The Problems of Contemporary Education

Extent of Use of Social Networks by Faculty Members of Hashemite University

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Abstract

The study aimed to identify the extent to which the faculty members of the Hashemite University use social networks, seen from their point of view, and also aimed to identify if there statistically significant differences in the extent to which the faculty members use social networks, by faculty, country of graduation, academic rank, and years of experience variables. The study's data was collected through a questionnaire distributed to 225 faculty members who were selected in available sample random way in the second semester of the academic year 2019/2020. A tool was developed to measure the faculty members' use, and it consisted of 42 items. The results showed that the degree of social network use among faculty members was high in all disciplines, from the teaching field (highest) to scientific research and the community service field. There were significant differences in social network use due to faculty variable, in favour of science faculty members. And there were significant differences in social network use due to years of experience variable, in favour to the faculty member who has 5-10 years of experience in teaching, but no statistically significant differences in social networks use due to country of graduation and academic position variables. Researchers recommendations to support faculty members and encourage them to evaluate the impact or effects of using different technologies in the educational process.

Keywords: social networks, faculty members, Hashemite University.

1. Introduction

Communication in the field of education is considered an absolute necessity to transfer ideas and information between all parties involved in the educational process through written, oral or modern communication techniques. The latter facilitate the communication process and diversify its channels through technical development, diversity of approaches and electronic programs that

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make communication and information exchange between individuals and institutions very easy (AI-Shyab, 2001).

All means of communication, whether visual, audio or electronic, contribute to the efficient dissemination of information, improvement of the educational process, problem management, clarification of educational situations, transformation of ideas, experiences and professionalism from specialists to the education field. Networking delivers them and makes it possible to achieve better performance (Bomravi, 2001).

The rapid development of technology was a breakthrough from all scientific, cultural and social aspects, and leading to the emergence of social networks which reduce distances, transform the world into a small global village, and are intertwined with all aspects of life, influencing human behaviour and decisions. Traditional forms of communication between the university and its social and administrative surroundings were not immune from these effects, connecting family and university, the two most important educational institut**ions in society, in order to achieve society's** goals of creating good citizens (Ibrahim, 2014).

As a result, social media platforms have become a mainstay of the educational process, making specialists in the field of education consider the importance of distance learning, with its clear impact on the effectiveness of the educational process (Hassan, Salah, 2015). Social media sites, Face book in particular, have contributed to a re-formulation of the relationship between teacher and student, among students themselves, and among teachers themselves, providing a strong motive to learn, and strengthening the relationship between these parties. The impact of social media is such that some researchers have predicted that in the near future it will become a replacement for e-learning programs (AI-Mansour 2012).

Universities are a source of cultural inspiration for any society, with three functions: education, scientific research and community service. These public functions do not change with time or place, and are pivotal to the university's objectives, policies, strategies and action plans (Saleh, 2003). Universities also play an important, distinctive and comprehensive role in all these activities through their faculty members (Al-Zahrani, 2013). The university is one of the most important social institutions influencing and being influenced by the social atmosphere surrounding it. It is a community-based organization on the one hand, and on the other hand it is instrumental in fostering artistic, professional, political and intellectual leadership (Amer, 2007). The university has an important social role, defined in the following functions: preparing human resources, carrying out scientific research, contributing to the process of socialization, the transfer of culture, and dealing with issues and problems of the society and its service and development (AI-Samadouni et al., 2005).

The work of teaching in the university is one of the basic pillars provided by faculty members; it has clear effects on the local community in general and on students in particular. Teaching is an activity practiced by faculty members with the aim of developing the whole educational process, contributing to the development of human resources, and increasing the efficiency and development capacity of many aspects of work (Diab, 2006).

In order for the university professor to fully practice teaching, he should be proficient in his field of specialization, have wide knowledge, be familiar with the latest theories and educational applications, present lesson topics in a clear and logical manner, and take into consideration the individual differences between students (Oda, 2014).

The other major task of a faculty member is scientific research, a measure of the university's scientific and academic level. The university is the first and natural place for research for many reasons, including: the presence of a large number of specialists in the faculty, the presence of a number of research assistants and graduate students, the availability of various research materials such as laboratories, devices and tools to conduct objective and accurate measurements, and the availability of the necessary data collection resources for scientific research (AI-Zamil, 2005). The faculty members need "professional competence as an academic scientist, psychological observer, social leader, ethical educator and technological engineer" (Abu Raya, 2005).

