

أهداف وصعوبات استخدام أعضاء هيئة التدريس
لشبكات التواصل الاجتماعي: دراسة ميدانية

The Aims and the Difficulties of university Staff use for academic social networks: field study

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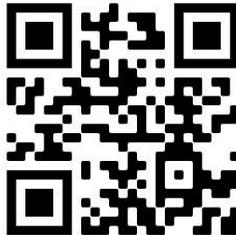
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The Aims and the Difficulties of university Staff use for academic social networks: field study

أهداف وصعوبات استخدام أعضاء هيئة التدريس لشبكات التواصل الاجتماعي الأكاديمية
دراسة ميدانية

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ملخص باللغة العربية:

يسعى البحث الحالي إلى وصف واكتشاف درجة وأهمية وأهداف استخدام أعضاء هيئة التدريس لشبكات التواصل الاجتماعي الأكاديمية، والشبكات الأكثر استخداماً، وتأثير متغير النوع (ذكر / أنثى) على هذا الاستخدام، والوقوف على صعوبات ومعوقات الاستخدام، تم تطبيق البحث من خلال استبيان الكتروني على (100) من أعضاء هيئة التدريس بكليات واقسام الإعلام بالجامعات المصرية تم اختيارها بالطريقة العمدية، (55) ذكور و(45) إناث، (16) أستاذ دكتور، (21) أستاذ مساعد، (28) مدرس، (35) مدرس مساعد ومعيد، في الفترة من (23) يونيو إلى (22) يوليو من العام 2022م.

وتوصل البحث إلى أن استخدام الشبكات الأكاديمية دائماً عند (42.00%)، وأحياناً بنسبة (43.00%)، و نادراً بنسبة (15.00%)، في حين لم يحصل عدم الاستخدام علي أي نسبة، وجاءت الشبكات الأكاديمية مهمة بدرجة كبيرة عند (53%)، ومهمة بدرجة ضعيفة (4%)، وجاءت أهم الشبكات الأكاديمية المفضل زيارتها أولاً لشبكة Researchgate، ثم Academia.edu، ثم Mendelely، ثم أخيراً Linked In، واتضح من نتائج الدراسة عدم وجود فروق بين الذكور والإناث في درجات استخدام الشبكات الأكاديمية، ومن حيث الأهداف اتفقت غالبية عينة الدراسة على أن تحميل ملفات PDF هي أهم أهداف الاستخدام.

وأثبتت الدراسة أن أكثر صعوبات استخدام الشبكات الأكاديمية هي (التخوف من تحول الخدمات المجانية إلى خدمات ربحية مستقبلاً) بنسبة (80.60%)، تلاها عدم وجود النص الكامل من البحث. بنسبة (75.80%).

الكلمات المفتاحية [شبكات التواصل الاجتماعي الأكاديمية - أعضاء هيئة التدريس]

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The Aims and the Difficulties of university Staff use for academic social networks: field study

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Abstract:

Through this research, we seek to describe and discover the degree, importance, and objectives of universities staff' use of academic social networks, the most frequently used networks, and the effect of the gender variable (male/female) on this use, and to identify the difficulties and obstacles to using, the research was applied through an electronic questionnaire on A sample of (100) universities staff in the media faculties and departments of the Egyptian universities were chosen intentionally (55)males, (45)females, (16 professors), (21assistant professors), (28 teachers), (35 assistant teachers and teaching assistants), in the period from (23) June to (22) July 2022.

The research found that the use of academic networks is always at (42.00%), sometimes at (43.00%), and rarely at (15.00%), while non-use has not reached any percentage, and academic networks are very important at (53%), and weakly significant (4%), and the most important academic networks preferred to visit first came to Researchgate, then Academy.edu, then Mendelely, finally Linked In, and it was clear from the results of the study that there were no differences between males and females in the degrees of using academic networks, and in terms of goals, the majority agreed. The study sample states that downloading PDF files is the most important purpose of use.

Study proved that the most difficulty in using academic networks is (the fear that free services will turn into profitable services in the future) (80.60%), followed by the lack of the full text) by (75.80%).

Keywords: Academic Social Networks Sites - Universities staff

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Introduction:

The development and spread of public social networking services led to the emergence of academic social networks and became tools for communication and exchange of information and knowledge between scholars and researchers⁽¹⁾, And it has evolved successively to present itself as professional networks for researchers that combine the characteristics of general social networks with academic, scientific, research and professional content⁽²⁾.

These academic networks have attracted thousands of researchers, aiming to enhance communication among them and disseminate and exchange information and knowledge among its members and users. In addition to providing the personal files of many professors and scholars⁽³⁾.

The main purpose of these networks was to create professional communities, whose members enable researchers and academics to build their scientific social networks and to create new links with relevant researchers⁽⁴⁾.

Studies have indicated that researchers, academics, and faculty members in universities face several, some, many of challenges their use of academic communication networks, and some of the risks and obstacles use. From here formed and crystallized the idea of the current study on "the difficulties of faculty members' use of academic social networks".

