THE UTILIZATION OF SOCIAL MEDIA IN ENHANCING TRAFFIC CULTURE AMONG STUDENTS IN GRADE 10TH AT THE FUNDAMENTAL EDUCATION SCHOOLS- SECOND CYCLE IN THE SULTANATE OF OMAN

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ABSTRACT

This study adopted a qualitative approach to enhance the students „understanding of the traffic culture as well as expanding awareness among them. Therefore, the main objective of this study is to employ social media to reinforce the concepts of traffic safety and its regulations in the student`s minds in order to create and develop cultural behaviors and genuine thoughts that help in developing a positive cultural concept in the whole community.

The study involved eight schools from the General Directorate of Education in the Governorates of Muscat and South Batinah, namely the schools of Seeb and Rustaq. A sample of 73 employees of the General Directorate of Traffic in Muscat, South Batinah, the Traffic Safety Institute and the Ministry of Education which are concerned with the adoption of social media projects to promote the cultural concepts on traffic safety among school students in the Sultanate of Oman.

After the analysis of data, we came up to a conclusion that the use of social networks contribute significantly in reinforcing the traffic safety concept and spreading awareness among students. The Institute of Traffic Safety is the responsible entity for opening accounts in the social media networks and broadcasting the scientific materials. According to the results, the application of instagram is the first ranked application among other social media and it is widely used among the students, after that, it comes the Snap Chat, Wattsapp, and Twitter in an order sequence.

According to the results, the study came up with several recommendations and the most important ones are: Increasing the use of social media in the website of the Ministry of Education and for the school accounts (Twitter and Instagram) in order to increase the cultural concept of traffic safety for students. The social media should also be used by demonstrating the traffic safety regulations and rules. Furthermore, increasing the speed of the Internet in schools for the

www.ijsser.org
Page 1570

beneficial use of social media, and provide all schools of the Sultanate of Oman with displaying screens for displaying presentations and scientific materials related to the traffic safety culture. Besides, we apply some techniques of soft system methodology to suggest system could use universally for implementing social media in enhancing traffic culture.

Keywords: Traffic Culture, Social media, basic education schools - the second Cycle, the Sultanate of Oman.

INTRODUCTION

Traffic accidents that happen daily became a main concern to the members of society and for countries in general. It is one among many problems experienced by most countries. It causes many deaths in human lives and material resources, whether to individuals or governments. The human element is one among the most important elements in life and its foundation in human development and these accidents cause several social and psychological problems for families as a result of disabilities and loss of life and money. In fact, addressing these accidents is not easy, but requires many collaborative efforts of everyone to stop the bleeding of lives on the roads and the necessity of scientific studies to help the government to minimize the percentage of accidents that we see every day in the roads.

The two researchers believe that traffic culture is the best preventive mean to reduce traffic accidents and their causes in the long term and it is crucial and beneficial for a civilized and conscious society. The prevention can come through schools that play a great role in promoting traffic safety. The collaborative efforts can achieve the success of traffic awareness and promote safety among all The Traffic regulations and norms can play a vital role in society. Also education contributes significantly through its curriculum and scientific research and educational competitions that can be addressed for the issues of traffic education and can spread awareness of traffic safety among students.

Al-Hammash (2003) claimed that the society can be involved in different sectors, including youth and children to prevail the traffic culture in all its aspects through various media, audio and video, and also through appropriate traffic awareness programs in public and private schools as well as universities and intermediate colleges as a material of the future.

The educational institutions are one of the most vital social institutions that modern societies can rely on it with a purpose to meet the educational needs that were unable to be performed by the family within the complexity of life.

The school became a specialized social institution where students teach science and knowledge,

transfer culture from one generation to the next, mentally, emotionally and socially, in order to achieve the individual's development and its involvement in social life in order to be a good citizen ready for life. Al-Naama (2006) said that the educational institutions are considered as the pillars of any community and the institutions must be involved in promoting traffic concepts and providing learners with the skills that can be used in life. Furthermore, developing an integrated plan that includes a set of mechanisms to achieve them either through applying them in the curriculum or through various awareness programs. Therefore, reinforcing these concepts among these educated children of today and men of the future can be a great investment (Hashimi, 2007).

Education plays a crucial role in human behavior and can equipped him with the required competencies and skills that must be applied by the students as can be marked as the end of the educational ladder. The educational system means teaching the students the different life skills. The school as an infrastructure where students receive knowledge and education in various fields of life. Educational innovations are inevitably required in our lives, such as traffic culture that must be given a high consideration in the educational system by providing students with traffic expertise and spreading traffic awareness between them. In addition, it is very important to train them to adhere to the principles of road safety on the roads, and familiarize them with the rules and regulations of roads by involving these concepts in the curricula and textbooks, and the preparation of descriptive activities for traffic safety programs for various stages of education curricula (Tawalbeh, 2011).

Therefore, the two researchers believe that training students on a proper traffic education will help them in life. It is one of the basic foundations that must be provided to students from the time they are enrolled in the kindergarten stages until they graduate from institutes, universities and institutions of higher education. Therefore, students will be equipped by the necessary information and facts on a sound and correct basis and will be trained to use the adequate skills and culture they need in life through worldwide educational systems in different countries of the world. The educational curricula and activities must adopt traffic systems to be taught in different educational institutions through traffic events practiced by students as part of their educational policies in different educational stages. Therefore, schools play a major role in spreading cultural awareness on traffic safety and students will be more conscious about the importance of traffic safety and how to prevent them from road accidents through educational systems on traffic safety rules.

THE PROBLEM OF THE STUDY

The growth of traffic accidents represent a serious danger not only to the owner of the vehicle

but to the country population and society in general. It was noticed recently that there was a constant increase in the number of traffic accidents in the Sultanate of Oman within the expansion of internal and external road networks that were linked with fast lines. The reasons behind that were mainly because of the increase of the population of the Sultanate and the increase of possessing cars for daily use and also the employment boost recently .As a result, many Omani families have more than one car which led to an increase in the number of cars and consequently to the increase of the traffic on roads in and out of cities.