If a faculty member is an active agent in the university's performance, then any imbalance in his preparation process will negatively affect the teaching performance and the quality of education. This requires that the permanent education centre in the university trains faculty members to adopt the required scientific standards in order to achieve total quality in university programs, and to improve their contribution to developing these scientific methods. This is because

the university teacher occupies a central position in any educational system, as one of the active influential elements in achieving the objectives of that system, and is the cornerstone of any reform project (Alzboon, 2018).

The university, whether government or private, is an important part of the local community in which it is established. It undoubtedly contributes to its advancement and progress through the message of education, serious scientific research, interaction with society and work to meet its needs and aspirations. The normal and logical situation is therefore that the university reflects the reality of the community and takes into consideration the circumstances and possibilities of the members of that community, when deciding whether to study at the university or to be employed in the various administrative or academic university jobs. This is in accordance with the philosophy of the university's establishment, embodying justice and equal opportunity principles (Awad, 2014).

The university's service to the community is the actual translation of the university's function to teach individuals to adapt to the rapid changes in the world of science and technology, as well as to the increasing cultural needs that have resulted from the expansion of leisure time and facilities provided by modern means of communication (Al-Shahri, 2012).

Social networks are considered one of the most important technological phenomena of recent years, with the number of users increasing exponentially with the widespread use of laptops and advanced generation phones (Al-Khatib, 2006). Modern fast life has contributed to this spread because everyone is leading a busy life, and exchanging messages, conversations, photos and videos. University professors can use social networks in university teaching by creating a page on any social networking site in which students participate and share their opinions, helping the professor to identify content and formulate objectives (Awad, 2014). Communicating with students through interactive discussions about important topics, teachers can engage students in the implementation of projects related to the promotion of their educational institutions, in order to measure their talents, enrich their abilities and increase their self-confidence (Radi, 2003). The professor can also lecture to a large number of students through distance learning or YouTube. He/she can choose his/her office hours in which students communicate to ask questions, receive answers, and contribute to the transfer of education from the stage of competition to the stage of integration by requiring all learners to participate, have dialogues and gather information (Al-Shahri, 2012).

Given the importance of information obtained from the Internet, an urgent need a rosein educational institutions, including universities, to keep abreast of the technological innovations, including Internet applications to access all aspects of knowledge (Al-Hadi, 2005). The use of Internet technology is continuing to develop and expand, and its introduction into the educational process has become urgent, as it plays a key role in constantly providing renewable scientific information, and teaching the syllabus (Muhammad, 2013). In line with the great changes being witnessed in contemporary global society, in this information age and communications revolution, the programs of all educational institutions , need to be reviewed and developed.

Many studies advise introducing the Internet in education because, unlike many other educational tools, it is modern, constantly updated and provides a wide range of information. Opportunities for teachers or students include online participation in conferences, free learning environments and self-learning programs (Nino, 2013), They also gain positive skills, such as team building, communication, problem solving, and creative and critical thinking (Al-Khatatbeh, 2018).

The Internet facilitates obtaining as much information as possible from around the world, with knowledge of different learning styles such as collaborative learning, self-learning, more than one ways of teaching, and knowledge sources from books, movies and programmers for different educational levels (Al-Najjar, 2001).

There are many obstacles that hinder scientific research in Arab universities and institutions of higher education; to overcome these, it is essential to use modern technologies, especially the Internet, to solve communication problems between the researcher and the outside world, and to make available new and specialized information for researchers (Al-Raaod, 2012).

The successful use of the Internet in scientific research and higher education depends on several factors, the most important of which is easy access to high-quality information sources, **which will change the teacher's role and prompt educational institutions to rebuild their internal** units (Hamad, 2018).

Because the modern university's mission is to provide education, scientific research and community service, it is the society's mind and the society's mind is scientific research (Al-Jamal, 2013). Therefore, distinguished researchers, intellectuals and the enlightened are the minds of the community, who are leading its development and progress, and directing its programmers and development plans in all fields (Rabie, 2011). Universities that have not yet recognized the importance of scientific research, thinking their job is only to graduate students without any interest in scientific research or preparation for the present and future, are little more than an extension of primary and secondary education; they are losing sight of the economic importance of scientific research, and the need to develop it (Khadija, 2014).

