



Faculty Approach Toward E-learning Using Social Media and Mobile Devices: Outlining Advantages and Concerns

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Abstract— *this study is concerned with faculty approach towards incorporating social media and mobile technology in learning. Different solutions have been provided for embedding educational technologies within educational context, and many tools are providing different services for managing students and learning process. The use of social media and mobile technology as a newly adopted technology are shifting the concern and use from traditional learning content and management systems (LCMS) to a more flexible and wider social and mobile platform. This study seeks to identify the current status and challenges of adopting social media and mobile technologies by faculty members in Jordanian universities. The findings of this research study are believed to help in considering the use and incorporation of social media , web technologies and policies in future consideration within educational context.*

Keywords— *Include at least 5 keywords or phrases.*

I. INTRODUCTION

The current advances in the field of information and communication technologies have helped in shaping the current educational technology approach towards learning. Different systems and tools have been developed for serving this purpose and many universities and educational institutions have adopted those technologies and included them within their curricula. Some universities adopted these tools for providing blended type of learning, where the face-to-face education is supported with learning materials that are provided through educational system, while other universities adopted the fully online courses approach. Most of the used e-learning systems are known as learning and content management systems. Those systems are capable of managing students, classrooms and providing learning objects in predefined structure coupled with different learning activities and tools in the boundary of the used system [1]. The benefits of using e-learning are acknowledged in different research studies[2], and many studies have outlined the following factors as the main driving force for the wide use of LCMS:

- Managing Students and classroom
- Presentation purposes
- Just in time teaching
- Communication and collaboration
- Assessment purposes
- Tracking performance
- creation and maintenance of classroom community

Regardless of the different positive features provided by e-learning systems, many research studies revealed that the use of LCMS is becoming less adopted and less functional in many universities. The reason for this reluctant in continuing the use of LCMS is coming from the fact that these systems are not providing flexibility towards students different learning styles, or as better known of “one-size-fits-all” problem in LCMS. The problem of “one-size-fits-all” is found in all currently used LCMS, and the problem is shaped by depriving students from choosing learning objects that fits their learning needs or styles according to their different perceptions. Different approaches have tried to address these problems by developing adaptive e-learning system, but still no definite solution is presented. Some solutions have managed to provide adaptability on course level, but no comprehensive solution is present [3]. Moreover, it was reported by [4] that there is a clatter between universities and students and it is becoming more evident due to the linear and hierarchical ways of communication, learning and access to knowledge that are provided by universities. On the other hand, students and faculty members have found another substitute in using the same features that are provided within LCMS in different social media and mobile solutions. Many research studies have confirmed the increasing use of social media networks and solutions within educational context [5]. The use of different tools such as Facebook, YouTube, Google +, Twitter and many other solutions for mobile technology are providing a promising change in the concept and use of e-learning to include a wider scale of features and participation level. The social media and mobile technologies are providing a different medium and perception for interaction. Those and other features are believed to be the driving forces for this shift in the use and implementation of e-learning concept. However, there are concerns and challenges of using social media in the field of e-learning [6]. The next sections will shed the light on the advantages and concerns of using social media in higher education.

II. THE USE OF WEB 2.0 AND MOBILE DEVICES IN HIGHER EDUCATION

The use of web 2.0 and mobile application have penetrated many sectors and the higher education was no exception. Different research studies have reported the successful use of social media and mobile technologies in higher education to improve students engagement with course materials and to increase interactivity among students and faculty members [7] , [8]. Other studies have reported that the use of tablet devices within classroom has shown increase in students' involvement level during lectures and a better capacity towards evaluating students learning. Moreover, the use of social media and mobile devices provided a forceful methodology for presenting direct feedback to improve students' performance [9]. According to Brian Solis , co-founder of the Social Media Club and leader in Social media, he illustrated the different used social media into different categories and has been introduced as "The Conversation Prism". The provided categorization in the following figure describes "the art of listening, learning and sharing" for the social media tools available [10].



Figure 1. The Conversation Prism [10].