Definition of academic social networks:

Defined as a "professional" networking that aims to create links between a group of individuals through professional interactions on a specific topic, and it also allows users to promote their work on the Internet by publishing and sharing, and professional networking has become a kiss for academics and researchers⁽⁵⁾.

¹ - Terry Anderson: Challenges and Opportunities for use of Social Media in Higher Education, *Journal of Learning for Development*, Vol. (6), N. (1), 2019, p. 01.

Available at: <https://files.eric.ed.gov/fulltext/EJ1212505.pdf>

² - Hagit Meishar , Efrat Pieterse: Why Do Academics Use Academic Social Networking Sites?, *International Review of Research in Open and Distributed Learning*, Vol. (18), N.(1), 2017,p.3.

³ - Amany M. Elsayed: The Use of Academic Social Networks Among Arab Researchers: A Survey. *Social Science Computer Review* ,Vol.(34), issue: (3),2016.

⁴ Giovanni Bonaiuti: Academic Social Networks: How the web is changing our way to make and communicate researches , *REM - Research on Education and Media*, Vol. (7), N. (2),2015, p.4.

⁵ -Abbas Fathi and Abdul Malik bin Al-Sabti: Professional Communication Networks and Their Effects on Scientific and Research Activities, *Al-Wahat Journal for Research and Studies*, Vol. (14), No. (1) (In Arabic), 2021, p.1383.

And its “networks that provide a new way for researchers to publish their publications, to conduct their research, and to enhance the dynamics of informal academic communication.”.⁽⁶⁾

Its websites based on academic gatherings that allow the formation of scientific relationships between members according to their interests and research tendencies, and provide them with the capabilities of scientific publishing and the sharing of academic resources and knowledge⁽⁷⁾.

It as a communication technology that facilitates interaction, academic communication, cooperation and knowledge sharing between stakeholders and stakeholders⁽⁸⁾.

Academic networking uses:

The results of the study (Hagit Meishar & Efrat Pieterse 2017) indicated that (65%) of researchers use academic social networks not extensively, more than (50%) use networks monthly or less, mainly to consume information, and slightly less to share information. and very little to interact with others, indicating that academic networks do not function like public networks, such as Facebook in which interaction with others is the primary use; It is viewed as a database rather than a social network⁽⁹⁾.

Those networks constituted the transformation and development of academic and professional communication for researchers and faculty members in that they provided them with online services, tools and platforms to build their own professional networks with other peers to facilitate research endeavors and opportunities for collaboration and participation⁽¹⁰⁾.

The Aims of using academic communication networks differ between junior researchers and senior academics; Where senior researchers prefer to use academic networks to share and publish their research activities, while junior researchers prefer to use them to create social capital through their communicative activity to establish themselves on relationships in scientific circles, download research and scientific studies for citation, and researchers

⁶- Giovanni Bonaiuti: Academic Social Networks: How the web is changing our way to make and communicate researches , *REM - Research on Education and Media*, Vol. (7), N. (2),2015.p.4.

⁷-Radwan Marboub: **Op.cit, p28.**

⁸- Tolorunleke, E, Akoji, A , Ibrahim J E , Ishaka: Awareness and Level of Competency of Academic Social Networking Sites for Research among Postgraduate Students in South-West, Nigeria, *Ijsrm.Human*, Vol. (14), N.(2), 2019 . p.17.

⁹- Hagit Meishar, Efrat Pieterse: Op.cit.,p17-18.

¹⁰-Nujoud Al-Muomen, Abdus Sattar Chaudhry and Oroba Al-Othinah: Op.cit.,p1.

from higher-ranked scientific institutions are the most used and active on networks.⁽¹¹⁾.

Some Arab researchers have confused academic social networks with database services.⁽¹²⁾.

Obstacles and challenges of using academic social networks:

The lack of computers, the weakness of the Internet, the lack of knowledge of this type of network, and its limitation to the English language, the lack of time, the fear of hacking or viruses, the inadequacy of networks and their adaptation to The needs of researchers, especially among users of developing countries⁽¹³⁾.

The challenges facing academic networks are that some institutions prevent their academics from joining and publishing on them, prefer public networks, fears of wasting time, concerns about privacy and security, and their information is unreliable because they are on the Internet, concerns about their pursuit of commercial profit, Concern about spam, exploitation of members' personal data and their research effort to compile and develop special algorithms that may later be misused, as well as infringement of authors' rights⁽¹⁴⁾.

Some members of academic networks publish research by other researchers on their personal account pages, which leads to raising the level of the personal account of these members at the expense of the original researchers⁽¹⁵⁾.

Observed that the dependence of networks in evaluating their members on the total of their publications as a measure of the size of the contribution of the academic member rather than an indicator of the quality or scientific value of the author or his publications, and that some

¹¹ - Wei Yan, Yin Zhang, Tao Hu, Sonali Kudva: How does scholarly use of academic social networking sites differ by academic discipline? A case study using ResearchGate, *Information Processing and Management*, Vol.(58), Issue (1), January 2021,p 2-3
https://www.researchgate.net/publication/346028896_How_does_scholarly_use_of_academic_social_networking_sites_differ_by_academic_discipline_A_case_study_using_ResearchGate

¹² - Amany Elsayed:Op.cit, p383.

