Utilizing Social Media to Fulfill the Professional Responsibilities of Faculty Members at King Khalid University

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Abstract

The objective of this study is to determine to what degree King Khalid University faculty members utilize social media to advance their professional responsibilities. Furthermore, it aims to evaluate the statistical significance of disparities in proficiency between genders and academic standings. To achieve the aims of the investigation, the researchers utilized a descriptive research design and quantitative methodology, with a questionnaire serving as the principal tool for data collection. A total of 472 academic members from KKU participated in the survey. The KKU faculty members vehemently endorsed the utilization of social media platforms as a means to carry out their professional responsibilities. In addition, there was no correlation between demographic variables such as gender or academic standing and the viewpoints of KKU faculty members regarding the prerequisites for utilizing social media to fulfill their professional responsibilities, according to the findings.

Introduction

The exponential expansion of knowledge, technical expertise, and information resources, coupled with the pervasive reach of the internet and commercial websites in the early 2000s, has brought about a profound transformation in the execution of administrative, organizational, and communication functions within institutions (Guedes et al., 2016). This has necessitated fundamental alterations to work methodologies across governmental, private, and hybrid entities. Given the current advancements in technology, particularly in the areas of information and communication, there has been a significant improvement in the efficiency of data transfer and communication devices through satellites (Casal, 2019). These developments have greatly enhanced the quality and quantity of electronic services available to the world. The significant advancement in technology has facilitated the creation of contemporary communication tools and methods, resulting in the rapid, accurate, and precise transmission of institutional messages (Oguguo et al., 2020). Technological advancements have enabled the efficient and rapid dissemination of modern data and information to both institutions and individuals. This has greatly facilitated the utilization of such information in achieving individual and organizational objectives, both locally and globally, with minimal effort and time (Sobaih et al., 2022).

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Social media has revolutionized the public relations profession, offering new opportunities and influencing the way professionals in this field operate. Many organizations have adopted electronic investment and expanded their workforce in order to enhance their operational and service frameworks (Igboke & Olom, 2021). This approach involves leveraging networking and electronic activities, which serve as a strategic alternative to traditional management methods and patterns. Organizations utilize social media platforms for regular engagement with the public, as well as to oversee their communication campaigns or initiatives (Chawinga, 2017). The group is accountable for disseminating its information and overseeing its presence on government and commercial social media platforms. The responsibility for publishing and administering the organization's material through social media should be given to the specific department or team responsible for this task, such as public relations, information technology, or digital media (Doleck & Lajoie 2018).

Social networking refers to the practice of interacting with others, such as relatives, friends, and colleagues, through websites and electronic services. This allows for an instant and efficient exchange of information over the internet (Hsiao et al., 2017). These applications have evolved into virtual communities that facilitate the sharing ideas, interests, and the various types of friendships. Due to their unique features and capabilities, these networks have gained widespread popularity across different domains worldwide. At the educational level, as educational systems prioritize communications technology and strongly advocate for its smooth integration into the sphere of education (Huang, 2018). By enhancing and expanding educational possibilities, improving educational results, ensuring fairness, promoting comprehensive education, and equipping students with the skills to effectively use a variety of devices, programs, and applications. The incorporation of social media platforms in the educational field has become a crucial necessity that should not be ignored or undervalued (Koranteng et al., 2018). Several educational institutions have embraced e-learning by leveraging social media networks and associated applications because of their customizable features, dynamic and interactive services and tools, and absence of constraints related to time and location. Statistics reveal that around one-third of the worldwide internet user base comprises university students. This can be attributed to the extensive popularity and strong demand for internet connectivity across all sectors, particularly in the field of education (Lemay et al., 2020).

The Covid-19 pandemic and the subsequent precautionary measures have significantly heightened the significance of incorporating social media networks into the educational process. This necessitates a greater focus on their utilization and an enhancement of their role in the field of education (Masrom et al., 2021). Social media, with its various characteristics and advantages, has the potential to enhance the educational process by engaging students who are already actively involved in it. University faculty might utilize social networking tools in many ways and methodologies for instructional objectives.

Some experts argue that conventional methods of professional development for faculty members have a limited influence on their educational and professional growth. On one hand, research has demonstrated that utilizing internet applications for professional growth yields favorable outcomes. On the other hand, utilization of the internet has a positive impact on the instruction, learning, and professional growth of faculty members (AL-Refai & Al-Hamdani, 2022). It offers numerous advantages and is in high demand among both university students and faculty members in many countries. Furthermore, incorporating it into professional development has become indispensable. Given the information provided, it is imperative to carry out studies that explore additional aspects that were not previously examined in relation to the actual utilization of social networking platforms for the professional advancement of university faculty members, particularly in the Kingdom of Saudi Arabia.

