

Employing of the Social Media from Faculty Members at Al-Balqa Applied University into E-Learning and the Challenges Faced During the Corona Pandemic

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Abstract

The study aimed to reveal the use of social media in e-learning by faculty members at Al-Balqa During the Corona pandemic, the study .Applied University and the challenges they faced population consisted of all faculty members working at Al-Balqa Applied University in all colleges specializations, and academic ranks, and it was applied during the second semester of the academic years 2022-2023. The study sample consisted of (30) faculty members Teaching from Princess Rahma University College at Al-Balqa Applied University. They were selected by a simple random method, and a questionnaire was developed consisting of items distributed over two areas. To achieve the objectives of the study and verify the answers to its questions the researcher used the descriptive survey method, and appropriate statistical methods were used to analyze the data results. The study found that most of faculty members at Al-Balqa Applied University used social media in e-learning during the Corona pandemic. They also directed students toward educational resources through social media. The study intended to develop the administrative systems of Jordanian universities to transform communication with faculty members from traditional communication to electronic communication via social media. Educating university professors about the importance of using social communication in university education.

Keywords: *Social Media, E-Learning, Challenges, Corona Pandemic*

1.0 Introduction

Information technology and its invention have become an important and realistic role in various aspects of life in general, in education in the school and university sectors in particular, as this era, which was described as the era of the information and technological revolution, facilitated the use of educational communication in education and its forms, and led to bridging and shortening distances, as well as saving time and effort. And to the emergence of e-learning and its spread as a substitute for traditional education.

And stress Good news education And work on no keeping up The move educational Which It is considered a revolution in philosophy education And his policy in this squeeze out that I am characterized With culture ,Tom where Lets this pattern from education openness on the world on The Road dealing with direct with sources the information in squeeze out I became

in it Edition With all Picture it And its shapes always Before the world complete on The Road Channels Connection that penetrated Centrality the information And I broke Bob Confidentiality And now Edition always For everyone on condition Comprehensive from techniques Distance education (Al-Dabbasi, 20020. Depending on a number of electronic elements ,hat are used in Educational communication between all schools and their students , they rely on e-learningthrough the application of advanced technology Such as the computer , its programs and media.

It is known (Berg, Simonson, 2018), the electronic system is open for communication with the members of the educational work, and this smart system requires relying on the presence of digital electronics for student courses and electronic networks. Electronic learning is considered a modern innovation in educational design, which creates modern technology of devices and electronic devices in the service of educational learning.

It has provided flexible digital technology in education and its strategy that was not known before. At the same time ,this technology has witnessed the emergence of challenges for universities and higher education, as it can embrace this change and not only respond to digital technological advances in the field of education-Mills (Yannis, Jane and Casabir, 2009).

learning represents an educational system that aims to improve educational programs Training sessions for the group at any time and place, through the use of interactive information and communications technology such as the Internet, hard disk, e-mail, and computerized education; This is to provide an interactive learning environment with multiple sources, in a synchronous manner in the classroom, or asynchronously via distance learning, without commitment to a specific place depending on self-learning and interaction between the teacher and the learner (Salem, 2004).

Recently, social media networks have had a great influence on communication and interaction between people and society in general, where no one was affected by it, and people have become more vulnerable to WhatsApp WhatsApp AndFacebook ", AndTwitter ,Google Plus YouTube , and others, are used in various parts of the world, and they increase social networking skills via the Internet. The features of social networking can be used in teachings (Etmezi, 2013).