¹³ - Mumtazimah , Yuzarimi, , Suharmili: Academic Social Network Sites: Opportunities and Challenges *International Journal of Engineering & Technology*, Vol.(7), N. (3), 2018, p.135-136.

¹⁴ - Katy Jordan, Weller, M.: Academics and Social Networking Sites, Benefits, Problems and Tensions in Professional Engagement with Online Networking, *Journal of Interactive Media in Education*, Vol.(1),N. (1), 2018, P.7.

¹⁵ - Ahmed Hussein Al-Masry and Alaa Jaafar Al-Sadiq: The Arab Presence in Academic Social Networking Sites: An Analytical Study for Individuals and Institutions, *International Conference on Information Measurements and Arab Impact Factors*, Arab Academy for Science, Technology and Maritime Transport, Alexandria, Natural sciences publishing, (In Arabic) 2016, P.42.

publications have a large audience, such as university study materials for undergraduate students, regardless of their value Added scientific⁽¹⁶⁾.

The obstacles of using academic networks to not always accessing the full text, limited feedback, issues of property and intellectual rights, weak Internet, difficulty in personal communication, not meeting scientific needs, then difficulty of use, obstacles to the English language, and finally, lack of guarantee⁽¹⁷⁾.

Review of literature:

1- (Radwan Marboub 2021)⁽¹⁸⁾ study about "The use of academic social networks at the Algerian University" aimed at identifying the uses, characteristics, objectives, preferences, incentives, and challenges of professors researching academic networks at the University of Laghouat, Algeria. and applied, females and males, and found that more than (50%) use academic networks per month or less and own at least one account in one of them, To obtain information and resources, then sharing information, and finally interacting with other members, and the most use of the Research Gate network was (76.74%), followed by Academia (63.72%), then LinkedIn (50.98%), then Google Scholar (49.4%), and finally Mendeley (23.52%). The most important difficulties that users faced were not accessing the full text of some texts, then digital embedding, Then limited feedback, and intellectual property rights.

2- (Nujoud Al-Muomen & Others) (2020)⁽¹⁹⁾ study about "Perceptions related to academic social networks for scientific communication (Kuwait)" which aimed to identify academics' perceptions regarding the purposes and benefits of scientific communication practices, and the study followed the descriptive approach. It was applied to (100) faculty members, (62.44%) males, (40%) of them were over the age of (40), and the results showed that most faculty members understand the importance of these networks, and the majority of respondents (63%) used them to communicate with those with interests. Similar research, (60%) to enhance their research and keep abreast of developments in their field, stay

¹⁶- Reham Assem Ghoneim: Research Gate website and its scientific and academic impact, an analytical exploratory study, International Journal of Library and Information Sciences, Egyptian Association for Libraries, Information and Archives, Volume (7), No. (1) (In Arabic), 2020, P.366.

¹⁷-Radwan Margob:Op.cit. P.128.

¹⁸ - Radwan Marboub: The use of academic social networks at the Algerian University, an **unpublished master's study, Department of Humanities, Faculty of Social Sciences and Humanities**, (in Arabic) Djilali Bounaama University, Algeria, 2021.

¹⁹ - Nujoud Al-Muomen, Abdus Sattar Chaudhry and Oroba Al-Othinah: Perceptions regarding academic social networks for scholarly communications, **Department of Information Studies, College of Social Sciences, Kuwait University**, Kuwait, 4 June 2020.

up-to-date with research, share documents or information and gain professional insight. The ResearchGate network had the highest percentage of users, followed by LinkedIn, Academia, and Mendeley.

3- (Salih Bardakcı & others 2018)⁽²⁰⁾ study about “How scholars use academic social networking services” which aimed to identify how, objectives, and processes of faculty members’ use of academic networking services, in their field of work and personal relationships, and adopted the descriptive approach, By analyzing the inductive content on the data extracted from the answers to a questionnaire (95) researchers in (34) universities and (29) departments in Turkey, most of them are faculties of education and concluded that (84.2%) use academic networks, (15.8%) do not use them, and it was the most used Academia.edu network (66.3%), followed by Google Scholar (63.8%), LinkedIn (55.0%), then 53.8%) ResearchGate, whose main purpose is “access to scientific papers” (45%), then “introducing myself and my studies”) 43,8%), then “knowledge sharing (1.3%), and in terms of operations: downloading academic papers (87.5%), then documentation and reference (63.8%), downloading scientific materials (56,3) and then requesting a copy of academic research (42.5%), and despite its great use, the majority of participants do not acquire it as a means of building collaborative knowledge, due to the difficulties of the problem. performance, financial/technical problems, and excessive workload.