Research Questions

The objective of this study is to investigate the inquiries that were brought up in the preceding discourse, as specified below:

1.   What are the utilizing social media to fulfill the professional responsibilities of faculty members at King Khalid University?

2.   To what degree do gender and academic ranking affect the perspective of the study participants on the use of social media for fulfilling the professional duties of faculty members at King Khalid University?

Literature Review

Over the past few years, there has been a notable increase in the number of culturally diverse individuals participating in virtual electronic communication, which has effectively enabled social interactions to transcend geographical constraints (Chawinga, 2017). Assemblies of individuals on digital platforms are occasionally categorized as "social networking." A multitude of these existent networks enable extensive interconnectivity among users (Doleck & Lajoie, 2018). In the mid-1990s, two prominent online platforms were launched: SixDegrees.com and classmates.com. Classmates.com sought to facilitate connections among former students, whereas SixDegrees.com prioritized direct connections between individuals. Doleck & Lajoie (2018) assert that the websites in question offered user-profiles and enabled private messaging features exclusively for a specified group of acquaintances. Notwithstanding their provision of services akin to those found in modern social networks, these websites were unable to generate financial gains for their owners, which ultimately led to their demise (Dumpit & Fernandez, 2017).

As a result, between 1999 and 2001, an increased number of social networks surfaced; however, their degree of achievement was constrained (Dumpit & Fernandez, 2017). Although earlier attempts have been made, the modern iteration of social networking as it is understood today did not materialize until 2002 (Eid & Al-Jabri, 2016). Upon its introduction at the beginning of the year, Friendster swiftly gained extensive recognition and praise. Google attempted to acquire the company in 2003; nevertheless, the negotiations for the parameters of the agreement failed to materialize (Doleck & Lajoie, 2018). Hoi (2021) asserts that the origins of the (Skyrock) network can be identified in France during the latter portion of the aforementioned year, where it initially operated as a platform for blogging. Following this, in 2007, it experienced a thorough metamorphosis, transforming into a social networking platform. As of January 2008, this particular social network held the ninth position in terms of prominence and exhibited the capacity to swiftly captivate a significant number of users. Hsiao et al. (2017) report that the renowned American website MySpace was established in 2005. Together with its notable rival, Facebook, which experienced a surge in popularity at the same time as MySpace, the latter is regarded as one of the pioneering and most extensive social networks on a global scale. In six years, the worldwide membership of Facebook has surpassed 800 million, as reported by Huang (2018).

Digital platforms for users to connect through shared interests, affiliations with institutions, organizations, or topics constitute "social networking," an umbrella term for the interconnected websites that comprise the World Wide Web (Koranteng et al., 2018). Social networks, as defined by Lau (2017), are digital platforms that facilitate the creation and administration of personal profiles, in addition to user discussions. Regarding their intended audience, social networks may be classified as personal networks. These social networks facilitate the formation of relationships by catering to particular personalities, groups of friends, and individuals. Moreover, individuals who possess a mutual enthusiasm for a particular artistic expression become connected through cultural

networks such as Library Thing (Lemay et al., 2020). By promoting the connection of individuals in similar occupations, professional networks like LinkedIn create an environment that is favorable for acquiring knowledge and conducting training (Liu et al., 2017). On the basis of the services and modalities of communication they provide, Manca and Ranieri (2016) classify networks that facilitate visual, verbal, and textual communication. The two primary classifications for social networks are as follows:

• Internal social networking pertains to the development of connections and alliances among members of a restricted and distinct cohort, including individuals associated with an organization, community, educational establishment, or business. As stated by Marker et al. (2018), this security protocol guarantees that unauthorized users are incapable of entering the website or participating in any activities, including blogging, file sharing, meeting attendance, direct communication, or any other endeavors.

• External social networking pertains to digital platforms where individuals with internet connectivity can participate. Capturing users for the network is the principal aim of these platforms. After individuals have successfully registered and supplied personal information, a considerable proportion of the user population may choose to participate in the platform, mirroring the functionality of Facebook (Masrom et al., 2021).