The world experienced the Corona crisis at the end of the year2019. It was a real crisis that Jordan faced, like the rest of the world, and imposed challenges on the lives of all Muslims Due to the impact of the Coronavirus Covid-19 invading Jordan, Jordan has been forced to shift to a mission to try to limit its spread. Therefore, Jordanian education must transform, like other countries in the world, to provide distance education for its students in the higher educational levels, school and university. And the shift towards electronic education as an .alternative to traditional education Through the work of a researcher as a member of science in one of the largest complex educational teams in Jordan, he found that it is inseparable from the distinction of employing faculty members at Al-Balqa Applied University for social media in the field of electronic drawing and the challenges they faced. During thecoronavirus pandemic, identifying the most important challenges for them, but limiting the problem of the study through discrimination to the truth about the employment of faculty members at Al-Balqa Applied University for social media in programming websites and the challenges they faced. During the Corona epidemic from their point of view.

The research questions of the study are: What is the truth about the use of social media by faculty members at Al-Balqa Applied University in the field of electronic training and the challenges they face During the Corona epidemic from their point of view?

The main: question stems from the following structural questions

Q1: What we are doing is using social media in the field of electronic training from the point of view of faculty members at Balqa Applied University During the Corona epidemic?

Q2: What are the most important challenges that faculty members face in the field of teaching in the field of social media technology in the field of electronic training from the point of view of faculty members at Al-Balqa Applied University during the corona virus epidemic?

The study is determined in find out about twenty faculty members at Al-Balqa Applied University for Social Media in the field of e-training and the challenges they faced During the Corona pandemic, which required all educational institutions in the world and Jordan in particularly, the distance learning system and trying to explain different technology techniques and you need to help the results of the study in providing a review for Balqa Applied University and all public universities to work on social media techniques in education and try to confront the challenges that accompany them. The study also stated that it aims to provide educational assistance by benefiting from the results and recommendation of the study.

2.0 Literature Review

Al-Huwaidi's study (2021) aimed to identify the reality of first-grade teachers' use of technological means in teaching science during the Corona pandemic in Mafraq. The study used the descriptive survey method, where a tool was prepared to achieve the objectives of the study, which is a questionnaire consisting of (30) items. The study sample consisted of members of the study population, numbering (200) male and female teachers in the schools of the Mafraq District, distributed among (60) primary schools. The results of the study showed the use of technological means in distance education during the Corona pandemic. The results also showed that there were no statistically significant differences at the level of significance for the use of technological means in distance education during the coronavirus pandemic due to the gender variables and the academic qualification variable. The results showed that there were statistically significant differences for the experience variable and were in favor of experience of more than 10 years. The results also showed that the positives of using technological means in distance education (at home) were significant. The results also showed that there are significant negatives to using technological means in distance education.

Al-Zahrani's study (2021) aimed to identify the impact of using e-learning in light of the Corona pandemic (Covid-19) in developing some concepts of digital citizenship (digital communication) among female students of the College of Education, Kindergarten Department at Umm Al-Qura University. The descriptive approach was used, and it was The tool was in a questionnaire that was distributed to a sample of (345) female students from the College of Education, Kindergarten Department, and the researcher reached several results, most notably: Employing digital communication technologies such as social media networks to support students' activities obtained an average of (4.15 out of 5), meaning a (large) degree. Think carefully about what is sent and written via digital communication technologies, with an arithmetical average of (3.88). The score was (large) while keeping students safe on the Internet and not talking to others had an average of (2.20) and a score of (small). As for determining the time and place of using certain digital communication technologies, it had an average of (1.88), meaning a score of (small). The results also showed that there were no statistically significant differences between the averages of the study sample members in responses according to the variable (level). Based on these results, the researcher presented a number of recommendations and proposals. The most important of which are: using digital educational software for all academic subjects, using digital communication technologies in teaching and

learning processes, training teachers, students, and directors of educational institutions in the field of digital technologies, organizing training meetings for learners' skills related to implementing classroom activities using digital learning programs that take into account individual differences among learners, organizing Seminars and educational programs on digital ethics and the use of digital technologies in the teaching and learning processes.