4- (Mangkhollen Singson & Mohammad Amees 2017)⁽²¹⁾ study about “Use of ResearchGate by Researchers at the Indian University of Pondicherry”, which aimed descriptively to identify the level of awareness about academic social networks, motives, activities and benefits that faculty members seek or acquire From joining ResearchGate, through a survey of (100) users, (79%) male, (21%) female, and found that ResearchGate is very popular among researchers especially in theoretical scientific disciplines, (95%) of respondents are familiar with a service sharing The full text and benefited from it, and (57%) posted at least a question on the network, the main reason for joining is to communicate with people who have similar interests from their local and outside institutions, then gain professional vision through research and methodological control, and then keep pace with the activities of researchers in the field of interest , then expand the academic social network of different research areas, the opportunity to obtain scholarships and self-promotion, enhance their ability to keep abreast

²⁰ - Salih Bardakcı, Mer Arslan and Tug̃ba Kocadag: How scholars use academic social networking services, *Information Development SAGE Publications Inc*, Vol.(33) ,P.p. 1-12, 2018.

²¹ - Mangkhollen Singson & Mohammad Amees: Use of ResearchGate by the Research Scholars of Pondicherry University: A Study, *Journal of Library & Information Technology*, Vol. 37, No. 5, September 2017, p.p. 366-371.

of new developments in their field of research, share their research article, request an unpublished article Flee in their organization, boost the number of citations.

5- (Amany M. Elsayed ,2016) ⁽²²⁾ study about “Arab researchers’ use of academic social networks - a survey study”, which examined the habits, patterns of use, and perceptions of Arab researchers from six Arab universities towards their use of academic social networks, with a focus on ResearchGate network, applied an electronic questionnaire to (315) researchers from Arab universities, who have an assessment and are active in ResearchGate. The study revealed that (75%) use it to share publications, and most of them have subscribed to more than one network, the most used of which is ResearchGate. Researchers aim to share publications, communicate with other researchers, publish and receive research papers, and the concerns of use were spam e-mail, and the possibility of change from the service Free to profit.

6- (Doaa K. El-Berry’s ,2015) ⁽²³⁾ study about “Awareness of and Use of Academic Social Networking by Faculty Members at South Valley University in Egypt” explored the use of faculty members at South Valley University for five academic social networks ResearchGate And Acedemia.edu, LinkedIn, Mendeley and Scholastica, through an electronic questionnaire to (90) faculty members at South Valley University, which included different categories and degrees in age, functional degree and specialization, and the study concluded that most of the users of academic networks are familiar with the tools and method of using academic networking sites , the majority of respondents to the questionnaire in the age group from 25-34 that the younger age group is more dealing with technology, came at the forefront of networks and the most famous among the study sample, the Research Gate network with a percentage (91%), then the LinkedIn network (77%), Academia.edu (56%), Mendeley (30%).

7- A study (Vincenzo Corvello & Others 2014)⁽²⁴⁾ about “Knowledge sharing between users of academic social networking platforms” aimed to identify the support of academic networks, especially ResearchGate, the work of researchers in knowledge-sharing behaviors, and the study adopted a (case study) approach for a sample of (115) researchers And a faculty

²²- Amany M. Elsayed: The Use of Academic Social Networks Among Arab Researchers: *A Survey. Social Science Computer Review* ,Vol.(34), issue: (3),2016.

²³ - Doaa K. El-Berry: Awareness and Use of Academic Social Networking Sites by the Academic Staff at the South Valley University in Egypt, *Journal of Library and Information Sciences*, Vol.(3), No(2), ,p.p. 115-132,December 2015

²⁴ - Vincenzo Corvello & Others: Knowledge Sharing among Users of Scientific Social Networking Platforms, *Conference Paper in Frontiers in Artificial Intelligence and Applications* · January 2014, P.P 369-380, 2014.

member of ResearchGate network users (70%) men, (30%) women, examined their profiles on the network, and found that network users consider it (mainly) as a means of communicating and sharing their findings and knowledge, and at the same time a low level of utilization of knowledge in their work Knowledge sharing was the most important feature of social networks (29%), then knowledge distribution (circulation of papers and results same field (25%).

Commenting on review of literature and their benefits:

Previous studies dealt with the topics of using academic social networks, and the researcher has noticed that there is a growing interest in studying them at the global level, and they have become the focus of many recent studies.

In terms of research tools, most of the previous studies relied on the electronic “questionnaire” for users of academic networks, except for the study (Salih Bardakcı 2018), which relied on “inductive content analysis” on the data extracted from the questionnaire answers.

In terms of field samples: (Radwan Marhob 2021) applied his study to (102) individual human and applied disciplines, Nujoud Al-Muomen & Others study (2020) was applied to (100) faculty members, and (Salih Bardakcı & others 2018) study to (95) academic researchers, and (Mangkhollen & Mohammad 2017) study on (100) users, and (Vincenzo Corvello & Others 2014) study on (115) researchers and faculty members of ResearchGate network, and Doaa El-Berry 2015) in Egypt applied its study On a sample of (90) faculty members at the Egyptian South Valley University, while the study by Amany M. Elsayed (2015) was applied to a sample of (315) of six Arab universities.