Different universities worldwide adopted those technologies in order to provide a sense of community for their students within educational boundaries. The utilization of wireless connectivity in many universities enabled students to have better interaction with those tools and services. Moreover, different learning content and management systems provided the ability to be used and customized for mobile devices use. The most widely used LCMS are Moodle as an open source LCMS, and Blackboard as proprietary solution [8]. Also in terms of social media and mobile applications, many faculty members were found using those services to provide educational activities, as most of the social media web technologies are customizable for the use in mobile devices too. The different ranges of mobile applications have enabled faculty members of using those tools for creating groups and communities for learning. In a recent study that was initiated by Babson Survey Research Group in association with New Marketing Labs and the education-consulting group Pearson Learning Solutions, it was found that among nearly 1000 higher educational institutions, it was found that more than (80%) of faculty members are using social media in some capacity, while more than half of the surveyed users are incorporating those technologies as a part in their educational activities. In addition it was found that (30%) are using social media to enable a better communication with students using different posts, blogs and forums. Also it was found that more than (52%) of faculty members are using online videos, interactive solutions, podcasts, blogs, forums and wikis throughout class time [11]. Students' attitudes towards these services were regarded as different from faculty to another. It was reported by [12], that students preferred the use of online posted information, multimedia and interactive material over paper textbooks. Another study made by [7], found similar results were students preferred the use of mobile devices within educational context. It terms of assessment and receiving feedback, it was found that students favoured multimedia approach that included the use of online notes accompanied with audio and visual response [13]. However, according to [14], he confesses that the uses of these new technologies and solutions is not coming without drawbacks and disadvantages, as different studies reported that the use of such technologies in comparison with traditional approach are creating more challenges in terms of:

- Creating distraction during the lecture
- Non-academic use of mobile during lectures

The next section will explore the main advantages and concerns towards the use of social media tools in higher education.

III. ADVANTAGES AND CONCERNS OF USING SOCIAL MEDIA TOOLS IN HIGHER EDUCATION

Every technological advancement has advantages and concerns towards its use, and the use of social media tools and mobile technologies is not different. It is important to investigate the use and to raise concerns about the use of technologies in every and each life sector. It has been reported by different studies that the main advantage of using social media in higher education is the capability of such technologies in forming communities [15],[16]. The presence of educational community enables a better response and interaction for enabling better communication, engagement and collaboration. Social media and mobile technologies have managed to adapt to:

- Different type of learners
- Different types of learning
- New forms of higher education provision

In terms of different type of learners, it is becoming so evident that the current students attending universities are having different and more options towards interacting with knowledge and information. The social media and mobile technologies have managed to provide wide options of services that are satisfying different needs in terms of flexibility, fluidity, multitasking and accelerated ways of learning [17]. Moreover, social media and mobile technologies have enabled students to have better control over the nature and form of what they do, where they do, when and how they do it. Those features have resulted in better engagement with learning activities.