The use of social networks has been addressed by any number of researchers. For example, Kelly (2002) found that the faculty members in the scientific disciplines at the University of Maryland in America use the Internet more than practitioners of other disciplines, including using the Internet over a longer period of time, and for multiple purposes. A study in African universities (Adeya, Oyeinka, 2002) found that faculty members use the Internet in teaching and research. Al-Mousa's study (2003) also concluded that the Internet should be used in higher education as a means of searching for information, research and studies. A study at the University of Nevada in the United States (Falba, 2003), found that the faculty members believe in the importance of using the Internet in academic areas, whether for teaching or scientific research. Lahibi (2004) found that the spread of Internet technology in Saudi universities encouraged faculty members to use it.

The results of Abu Raya's study (2005) were that the faculty members' purposes for using the Internet are communication, e-mailing, scientific research and teaching. Qitaf study (2006) showed positive trends towards the use of social media and the Internet in scientific research, and that the obstacles to using the Internet in scientific research among faculty members at the University of Annaba in Algeria were the lack of sufficient time and the lack of information in Arabic. Mohammed (2007) found that the percentage of Hashemite University's faculty members using the Internet in scientific research was moderate; the identified statistically significant differences in the percentage of Internet usage by academic position and experience. However, no statistically significant effect was attributed to gender.

Barakat (2008) also showed moderate use of the Internet for scientific research among faculty members in some Palestinian universities. Al-Matrafi (2008) found that although the level of using the Internet by faculty members was moderate, the importance of use was very high, the need for training courses was high, the presence of obstacles was high; the degree of approval for the purposes of employing the Internet was satisfactory, as way approval of proposed ways to activate and develop the use of the Internet.

The results of the study by Hammer (2010) showed a discrepancy in the attitudes of students and faculty towards the use of mobile devices for methodological purposes in lectures. Bute's study (2011) confirmed the attitudes of teachers and students towards the use of the Internet as a source of educational and research information, and the existence of statistically significant differences in teachers' attitudes, by college, gender and degree. Allam (2012) found that males surpassed females in the use of e-learning in university teaching; master's degree holders surpassed PhD holders, and those who had completed several courses surpassed those who had taken only one or none. The results showed statistically significant differences in the attitudes of faculty members at Al-Jouf University towards the use of e-learning in university teaching, attributed to gender (in favour of males), to the qualification (in favour of the master's), in the number of years of higher experience, and to the variability of training courses.

Al-Hazzani (2013) recommended activating social networks in the teaching and learning process, while Ibrahim (2014) concluded that social media should be used by faculty members in the educational process at universities in Upper Egypt. Awad (2014) found that social media sites have a negative impact on the educational attainment of children as the number of hours increased, but a positive impact on the on children when used in the educational setting or under the supervision and guidance of parents. Darboush (2015) found that there is pleasure in using social networks in education at King Saud University, and that the areas of cooperation between colleagues and students increase with the presence of social networking. The study of Hassan and Salah (2015) found technological possibilities for the use of e-learning by faculty members at Hebron University. Al-Zboun (2018) also found that teaching through self-learning and social communication had an effect on the achievement of students at the University of Jordan, with

differences in the social communication scale due according to the method of teaching. The results of Al-Omari's study (2015) showed that one of the obstacles facing faculty members when using the learning system through social media was the weak infrastructure supporting it. Shaaban (2016) found that Face book had both positive and negative significant effects on the social relationships of users, people away from home and those who spent a long times in front of the screen.

Present Study

The world today faces many issues, perhaps the most important being the explosion of knowledge as a result of the fundamental revolution in information and communication technology. This revolution has widened the gap between developed and developing countries. It was accompanied by another explosion, a population explosion, leading to an increase in the number of specialists and the number of those pursuing higher education. This increase requires preparing human and material resources to deliver education to the is ever-growing numbers of learners.

The Internet is one of the most important breakthroughs in information and communication technology, with great benefits in the development of methods of information transfer, modernization of teaching methods, and the development of educational systems, management and scientific research. These are the most important tasks for universities, and a necessity in transformation to an information society.