Social networks engage in competition in the present era by providing an extensive array of communication channels to cater to the diverse needs and preferences of online communities. Social networks offer a multitude of advantages, not all of which are listed here. The worldwide: Raza et al. (2020) argue that the elimination of physical and geographical barriers, as well as international borders, facilitates uncomplicated and convenient communication between residents of the Eastern and Western regions. Interactivity: participants assume various roles, such as interpreters, active contributors, and recipients (Samad et al., 2019). This facilitates the elimination of negative aspects and creates opportunities for viewer and reader engagement. Diversification and multipurpose applicability: it is employed by scientists to facilitate the education of others and the dissemination of their expertise, while also being utilized by students to acquire knowledge. Furthermore, authors employed it as a mechanism for engaging in discourse with their readership (Ojo, 2022). Social networks utilize a variety of elements, such as letters, symbols, and visuals, to facilitate user engagement and promote convenience (Sivakumar, 2020). Economic and cost-saving factors: The accessibility of the social networking platform guarantees inclusivity by enabling participation from people of all socioeconomic backgrounds and affiliations; this is achieved through the implementation of subscription-based and no-cost registration models (Saleh & Kado, 2017).

This discussion revolves around a range of social network architectures, with a particular focus on those prevalent in Arab countries. It prioritizes the dissemination and circulation of these networks over user preferences. The networks that are being evaluated consist of: Facebook is a digital platform that fosters the formation and maintenance of connections among users by facilitating the exchange of a wide range of content, including but not limited to data, files, private images, videos, and comments. The occurrences delineated transpire within a virtual milieu that transcends the constraints of space and time. Facebook is universally acknowledged as one of the most prominent online platforms. Nwoburuoke & Eremie (2021) assert that this specific social networking service (SNS) was one of the initial platforms to provide users with a means of expressing themselves online and functioned as a substitute for ineffective political parties. Twitter is a social networking platform that provides users with the ability to micro-blogging, wherein they can provide concise notifications to their followers concerning their present whereabouts or undertakings in an amount of no more than 140 characters. Friends with the capability to remark and access the user's profile are able to view status updates published on the user's page.

Google, or Google Plus, was established on June 28, 2011 as a social networking website developed by Google. However, public access to the registration procedure was restricted as a result of its continuous beta testing phase (Ejoh & Lawan, 2022). Nevertheless, as of September 20, 2011, individuals who have attained the age of 18 or older will have the ability to sign up for Google Plus without the need for an invitation from another user. Google Plus unveiled an assortment of supplementary features in May 2011. These included video calls, Sparks, Hangouts, Circles, and group conversations (Huddles). These additions served to enhance and supplement existing Google services, including Google Buzz and Google Profile (Khan et al., 2021). Google aims to establish its forthcoming social network as a significant contender to Facebook, the preeminent social network on a global scale. Certain Google services that had been previously introduced, including Google Wave and I-Google, were ultimately discontinued. Nevertheless, the organization strives to improve its most recent social networking platform with the intention of surpassing its predecessors (Borgohain & Gohain, 2021). Blogging platforms are utilized by individuals to articulate their opinions and perspectives on a wide range of topics. The genesis of the blogosphere can be ascribed to John Barger in 1997, despite the fact that their extensive implementation did not transpire until 1999. The dates and the entries in a chronological order are presented in this blog. Kolan and Dzandza (2018) posit that the primary functions of these journals are to facilitate the resolution of social and political issues and to encourage self-organization. Furthermore, they facilitate learning and participation through the promotion of information and idea exchange.

The rapid advancements in information and communication technologies that have defined the current era have led to its widespread designation as the "digital age" (Boahene et al., 2019). By emphasizing the widespread adoption of the internet, this observation solidifies its status as a defining characteristic of the modern era. The utilization of the internet is prevalent among members of all age cohorts in society, including adolescents, adults, and the elderly (Ansari & Khan, 2020). Numerous spheres of social existence, including politics and the economy, have been profoundly impacted by the internet, resulting in enormous consequences. The rapid advancement of digital technology has placed civilizations in a precarious position where they are unable to effectively adapt (Azizi et al., 2019). Drawing from the aforementioned discussion, it is clear that the primary aim of social networking sites (SNSs) is to support individuals in their pursuit of information and enrich their everyday lives in various ways (Alahmar, 2016). Social networking sites (SNSs), akin to other technological platforms, have both positive and negative attributes (Bachnio et al., 2016). Improper utilization often leads to adverse outcomes, a phenomenon that is frequently ascribed to individuals who do not possess adequate cultural and moral awareness (Ebrahimpour et al., 2016).