In terms of different types of learning, it is well acknowledged by different research studies that social media and mobile technologies support different forms of knowledge consumption and knowledge construction that are different from the formal education and personalized instruction. Those technologies are having a big capacity in accessing, using and distributing information on a just-in-time manner. Thus the formation of learning definition is taking a new scale, as learning is becoming considered as the ability for individuals to connect and retrieve the needed information when required. According to [18], he professes that being educated is seen as the ability to foster and maintain these connections. Another definition for learning is made by George Siemens, as he sees that learning is becoming more about the capacity to know more using social media rather than the dependence on accumulated prior knowledge in terms of what is currently known [16]. Moreover, different higher educational institutions are seeing that it is becoming less important to support learners to passively keep hold of information, but students should be supported in new skills towards accessing and expanding the reachability to information stored elsewhere when required [17]. Many researchers believe that universities are in good position for leading the change in learning through the adaption of social media technologies to support the shared creation of knowledge amongst students and the wider community [19]. In fact many universities are currently becoming determined to expand their perception and use of social media in order to support those new forms of learning [20]. In terms of new forms of higher education provision, it is becoming more evident that the social media and mobile technologies are bringing a new concept of challenge for the formal educational establishments in terms of routine practises within education. Social media and mobile technologies are found in continuous conflict with some of the central belief of the formal provision of education within traditional educational establishment. As it was mentioned before that the social media and mobile technologies approach implies that learners should be active co-producers of information rather than inactive consumers of content, and learning should be a social process through participation to support personal life goals and needs [21]. However, it has been reported by different research studies that the strain is clear enough between two parties that believe that social media and mobile technologies can be used to enhance the higher education institutions in their current form, and the second party that believes that social media and mobile technologies exist to dislocate and eventually replace the university on the whole. It is important to note that many social media and mobile technologies are providing education from outside sources and not coming within educational institutions. However, it is also clear that many social media and mobile technologies are providing a classification for educational materials that can be used by universities to create special and dedicated channels and groups for distributing knowledge and education. It is important to understand that the digital technology is bringing a serious challenge to the traditional educational institutions that are not adapting to the presence of such technologies. Different critics are arguing that some universities are being nothing more than an out-dated artefact of the industrial age, and they are being turned into obsolete by contemporary digital technology [22].

In terms of concerns associated with using social media and mobile technologies, different research studies raised different concerns and the sum of these concerns is presented in the following points [23], [24] :

- Concern #1: Loss of control
- Concern #2: Time commitment
- Concern #3: Information overload
- Concern #4: Privacy and Integrity

The concern of loss of control is present in most social media technologies, as it has been noted that most of the tools that are having some kind of forums where students can interact and post comments, this problem exists. In many occurrences researchers found that students quite often will change and diverse the discussion and lose the control over the main topic. In many times it has been recorded that negative comments will diverse the control and shift the

discussion of the participating students [23]. However, many social media tools and mobile technologies are currently capable of providing blocking services, either for users or comments. But still it is a serious concern as faculty members need to be present and watch and control every comment to check if it is within the scope of the main topic [10].

The second concern is time commitment, as the practice shows that many faculty members are busy with different tasks that are related to their teaching or research and social media and mobile technologies need serious time commitments. It was found that those technologies needs dedication from faculty members to respond and provide feedback for students in a fast manner, otherwise it was found that they are not so useful to be present. Thus it is expect that faculty members need between 1 and 15 hours on a weakly basis to work and be active on those tools and services, and all depends on the number of social media and mobile technologies used by faculty member, the number of interactive audience, the extensive presence needed on each used tool.

The third concern is about information overload, as it has been found that many users are reporting that they are overloaded with so many forms of media that are produced and delivered using social media and mobile technologies. The concern for information overload is because such presence of many forms is creating distraction for students and it is becoming hard to cope with so much information.

The forth concern is regarded for privacy and integrity of using social media and mobile technologies, as it has been found that it is hard to ensure privacy and integrity of the users connected to the social media site [25]. Moreover, it is easy for any person to create a 'social group or a channel that falsely belongs to faculty member or university. In a recent study made by [24], it was found that almost 80 percent of 1,920 faculty members from different disciplines reported that "The lack of integrity of students submissions" is a serious concern and a major barrier.

Some other barriers also exist, and have been reported as secondary concerns that are:

- Grading and assessment
- Inability to measure effectiveness
- Lack of integration with learning management system (LMS)
- Takes too much time to learn or use
- Lack of support at my institution

But despite these concerns, they all agree that the presence of social media and mobile technology is to be considered through a strategic implementation and use.