Most of the results of the studies showed that the Aims of faculty members and universities staff use of academic social networks include keeping pace with scholars’ research, accessing scientific papers, introducing myself and my academic studies, participating in academic study networks, working as an academic referee, and sharing knowledge. The processes performed on academic social networks included research and academic cooperation.

Downloading research and academic papers, documentation and reference, downloading scientific materials, and requesting a copy of academic research. The studies also showed some difficulties that prevent full use of academic social networks from the users’ point of view, such as language difficulties, cybersecurity, intellectual rights, communication problems, financial problems, and the burden of Overwork.

Study problem:

Previous studies confirmed the increasing use of academic social networks; Those that are concerned with including the social component of learning, academic knowledge and scientific research via the Internet, and seek to create a collaborative communication community to spread new knowledge, share information and academic research, and researchers have many opportunities to benefit, communicate, interact, acquire, disseminate and share knowledge, and provide support to other researchers worldwide.

Previous studies have indicated that such academic social communication networks have a role in changing the mechanism of scientific research on the Internet, and that there is a need for deeper insights regarding the factors that may interfere with the use of academic social networks, which have become an integral part of the life of a faculty member. teaching in recent years.

Previous studies also indicated that the maximum benefit for the members of these networks from research and academic bodies has not yet been achieved, and that some difficulties and prevent their users and members from making full use of their services. Thus, the study problem can be formulated in the form of **the question: What are the aims and difficulties of using universities Staff for academic social networks?**

Significance of the study:

The importance of the study lies in the fact that it is one of the few studies on academic social networks. This study can guide higher education institutions on how to enhance the use of academic social networks in developing and enhancing the capabilities of university staff.

This study also emphasizes the great importance of the academic human element and the extent to which academic communication processes are harnessed to achieve their Aims at the individual and institutional levels.

Thus, the current study seeks to contribute to raising the efficiency, effectiveness and roles of university institutions, which will positively reflect on society as a whole, and to make optimal use of academic networks at the institutional level, whether in the specific specialization or the academic public sphere, identifying the difficulties of using them and developing proposals to reduce the impact of those difficulties. and obstacles.

Based on the foregoing: **it was important to identify the aims and difficulties of universities staff ' use of academic social networks.**

Aim of the study:

- Recognizing the degree to which universities staff in faculties and media departments use academic social networks.

- Identify the Aims of using academic social networks.
- Recognize the importance of using academic social networks.
- Identifying the academic network/networks most commonly used by the research sample.
- Identifying the differences in the impact of gender (male/female) in the use of academic social networks?
- Identifying the differences between the difficulties and obstacles in the use of academic communication networks by universities staff in faculties and media departments.

Study questions:

- **First question:** What is the degree to which academic social networks are used for the research sample?
- **Second question:** What is the degree of importance of academic communication networks for the research sample?
- **Third question:** What are the academic networks most used by research sample?
- **Fourth question:** Are there differences in the use of academic social networks according to the gender variable?
- **Fifth question:** What are the most important Aims of using academic social networks?
- **Sixth question:** What are the difficulties and constraints of using academic communication networks?

Study design:

The descriptive approach, which aims to describe certain phenomena, events, or things, collect facts, information and observations about them, and report their status as they exist in reality⁽²⁵⁾.

Study sample and how to choose it:

The study was fieldwork and the sample consisted of (100) universities staff in the faculties and departments of mass media in Egyptian universities, which were chosen by the intentional method, (55) males, (45) females.

²⁵ - Van Dalen: Research Methods in Education and Psychology, translated by Muhammad Nabil Nofal and others. Cairo: **Anglo-Egyptian Library**, Fifth Edition (In Arabic), 1994 AD, pp. 292-293.

Study tool:

-In collecting its data, the study relies on the online questionnaire tool.

Study limits:

-**Objective limits:** Academic social networks.

-Difficulties of using universities staff in media faculties and departments in Egyptian universities.

-**Spatial limits:** Faculties and departments of mass communication in Egyptian universities.

- **Time limits:** The study was applied from (23) June to (22) July 2022 AD.

Study Concepts:

Academic social networks: They are communication networks aimed at creating an academic professional community that represents a forum for researchers and scholars to disseminate their knowledge and enhance informal academic contact between them.

universities staff: They are ladies and gentlemen (professors, assistant professors, and teachers) and their assistants from the auxiliary bodies (assistant teachers - teaching assistants) and work in an accredited Egyptian university institution, in faculties and media departments, and occupants of academic positions and ranks that reflect their rank on the financial grades approved in the Egyptian state.

Study results and discussion

• **What is the degree to which academic social networks are used for the research sample?**

Table (1)

The degree to which Universities staff use academic social networks

| Use of academic social networks | Freq | % |
|---------------------------------|------|------|
| Always | 42 | 42% |
| sometimes | 43 | 43% |
| Scarcely | 15 | 15% |
| I don't use it | - | - |
| Total | 100 | 100% |

We found that the percentage of using academic social networks always (42.00%), sometimes (43.00%), and rarely (15.00%), while non-use did not get any percentage, and that all the sample used academic networks, which indicates their importance and presence. The faculty members of the faculties and media departments, even the youngest ones, are interested and involved in academic social networks.