The utilization of social networking sites (SNSs) is accompanied by a multitude of advantages, such as which lie below:

Contact with oneself: Facilitating personal communication among individuals, especially within localized communities or social circles, is one of the principal functions of social networks in modern society. One could argue that this particular facet of social networking provided its initial motivation. Private social networks enable the communication of confidential data, images, videos, and files, as stated by Masthi et al. (2018). Moreover, regardless of demographic variables including age, geographic location, scientific or cultural proficiency, or level of expertise, this platform functions as a gathering place where individuals can form social bonds and nurture friendships, thus fostering a sense of community centered around common ideologies (Wang et al., 2018). Due to the social aspect of social networks that encourages the participation of numerous stakeholders, including universities and parents, they contribute significantly to the development of e-learning in the field of education (Manca & Ranieri, 2017). Opting for an atmosphere that encourages students to engage in open dialogue and convey a wide range of perspectives is preferable to employing a didactic approach.

Administration: In recent years, there has been a noticeable rise in the implementation of social networking sites (SNSs) by government entities as a means of facilitating public interaction. This methodology fulfills several objectives, such as monitoring technological progress and assessing and improving the delivery of public services. Tafesse (2022) describes a growing trend in which assessments of public-facing electronic communication have been utilized to evaluate the performance of government organizations and their services in recent years. Direct, low-cost access to the service provider is available to the initial recipient. Social networking sites (SNSs) have the potential to enable a multitude of functions, including appointment scheduling and confirmation, process and instruction dissemination, direct communication with authorities, and the solicitation of feedback and suggestions (Ansari & Khan, 2020). For some individuals who have readily adopted these platforms, the utilization of social networking sites (SNSs) as news sources has emerged as the prevailing approach. With regard to news content access, Facebook and Twitter have emerged as the predominant platforms. Original reporting is evident in the current study by Astatke et al. (2021), in which the authors employ their own language and style to convey the information. Moreover, it facilitated intercultural dialogue among people of various physical locations, cultural origins, and linguistic proficiency levels (Cao et al., 2018).

The concept of continuous teacher development has been implemented by recognizing that an educators cannot spend their entire lives with a limited set of knowledge and abilities, which has exposed them to the pressures of technological and information advancement and cognitive bombardment. In order to remain abreast of and confront these advancements (Abdul Hamid, 2022). Consequently, teachers have an ongoing and perpetual need for professional development that spans their entire careers. Achieving success in professional development is characterized as a process of continuous improvement that enables educators to meet rigorous academic standards and empowers all members of the learning community to pursue lifelong learning. In other words, it is a process designed to enhance the teacher's professional development, skills, and values in order to provide an effective education for the students and ensure favorable learning outcomes (Abbas, 2021). Darwish and Hanna (2021) further define professional development as an ongoing process of learning that involves teachers and students participating in collaborative activities. Its objective is to enhance students' performance in attaining local or global learning levels, while fostering an educational environment culture that encourages experimentation, teamwork, and student support. Professional development plays a crucial role in cultivating human cadres and enhancing their professional competencies, which in turn positively impacts performance, work quality, and productivity. Moreover, it significantly influences teachers' utilization of diverse learner-centered teaching strategies and educational technology. Ultimately, professional development serves as the foundation for establishing a culture that values excellence and mastery, because educators serve as the foundation for revitalizing, expanding, and enhancing the educational process (Tafesse, 2022).

The primary objective of an instructors' professional development is to remain abreast of advancements in teaching and learning theories and strive to effectively incorporate them into the classroom in order to promote student learning. Remaining abreast of advancements in one's area of expertise and implementing novel concepts. Integrating the domains of education by bridging theory and practice. Acquiring the ability to utilize modern educational technologies in a proficient manner to convey information to the student (AL-Refai & Al-Hamdani, 2022). The instructor is empowered to utilize information sources and conduct exhaustive searches for novel insights. Actively participating in the development of progressive intellectual communities that deliver efficient public services. Proactively and scientifically addressing educational concerns while making valuable contributions. One of the primary rationales for teacher professional development is the impact of technological advancements and the cognitive revolution, which have reduced the world to a small city where new information is

disseminated at an astounding rate (Darwish & Hanna, 2021). By increasing the teacher's role and the scope of his responsibilities within the realm of education, he transitioned from being a repository of information and its origin to assisting the learner in its exploration through the implementation of modern and sophisticated teaching approaches. Remaining informed about the latest advancements and developments in the field of education, as well as applying them in accordance with global benchmarks, a teacher must remain abreast of the proliferation of educational systems, the variety of approaches to self-directed learning, and the evolution and diversity of modern technologies (Abbas, 2021).

