Exploiting Electronic Social Networks in Educational Process: Study at Universities in Irbid State- Jordan

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Abstract

This study aimed to identify the concept of electronic social networks and their role in educational process at universities in Irbid State- Jordan. The study showed that students at universities uses electronic social networks for educational purposes relatively in diverse degrees in all aspects of use (communication with lecturers, collaboration with students, frequency of access, and flexibility of used technology) which has a great role in educational process. Researchers recommend universities' management and staff to reinforce using electronic social networks in educational process, in lectures, exams, and research, by developing infrastructure related to these new methods of learning, and preparing workshops in the Jordan universities to aware students about the importance of using electronic social networks in the educational process.

Key words: electronic social networks, educational process, universities, Irbid state, Jordan

Introduction

We live in a revolution period of socio-economic change that comes as the output of technological revolution and internet. The Internet has been the most influential factor for this change. The Internet is not only a tool to share information or communication, Web 2.0 has changed the Internet paradigm (Wood & Mande, 2010), since it involves the user as a creator of content. Users help organize, share, and critique it. Web 2.0 offers new approaches in our life and supports knowledge management (Lee, 2011). Social media and social networks are the most utilized services of Web 2.0.

Social networking sites are fast becoming very popular means in both interpersonal and public communication. Social networking sites are modern interactive communication channels through which people connect with each other, share ideas, experiences, pictures, messages and information of interest (Miss; Obiora; and, Nneka, 2014). Information technology has an ever-bigger role in everyday life and business. It is not only about knowing the technology, but also about knowing the logic behind knowledge-based, networked, and global information society. In education, social networking services facilitate interactive, collaborative, and customized models of learning which change the educational process as a whole. This study will introduce a theoretical model tested with empirical data for researchers to study the role of electronic social networks in educational process in universities in Irbid state.

Background of the Study

In recent years, social media such as Facebook, Myspace, Flicker, and Youtube have become popular particularly with young students. These tools have become a part of the students' lives which help them to build their connections with others. These connections are based on related interests, work, interactions, and personal relationships.

Consequently, academic institutions have realized the importance of social media and the growing number of academic communities are creating accounts and joining groups through these sites (Al-Daihani, 2010). In-fact, these popular social media applications have revolutionized our lives. Experts believe that these applications support developmental approaches to learning and have a great potential to online learning (Virkus, 2008). In formal education, this media provides us a wide space of communication in which it is easier to create web based learning zone. With social media educators can now much more readily connect their students not just to their own localities, their places of learning, or to each other, but also to a huge and ever expanding diversity of social, cultural, political networks and therefore to multiple ways of being knowing and communicating (Eijkman, 2009). Keeping this reality in view, researchers in academic and professional institutions have studied the use of these social media applications among students in recent years. A review of literature reveals that these emerging technologies are increasingly being implemented in academic institutions and may have a major effect on existing teaching and learning practices.

(Boyd and Ellison 2007 pp.78-100) define social networking sites as: Web based services that allow individuals to construct a public or semipublic profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system, they are interactive networks which information and communication technology (ICTs) bequeath to modern society through the instrumentality of the Internet and the telecommunication gadgets.

A social network is a place where people create their own space, or homepage, on which they write blogs; post pictures, videos, or music; share ideas; and link to other Web locations they find interesting (Turban, 2012).
Social networks are online services, platforms, or sites that focus building and reflecting social relations among people, who, for example, share interests and or activities. Social networking sites are websites that allow those who have account with them to communicate with a selected group of friends (Awake, 2011). Social networks comprise a representation of each user (often a profile), his or her social links, and a variety of additional services (Wikipedia, 2011). Most of the social networks are web-based and provide means for their users to interact via the Internet, such as e-mail and instant messaging; social networks allow activities, events and interact within their individual networks.

The interactive aura of the new media confers an unprecedented popularity on them. Also the ubiquity of the social networking sites within their short period of arrival is unparalleled in the annals of media industry. A (wake, 2011) buttresses this point by noting that ‘‘social networking has become hugely popular. Similarly, it took 38 years for radio to reach 50 million users, 13 years for television to attract the same number and 4 years for the Internet to do so, but it took Facebook 12-month only to gain 200 million users.”

There are many social media applications available for use, such as blogs, wikis, RSS Feeds, List serves, IM, multimedia files sharing networks etc. The blogs are new and easy process for publishing ideas on the web and to get the comments from other web surfers. IM is available through browsers from most of service providers. RSS helps users to bring the updates and feeds from other websites. It is a very simple tool to bring the latest stories, updates from news groups, magazines, journals, and blogs. Flickr, an online image sharing application, is a popular source of sharing different events with the help of images and image sets. It allows users to upload, share and tag images by keywords. These tags are very useful for retrieving relevant images.