Due to the high traffic accidents in the Sultanate of Oman, there is an urgent need to consider traffic education in schools (General Directorate of Traffic, 2016), which has become a necessary requirement to preserve the lives of individuals in communities. In fact, Schools in collaboration with families are the most important sources in building the personality of the individual and they play a great role in providing individuals with the necessary knowledge, skills, values and attitudes. The school plays a major role in developing the basic traffic awareness of the students and society can only guide, train and improve the traffic culture among individuals. The two researchers stressed the role of social media in promoting traffic culture among 10th grade students in the basic education at schools in the Second cycle in the Sultanate of Oman in order to explore the role of these networks in enhancing the traffic culture of students, as well as to identify the types of social networks preferred by the Omani student.

The problem of the study supports the previous studies that dealt with the topics of traffic culture, whether at the level of enhancing the traffic culture in the curriculum or the role of school administrations in enhancing the students' traffic awareness and the efforts of various government agencies, including the Ministry of Education to promote the national traffic safety values. Al-Radadi (2013), and all in all, they confirmed the importance of educational and social institutions and their role in the development of traffic culture, and the study of Albuqmi (2013) which highlighted the outcomes of the study that came up with the argument that the most prominent events, methods and different systems of the school administration in the field of student activities are the lectures and workshops concerned with the development of traffic awareness.

However, many students have do not seek answer from a textbook or classes notes, they turn first to social media such as Wikipedia, You Tube, Twitter and Facebook, or text their friends (Sheninger, 2014).

Based on the above mentioned, the researchers tackle the core of the problem and emphasized on the necessity of considering the traffic awareness by using the means of social media as open resources directed deliberately to the students of Omani schools. Therefore, this study came up

www.ijsser.org
Page 1573

with the trend of enhancing the traffic culture among the tenth grade students in the basic education schools in Oman.

Study Questions

1- What is the role of the social networks in spreading the traffic culture for the tenth grade students in the fundamental education schools in the second cycle in the Sultanate of Oman?

2- What kind of social networks preferred by the tenth grade students in the fundamental education schools in the second cycle in the Sultanate of Oman, which can be employed in the dissemination of traffic culture?

Objectives of the study

1- Knowing the role of social networks in spreading the traffic culture for the tenth grade students in basic education schools, the second episode in the Sultanate of Oman.

2- To reveal the type of social networks preferred by the tenth grade students in basic education schools the second link in the Sultanate of Oman, which can be employed in the dissemination of traffic culture to instill traffic concepts and safety rules for students, making them more aware of the requirements of traffic safety.

The importance of the study

1- The importance of the study is of the importance of traffic culture, which has become a global and local interest due to its great reduction in traffic accidents, and the formation of students' personalities framed by a number of traffic concepts and their values and trends related to traffic culture.

2- Strengthening the relationship between the Directorate General of Traffic and the Ministry of Education in the dissemination of traffic culture, because a large proportion of traffic accidents caused by the youth.

3- To present the results of the study to the authorities responsible for traffic safety and its knowledge about the role of social networks in promoting the traffic culture in the schools of the Sultanate of Oman.

4- Open the door for researchers to study other topics and concepts related to traffic safety.

TERMINOLOGY OF STUDY

Traffic Culture:

Everything that the user of the road carries with him is fully conscious and aware, and he applies it with interest, which is what he should know in full about the traffic system, his sense of responsibility, his general taste and good morals that prevent him from getting his right on the road at the expense of others (Al-Radadi, 2013).

Social Networking: Applications for virtual communities that enable users to share ideas and interests, share experiences, communicate with individuals and experts, and make new friends.

Students of Grade 10: Are the students enrolled in the second cycle of basic education in the governorates of Muscat and southern Batinah, to which the study will be applied.

Terminology of the procedural study: The study aims to investigate all the procedural steps taken by the Ministry of Education, represented by the General Directorate of Education in the governorates of Muscat and South Batinah, and the General Directorate of Traffic in the development of traffic culture.

The boundaries of the study

1. Spatial boundaries

The implementation of the field study was restricted to the General Directorate of Education in Muscat and South Batinah Governorates, the General Directorate of Traffic in Muscat, the Traffic Department of South Batinah Governorate and the Institute of Traffic Safety.

2. Human borders

The application of the study in the community was limited to some officials of the General Directorate of Traffic in Muscat, the Traffic Safety Institute, the Traffic Department in South Batinah Governorate, some teachers of life skills and its teachers, supervisors and supervisors, and tenth grade students in the General Directorate of Education in Muscat and South Batinah governorates for the academic year 2016/2017, And Oman Road Safety Association.

3. Time limits

The field study was applied in the first and second semesters of the academic year 2016/2017.

Procedural determinants:

Procedural determinants were determined by the results of this study with the validity of the

study instrument, its stability, and the statistical treatments used.

Previous studies

Social networks have made a big leap not only in terms of interactivity and communication, but also in the vast amount of data produced and traded across them, which has made it very difficult to control and manage. The use of these networks from all walks of life, and to a large number of scientific, social and economic goals, has been addressed by scientific studies from multiple perspectives, such as the impact of these networks on society, especially the youth group (Semishi, 2014), and their use in marketing and promotion of products (Hays, Page & Buhalis , 2012), and their use for education and development (Chen & Bryer, 2012).

One of the most important scientific efforts to identify the use of social networks, the report presented at the Arab summit of social networking leaders, and included more than 7000 users from 18 Arab countries, in addition to interviews and virtual dialogues with active users. Among the most prominent results, more than 60% of the Arabs expect that the social networks will have a positive impact in the Arab world in the coming years, and that they have increased interaction between government institutions and citizens. The citizen is able to evaluate critique and discuss ideas in a more free environment Official media. On a personal level, 63% of the sample indicated that personal changes in their lives were often described as positive. Although the sample is aware of some of the challenges and risks of using social media to broadcast rumors, it does not mean leaving or minimizing its use as a tool for transmitting information and news (Taylor Nelson Suvres Foundation, 2015).

