7431.
- Trisha, B. D. (2012): Effectiveness of Social Media as a tool of communication and its potential for technology enabled connections: A micro-level study, *International Journal of Scientific and Research Publications*, Vol. (2), Issue. (5), pp. 1-10.
- Commlab India. (2019): 5 Ways Social Media Can Enhance Your Online Training Strategy, <https://blog.commlabindia.com/elearning-design/social-media-enhance-learning> (19/11/2019)
- Digital (2019): Global Internet Use Accelerates, <https://wearesocial.com/blog/2019/01/digital-2019-global-internet-use-accelerates> (15/11/2019)
- Kaitlyn B.; Madeleine J. G.; Justin W. V.; Samuel E. E. and Marion K. U. (2019): Passive Social Networking Site Use and Well-Being: The Mediating Roles of Social Comparison and the Fear of Missing Out, *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, Vol. (13), No. (3).
- Kawaljeet K. K.; Tamilmani, R. K. and Nripendra P. (2018): Advances in Social Media Research: Past, Present and Future, *Information Systems Frontiers Journal*, Vol. (20), No. (3), pp. 531-558.
- Manuela W. (2019): Social Media in Education: Can They Improve The Learning?, *eLearning*, <https://elearningindustry.com/social-media-in-education-improve-learning> (20/11/2019)

- David M. R.; Franklin T. and Crompton H. (2019): Applying a modified technology acceptance model to qualitatively analyses the factors affecting micro blogging integration, *International Journal of Social Media and Interactive Learning Environments*, Vol. (6), No (2), <https://www.inderscience.com/info/inarticle.php?artid=102143> (12/10/2019)
- Nagel, T.; Remillard C.; Aucoin, R. and Takenishi A. (2018): Findings on Student Use of Social Media at the Collegiate, Undergraduate, and Graduate Levels: Implications for Post-Secondary Educators. *Journal of University Teaching and Learning Practice*. 15, [https://www.researchgate.net/publication/324226715\\_Findings\\_on\\_Student\\_Use\\_of\\_Social\\_Media\\_at\\_the\\_Collegiate\\_Undergraduate\\_and\\_Graduate\\_Levels\\_Implications\\_for\\_Post-Secondary\\_Educators](https://www.researchgate.net/publication/324226715_Findings_on_Student_Use_of_Social_Media_at_the_Collegiate_Undergraduate_and_Graduate_Levels_Implications_for_Post-Secondary_Educators) (17/11/2019)
- Ali N. (2017): *The Influence of Technology on the Academic and Social Lives of Students and Lecturers in Kuwaiti Higher Education (HE)*, Ph.D., University of Exeter, UK.
- Kenneth O. N. (2019): Integration of social media technologies and applications to serve as blended approaches to traditional teaching and learning method: a case study of South African universities, *International Journal of Social Media and Interactive Learning Environments*, Vol. (6), No. (2), <https://www.inderscience.com/info/inarticle.php?artid=102174> (17/11/2019)
- Petter B. B. (2009): Why People Use social Networking sites, *Online communities and social computing*, [https://www.researchgate.net/publication/221095501\\_Why\\_People\\_Use\\_Social\\_Networking\\_Sites](https://www.researchgate.net/publication/221095501_Why_People_Use_Social_Networking_Sites) (18/11/2019)
- Petter B. B. (2011): A Typology of Social Networking Sites Users, *International Journal of web based communities*, Vol. (7), No. (1), [https://www.researchgate.net/publication/220131874\\_A\\_typology\\_of\\_social\\_networking\\_sites\\_users](https://www.researchgate.net/publication/220131874_A_typology_of_social_networking_sites_users) (20/11/2019)

- Nicola R. L. and Erhan D. (2013): Undergraduates' Facebook use: evidence-based practice to implement social media in education, *International Journal of Social Media and Interactive Learning Environments*, Vol. (1), No. (4), [https:// www. inderscience.com/ info/ inarticle. php?artid=57463](https://www.inderscience.com/info/inarticle.php?artid=57463) (18/11/2019)
- Mashhadani S. S. (2017): *Research Methods*, University Book House, U.A.E.
- Shabnoor S. and Tajinder S. (2016): Social Media its Impact with Positive and Negative Aspects, *International Journal of Computer Applications Technology and Research* Vol. (5), No. (2), ISSN:- 2319–8656.
- Saqib S. (2016): The history of social networking, *Digital Trends*, [https:// www. digitaltrends. Com / features / the-history – of – social - networking/](https://www.digitaltrends.com/features/the-history-of-social-networking/) (19/11/2019)
- Xie K. and Lee Y. J. (2015): Social Media and brand Purchase: Quantifying the effect of exposures to earned and owned social media activities in a two-stage decision making model. *Journal of Management Information Systems*, Vol. (32), No. (2), pp. 204-238.
- Zhao L. D. and Connelly C. E. (2016): Sharing Knowledge in Social Q & A Sites: The Unintended Consequences of extrinsic motivation, *Journal of Management Information Systems*, Vol. (1), pp. 70-100.

## استخدام مواقع التواصل الاجتماعي في الانتقال إلى التعليم الرقمي في الهيئة العامة للتعليم التطبيقي والتدريب في دولة الكويت

سناء عبدالباري صالح العليان

الهيئة العامة للتعليم التطبيقي والتدريب، الكويت

### المستخلص

هدفت الدراسة إلى التعرف على مواقع التواصل الاجتماعي وإمكانية استخدامها في تطوير التدريب من وجهة نظر المدربين في الهيئة ، والكشف عن التحديات التي تواجه أطراف التدريب في العملية التدريبية في استغلال امكانيات التدريب بمواقع التواصل الاجتماعي. وتمثلت عينة الدراسة في (٥٣) مدرب بالهيئة، واعتمدت الدراسة على الاستبانة لجمع بيانات الدراسة، كما اعتمدت على المنهج الوصفي.

وتوصلت الدراسة للنتائج التالية: ضعف ثقافة التواصل بين المدربين وبعضهم من خلال مواقع التواصل الاجتماعي لتبادل الخبرات والأفكار والتعاون في حل المشكلات المتعلقة بالتدريب. ضعف استخدام المدربين لأدوات التواصل الاجتماعي مثل مواقع الفيديو التدريبي والصور التدريبية والارتباطات التشعبية. كثرة الاعتماد على النظام التقليدي في التدريب. ضعف المخصصات المالية لشراء الأجهزة والتكنولوجيا الحديثة المستخدمة في التدريب.

**الكلمات المفتاحية:** استخدام - مواقع الشبكات الاجتماعية - الانتقال - التعليم الرقمي - الكويت.