Abu Eyada (2021) conducted a study aimed at assessing the need to activate educational leaders in Jordanian universities for e-learning during the Corona pandemic from the point of view of faculty members. The descriptive analytical approach was adopted, as information was collected through a questionnaire distributed to a sample of 109 educational leaders in Jordanian universities, including 78 female leaders and 31 male leaders. The study concluded that the reality of activating e-learning in Jordanian universities was of a low degree for the fields as a whole, and the importance was of a high degree and that there is a need to activate e-learning in Jordanian universities. The results did not show statistically significant differences at the significance level ($\alpha = 0.05$) due to the variables (gender and academic rank). While statistically significant differences were found for the sector variable and in favor of private universities. Based on the results of the study, many recommendations were made, including formulating leadership procedures to activate e-learning in Jordanian universities, and the necessity of planning to transform our Jordanian universities into smart universities with a smart electronic environment to keep pace with the developments of the times.

Sahu (2020) conducted a study aimed at finding out the impact of university closures due to the Coronavirus (COVID-19) on education and the mental health of students and faculty. The new coronavirus (COVID-19) originated in Wuhan, China, and has spread rapidly throughout the world. Thus, a large number of universities postponed or canceled all university activities, and universities took extensive measures to protect all students and employees from the highly contagious disease. Faculty members moved to the electronic teaching system, and the research highlights the potential impact of the spread of COVID-19 on education and mental health. For students, the results of the study showed that universities should implement laws to slow the spread of the virus, students and staff should receive regular information through email, the health and safety of students and staff should be a top priority, counseling services should be available to support students' mental health, and also The authorities must bear the responsibility of ensuring food and housing for international students, and faculty members must pay careful attention to technology to make students' learning experiences rich and effective.

A study conducted by Draissi, and Yong (2020), aimed to know the response plan to the outbreak of COVID-19 and the implementation of distance education in Moroccan universities. In this study, the researchers examined various documents consisting of news articles in daily newspapers, reports, and notices from the websites of Universities. The study used a content analysis approach, and the results of the study indicated that what is worrying is that the COVID-19 pandemic challenges universities to continue to overcome the difficulties facing both students and professors and to invest in scientific research and their ongoing efforts to discover a vaccine and new teaching methods were based on increasing student independence. Additional duties were assigned to professors to maintain the momentum of their work from home, providing free access to a few paid e-learning platforms or databases.

3.0 Methodology

3.1 Samples

The study population consisted of all faculty members at Al-Balqa Applied University and all its affiliated colleges. This is for the first semester of the 2022/2023 and the number is 1483 faculty members. The samples of this study were 30 faculty members who were randomly select from the research community, and some of them did not like them, experience and scientific and creative excellence in scientific research

3.2 Instruments

As previously mentioned, the unique and innovative value of this empirical research. Therefore, due to the descriptive and analytical nature of this study, the basic study tool was prepared by reviewing the literature and reviewing some previous studies that dealt with this study, as it was based on the questionnaires used in a number of previous studies. To analyze the data, the researcher relied on the mathematical arrangement of the paragraphs, such as:

Arithmetic calculations $2.34 - 3$ represent a high score.

Means $1.67 - 2.33$ represent a moderate score.

Averages below $1-1.66$ represent the score.

4.0 Results

Q1: What is the reality of using social media in e-learning from the perspective of faculty members at Al-Balqa Applied University during the coronavirus pandemic?

Table 1 Mean and standard deviation of the reality of using social media in e-learning from the perspective of faculty members at Al-Balqa Applied University during the Corona pandemic.

	<i>item</i>	<i>Stander Deviation</i>	<i>Mean</i>
1	Using social media in e-learning	.540	2.81
2	Visit the research site in the field of educational and academic specialization through social media	.553	2.74
3	Guidance requests To various educational sources through the information cluster network and contributing to social media	.587	2.68
4	Use social media To obtain information and electronic scientific resources that support the study material	.622	2.62
5	Use social mediato contact academics outside my university	.685	2.59
6	Read new information on specific sites in the Air Information Network in my field of specialization	.663	2.58
7	Using information obtained from the viral information network in teaching students	.670	2.54
8	Exchanging scientific information and news for university faculty members via social media	.662	2.52
9	Subscribe to scientific journals via social media	<u>.751</u>	2.29

10	Using social media for social communication through direct communication with the manager of University administration through my email	.0656	2.25
Total		.0526	2.53

Q “2: What are the most important challenges that faculty members faced in employing social media in e-learning from the point of view of faculty members at Al-Balqa Applied University during the coronavirus pandemic??