A review of published literature revealed a lack of studies on the employment of social networks in the dissemination of traffic culture, but there are a number of studies that dealt with the employment of social networks in education,

Manca and Ranieri (2015) for example, studied the use of social media in academic practices. The research found that the use of social media still limited and restricted. The study also underlined social media more favorable attitude towards personal sharing and connecting with peers in professional networks rather than integrating these applications in their teaching practices.

In the Sultanate of Oman studies focused on the inclusion of traffic culture in the Omani curriculum. There are no studies on the use of social networks in promoting irrigated culture in Omani schools. For example, Al-Kindi (2009) conducted a study aimed at recognizing the role of education in understanding and implementing traffic regulations In the Omani curriculum. The descriptive approach was used. The results of the study indicated the necessity of activating the

road safety project document during the classroom situation, integrating the safety concepts on the road into the daily lesson plans better than it is, Towards safety concepts on the road.

The study of scarcity (2014) aimed to build a collective guidance program and to investigate its effectiveness in developing the traffic awareness among 12th grade students in post-primary education in Muscat Governorate. The sample of the study was 22 students with driving license and obtained the lowest scores in the awareness scale The results showed that there were statistically significant differences in the level of traffic awareness between the two groups: experimental and control on the post-measurement, follow-up for the members of the experimental group Refer to the collective counseling program applied in the study.

The current study was characterized as a qualitative study. The sample included schools and the police. The role of social networks was also discussed in enhancing the traffic culture among school students in the Sultanate of Oman.

Methodology of the study

This study is based on the qualitative approach. The semi-structured interview is a flexible way to ask in-depth questions and to eliminate any misunderstanding. Accordingly, semi-structured interviews were used by interviewing face-to-face interviewees as shown in Table (1), in order to draw the different views and experiences of participants in the research as they are active and main actors in understanding the problem of the study, They also represent stakeholders in the current study (Participants as key players and owners).

The study sample

The Directorate General of Education was selected in the governorates of Muscat and South Batinah. The schools of Sayb and Rastaq were chosen in a manner intended to implement the study. Therefore, the two states were close to the two researchers. The eight were chosen by contacting the competent authorities in the General Directorate of Education to nominate the schools that could be included in the study So that they are good in this field. Twelve schools were nominated, and after the two researchers continued with the principals of these schools, eight schools were willing to participate.

The students of the study sample were chosen in schools to include the school principal or his assistants to give a comprehensive idea of the school's structure, mission, vision and work procedures, and the prevailing school culture and attitudes, as they are considered to be responsible for the school system, His vision has a role in the employment of social networks in promoting the traffic culture in the school.

Table 1: Type of Respondents and their number in the participating community - Individual Interviews

Numbers of interviews	Types of participants	The participating community
4	The director general of Traffic of Muscat)DGT1,n=1) Head of the Public Relations Section)HPRS, n=1) Representative of the Office of the director general of Traffic (RODGT1, n=1) Supervisor of the social media and website (SSMW, n=1)	GT1
3	The director general of Traffic of South Al Batinah (DGT2,n=1) Non-commissioned officer (CO, n=2)	GT2
2	Staff in charge of the work of the Institute for traffic safety (SITS, n=1) Head of the Department of Traffic Awareness (HDTA, n=1)	ITS
1	The executive chairman of the Assembly of traffic safety (EcATS, n=1)	ATS
1	Member of The Education Board (MEB, n=1)	EB
7	The director of the technical office for Studies and Development (DTOSD, n=1) Director of Digital Services and Initiatives (DDST, n=1) Assistant Director of the Department of Digital Services and Initiatives (ADDDST, n=1) Head of Design and Electronic Publishing (HDEP, n=1) Network supervisor (NS, n=1) Head of Life Skills Curriculum (HLSC, n=1) Director of Human Sciences Curriculum Development	MEL
	Department (DHSCDD, n=1)	

1	Senior Life Skills Supervisor, in charge of traffic safety document (SLSS&CTSD, n=1)	DGELM
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S1
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S2
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S3
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S4
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S5
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Student)S, n=4)	S6
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S7
7	School director (SD, n=1) Teacher of life skills (TLS, n=1) Activity Specialist (AS, n=1) Student)S, n=4)	S8

73	**Sum**

The objective analysis of this study was to use semi- structured interviews. As Braun and Clarke (2006) description of this analysis is a thematic analysis as a system used for describing and examining themes within data. It is also an appropriate strategy for identifying and assigning themes that can be identified from everyday life and behaviors (Aronson, 1994), as well as to assess participants' views, expectations, and actual effects (Kaufman, 1992). Moreover, the key feature of the meta-analysis is the changing outlines provided by the detailed and accurate details and complex details of the collected data (Braun and Clarke, 2006). As Braun and Clarke (2006) have pointed out, objective analysis can take many forms because it is not related to any type of theoretical structure that existed previously. As a result, the use of objective analysis in the analysis of individual interviews is useful for creating new patterns (themes) that are in line with participants' perceptions of the real world.

Therefore, in this study, the researchers tried to present the results of the study on a solid basis by enhancing the credibility taken from individual interviews in two stages. The two researchers worked separately to identify topics and extract them from the collected data after they had downloaded them from audio recorders to the computer and then by starting writing and comparing the analysis and retained the most frequent basic sectors The latter are related to the objectives of the study and have sufficient evidence from the interviews conducted by of the sample members of the study.

Moreover, the two researchers focused on the explanation of the themes concluded from the current study and according to the outcomes of the study. At the first stage, the results were to any theory or pointed to a specific reference of any research conducted previously. Then the topics of the study were developed and referred to the main theme was: "By asking the question, do you think social media have a role in promoting the traffic culture among the tenth grade students?" The role of the means of social communication in promoting the traffic culture in schools and other sectors are the responsible to create the accounts as a means of social media and broadcasting the scientific material and the preferred social media to promote the values of national traffic safety.