The role of social networks is no longer confined to identification and communication between users, but goes far beyond that as a familiar educational tool, and an important source of access to learning sources in its various forms, serving universities in achieving the three goals, teaching-scientific research-community service, outlined above.

The present study seeks to answer the following questions:

Question 1: To what degree do the faculty members of the Hashemite University use social networks, in their own opinion?

Question 2: Are there statistically significant differences ($\alpha \leq 0.05$) in the extent to which the faculty members use social networks, by faculty, country of graduation, academic rank, and years of experience variables?

2. Research Methodology

Research Sample

The study's population consisted of all 695 faculty members in the Hashemite University, distributed among 18 faculties, in the second semester of the academic year 2019/2020. A sample of 225 was selected through available random method, representing almost a third of the total population. Table 1 shows their distribution by the study's variables.

Table 1. Sample's members' distribution according to the variables

Variable	Level	Number	Percentage
Faculty	Science	117	52 %
	Humanities	108	48 %
	Total	225	100 %
Graduation country	Arab	90	40 %
	Foreign	135	60 %
	Total	225	100 %
Years of experience	Less than 5 years	65	29 %
	5 – 10 years	83	37 %
	More than 10 years	77	34 %
	Total	225	100 %
Academic rank	Professor	40	18 %
	Associate professor	80	36 %
	Assistant Professor	70	31 %
	Instructor	35	15 %
	Total	225	100 %

Study Instrument

The study used a questionnaire to measure social networking sites' use by the faculty members. It was based on previous research, including the work of Abu Aisha (2014), Al-Raoud (2012), and Al-Mansour (2012).The questionnaire consisted of two parts: the first part includes the variables faculty, country of graduation, years of experience and academic rank. The second part contains 42 items divided into three areas: the field of teaching (15), the field of scientific research (14), and the field of community service (13).

The questionnaire was presented to a committee of ten specialist and expert faculty members from the University of Jordan and Zarqa University, for their opinions and observations on the items' scientific accuracy, wording, meaning, suitability for the field of study and topic. Their opinions were collated, and those items obtaining the agreement of 8 or more referees, (i.e. 80 %) of were adopted, taking into account all their comments. The final version of 42 items were distributed in the four fields, and measured according to a 5-point Likert) scale ranging from 5 =very high to 1 = very low.

In order to ensure the reliability of the research instrument, the internal consistency of the items was evaluated by calculating Cronbach's Alpha: 0.89 for the field of teaching 0.91 for scientific research and 0.88 for community service; the value of the fields combined was 0.89.

Study Procedure

After preparing the study's instrument, verifying its validity and reliability and determining the population and sample, official approval to conduct the study was obtained. The questionnaire was distributed to the sample members over a period of two months during the first semester 2019/2020. The researchers explained the purpose of this study and how to complete the questionnaire. The respondents were assured of the confidentiality of the data and its use for scientific research purposes only, in order to achieve objectivity. After retrieving the questionnaires, the researchers entered the data for analysis. Statistical tests were calculated to ensure that the data were distributed normally.

Data Analysis

Arithmetic averages and standard deviations were used in the statistical analysis, as well as the T-test, one-way analysis of variance, and the LSD test for dimensional comparison.

3. Results

Question one: What is the degree to which Hashemite University's faculty members use social networks from their point of view?

To answer the first research question, the degree to which faculty members use social networks, arithmetic averages and standard deviations were calculated, presented in Table 2.

Table 2. Arithmetic averages and standard deviations

Area Number	Field	Rank	Arithmetic Average	Standard Deviation	Use Degree
1	Teaching	1	4.14	0.89	High
2	Scientific Research	2	3.82	0.95	High
3	Community Service	3	3.39	1.18	Moderate
Total			3.78	0.94	High