IV. RATIONALE FOR STUDY

There are different studies that are related to social media use as educational technology and the benefits of adopting such approach in teaching and learning [26]. On the other hand, different studies also outlined the challenges associated with adopting social media within educational context [27]. Surveying the literature about Arab professors' use of social media in the Middle East provides little information about the status of usage and adoption within educational context. Most of the provided information is related about the use of social media and its effect on the political status and media in those countries and it is effect on what is called as the "Arab Spring". This research study seeks to explore different categories of social media status among Arab professors in order to have better understanding of significant interaction effect. The explored categories are:

1. Defining the differences among Arab professors in terms of the age, rank and class size.
2. Defining the difference in terms of mobile devices and social media uses
3. Defining the driving factors for social media use in education
4. Defining the advantages and concerns of using social media in educational context

V. METHODOLOGY

This research used the quantitative approach methodology in order to gather information that will assist in focusing and describing the social media use in Jordanian universities by faculty members in order to summarize characteristics across groups and other define factors. The questionnaire was constructed and modified based on different studies that are investigating the use of social media within educational context. The questions have been modified to suit the objectives of this research. The questionnaire was built using web questionnaire service provided by (<https://www.surveymonkey.com>) on the following address (<https://www.surveymonkey.com/s/QTJ2Y3K>). The invitations for faculty member participation were sent for 12 universities in Jordan. The response came from 92 faculty members. The responses were collected and the data were analyzed using SPSS.

VI. RESULTS AND DISCUSSION

This section will present the results of the questionnaire and it will provide comprehensive discussion for the results.

The first question that was asked for the participants was (Have you used any of the social media tools in your teaching?). The following table shows the results with respect for Age, Gender, Class Size and Academic Rank.

Table I: Uses of Social media

Category	Have you used any of the social media tools in your teaching		Frequency	Percent within group	Percent with all participants	Percent Within Category
Gender	Yes	Male	12	75%	13%	19%

	No	Female	4	25%	4%	14%
		Total	16	100%		
		Male	52	68%	57%	81%
		Female	24	32%	26%	86%
		Total	76	100%		
Age	Yes	Less than 30	1	6%	1%	11%
		30-50	14	88%	15%	20%
		60 or older	1	6%	1%	13%
		Total	16	100%		
	No	Less than 30	8	11%	9%	89%
		30-50	57	75%	62%	80%
		51-60	7	9%	8%	100%
		60 or older	4	5%	4%	80%
		Total	76	100%		
	Average class size	Yes	13-40	16	100%	17%
No		13-40	72	95%	78%	82%
		More than 40	4	5%	4%	100%
		Total	76	100%		
Academic Rank	Yes	Assistance professor	12	75%	13%	18%
		Associate professor	3	19%	3%	18%
		Professor	1	6%	1%	33%
		Total	16	100%		
	No	Support faculty	2	3%	2%	100%
		Lecture	4	5%	4%	100%
		Assistance professor	54	71%	59%	82%
		Associate professor	14	18%	15%	82%
		Professor	2	3%	2%	67%
		Total	76	100%		

The results are showing that 17% of participants are using social media tools for teaching in Jordanian universities. The percent of males that use social media is 13% for all participants, and within male group it is (19%). On the other hand the results shows that female participation is lower in terms of all participants with percent of (4%) and within category with percent of (14%). The same preferences are shown for male as the percent of males that are not using social media within male participants is (81%), while it is (86%) for females. Those results prove that male faculty members in Jordanian universities are keener towards adopting social media tools within educational context. In terms of age, the results show that the highest percent for using social media within age groups is for the age group of (30-50) with a percent of (20%). On the other hand the highest level for users not adopting social media is for the age group of (51-60) with a percent of (100%). In terms of class size the highest percent of adopting social media was found in the class range of (13-40) with a percent of (18%). On the other hand the classes with students more than 40 didn't use social media tools within educational context. Such percent can be understood as the case would be harder to manage in the case of larger class sizes, and social media tools are thin in managing students if compared with management capabilities of LMS or LCMS. In terms of academic rank the best percent came for professor with a percent of (33%), while the assistant and associate professors had the same percent of 18%. On the other hand the highest percent of not using social media came for (support faculty and lecturer) with a percent of (100%).