Then, the results of finding out about the problematical situation (individual interviews) were used to develop conceptual model. Three workshops were then implemented for the purpose of discussing conceptual activities which were suggested for improving the situation and identifying system that is systemically desirable and culturally feasible regarding enhancing traffic culture among students in grade 10th at the fundamental education schools- Second cycle.

These workshops were enhancing awareness and communication between the director general of Traffic of Muscat, South Al Batinah, and The Ministry of Education. The processes of this study were designed to contribute to changing the structure, attitude and procedure of the the Ministry of Education and the director general of Traffic in regard to the use social media in Omani schools. This study would likewise contribute in the field of using some of techniques of soft system methodology (SSM) as mention on Checkland & Poulter (2006) in the implantation of social media in enhancing traffic culture in Omani schools. The following techniques of SSM are used in the current study and led to achievement of recoverability:

- The use of W (worldview) from the CATWOE elements to ensure that conceptual model was generated based on the viewpoints of the participants.
- Root definition was developed iteratively based on the data gathered during individual interviews.
- Present the main viewpoints stated by participants during discussion.
- Make use of the PQR formula (Do P, by Q, to realize R)
- Make use of CATWOE elements to extract the main actors, clients, worldviews and difficulties in system that this study recommended to apply in Omani school.
- The activities of the conceptual model were used as the basis for discussion to ensure it was consistent rather than random.
- State the various opinions and rewrite the root definitions after implemented three workshops
- The use of principles of the 3Es allowed identification of the feasibility and desirability of every activity of the conceptual model. Figure2 present purposeful activity of implementation of social media in enhancing awareness on traffic culture among students in grade 10th at the fundamental education schools- Second cycle in the Sultanate of Oman.

RESULTS OF THE STUDY

1- The role of social media in promoting the traffic culture of students:

The results showed by the responses of the respondents in the sample of the study that the social media contribute significantly in increasing the culture of traffic "school students at the present time have a great interest in the using social media, especially that the information contained in these means shortened and helped this category to read and broadcast faster. Also, It has will help to spread a large awareness and play a great role" (TLS, S7). As explained by student 1 of school 5, "social media greatly widely used by school students and reached a percentage of about 90% of students at schools have accounts in social media such as Whatsapp, Instagram,

Facebook, Twitter, etc. It is better to stress on students in school to use more safety traffic rules". Activity specialist in school2 added that "Social media have a great impact at the moment because most of the information we hear and see of all kinds are through social media. If the school cannot communicate the traffic culture to the students through its activities, the student will reach it through social media".

The results of the study showed the main reasons that help increase the culture of traffic through social media "Opinions that we see in the videos, for example the story of the woman who graduated in Instagram who killed herself and her family because of the her selfie image , as this video reaches a large number of people; The Twitter and the writing of many traffic-related tweets can convey a certain ideas to a large number of people because A Hashtag reaches large numbers of people not only at the local level, but also at the Gulf level and In the Arabic world for different ages. " (St1,S3).

It is also another reason to use the social media applications for the purpose of increasing traffic awareness "because the person spends most of his time using the phone, such as the Whatsapp application, which is an important mean of traffic safety"(TLS,S3).The population of the Omani society is one of the reasons for the use of social media in promoting traffic culture "because our society is young and depends on the use of information from the means of social communication, and they are main the means of social media to be used for spreading information." (TLS,S2).

The results of the study showed that only one of eight schools tried to implement the project of social media means to increase the traffic culture among the students. "The school began the text messaging project and it aimed to raise awareness in the community among parents through a database by a simple click . In addition, the school prefers to develop the project through the Internet by using modern means of communication such as Twitter, Facebook, and Whatsapp. For example, the subject of broadcasting a particular accident does not display the pictures directly, but the incident and the lesson drawn from it will help understanding traffic regulations and rules, so that everyone can see it and also by emphasizing the use of social media in promoting traffic culture ".(SD,S7).

Some respondents also believe that the means of social media helped them to discuss issues of life skills. The experience of life skills teachers and their benefit from the social media "We are teachers of life skills and we are so blessed by using social media dealing with some issues and problems. For example there are some questions in the material life skills were answerable and it is only with the help of social media that we get the answers and we communicate with one Members of the Shura Council rather than going to meet him at their offices; so this is the best and fastest way to spread the traffic culture" (TLS,S8).

The results of some sample of the study indicated that the use of social media to enhance the traffic culture in schools may face some challenges. Most notably the fact that the use of mobile phones is prohibited at Omani schools. Activity Specialist from school 7 indicated that "We are preventing 10th grade students from using the mobile phone at school with my belief in the importance of social media in spreading traffic culture, especially as the student transfers this information to his/her family and friends and therefore increasing the promotion of Safety culture and contribution in sharing information more faster".

The results of the study showed that parents' failure to provide a smart phone for their children may be one of the challenges that may face the use of social media for school students "The social media is very powerful to enhance the traffic culture of the students, but we face the problem that some parents refuse giving their children mobile phones until the completion of the 12th grade, and thus they will be unable to have a mobile phone." (SD, S8). The student2 differed from the previous school who believed "Most students now have mobile phones". Student 1 from School 3 agreed with the previous view "All students now have the same phones and parents can afford them with smart phones. They can benefit from it in the Gulf Traffic Week by introducing what is going on this week through social media. The Student1 from school3 emphasized that "Most of the students including 10th graders have accounts on Facebook, Twitter and Instagram. These students can follow the police accounts and what is going on about the traffic safety regulations and rules. It is also possible follow the student who has a culture and caution about how to behave while driving".

A small number of students also expressed concern about the use of social media in their study at school "Students should not be preoccupied at this stage with social media"(St2, S7).