This table shows that the level of using social networks by faculty members, in their own opinion, was high overall (average 3.78); the field of teaching ranked highest (4.14) and community service lowest (3.39, or moderate).These results reflect the degree of social network use by faculty members, whose professional duties are laid down by university regulations, locally and internationally, as teaching, scientific research and community service. See Tables 4 to 6 respectively. Overall their use of social networks was high, an indication that the faculty members are keeping pace with scientific developments and responding to modern technologies to support their work and various duties. They also indicate the high ranking of the Hashemite University among Jordanian universities, as one of the

criteria was whether universities keep up with scientific developments. It was pointed out by Diab (2006) that faculty members must use all means to succeed in their prescribed tasks. Al-Mansour (2012) confirmed that they must keep up with scientific and technological developments in order to be an effective element in the performance of the university's tasks. This finding is consistent with the results of several studies including Kelly, (2002), AdeyaandOyeinka (2002), Qitaf (2006), Barakat (2008), Hammer (2010), Ibrahim (2014) and Salah (2015).

Teaching

Table 3. Average and standard deviation for faculty members' use of social networks: teaching

Item Number	Statement	Rank	Arithmetic Average	Standard Deviation	Degree of Use
3	I think that the availability of devices at the university facilitates the social networking process for faculty members.	1	4.47	0.74	High
1	I think the devices used to communicate are modern and save the faculty effort and time.	2	4.46	0.77	High
5	My communication with students through social networks is easy.	3	4.42	0.69	High
2	I work on replying to some of the observations, inquiries and questions from students about the subjects I teach through social networks.	4	4.41	0.77	High
7	I Inform and remind my students of the material examinations in various subjects through social networks.	5	4.40	0.69	High
8	I stress the need for students to adhere to the regulations and instructions laid down by the university through social networks.	6	4.29	0.81	High
9	I remind students of effective ways to study materials through social networks.	7	4.2	0.87	High
4	I urge students to preserve the University's property and buildings through social networks.	8	4.19	0.75	High
6	I advise students to adjust, organize and manage time through social networks.	9	4.13	0.85	High
13	I encourage students to participate in events, activities and celebrations of national and religious events through social networks.	10	4.11	0.83	High
14	I choose some office hours for students through social networks.	11	4.01	1.35	High
15	I urge students to work collaboratively with their peers through social networks.	12	3.99	1.29	High
10	I help my students take experimental exams by posting them on social networks.	13	3.81	0.94	High
11	I communicate with students about emergency updates about lecture time.	14	3.67	1.10	Moderate
12	**I answer students' research queries** through social networks.	15	3.58	1.28	Moderate
Overall Average			4.14	0.85	High

Table 3 shows that the level of use of social networks for teaching was high, with an average of 4.14, ranging from 4.47 (availability of devices at the university facilitates the social **communication**) to **3.58 (I answer students' research queries through social networks).**Only the two lowest ranking items scored moderate rather than high. The researchers believe that this high level of use of social networks in the teaching field is an indication that the faculty members keep up with all techniques delivering all types of information to students.

This supports the belief of Al-Dahdouh (2012) that in order for a university professor to fully practice teaching, he/she must be proficient in their field of specialization and well-informed.

Scientific research

Table 4. Average and standard deviation for faculty members' use of social networks: scientific research

Item Number	Statement	Rank	Arithmetic Average	Standard Deviation	Degree of Use
16	I offer various academic consultations for graduate students through social networks.	1	4.22	1.16	High
17	I benefit from research, journals, articles, and publications published through social networks.	2	4.11	0.94	High
18	I communicate with my supervised students through social networks.	3	4.03	0.97	High
19	I review, revise, and evaluate masters and doctoral theses through social networks.	4	3.97	0.97	High
20	I communicate with many faculty colleagues to increase collaboration and consultation for scientific research purposes.	5	3.93	1.29	High
21	I think social networks have enabled me to make friends with faculty colleagues around the world.	6	3.88	1.07	High
22	I think social networks have enabled me to learn about diverse cultures through fellow faculty members.	7	3.8	0.94	High
23	I think social networks have enabled me to learn about scientific research in my field.	8	3.71	1.11	High
24	I think the university offers free subscription to many electronic networks for scientific research purposes.	9	3.68	0.98	High
25	**I think social network's communication** channels between faculty members are available and encouraging.	10	3.67	1.32	Moderate

26	**I think the university's administration** is working to encourage faculty communication through these networks for academic service purposes.	11	3.61	1.04	Moderate
27	I encourage students to use social networks to invest real time and effort.	12	3.95	1.03	Moderate
28	I believe that social networks enable students to communicate with faculty members from their homes and from different regions for scientific research purposes.	13	3.57	0.99	Moderate
Overall Average			3.82	0.95	High