•**What is the degree of importance of academic communication networks for the research sample?**

Table (2)

Importance of academic social networks

| The importance of academic social networks | Freq | % |
|--|------|------|
| Yes, it is very important | 53 | 53% |
| Medium task | 43 | 43% |
| weakly important | 4 | 4% |
| Total | 100 | 100% |

We found that the first order in terms of the importance of academic social networks (yes, it is very important) by (53%), while it came in the last place (weakly important) with (4%).

The result is in agreement with previous studies that emphasize the importance of academic networks and their widespread use among faculty members, such as the study of (Radwan Margob 2021⁽²⁶⁾) Which was found to be very important for (61%) of the sample, and no one finds it unimportant among a sample of (102) individuals.

It also agreed with (Nujoud Al-Muomen & Others 2020)⁽²⁷⁾ that it is very important by (63%) out of a sample of (100) faculty members from three academic disciplines, and a study (Salih Bardakcı & others 2018) came to its importance by (84%) from a sample of (95) individual academics, and (Mangkhollen Singson & Mohammad Anees 2017) study that (95%) of respondents believe that they are important and provide relevant services to them from a sample of (100) users⁽²⁸⁾.

Therefore, we can stress the importance of academic social networks for faculty members, as confirmed by previous studies, with different sizes and types of samples, and with different objectives of previous studies, but they all agreed on the importance of academic social networks to high degrees.

²⁶ -Radwan Marboub: **Op.cit**, p111.

²⁷ - Nujoud Al-Muomen, Abdus Sattar Chaudhry and Oroba Al-Othinah: **Op.cit**,p5.

²⁸ - Mangkhollen Singson & Mohammad Anees: **Op.cit**, p368.

• What are the academic networks most used by the research sample?

Table (3)

The most important academic social networks preferred to visit

| Top favorite networks to visit | ResearchGate | | Academia.edu | | Mendeley | | Linked In | |
|--------------------------------|--------------|------|--------------|------|----------|------|-----------|------|
| | Rep. | Per. | Rep. | Per. | Rep. | Per. | Rep. | Per. |
| once a day | 21 | 21% | 14 | 14% | 4 | 4% | 17 | 17% |
| once a week | 38 | 38% | 33 | 33% | 13 | 13% | 17 | 17% |
| once per month | 23 | 23% | 23 | 23% | 16 | 16% | 12 | 12% |
| According Email | 17 | 17% | 22 | 22% | 25 | 25% | 24 | 24% |
| I have never visited | 1 | 1% | 8 | 8% | 42 | 42% | 30 | 30% |
| Total | 100 | 100% | 100 | 100% | 100 | 100% | 100 | 100% |

We found that the Researchgate network came first (once a week) with a percentage of (38%) and in the last position (I have never visited) with (1%), and the Academia.edu network came in first (once a week) with a percentage of (33%) And in the last rank (I have never visited) with (8%), Mendeley network came in first (I have never visited) with (42%), and in the last (once a day) with (4%), and LinkedIn network came the rank The first (I have never visited) (30%), and the last (once a month) (12%).

These results are consistent with the results of (Radwan Marboub, 2021)⁽²⁹⁾, where most professors use academic networks and own at least one account in one of the networks and (50%) use academic networks monthly or less, and (Mangkhollen Singson & Mohammad Anees 2017)⁽³⁰⁾ which the Researchgate network stated as the most prevalent, and a study (2016Amany M. Elsayed 2016)⁽³¹⁾, in which (75%) of the sample from six Arab universities use academic networks, and most of them participate in more than one network, the most used of which is ResearchGate. (Ahmed Hussein al-Masri and Alaa al-Sadiq 2016)⁽³²⁾ and (Doaa K. El-Berry 2015)⁽³³⁾ study that Researchgate is the most used network among Arab users, while it differs with the study of (Salih Bardakci & others 2018)⁽³⁴⁾ which came The most widely used network is the Academy.edu.

Thus, it becomes clear that the Researchgate network is the most preferred and used among the academic networks, followed by the Academia network.

²⁹ -Radwan Marboub: **Op.cit**, p113.

³⁰- Mangkhollen Singson & Mohammad Anees: **Op.cit**, p369.

³¹ - Amany M. Elsayed: **Op. Cit.**, p 381.

³² - Ahmed Hussein Al-Masry and Alaa Jaafar Al-Sadiq: **Op.cit**, P.42.

³³ - Doaa K. El-Berry: **Op.cit**,p.119.

³⁴ - Salih Bardakci & others: **Op.cit**, p.9.

- Are there differences in the use of academic social networks according to the gender variable?