The phenomenon of rumors in the social media is one of the challenges that may face the credibility of the scientific material published using these means, "but often to be used for more rumors than credibility, we mean to see one hundred information from this information 5% correct and true" (TLS,S7). A former specialist of activities from School 2 agreed with previous opinion "Not everything that is published is true". Non-commissioned officer1 from GT2 clarified that "The means of social media if it is used correctly, it will contribute greatly in dealing with the main objective of its creation; however, it is noticed that there are incorrect information published in some social media outlets that reach people in a wrong way".

The results of the study also showed a number of suggestions to improve the use of social media in promoting national traffic safety values, including "the introduction of traffic safety regulations and rules using animation videos" (TLS, S1). As suggested by student 2 of school 8 "A staff from the General Directorate of Traffic should be employed to broadcast the scientific

material in the social media for the students."

The responsibility of opening the account in social media and broadcast the scientific article:

The results of the study indicate that most respondents believe that opening accounts in social media and broadcasting the scientific material is the responsibility of the Institute of Traffic Safety "The Institute of Traffic Safety is the best source in opening the account" (SD, S8). The student1 from School7 expressed same view "The opening of the account for traffic culture is with a cooperation between the Institute of Traffic Safety and the Ministry of Education". This is "Because most of the material related to traffic safety regulations and rules exist in the Institute of Traffic Safety and has the authority to communicate with the general directorates of education and their participation in the exchange of views on Whatsapp and visual media networks "(SD, S8). The Director of School 7 agreed with this vision that "the Institute of Traffic Safety can coordinate with the Ministry of Education, also the Institute collects the material related to traffic culture, and then sent them to schools through a link in the account, and this is one of the objectives of the school to promote traffic culture".

The Student2 from School2 added another reason for the responsibility of the Institute of Traffic Safety which is broadcasting the various materials in the account "Because it is a reliable source of information and images, and the school does not possess the scientific material" As the activity specialist from school 4 pointed out "The opening of the account is carried out by the Traffic Safety Institute because their messages reach to a large number of people than the school. Their work and interests are related to the schools which are involved in the download process". The Student1 from School1 explained that "Schools have difficulty in designing what is broadcasted in the accounts and which may reduce the students' interest in following up of these accounts. Because it has a larger information on safety culture and can communicate more clearly to students". Added the student1 from school1 that students prefer to follow accounts that have a lot of followers "Students are attracted to the follow accounts where there are a large number of followers, not only for the school". The Student 2 from school 6 indicated that "I prefer to open an account through the Traffic Safety Institute and all the schools in the Sultanate of Oman will have this account and it will be more widespread".

The results of the study also showed that it is really difficult for schools to follow the rules of publishing and its laws in the social media networks "If the schools open accounts, they will not abide to the rules and regulations and therefore the students will indulge in them intensively; however, the authorities have to set rules and regulations to control the situation" (St1, S7).

The director of school7 stated that "There may be some abuses at schools if accounts will be

opened and will not be used by students". In addition, the life skills teacher from school1 said that "The Institute of Traffic Safety has control over the topics related to traffic culture and is familiarized with the most important points that are relevant to students".

While the School Dirctor1 pointed out "The Institute of Traffic Safety is responsible for opening the account and follow it in regards to traffic safety because schools have many duties and responsibilities". Showed Student4 from School1 "If each school has opened its own account, this may lead to differing views and scientific material broadcasted; however, the Traffic Safety Institute is responsible of opening the account that broadcast the traffic safety regulations and rules as they exist in the regulations of the General Directorate of Traffic and related traffic safety matters Which we use in our daily lives".

The head of the public relations department of the Ministry of Public Transport explained the experience of the General Directorate of Traffic1 in employing the Twitter application in spreading traffic culture and communication with members of the community "There is an open account for the General Public and not only for school students. It has more than three hundred thousand followers. Schools in the age of the tenth grade, because the tenth grade students grasp easily the culture of traffic through the means of social media, the Directorate General of Traffic can study this topic and benefit from other studies conducted in this area, but must it has to identify certain topics because there are fixed publishing and renewable topics that need to be published in accordance with the activities carried out by the Directorate on the exhibition of traffic safety or traffic safety competition".

However, a few sample of the study finds that opening accounts is the responsibility of schools because "School management is obliged to follow up the account "(TLS, S2). Student1 from school2 explained the most important factors that help the school to open the accounts "is to ensure that the information is accessible to all students, because the account will be under the supervision of the school administration for all stages of study, and it will be used for interaction more than being under responsibility for the Institute of Traffic Safety". He added that this method will help "To transfer information to his brother and his family, and the promotion of this technique will benefit the whole community." A teacher of life skills at school7 suggested that "there will be coordination between the Traffic Safety Institute and the General Directorates of education in the educational governorates to broadcast the links to the schools and the Institute of Traffic Safety is the one among the main things that bring the tweets back on the subject and upload them to the school pages. Also, to follow the page and not follow the page of the Institute of Traffic Safety and also can follow the teacher page of the Directorate but cannot follow the page of other schools, and thus ensure that all information and images and sections reach all pages".

Social Media preferred to promote traffic culture:

The results of the study revealed that there are four applications of social media that are preferably used by the sample members. Starting with the application of "Instagram which comes in the first place among the social media" (St3, S7). In fact, it is the most widely used among the students and considered as "the best mean for students most common application used by students" (St4, S5). The school's activity specialist from School4 noted that "students tend to use Instagram although the whatsapp is more common, but through my observation I see the students interacting with one another through the Instagram" .Furthermore, the student1 from School5 illustrated that "The most used means of social media is Instagram and this application is widespread, even in the fifth grade students have accounts and the number of followers reach about one hundred thousand and more".

The Student3 from School3 explained the reason behind using Instagram is that "The application of the Whatsapp requires a smart phone and a working phone number, but the Instagram does not need a phone or a semi card". While Student3 from school1 claimed that "The best current and widely used application is Instagram because it helps to put pictures and videos".