Previous Studies

The objective of Abbas's (2021) research aimed to analyze, monitor, and characterize the manner in which public relations professionals utilize social media in their professional capacities. In accordance with role theory, the study examined a sample of 104 public relations practitioners employed by productive and service organizations in Egypt, specializing in the public business and investment sectors. Practitioners were surveyed via questionnaire. Ages of professional experience and social media usage in professional capacities were found to be correlated in the findings. Gender and academic degree did not differ statistically significantly in terms of the use of social media in professional capacities, according to the study's findings. Statistically significant variations existed in the manner in which individuals in managerial positions of public relations employ social media platforms for professional purposes.

In their study, Darwish and Hanna (2021) examined the impact of electronic social networks on the professional development of educators in the Damascus governorate's first cycle of basic education. The researchers also compared the ratings of teachers based on the academic qualifications, training courses, and gender of the instructors. They utilized a descriptive methodology and administered a survey comprising three dimensions to a sample of 257 male and female educators. The investigation yielded the subsequent findings: The overall mean grade for the degree to which instructors of the initial level of basic education recognized the value of electronic social networks in facilitating professional development was (medium). The career development and self-improvement axes received a moderate level of appreciation in the survey. With regard to the technological development axis, it was assigned a rating of "large." Differences in statistical significance can be observed in the mean estimates of educators regarding the role of electronic social networks in professional development during the initial cycle of basic education. These differences were attributable to two factors: the scientific qualification variable, which favors teachers with higher academic qualifications, and the training course variable, which favors teachers who completed courses. The gender variable did not account for a statistically significant difference between the two mean estimates of first cycle teachers in Damascus governorate regarding the function of electronic social networks in professional development at the basic education level.

Abdul Hamid (2022) examined the impact of social media platforms on the professional growth of library and information specialists. The study sample comprised 182 specialists, and identified the most frequently utilized social media sites, explored the specialists' perspectives on these platforms, and identified the most frequently followed topics. There were statistically significant differences between male and female library and information specialists in favor of males, and the results of the study indicated that the sample had favorable attitudes toward social media sites. Facebook, WhatsApp, and YouTube are the most widely used social media platforms for professional development. The most-followed topics were library and information services and machine-readable cataloging (MARC21). The study participants employed social media platforms to a moderate extent.

The research conducted by AL-Refai and Al-Hamdani (2022) examined the extent to which social networking sites were utilized in Iraqi social studies education. The investigators conducted a descriptive survey. The population under study comprised all social studies educators employed in public institutions, totaling 400 individuals. The sample for the investigation comprised two hundred teachers. A total of 125 government schools affiliated with the Baghdad Directorate of Education – Karkh – Abu Ghraib department were surveyed at the elementary, middle, and preparatory levels. Participants were selected at random using a questionnaire comprising 25 items. The study's findings indicated that a considerable number of educators utilized social networking sites to teach social studies topics. Furthermore, the analysis revealed that no statistically significant variations occurred in this regard based on practical experience, academic qualification, or academic research.

Methodology

To provide a thorough, precise, and methodical portrayal of the traits and information pertaining to the population being studied, the current study employed a descriptive research methodology and quantitative approaches. As defined by Saunders et al. (2016), descriptive quantitative research seeks to define and elucidate exhaustively the various characteristics of the investigated subject or location. After undergoing rigorous processing, the collected data is subsequently presented.

Sample of Study

To gather the data of this study, a survey was conducted on a randomly selected sample of 462 faculty members from King Khalid University.

Tool of Study

To achieve the study objectives, the researches drew inspiration from prior investigations carried out by Darwish and Hanna (2021) and Abdul Hamid (2022) when designing the questionnaire that functioned as the principal research tool. The questionnaire was partitioned into two distinct sections. Data on respondents' "gender" and "academic ranking" are gathered in the first section of the survey. Section 2 comprised an exhaustive assemblage of 17 components that were specifically customized to evaluate the utilization of social media by faculty members at King Khalid University in order to fulfill their professional responsibilities.