Wikis, another example of social media for the publication of collaborative creative contents, allows multiple users from all over the world to build a knowledge base by using this application. Wikis are the mix of many other technologies like messaging, blogging, streaming media, and tagging. Similarly, YouTube, which offers a platform for sharing video clips made by users, provides an Application Programming Interface (API) so that users can access video clips from other websites. In general these APIs allow users to mash up one or more Web 2.0 services in order to create their own composite value-added services (Angus, The wall, & Stuart, 2008; Floyd, Jones, Rathi, & Twidale, 2007; Maness, 2006). In recent years, social media such as Facebook, Myspace, Flicker, and Youtube have become popular particularly with young students. These tools have become part of the students' lives and help to build their connections with others. These connections are based on related interests, work, interactions, and personal relationships.

Consequently, academic institutions have realized the importance of social media and a growing number of academic communities are creating accounts and joining groups through these sites (Al-Daihani, 2010). In-fact, these popular social media applications have revolutionized our lives.

Experts believe that these applications support developmental approaches to learning and have a great potential to online learning (Virkus, 2008). In formal education, this media provides us wide space of communication in which it is easier to create web based learning zone. With social media educators can now much more readily connect their students not just to their own localities, their places of learning, and to each other, but also to a huge and ever expanding diversity of social, cultural, political networks and therefore to multiple ways of being knowing and communicating (Eijkman, 2009).

Web 2.0

Web 2.0: a popular term for describing advanced Web technologies and applications, including blogs, wikis, RSS, mashups, user-generated content and social networks, its objective is to enhance creativity, information sharing, and collaboration.

Characteristics of the Web 2.0 (Turban, 2012):

- The ability to tap into the collective intelligence of users. The more users contribute the better benefits.
- Data is made available in new or never-intended ways. Web 2.0 data can be remixed or "mashed up".
- Web 2.0 relies on user-generated and user-controlled content and data (enhanced collaboration).
- Lightweight programming techniques and tools let nearly anyone act as a Web site developer.
- The virtual elimination of software-upgrade cycles makes everything a perpetual beta or work-in-progress and allows rapid prototyping, using the Web as an application development platform.
- Users can access and manage applications entirely through a browser.
- Architecture of participation and digital democracy encourages users to add value to the application as they use it.
- A major emphasis on social networks and computing.
- Strong support of information sharing and collaboration.
- Rapid and continuous creation of new business models

Social networking sites (Major Social Network Services)

Formerly designed on communication purposes and for improving information exchange among small groups of users, social networking sites have become quickly very popular, and the number of users from a wide geographical area joined the groups and became regular clients. In general, the social networks sites provide users with a private virtual space where each one could build his own public profile and manage a list of links to other users' profile; the most popular are (Boyd & Ellison, 2007):

Facebook (facebook.com)

Founded in 2004 by Mark Zuckerberg, this social network site was formerly named the facebook.com and was designed as a closed online social network, available only for Harvard University staff and students. Subsequently, network access has been extended to other universities and companies like Apple or Microsoft. Since 2006, Facebook provides free access regardless the membership in a university or company.

The network is based on Web 2.0 technology and is available from any computer with Internet access, providing support for other several device types, including mobile devices, benefiting from optimized software interfaces, especially designed.

Users can look up for their friends from around the world and can build their own profile that can be public or private. The profile could be changed at user will or, public profiles could be blocked by the administrators if other users are reclaiming the content. Each user is allowed to post messages or photos which, also, could be public or could be addressed to a specific group or users.

In terms of educational impact on education institutions, at the moment there are several institutions registered on Facebook, but also students, parents and many groups specially created for finding school or university colleagues. Actually, on Facebook we find all forms of interaction between educational services providers, direct beneficiaries of education services, and why not, parents of students as Social networking as an alternative environment for education.

The main features which recommend Facebook as a valuable tool which could be used in education are (http://www.onlinecollege.org/2009/10/20/100-ways-you shouldbe- using-facebook-in-your-classroom/):

1. Lecturers can create custom list of students and manage groups of students on custom topics related to courses.
2. Exchanging information through links, photos, or multimedia content related to specific subjects.
3. Creating surveys and quantifying the feedback.
4. Using the on line chat for direct communication between students and lecturers.
5. Publishing news on tests, exams, or face to face meetings.
6. Integrating Facebook with other collaborative services provided by other application (like Google docs).
7. Using Facebook as a complement for an eLearning platform.

Twitter (twitter.com)

Twitter is a micro blogging service based on Web 2.0 technology. The main characteristic of Twitter is the feature of transmitting short messages like SMS, up to 140 characters. Being two years younger than Facebook, Twitter is online since 2006 at www.twitter.com. In the online community, the short messages transmitted through twitter are known as "tweets" and the users of Twitter "tweeters". In order to transmit a message, a user could directly access the twitter website or could use a dedicated interface such: Twitpic, Digsby, Tweet Deck, etc. Several mobile phone operators from different countries allow the transmission of messages on Twitter network through SMS, using your mobile phone.

The base concept for Twitter is to allow the users to publish their own notes on a personal Twitter account and, in the same time, to let them read messages posted by other users on their accounts. Each person could define a custom list of Twitter users and is allowed to follow notes posted by these people.