Table (4)

Differences in the use of academic social networks according to the gender

| Variables | Male | | Female | | T |
|---|------|---------------|--------|---------------|------|
| | Mean | Std.deviation | Mean | Std.deviation | |
| Use academic social networks | 3.24 | 0.74 | 3.31 | 0.67 | 0.52 |
| Degree of the importance of academic networks | 2.45 | 0.57 | 2.53 | 0.59 | 0.68 |

(T) value at a significant level (0.05) = 2.00 (0.01) = 2.66

We found non-statistically significant differences between males and females in the degrees of faculty members' use of academic communication networks in faculties and media departments.

This is based on the averages of Table (1) on the degree of use of academic social networks, and Table (2) on the degree of importance of academic social networks.

This means that the gender variable does not affect the faculty members' use of academic social networks, and this is consistent with the findings of previous studies.

- What are the most important Aims of using academic social networks?

Table (5)

Objectives of using academic social networks

| N. | Statement | Rep. | | | | | Estimated score | Per. | Ka - squared |
|----|--|----------------|-------|---------|----------|-------------------|-----------------|-------|--------------|
| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | | | |
| 1 | Academic networks have a positive reputation in the universities | 33 | 62 | 4 | 1 | - | 427 | 85.40 | 147.50 |
| 2 | Academic networks facilitate the process of communication between scientists to easily identify their scientific production. | 25 | 53 | 14 | 8 | - | 395 | 79.00 | 84.70 |
| 3 | Provides me with the latest developments in knowledge and research in the field of specialization | 28 | 50 | 14 | 8 | - | 398 | 79.60 | 77.20 |
| 4 | Academic networks are sources of university knowledge because they contain a knowledge database such as scientific journals and periodical | 22 | 61 | 9 | 8 | - | 397 | 79.40 | 117.50 |
| 5 | Academic Networks preserve the intellectual and literary property rights | 12 | 43 | 24 | 20 | 1 | 345 | 69.00 | 48.50 |
| 6 | It enables its users to communicate with their academic colleagues both on and off campus. | 19 | 46 | 20 | 15 | - | 369 | 73.80 | 55.10 |

| N. | Statement | Rep. | | | | | Estimated score | Per. | Ka - squared |
|-------|--|----------------|-------|---------|----------|-------------------|-----------------|-------|--------------|
| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | | | |
| 7 | Academic social networks encourage the publication and distribution of scientific research for faculty members | 25 | 53 | 17 | 5 | - | 398 | 79.60 | 87.40 |
| 8 | Its services enable me to document and index my studies' references and manage their sources. | 23 | 35 | 19 | 23 | - | 358 | 71.60 | 32.20 |
| 9 | Academic social networks facilitate my academic work. | 19 | 36 | 24 | 21 | - | 353 | 70.60 | 33.70 |
| 10 | Academic Networks enables downloading of pdf files and helps provide the full text. | 39 | 38 | 11 | 11 | 1 | 403 | 80.60 | 60.40 |
| 11 | Academic networks make it possible to define myself and my academic studies | 20 | 51 | 9 | 20 | - | 371 | 74.20 | 74.10 |
| Total | | | | | | | 4214 | 76.62 | |

(Chi) at the significance level (0.05) = 9.43

We found that the percentage of interest in academic social networks ranged between (69.00%: 85.40%), and the total score was (76.62%), it came in the first place (academic networks have a positive reputation in the university and academic community) with a percentage of (85.40), followed by (Academic networks enable downloading pdf files, and help provide the full text (80.60%), while it came in the last rank (academic networks preserve the intellectual and literary property rights of members) by (69%).

The results show that there are statistically significant differences between the opinions of the study sample in phrase (10) "academic networks enable downloading pdf files and help provide the full text." In the direction of strong agreement, there are also statistically significant differences in the expressions (1, 2, 3, 4, 5, 6, 7, 8, 9, 11) and in the direction of agreement.

It is clear the agreement of the study sample on the use of social networks in many goals; The most important of which is downloading pdf files and providing the full text, due to the nature of the research work of these networks and the objectives of scientific research for their users.

These results are consistent with the results of studies (Salih & others 2018)⁽³⁵⁾, which showed that the primary goal of using academic communication networks is to access scientific papers by (45%).

The current study also agreed with the results of the study (Na Li & Denis Gillet 2013)⁽³⁶⁾, which showed that (226) researchers from sample downloaded at least one paper from academic social networks.

³⁵ - Salih Bardakcı & others: **Op.cit**, p.11.

³⁶ - Na Li & Denis Gillet :**Op.cip**, P.6.

While the results of the current study differed with the study (Gemma Nández & Ángel Borrego 2013) ⁽³⁷⁾, which showed that the three main reasons for using Academia.edu are contacting other researchers (67%), publishing research results (61%) and following up on the activities of other researchers (59%).

•What are the difficulties and constraints of using academic communication networks?