Tool Validity

Ten educational technology specialists affiliated with institutions in Saudi Arabia and possessing specialized expertise in language development, scientific precision, and lucidity, were assigned the responsibility of assessing the research tool's dependability. Based on assessments carried out by professionals, it has been ascertained that every element has been regarded satisfactory, albeit with minor linguistic adjustments.

Tool Reliability

In order to ascertain the reliability of measurements, one approach is to evaluate the consistency of results using comparable samples and tools, while holding all other variables constant. Cronbach's alpha coefficient was used to evaluate the consistency of the responses. The dependability of a survey is determined by its trustworthiness, as stated by Saunders et al. (2016). A trustworthiness level of 60% or higher is considered to indicate that the survey has been achieved. The alpha coefficient of Cronbach was 0.826, which signifies a significant degree of reliability. Consequently, an absence of inconsistencies was observed across the diverse components of the research tools.

Data Analysis

The research questions were resolved by employing SPSS software to calculate means, perform one-way analysis of variance (ANOVA), and execute the independent sample t-test. Cuevas et al. (2004) propose that when comparing three or more means, the ANOVA One-Way test be utilized rather than the independent sample t-test. The following clarification concerns the results, which were determined through the methodologies employed to characterize them. An average score of 2.33 or less is indicative of a low grade for the item. The item has earned a grade that falls within the medium range of 2.34 to 3.67, as indicated by its mean score. As the item's mean score is equal to or greater than 3.68, a high grade is indicated.

Findings and Discussion

By utilizing descriptive analysis, the study provided a comprehensive depiction of the participants' attributes, with particular emphasis on their "gender" and "academic ranking." The results of the survey revealed that a significant proportion of participants, specifically 60.4%, identified themselves as male. In contrast, the proportion of female participants in the sample was a mere 39.6%, suggesting that males comprised the plurality. As indicated in Table 2, the professional positions of the participants comprised the following: assistant professors comprised 46.4%, associate professors comprised 35.4%, professors comprised 18.2%.

Table 1: The respondents profile

The variables	Categories	N	%
Gender	Male	285	60.4
	Female	187	39.6
Academic ranking	Assistant Professor	219	46.4
	Associate Professor	167	35.4
	Professor	86	18.2

In order to address the initial research inquiry, the means and standard deviations of all variables pertaining to the utilization of social media for the purpose of faculty members fulfilling their professional obligations at King Khalid University were computed.

Table 2. Means and standard deviation

N	Items	Means	St.devs	Results
1	Social networking sites are an important means of disseminating studies and research articles related to topics for different educational stages	3.82	0.55	H
2	Social networking sites enable me to learn about other people's teaching experiences	3.75	0.60	H
3	I use pictures to illustrate figures, tables, maps, and information in teaching via a social networking site	4.00	0.45	H
4	I seek to link the issues contained in the investigations between virtual and real reality	4.20	0.40	H
5	Social networking sites help me employ modern teaching strategies.	3.85	0.52	H
6	Social networking sites push me to employ digital technology in	4.05	0.48	H

	teaching topics			
7	I do curricular and extracurricular activities in detective work through social networking sites and link them to reality.	3.70	0.53	H
8	Use a social media site to support virtual learning for some appropriate topics in your teaching	3.86	0.56	H
9	I provide students with topics that enrich topics through social networking sites	4.50	0.40	H
10	Attach for students to educational files and emails using a social networking site.	4.10	0.49	H
11	I can deal with students' contributions electronically (organizationally and evaluative).	3.95	0.56	H
12	I rely on some social networking sites to expand my knowledge and the knowledge of students and enrich learning in teaching	3.90	0.58	H
13	I design electronic educational materials to support teaching through social networking sites	4.08	0.43	H
14	I Use live chat rooms in group discussions with students to learn lessons via social networking sites	3.96	0.54	H
15	I follow up on students' notes and assignments via social networking sites.	4.37	0.42	H
16	Using social networking sites as an educational means for low-achieving students by attaching additional educational files for them	3.82	0.56	H
17	I use social networking sites to develop students' creativity, discrimination, higher-order thinking, and self-learning skills.	3.76	0.59	H
	Total	3.98	0.41	H

Based on the information presented in Table 2, the average score for faculty members at King Khalid University regarding the utilization of social media to fulfill their professional duties was calculated to be 3.98, with a standard deviation of 0.41. Item 9, which is labeled "I provide students with topics that enrich topics through social networking sites," demonstrates the highest average value of 4.50 among all the components. Subsequently, item 15, which pertains to "I follow up on students' notes and assignments via social networking sites," is assessed at 4.37. The response to item 7, which pertains to "I do curricular and extracurricular activities in detective work through social networking sites and link them to reality", exhibited the most minimal average score (3.70) in comparison to the remaining items.