Table II. Challenges towards Social Media

Which of the following might be the challenges for not using social media in teaching	Challenges	Responses		Percent of Cases
		N	Percent	
	lack of time	73	34.90%	96.10%
	the benefits are not defined	12	5.70%	15.80%
	lack of knowledge on how to use social media in education	65	31.10%	85.50%
	concern for privacy	4	1.90%	5.30%
	fear of losing control to students	2	1.00%	2.60%
	tools are not mainstream	53	25.40%	69.70%
	Total	209	100.00%	275.00%

This table shows that the main challenge towards adopting social media in teaching for faculty members in Jordanian university is (lack of time) with a consensus of 34% of faculty members. Such high percent is understandable as using social media within educational context requires time and dedication for effective participation in the different tools and services provided by social media technologies. The second main challenge in the list is for (lack of knowledge of the use of social media in education) with a percent of (31%). This percent can also be understood as the rapid development of social media and mobile technologies have mad it hard to grasp and follow the available technologies. The third main challenge is (tools are not mainstream) with a percent of (25%). This percent is also understood as there are different types of social media tools that are used in different way and that requires different operations for performing similar tasks. The forth challenge has been identified as (The benefits are defined) with a percent of (5.7%). This percent can be understood as different tools are available in the market that have no clear benefits due to similarity from one side, or due to uses lack of knowledge on how to use such tools in educational context. The fifth challenge is (concerns for privacy) with a percent of (1.9%) . and the final concern was (fear of losing control to students) with a percent of (1%).

Table III. Cross Tabulation for (Challenges and Gender)

Which of the following might be the reasons for not employing social media in teaching in your classes?		Gender		Total	% Gender Male	% Gender Female
		Male	Female			
lack of time	Count	49	24	73		
	% of Total	65%	32%	96%	94%	100%
The benefits are not clear	Count	7	5	12		
	% of Total	9%	7%	16%	13%	21%
lack of knowledge of the use of social media in education	Count	45	20	65		
	% of Total	59%	26%	86%	87%	83%
concern for privacy	Count	4	0	4		
	% of Total	5%	0%	5%	8%	0%
fear of losing control to students	Count	2	0	2		
	% of Total	3%	0%	3%	4%	0%
tools are not mainstream	Count	37	16	53		
	% of Total	49%	21%	70%	71%	67%
Total	Count	52	24	76		
	% of Total	68.40%	31.60%	1		

The cross-tabulation was used against the gender in order to define clearer status of faculty members in Jordanian universities. In terms of the challenge (lack of time) it was found that both male and female agreed with a percent of (96%) that lack of time is a main challenge. However, in terms of gender differences, it is clear that female faculty members are affected more by that challenge if compared with male faculty members, as the female percent was (100%) while male percent was (96%). This result can be understandable, as working females are generally having more responsibilities and duties that are related to work and house. The second challenge (the benefits are not clear) have had an agreement of (16%) of participants. However, the table shows that female faculty members are having more agreement that the benefits are not clear if compared with male participants as the female percent was (21%) while the male percent was (13%). The challenge (lack of knowledge of the use of social media in education) had an agreement of (86%) of faculty members. The differences between gender was in favor of female faculty members as their percent was lower with a percent of (83%) while males percent was (87%). The challenge (Concern for privacy) had an agreement of (5%) of participants. Moreover, the results shows that male faculty members are having more concern towards privacy with a percent of (8%), while female faculty members had (0%). The challenge (fear of losing control to students) had agreement of (3%) of faculty members. The male members showed more concern towards this challenge with a percent of (4%). The challenge of (tools are not mainstream) had a (70%) agreement from all participants, with a highest percent from male faculty members with a percent of (71%) and a percent of (67%) for females.

Table IV. Cross Tabulation for (Challenges and Age)