Whatsapp comes in second place "One of the applications used by students is the whatsapp"(St2, S7).This result was agreed with the result of Student3 from School 5 "One of the most social media that can help in spreading traffic culture among students is the Whatsapp "

.The School Dirctor8 said that "Whatsapp is one of the most common applications among members of the community, but the other applications exist but are not as widespread as the Whatsapp" The majority of the study sample may prefer to use this application as a means of promoting traffic culture "Because most students have mobile phones and use the Whatsapp application mostly. So, when awareness reaches their phones, the response is greater and faster and helps to increase the traffic culture".

While third is the application of SnapChat "is one of the most social means of communication that can increase the traffic culture" (St1, S1). This was confirmed by the School Director from School1 "The best way to spread and promote the traffic culture among students is through the Snapchat application". She also agreed with this result as stated in the result of student 2 from school3 where she saw that "Most students have accounts on the Snapchat as it became a tendency in comparison to Instagram which they see it as an old application". The result was agreed with the results of the report from TLS from School1 which stated that "Snapchat application is one of the most important means and there is a need to open accounts for students because it is the most widely used by them".

While in the fourth rank was the use of Twitter application "Twitter and Instagram are most means used by students" (St4, S3). As a teacher of life skills from school7 claimed that "Instagram ... comes in third place, while Twitter comes in fourth place".

DISCUSSION

The results of the present study showed the students' preference to grasp traffic culture through social media applications (Twitter, Instagram, and Whatsapp). Also most students have an account in one of these applications and they think that these media are compatible with their trend as they considered as a great mean to learn by watching short videos either real or funny. Also, representatives dealing with a traffic safety issue or a poster accompanied by short post or message on traffic safety. Moreover, most school principals and teachers agreed with the students' view that the social media may contribute in raising the culture of traffic among students. It also provides a rich educational material for the teacher who can use them in increasing the quality of teaching and training in this field.

Life skills supervisors also explained that the use of the Whatsapp application as a social media between supervisors and teachers in the General Directorates of Education will contribute significantly in providing them with the scientific material, especially the latest statistics and important issues related to traffic safety. It may increase their motivation and direct their awareness to traffic safety issues and improve the communication between the two sides and it open doors for discussion of vital issues related to the field of traffic safety which increases the understanding of projects used in this area and avoid the misunderstanding that may be due to the lack of communication and follow-up between schools and Implementation of projects on traffic safety in schools.

The literature review has shown that several studies have confirmed the effectiveness of social media in promoting and supporting students' education. Social media have contributed increasingly in promoting communication and knowledge sharing and experiences among students (Uzunboylu, Bicen and Cavus, 2011). They also promoted self-learning and feedback among students, and also improved educational achievement (Gayle, 2008; Shihab, 2009; Redecker, 2009; Watson, 2012). For example, blogs helps students in stimulating their critical thinking (Oravec, 2002).

Some studies have also pointed out that Web 2.0 applications including social networks that contribute to better understanding of students' lessons and better learning (Uzunboylu, Bicen and Cavus, 2011). Bennett and others (Bennett et al., 2012) explained that the reason is that these applications are based on sharing information and experiences.

Thus, the study of So (2016) found that the use of the Whatsapp boosted the teaching of undergraduate students in Hong Kong, and that students strongly advised to send their educational materials and questions only by using to Whatsapp outside university hours. They were restricted to use this application in their teaching and learning hours and therefore, they restricted their freedom in using Whatsapp inside the class.

Return to the study of Aoodah (2014) that emphasized on the sound and image as the most important elements of learning in our time the scientific content cannot be used as a good mean of clarifying the meaning without using them. The teacher can benefit from this through student projects, Illustrations and presentations related to the subject of the lesson, and also teachers can prepare lessons for students and displaying them in the web site of Youtube create group discussion and give a chance to students to participate between or even to the whole community. This is how YouTube has become a beneficial media tool that allows anyone to show up and also it gives the opportunity to reach millions through its educational services and its contents that allow learners around the world to benefit from them. Some of the uses of YouTube in education are mentioned in Shammari (2011) and Wikipedia.

- Ability to convert YouTube video in PowerPoint presentations.
- Provide some translation advantages where videos with caption titles can be translated into several languages including Arabic.
- The video can be broadcasted in all social networking sites that follow Web 2.0 technology, such as Facebook, educational forums, LMS, for educational use through the "Embed" link in each video.
- Customize channel channels according to special features and as needed.
- Allow YouTube to transfer lectures and conferences.
- Everyone can create their own YouTube channel and broadcast what they produce.
- Al-Talawani (2014) considered using Twitter as the best mean to get knowledge. Once a teacher is connected to Twitter, students can follow up and they will be able to get their teacher's knowledge out of school. The teacher can also use it as a mean for students who follow the Twitter account.

The outcomes of the study also stated that a few members of the study sample expressed concern on using social networks to promote national safety values in schools that may face some challenges. One of the main challenges of the study is that the use of mobile phones inside the school is forbidden. Parents' failure to provide a smart phone for their children is one of the main challenges that may face the use of social communication among school children. The third challenge presented by the results of the study was the students` opinions that in the case of using social networks, they might be distracted from study. The phenomenon of rumors in the

means of social communication is also one among the challenges that may face the credibility of the published scientific material using these means.

However, these concerns were discussed with school principals who offered suggestions to overcome them. The most important suggestions ones to encourage teachers and IT teachers to use the screens in the classroom or the LRC once a week to present what is being broadcast in social networks to ensure that all students benefit from different life skills 0.Also, encourage students who have an account to follow up and discuss what they learnt with the teacher in the classroom to spread the knowledge among their classmates, communicate with their parents to allow them following up the traffic safety accounts for our students.

In this context, Cianaca (2016) conduct study aimed to address the issues raised by using Social Media in schools. Social Media policies have created by the majority of schools regarding utilizing Social Media in the classroom. Approximately 97% whether they currently have Social Media a Policy or not, they believe, this policy is vital.