The faculty members of King Khalid University appear to accept the logical nature of e-learning, as evidenced by the fact that social networking sites have been implemented as mandated in academic establishments, as indicated by their responses. The outcome can be ascribed to the faculty members' and students' considerable interest and engagement with the process of integrating these sites into instruction, as well as their possession of technical expertise and experience. This outcome can also be attributed to the distinctive attributes possessed by these websites that set them apart from others. In contrast to traditional teaching methods, one of the most significant advantages of this approach is that it facilitates the integration of student groups into productive activities both inside and outside the classroom. This is achieved by creating learning environments that encourage the exchange and sharing of information among students. The student can now directly suggest, send, receive, follow, interact, inquire, and remark. By engaging in self-

directed learning to gain knowledge, cultivate skills, and establish values and attitudes, he gains the capacity to critically examine, ponder, and reflect upon various real-life scenarios.

This can also be attributed to the faculty members' unwavering determination to utilize social networking sites despite the challenges posed by the Corona pandemic to academic institutions. They integrated traditional teaching methods with technology in an effort to ensure the advancement of the educational process. The faculty members' technical prowess became evident as they applied the tools of social networking sites to elucidate lessons and present their presentations, thereby facilitating the appropriate evaluation. This substantiates the notion that social networking sites contribute to the moral, social, historical, geographical, and national fabric of society. An illustration of this can be seen in the extensive collection of information available on the YouTube platform. This information not only empowers users to develop their moral compass but also fosters a sense of national identity, citizenship, and historical awareness while illuminating the geographical and historical ramifications of any given nation. Consequently, this underscores the encouraging trend towards the utilization of social media networks. Faculty members may perceive its use as a worthwhile investment in the learning process rather than a futile use of time, as suggested by the trend's overall outcome. This result aligns with the studies conducted by Abbas (2021), Darwish and Hanna (2021), Abdul Hamid (2022), and AL-Refai and Al-Hamdani (2022).

The second research inquiry was examined through the utilization of the independent sample t-test and one-way analysis of variance. These statistical methods were employed to determine whether or not there were significant differences in the manner in which faculty members at King Khalid University utilized social media to carry out their professional responsibilities, for academic ranking and gender.

Table 3. T- test

Variables	N	Mean	St.dev	df	t	Sig
Male	285	3.82	0.45	1578	1.035	0.110
Female	187	3.79	0.48			

Table (3) indicated that the average male responses were (3.82), whereas the average female responses were (3.79). Furthermore, the Sig value for both gender groups is (0.110), suggesting that, according to faculty members in KKU, gender does not have a major influence on the use of social media for fulfilling professional duties.

Table 4. ANOVA

Variable	Groups	Sum of Squares	df	Mean Square	F	Sig
Academic ranking	Between groups	0.189	3	0.063	0.853	0.475
	Within groups	137.112	1576	0.087		
	Total	137.301	1579			

According to the data presented in Table 4, no discernible disparities were identified among the groups with regard to their academic standing. The p-values associated with academic classification, denoted as (0.475), indicate that the relationship between this variable and its influence on the utilization of social media for professional responsibilities is not statistically significant.

Conclusion

The primary aim of this research was to examine the usage of social media platforms as a means for faculty members at King Khalid University to carry out their professional responsibilities. The research results suggest that there is an increasing recognition of the importance of employing social media platforms to carry out professional obligations at King Khaled University. A significant proportion of faculty members maintained favorable perspectives regarding the utilization of social media, suggesting that it is indeed a highly effective tool for carrying out professional obligations. This provides evidence in support of the claim that social networking sites have an impact on the moral, social, historical, geographical, and national aspects of society. This notion is exemplified by the vast assortment of information accessible via the YouTube platform. This data not only provides users with the means to cultivate their ethical principles, but also promotes a sense of patriotism, historical consciousness, and national identity, all the while shedding light on the geographical and historical consequences of each nation. As a result, this highlights the positive trajectory towards the adoption of social media platforms. The overall result of the trend indicates that faculty members might consider its utilization a valuable investment in the educational journey rather than a pointless waste of time.

Acknowledgments

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