Table 2 Mean and standard deviation from the responses of faculty members faced in employing social media in e-learning from the point of view of faculty members at Al-Balqa Applied University during the Corona pandemic.

	<i>Item</i>	<i>Stander Deviation</i>	<i>Mean</i>
1	The cost of implementing all scientific courses through Social media	.741	2.62
2	It bears the cost of an intermediate curriculum in social media	.672	2.74
3	You bear the costs of rapid development through social media	.656	2.51
4	Academic classification score via social media	.624	2.50
5	Due to a lack of communication while teaching via social media	.685	2.49
6	Few faculty members tend to use social media in teaching	.663	2.40
7	Very slow internet connection to access social media	.670	2.37
8	Lack of dedicated devices for using the Internet and social networking sites in teaching.	.662	2.33
9	trusted Some faculty members use the recitation method of teaching.	.745	2.21
10	A decision that does not include requests for the use of social media sites	.652	2.06
11	Failure to provide hardware and software	.668	1.81
12	Inability to increase the power of the computer	.771	1.65
13	There are no new programs for faculty members on the use of social networks and the Internet in education	.821	1.51
14	The cost of implementing all scientific courses through Social media	.623	1.49
Total		.0526	2.05

It is show Table (2) that the percentages, arithmetic means, and standard deviations of the faculty members’ responses according to the paragraphs on the challenges faced by the faculty members in employing social media in e-learning from the perspective faculty members at Al-Balqa Applied University during the Corona pandemic came at an average degree. The arithmetic averages ranged between (2.63) at the highest level and were in favor of the section on the difficulty of implementing all scientific curricula via social media. (1.49) was at its minimum and was in favor of the paragraph that there are no training programs for faculty members on the use of social networking sites and the Internet in education.

5. Discussion and Conclusion

Recently, social media networks have had a great impact on communication and interaction between individuals and society in a way that no one expected, as sites such as Whatsapp, Facebook, Twitter, Google+, and YouTube have become.

The results of the study show that the majority of faculty members at Al-Balqa Applied University used social media in e-learning during the Corona pandemic. They also directed students toward educational resources through social media. Faculty members also used social media to exchange scientific opinions with their colleagues and participate in university periodicals, as well as use them in administrative communication with the university administration. The results of this study differed from the findings of the study (Al-Zahrani, 2021), which aimed to identify the impact of using e-learning in light of the Corona pandemic (COVID-19) in developing some concepts of digital citizenship.

Faculty members also expressed their opinions and attitudes regarding the presence of a group of challenges that they face in Jordanian universities in using social media in university education. Among these challenges is the difficulty of achieving curricular objectives through social media, and also that the curriculum does not include educational situations that require the use of social media. Social. This result was consistent with the findings of Abu Eyada's study (2021), which aimed to estimate the need to activate educational leaders in Jordanian universities for e-learning during the Corona pandemic from the point of view of faculty members.

The researcher attributes this to the necessity of holding training courses for faculty members to introduce the importance of social media in improving the educational process in universities and raising its level and the necessity of encouraging members to use the Internet and the World Wide Web, and urging them to participate in international conferences on developing their abilities in using social media skills. Social in education.

6. Suggestions

In light of the results that resulted from the study, and in consideration of the following;

There is no need to develop administrative electronics for electronic universities to shift - communication with faculty members from traditional communication to communication electronically via social media.

It focuses on holding multiple programs and workshops for faculty members on using a - social network in education, because of its role in raising quality standards and increasing the effectiveness of teaching.

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