Table (6)
Difficulties and obstacles in using academic communication networks

| N . | Statement | Rep. | | | | | Estimated score | Per. | Ka - squared |
|-------|---|----------------|-------|---------|----------|-------------------|-----------------|-------|--------------|
| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | | | |
| 1 | There is difficulty in using academic networks because most of them are restricted to the English | 14 | 53 | 16 | 16 | 1 | 363 | 72.60 | 75.90 |
| 2 | Academic networks are suspected of conflicting with intellectual property rights issues. | 13 | 44 | 24 | 18 | 1 | 350 | 70.00 | 50.30 |
| 3 | Academic networks lack the full text paper. | 23 | 47 | 16 | 14 | - | 379 | 75.80 | 59.50 |
| 4 | Fear of hacking, fraud and theft of my files and data while using them. | 16 | 42 | 18 | 24 | - | 350 | 70.00 | 46.00 |
| 5 | Those academic networks do not meet my full cognitive needs. | 6 | 36 | 20 | 37 | 1 | 309 | 61.80 | 55.10 |
| 6 | Excess workload affects time spent browsing academic networks | 9 | 42 | 15 | 29 | 5 | 321 | 64.20 | 46.80 |
| 7 | Fear of turning free services into profitable ones in the future | 28 | 54 | 11 | 7 | - | 403 | 80.60 | 93.50 |
| Total | | | | | | | 2475 | 70.71 | |

(Ka) at the significance level (0.05) = 9.43

We found that the percentage of difficulties and obstacles in using academic communication networks ranged between (61.80%: 80.60%), and the total degree reached (70.71%), where it came in the first place (fear of turning free services into profitable services in the future) with a rate of (80.60%), followed by academic networks missing the full text of the research.) by (75.80%), while it came in the last rank (these academic networks do not meet my full cognitive needs) with (61.80%).

There are also statistically significant differences between the opinions of the study sample in phrases (1, 2, 3, 4, 6, 7) and in the direction of approval, and there are also statistically significant differences in phrase (5), which is

37 - Gemma Nández, Ángel Borrego: Op.cit, p783.

"these academic networks do not meet my full cognitive needs." in the direction of the opposition.

The order of these difficulties differed from difficulties in some previous studies, (Radwan Marjoub 2021)⁽³⁸⁾, the lack of access to the full text of the research” came in the first order, then “issues of digital inclusion”, then “limited feedback”, followed by Intellectual property right.

While the studies of (Mumtazima, 2015)⁽³⁹⁾ and (Dua’a Al-Biri 2015) agreed that the lack of computers, the weakness of the Internet, the lack of knowledge of those networks, the weakness of the English language with it being limited to them, and the lack of time, are the fear of threats of piracy. Therefore, We conclude from the previous table that the faculty members of the study sample have actual fears of using academic communication networks despite the incentives and importance that appeared in the results of the previous questions, the first of which is the fear that free services will turn into profitable services in the future, with a large difference, which are legitimate fears as the transformation of These networks into paid networks may represent a danger and impediment to their easy use for all members.

Discussion

The current research raised a number of questions that require answers and scientific research about the importance of academic social networks and the goals and difficulties of faculty members using them

The research found that the use of academic networks is always at (42.00%), sometimes at (43.00%), and rarely at (15.00%), while non-use has not got any percentage, and academic networks are very important at (53%), And it is weakly important (4%), and the most important academic networks preferred to visit first came to Researchgate, then Academy.edu, then Mendelely, then finally Linked In, and it was clear from the results of the study that there were no differences between males and females in the degrees of using academic networks, and in terms of goals, the majority agreed. The study sample states that downloading PDF files is the most important purpose of use.

-It was found that the use of academic social networks by faculty members in faculties and media departments always (42.00%), sometimes (43.00%), and rarely (15.00%), while the non-use did not get any percentage, and it was found that all the sample use networks Academic social communication in one way or another, which indicates its importance and presence in the academic and professional arena, and that faculty members in faculties and media departments, even the youngest, are interested and participate.

³⁸ -Radwan Marboub: **Op.cit**, P.p 110-111.

³⁹ - Mumtazimah , Yuzarimi, , Suharmili: **Op.cit**, p.135-136.

-It was found that the (gender) factor is not influential in the use of the research sample, whether in the use of academic social networks, the degree of importance of academic social networks, or the knowledge participation of faculty members within the university institution.

The study proved that the most difficulty in using academic networks is (the fear of turning free services into profitable services in the future) by (80.60%), followed by the lack of the full text of the research.) by (75.80%.(Despite the huge importance and multiple services included in academic social networks, the maximum benefit from them has not yet been achieved, and they need further study and research.

Recommendations

In light of its findings, the study recommends the following:

- University institutions motivate faculty members to subscribe to more than one academic social network, use it in an organized and scientific manner, and update their personal pages on it.
- Continuous training on the use of academic communication networks to make the most of their services, overcome their obstacles and solve their problems, and create an adequate and attractive personal page.
- Establishing Arab academic networks, dedicated to Arab scientists and researchers, carrying their achievements, supporting their cultures, preserving their intellectual rights, and allowing researchers in other languages to join them.
- Training to form effective and cooperative research work teams among researchers within the (department - college), with the aim of building confidence in oneself and others.

Suggested studies and research:

- Impact of academic specialization on the use for academic networks.
- Motives for faculty members' use of academic social networks and the achieved gratifications
- Analyzing academic social networks using modern network analysis models.

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