System for enhancing traffic culture among students in grade 10th at the fundamental Education Schools- Second cycle in the Sultanate of Oman:

As illustrated by the individual and group interviews, at the present time Ministry of Education and the Director General of Traffic do not have their own account in social media that deal with enhancing traffic culture targeted directly for students. Students in Omani schools are very keen in using social media as mention in section results of this study. Therefore, this system will encourage and support decision makers to take steps regarding the implementation of social media in enhancing traffic culture for students. It will also help decision makers to become well-known in Omani society that can address the problem which relates to Omani culture about the importance of some issues in traffic culture such as kids seat in the car. It is important to mention that the root definition focuses on the definition of the system (What the system is), while a conceptual model identifies "what the system must do in order to be the system named in the definition" (Checkland, 1981: 169).

According to the viewpoints of participants, the system could assist them to reach their students anytime and anywhere through implementing social media. The worldviews of stakeholders, transformation, content and context regarding the system enhancing traffic culture among students in grade 10th at the fundamental education schools- Second cycle in the Sultanate of Oman the system can be summarized in Figure 1.

The discussion conducted in workshops along with the different processes of this research facilitate selecting systemically feasible and culturally desirable changes to improve the situation

of lack of implementation of social media in enhancing traffic culture for students and making changes in structure, procedure, and attitudes of people based on learning achieved through implementing the four workshops. Figure2 illustrates purposeful activity of the implementation of social media in enhancing traffic culture for students with root definition.
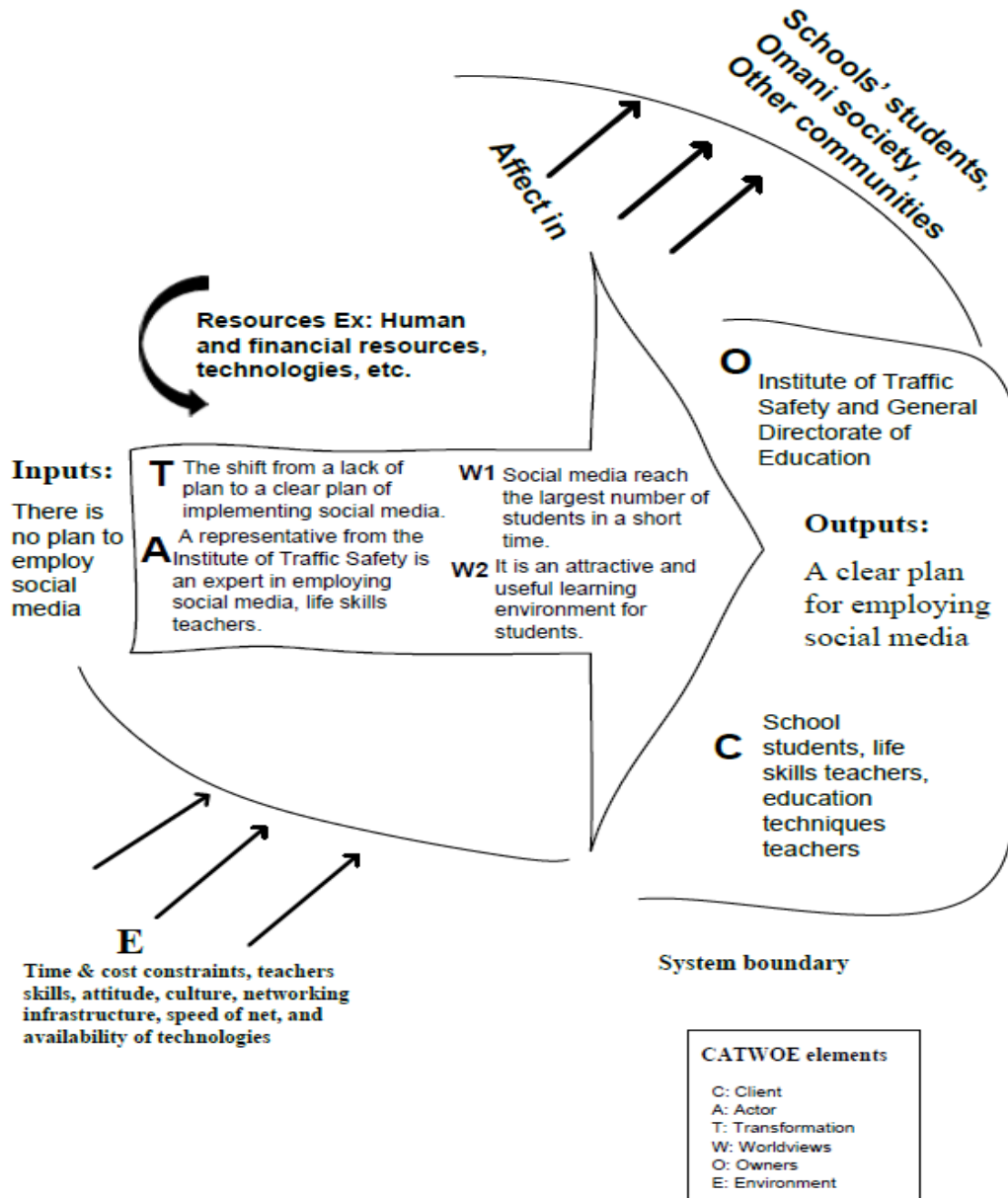

Figure 1: transformation, content and context of enhancing traffic culture among students in grade 10th at the fundamental education schools- Second cycle in the Sultanate of Oman

Root definition

Leads to

This system is owned by the Traffic Safety Institute, Directorate General of Education in different Governorates and the both researchers. It is operated by the Traffic Safety Institute and life skills/ IT teachers. This system is aimed at raising the traffic awareness among the students by using various interesting and useful materials which definitely will help them to gain the necessary knowledge and skills that can be employed in their daily practice. Additionally, this system will provide the necessary assistance to all schools in the Sultanate of Oman to be capable of accomplishing their goals regarding the traffic awareness. While applying this system, we should take into consideration a number of limits such as available financial and technological factors, personnel's skills, attitudes, interests, network infrastructure and the speed of the Sultanate schools' internet.