Table 4 shows that the level of social network use by faculty members for scientific research was high (average 3.82). The highest ranking (average 4.22) was for ("I offer various academic consultations for graduate students through social networks". The four lowest ranked items were moderate rather than high, down to "I believe that social networks enable students to communicate **with faculty members from their homes ...” (average 3.57). The researchers consider this high level** of use degree for scientific research indicates that the faculty members use all techniques to perform their tasks as professors, whether in theoretical or applied research, and publications in international journals. Social networks enable them to become acquainted with the latest developments at the scientific level, as well as issues related to their areas of specialization.

Community service

Table 5. Average and standard deviation for faculty members' use of social networks: community service

Item Number	Statement	Rank	Arithmetic Average	Standard Deviation	Degree of Use
29	I announce the areas in which I can serve the community through social networks.	1	3.61	1.00	Moderate
30	I offer an appropriate response to the inquiries and observations of the community members through social networks.	2	3.55	1.22	Moderate
31	I communicate with some institutions to provide electronic academic services through social networks.	3	3.54	1.20	Moderate
32	I get invited as a faculty member to many events, seminars and conferences through social networks.	4	3.52	1.08	Moderate
33	I confirm attending many occasions through social networks.	5	3.51	1.29	Moderate
34	I post my CV through social networks on various networks to provide community services.	6	3.41	1.05	Moderate
35	I offer some suggestions and solutions to many social problems through social networks.	7	3.4	0.92	Moderate

36	I communicate with many officials to provide social counseling and services through social networks.	8	3.39	1.21	Moderate
37	I urge students to do community services through social networks.	9	3.38	1.27	Moderate
38	I encourage my colleagues through social networks about social service fields.	10	3.37	1.12	Moderate
39	I make material and moral donations to many parties through social networks.	11	3.34	1.22	Moderate
40	I encourage my colleagues to donate (materially or morally) to the community through social networks.	12	3.33	0.96	Moderate
41	I think the university administration provides incentives for the interaction of faculty members with civil society organizations.	13	3.27	1.24	Moderate
42	The university is keen to encourage faculty interaction with the community through social networks by calculating points for the purposes of promotion.	14	2.88	1.03	Moderate
Overall Average			3.39	1.18	Moderate

Table 5 shows that the level of use of social networking in the field of community service was moderate, with an average of 3.39. The averages ranged from 3.61 for "I announce the areas in which I can serve the community through social networks" to 2.88 for "The university is keen to encourage faculty interaction with the community through social networks by calculating points for the purposes of promotion". The researchers attribute this result to the faculty members' interest in community issues, providing what may be needed by the community such as awareness and guidance services, and conducting various studies of community problems in various areas. The development and progress of a society is a reflection of the level of education, and being interested in serving the society, as faculty members, is considered among their duties.

Question 2: Are there statistically significant differences ($\alpha \leq 0.05$) in the extent to which the faculty members use social networks, by faculty, country of graduation, academic rank or years of experience?

Faculty

The averages, standard deviation and T-test for the degree of use of social networks by the faculty members of the Hashemite University indicate differences by faculty, as shown in Table 6.

Table 6. Average, standard deviation and T-test results for faculty members' use of social networks, by faculty

Variable	Faculty	Sample Number	Arithmetic Averages	Standard Deviations	T	Sig
Faculty	Humanities	108	3.26	0.48	-5.482	*0.000
	Scientific	117	3.61	0.57		

It is clear from Table 6, which includes the T-test results, that there are statistically significant differences in the degree of use of social networks according to the faculty variable, with a higher score for the science faculty (average 3.61 against 3.26). This indicates how much the science faculty member care about scientific issues, technological and medical developments. It makes sense because developments are in the scientific fields.

Country of Graduation

The same analysis was applied to the responses for country of graduation, as shown in Table 7.