Which of the following might be the reasons for not employing social media in teaching in your classes?		Age				% within Age groups			
		Less than 30	30-50	51-60	61or older	Less than 30	30-50	51-60	61 or older
lack of time	Count	8	55	6	4	73			
	% of Total	10.50%	72.40%	7.90%	5.30%	96.10%	100.00%	96.49%	85.71%
the benefits	Count	1	10	1	0	12			

are not defined	% of Total	1.30%	13.20%	1.30%	0.00%	15.80%	12.50%	17.54%	14.29%	0.00%
lack of knowledge of the use of social media in education	Count	8	47	7	3	65				
	% of Total	10.50%	61.80%	9.20%	3.90%	85.50%	100.00%	82.46%	100.00%	75.00%
concern for privacy	Count	0	4	0	0	4				
	% of Total	0.00%	5.30%	0.00%	0.00%	5.30%	0.00%	7.02%	0.00%	0.00%
fear of losing control to students	Count	0	2	0	0	2				
	% of Total	0.00%	2.60%	0.00%	0.00%	2.60%	0.00%	3.51%	0.00%	0.00%
tools are not mainstream	Count	6	39	5	3	53				
	% of Total	7.90%	51.30%	6.60%	3.90%	69.70%	75.00%	68.42%	71.43%	75.00%
Total	Count	8	57	7	4	76				
	% of Total	10.50%	75.00%	9.20%	5.30%	100.00%				

Same approach of cross –tabulation was used in order to define the challenges in terms of age groups. The results are given in terms of total participation and within the age group. For the first challenge of (Lack of time) the full agreement came within the age range of (less than 30, 60 or older), and the age group of (30-50) had the percent of 96% and (85%) for (51-60). The challenge (the benefits are not defined) had the highest percent within age groups from the age group (30-50) with a percent of (17.5%). The challenge (lack of knowledge of the use of social media in education) had a total agreement within age groups for the groups of (less than 30, 51-60), and the differences were recorded for the age group of (30-50) with a percent of (82.4%) and (61-or older) with a percent of (75%). The challenge (Concern for privacy) had a concern from the grope of (30-50) with a percent of (7%), while the other groups didn't show any concern for privacy. The same result came for the challenge of (fear of losing control to students) as the only concern came from the age group of (30-50) with a percent of (3.5%). The challenge of (Tools are not mainstream) had a similar highest concern from the age group of (Less than 30 , 61 or older) with a percent of (75%). On the other side, the results show that the age group of (30-50) had the lowest percent from all the age groups with a percent of (68.4%).

Table V. Cross Tabulation for (Challenges and Class Size)

Which of the following might be the reasons for not employing social media in teaching in your classes?		Average class size		Total	% within Class Size	
		13-40	More than 40		13-40	More than 40
lack of time	Count	69	4	73		
	% of Total	91%	5%	96%	96%	100%
concern for privacy	Count	4	0	4		
	% of Total	5%	0%	5%	6%	0%
Fear of losing control to students	Count	1	1	2		
	% of Total	1%	1%	3%	1%	25%
Total	Count	72	4	76		
	% of Total	95%	5%	100%		

This table shows the results of having challenges and class size based on the percents of total participation and percents within class size. The previous table has been modified as the challenges of (The benefits are not defined , lack of knowledge of the use of social media in education, tools are not mainstream) have been identified as not showing valid information for comparing the challenges and class size. The (lack of time) challenge had the highest percent within the class size of the (more than 40) group with a percent of (100%). This percent is understandable as the larger the class the larger the participation is expected and thus the faculty member will have the lack of time as a challenge. The challenge (concern for privacy) had the highest percent within the class size of the group (13-40) with a percent of (6 %). The challenge (Fear of losing control to students) had the highest percent within the class size of the group (more than 40) with a percent of (25 %). This result is understandable as the larger the class size the more it is expected to lose control over the students and their opinions and debates.

Table VI. Cross Tabulation for (Challenges and Academic Rank)