Input :There is no plan to implement social media for the10 grade students

Output :There is a plan to implement social media for the10 grade students

Purposeful activity model of implementation of social media in enhancing traffic culture for 10th Grade Students

Operations

1- identify the participants

2- Establish the committee

5- Determine the objectives of the implementation of social media

4- Set up regular meeting between participants

3- Develop a action plan & policy

6- Appreciate the required resources & activities

7- Assess costs & timescales

8- Implement the action plan

10- Monitor from 1-8

11- Take action of control

9- Define criteria for 3Es

EfficacyE1: Has the social media been employed effectively due to the implementation of such activities which are included within the system created for using social media to enhance the traffic national safety values for the 10th-grade students?

Efficiency E2: Have the Traffic Safety Institute and schools basic resources (human and financial resources, technologies and other materials) been used properly to employ social media in enhancing the traffic national safety values for the 10th-grade students?

Effectiveness E3: Does the system of employing social media improve the implementation of the traffic safety values enhancement project for the 10th-grade students in the Sultanate's basic education schools, second cycle? Does the system of employing social media correlate with the long term vision of the administration of the Traffic Safety Institute and Directorate General of Education in various Governorates to change the trends and motivate them to improve and develop the operations and careers in the Sultanate's schools?
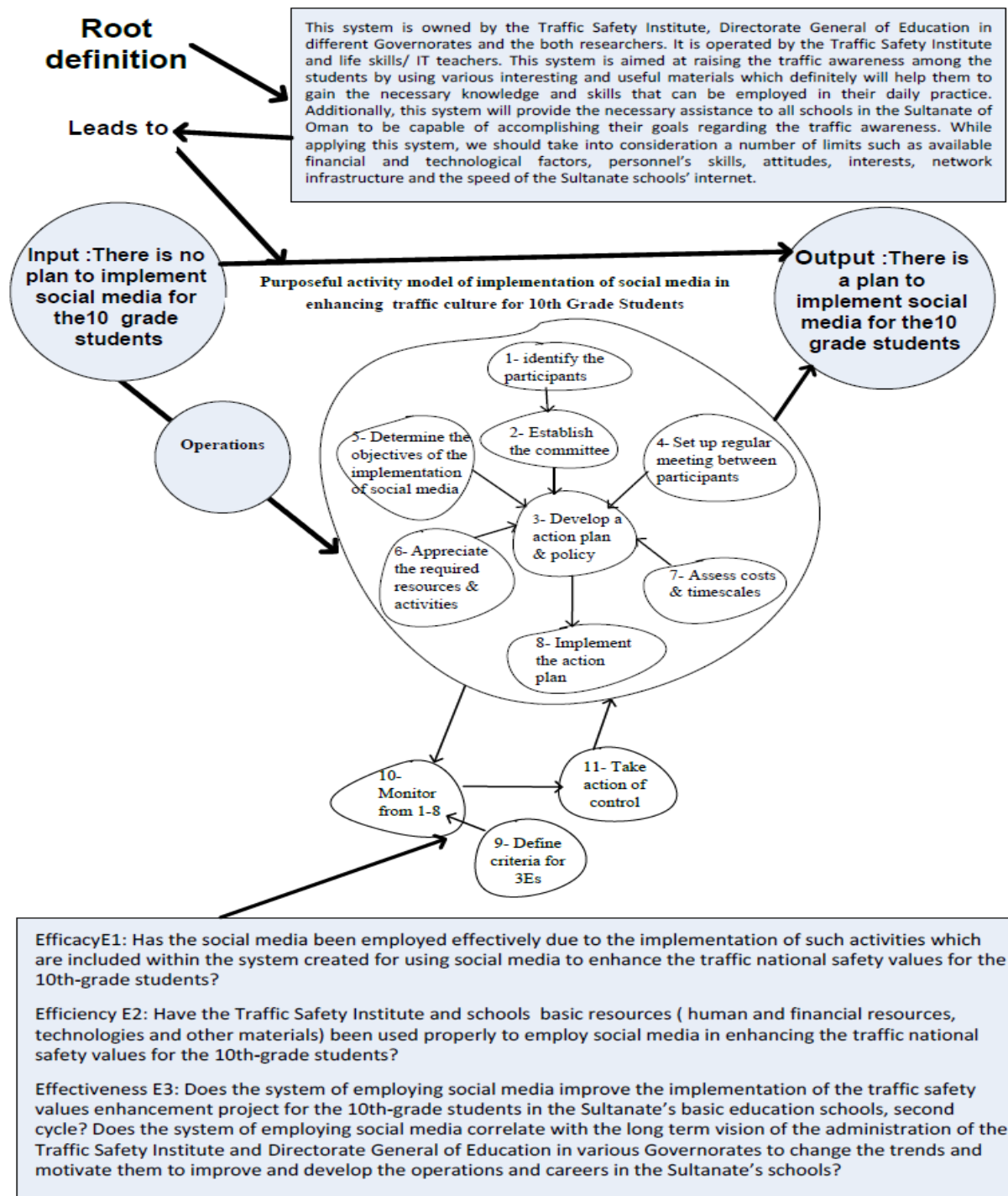
Figure 2: Purposeful activity of the enhancing traffic culture among students in grade 10th at the fundamental Education Schools- Second cycle in the Sultanate of Oman system

RECOMMENDATION

In the light of the findings and suggested procedures of the study, a number of recommendations were made:

- Intensifying the role of social networks in the Ministry of Education and the school accounts (Twitter and Instagram) to increase the culture of traffic students.
- Social networks should be used by presenting traffic safety regulations and rules using real-life accident videos and animations.
- Increase the speed of the Internet in schools for the benefit of social networks.
- Providing all the Sultanate's schools with screens for presenting and broadcasting videos and presentation of the National Traffic Safety Values Program exposing the scientific materials related to traffic culture.

Establishing a permanent committee between the Ministry of Education and the General Directorate of Traffic to follow up the implementation of traffic culture among school students through well-studied programs in the field.

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