Table 7. Average, standard deviation and T-Test results for faculty members' use of social networks, by country of graduation

Variable	Graduation Country	Sample Number	Arithmetic averages	standard deviations	T	Sig
Graduation Country	Arab	90	3.53	0.51	-1.679	0.245
	Foreign	135	3.60	0.61		

The T-test results indicate that there was no statistically significant difference due to country of graduation. This indicates that all faculty members, regardless of the university from which they graduated, whether Arab or foreign, are aware of the use of modern technologies, something of which they must keep abreast in light of global developments and technological and digital acceleration.

Years of experience and academic rank

In addition to average and standard deviations, ANOVA analysis was used to identify differences resulting from experience and rank, as shown in Table 8.

Table 8. Average and standard deviation for faculty members' responses according to years of experience and academic rank

Variable	Variable levels	Number	Arithmetic Averages	Standard Deviations
Years of experience	Less than 5 years	65	3.62	0.67
	5- 10 years	83	3.67	0.56
	More than 10 years	77	3.47	0.51
Academic rank	Professor	40	3.70	1.05
	Associate professor	80	3.54	0.58
	Assistant professor	70	3.60	0.63
	Instructor	35	3.42	0.44

It is noted from Table 8 that there are substantial differences between the averages of the responses of faculty members according to their years of experience and academic position. To verify this, the two-way ANOVA analysis of variance was used, with the results shown in Table 10.

Table 9. Results of two-way analysis of variance for faculty members' responses according to years of experience and academic rank

Variance Source	Squares' Total	Freedom Degrees	Squares' Averages	F Value	Indicative Level
Academic rank	0.539	3.00	0.14	0.42	0.79
Years of experience	2.472	2.00	1.24	3.82	*0.02
Error	109.944	219	0.32		
Total	113.102	224			

The results in Table 9 indicate that there are no statistically significant differences at the ($\alpha \leq 0.05$) level in the responses of faculty members to the degree of their use of social networks according to the academic rank variable, based on the calculated value of F (0.42), and the level of significance (0.797). However, there were statistically significant differences at the ($\alpha \leq 0.05$) level

in their responses according to the variable years of experience, based on the calculated value of F (3.82) and the level of significance(0.02).

In order to find out which of the three levels of experience accounted for the differences, the LSD test was performed for dimensional comparison, as shown in Table 10.

Table 10. LSD test results of the differences in the responses of faculty members according to their years of experience

Variables		Mean	Less than 5 years	5-10 years	More than 10 years
Years of experience	Less than 5 years	3.62			
	5-10 years	3.67			0.20*
	More than 10 years	3.47		-0.20*	

The results indicate most use of social networks by faculty members with 5-10 years of experience, as compared to those with more than 10 years. The researchers attribute this result to faculty members with 5 to 10 years of experience in university teaching looking for all that is new in either teaching, scientific research or community service, in order to keep up with their peers in other universities and other countries. This finding is consistent with those of Muhammad (2007), Allam (2012) and Ibrahim (2014).

Recommendations
Support faculty members and encourage them to evaluate the impact or effects of using different technologies in the educational process. Discuss the phasing out of traditional and rigid teaching methods. Faculty members must be able to perform their duties using social networks. Establish a specialized centre equipped with trained people capable of providing the necessary technical support to faculty members in using information and communication technologies when needed, and on a continuous and direct basis. Help and support the faculties and departments to accelerate the development and updating of the curriculum in ways that correspond to the uses of technology. Spread awareness among faculty members of the importance of using technology in education through brief meetings, educational sessions, and sharing the results of scientific research in this field. Benefit from the results and recommendations from previous studies and scientific research related to the use of technology in education Faculty members should undertake to keep up with change and to acquire the skills to use technology and benefit from it in education.

4. Conclusion
This study aimed to identify the degree do the faculty members of the Hashemite University use social networks, in their own opinion, and also aimed to identify if there statistically significant differences in the extent to which the faculty members use social networks, by faculty, country of graduation, academic rank, and years of experience. The results showed that the degree of social network use among faculty members was high in all disciplines, from the teaching field (highest) to scientific research and the community service field. There were significant differences in networks use due to faculty variable, in favour science faculty members. And there were significant differences in networks use due to years of experience variable, in favour to faculty member who have 5-10 years of experience in teaching, but no statistically significant differences in networks use due to country of graduation and academic position variables. Researchers Recommendations to support faculty members and encourage them to evaluate the impact or effects of using different technologies in the educational process.

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