Which of the following might be the reasons for not employing social media in teaching in your classes?		Academic Rank					Total	% within Academic Rank				
		Support faculty	Lect	Assi prof	Ass o prof	Prof		Support faculty	Lec t	Assi prof	Asso prof	Prof
lack of time	Count	2	4	51	14	2	73					
	% of Total	3%	5%	67%	18%	3%	96%	100%	100%	94%	100%	100%
the benefits are not defined	Count	0	1	9	2	0	12					
	% of Total	0%	1%	12%	3%	0%	16%	0%	25%	17%	14%	100%
Lack of knowledge of the use of social media in education	Count	2	4	44	14	1	65					
	% of Total	3%	5%	58%	18%	1%	86%	1%	1%	81%	1%	50%
Concern for privacy	Count	0	0	4	0	0	4					
	% of Total	0%	0%	5%	0%	0%	5%	0%	0%	7%	0%	0%
Fear of losing control to students	Count	0	0	1	1	0	2					
	% of Total	0%	0%	1%	1%	0%	3%	0%	0%	2%	7%	0%
tools are not mainstream	Count	0	4	38	10	1	53					
	% of Total	0%	5%	50%	13%	1%	70%	0%	1%	70%	71%	50%
Total	Count	2	4	54	14	2	76					
	% of Total	3%	5%	71%	18%	3%	100%					

This table shows the results of comparing the challenges results with academic rank for faculty members in Jordanian universities. The results are showing the total participation percents of each faculty member rank and the percents compared within each rank. The challenge (Lack of time) had the lowest percent of (94%) for assistant professor, while the rest of the ranks had a total agreement on that challenge. The challenge (The benefits are not defined) had the highest percent of (100%) for the academic rank of (full professor). The challenge of (lack of knowledge of the use of social media in education) had the highest percent from (assistant professors) with a percent of (81%). The challenge of (Concern for privacy) had the highest concern from (assistant professors) with a percent of (7%). The challenge of (Fear of losing control to students) had the highest concern from (associate professors) with a percent of (7%). The challenge of (Tools are not mainstream) had the highest percent of (71%) from associate professor.

Table VII. T-tabulated test for challenges and gender

		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Which of the following might be the reasons for not employing social media in teaching in your classes?	Male	52	2.77	.783	.312	14	.756
	Female	24	2.71	.806			

The results from this table shows that the (t-tabulated) value to be (0.312) with a significance of (0.756) which is larger than (0.05). This result suggest that there is no considerable difference between male and female faculty members in their overall concerns to the challenges posted in this study).

Table VIII: ANOVA Results for Measuring Significance of Variance for challenges and Age groups

		N	Mean	Std. Deviation	F	Sig.
Which of the following might be the reasons for not employing social	Less than 30	8	2.88	.64087	.201	.895

media in teaching in your classes?	30-50	57	2.75	.82982		
	50-60	7	2.71	.48795		
	60 or older	4	2.50	1.00000		
	Total	76	2.75	.78528		

This table shows that the significance value for the age groups results is (0.895) which is larger than (0.05), which suggest that there is no considerable differences between the age groups between faculty members in their concerns towards challenges.

Table IX: ANOVA Results for Measuring Significance of Variance for challenges and Academic Rank

		N	Mean	Std. Deviation	F	Sig.
Which of the following might be the reasons for not employing social media in teaching in your classes?	Support faculty	2	2.00	0.00000	1.561	.194
	Lecture	4	3.25	.50000		
	Assistance professor	54	2.72	.81070		
	Associate professor	14	2.93	.61573		
	Professor	2	2.00	1.41421		
	Total	76	2.75	.78528		

The table shows that the significance value for the academic ranks results is (0.194) which is larger than (0.05), which suggest that there is no differences between the academic ranks between faculty members in their concerns towards challenges.

VII. CONCLUSION

The results from this study have shown that there are different challenges facing faculty members in Jordanian universities towards adopting social media within educational context. The most important challenges have been identified as (lack of time, lack of knowledge and tools are not mainstream) for working with social media technologies. It is believed that those challenges are facing many faculty members in other parts of the world and the Jordanian faculty members are not exception. In terms of having considerable differences towards challenges in terms of (Gender, Age, Class Size, Academic Rank) little differences have been identified, but they are not to be considered as significant as the results of the T-Test and ANOVA have shown that there are no considerable differences. However, in order to ensure better adoption for social media technologies the Jordanian faculty members need to have special consideration for training courses on time management and social media technologies. Such courses are believed to enhance the adoption of social media technologies in education as the research studies are showing that the use of social media is becoming the global trend in e-learning.

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