Using a micro blogging service in the educational process may seem at a first glance cumbersome and inefficient, because the features that could be used in the educational process are not as complex as in the case of Facebook However, micro blogging network offers some advantages that can be emphasized in the educational processes:

1. Tracking news about books, journals, or treaties available in the libraries of educational institutions.
2. Rapid spread of information about scheduled face to face meetings, exams, or seminars.
3. Rapid spread of solutions to exercises, problems, or specific controversies.
4. Posting bibliographical notes or hyperlinks to scientific references by lecturers and students. Social networking as an alternative environment for education, Vol. 11, No. 1 63.
5. Facilitate the solving of specific problems which may be easily solved in a group.
6. Lecturers can set also up surveys and collect feedback information.
7. Short messages of 140 characters offer a high degree of conciseness and develop the ability of lecturers and students to communicate in a more efficient way.
8.

Some negative aspects might be mentioned regarding Twitter as: Rapid propagation of rumors, messages could become a source of spam, some students would prefer just to take advantage of others' work, posting notes from time to time just to look like they are working, and using twitter does not allow users to define groups in order to design a structure of courses on topics of interest or to define specific groups of students as targets for messages. If a teacher coordinates several courses for different groups of students, spreading messages only on certain groups is difficult and information could become irrelevant.

Related studies

Many studies in academic and professional fields addressed the use of these social media applications among students in recent years. A review of literature reveals that these emerging technologies are increasingly being implemented in academic institutions and may have a major effect on educational process:

Kivelä, (2014) "Technology enhanced learning in a higher education context – Building bridges by student empowerment and regional development." The aim of this article is to describe how and to what extent an institute of higher Technology enhanced learning in a higher education context – Building bridges by student empowerment and regional development, education can support the learners and local actors in taking advantages of new social networking services. Data was collected from three educational pilot studies carried out in higher education contexts. According to the study, collaborative learning and student-entrepreneur cooperation increased the entrepreneur's social media capabilities and empowered students. Capabilities related to networking in virtual space proved to be more challenging, calling for a long-lasting cooperation and understanding of social networks.

Omekwu & Odoh (2014) "The Use of Social Networking Sites among the Undergraduate Students of University of Nigeria, Nsukka". The objectives of this study were to ascertain the various categories of social networking sites used by UNN Undergraduate students, to examine the extent of usage of social networking sites by UNN Undergraduates, to examine their purposes of using social networking sites, to determine the benefits of using social networking sites and to identify the dangers associated with social networking. Results of the study reveal that mostly all students were using the social networking sites in interaction with friends, connecting to their class mates for online study and for discussing serious national issues and watching movies etc. There were also laudable benefits of using social networking sites and dangers associated with social networking. The study recommended that university Authorities should organize seminars to enlighten students on the not-so good aspects of social networking sites etc.

Hazani, Nora (2013) entitled "The effectiveness of social networks in the development of teaching and learning process to the students of the Faculty of Education at King Saud University". This study aimed to identify the reality of the use of students education faculty at King Saud University social networks in the education and learning processes as these techniques are considered as one of the most powerful means of the second generation of e-learning. The study focuses on the use of social networks in the evolution of the students learn and how the perspective of the students to the effectiveness of the use of social networks in the education and learning process according to variables (major, level), the study found that 73% of students using social networks while 27% of respondents do not use. Also the study showed that 75% of respondents found that social networks contributed to the enrichment of knowledge in the specialty proceeds to them. Results of the study also showed the importance of social networks in the communication and the formation of a research and scientific groups unanimously where 87% of the sample on it. It found 72% of respondents in the electronic social networking consider it sources of information and sources of scientific research. The study concluded important recommendations to activate the use of electronic social networks in teaching and learning process.

Choi & Scott (2012) "Electronic Word of Mouth and Knowledge Sharing on Social Network Sites: A Social Capital Perspective". This paper investigated the relationship among the use of SNSs, users' social capital, knowledge sharing, and E-WOM. Results showed that the intensity of use of SNSs is positively related to trust and identification which have a positive effect on E-WOM quality. E-WOM quality has a positive effect on knowledge sharing. Results showed also that female users feel more strongly about E-WOM quality when they trust others, or when they perceive that they belong to their SNS community when they use their SNS, and feel more strongly about knowledge sharing when they perceive that E-WOM quality is good. This study recommended practitioners to use it as a rationale to utilize SNSs internally for organizational use, and externally for marketing purposes.

Stanciu, Andrei; Mihai, Florin; Aleca, Ofelia (2012) "Social Networking as an Alternative Environment for Education" The main purpose of this research was to analyze the impact of social networks on educational process in Romanian higher education. Employing a theoretical framework regarding the educational value of the social networking websites, researchers propose a model of implementing Facebook usage in higher educational processes. Data were gathered through a survey on students and academics at the Bucharest Academy of Economic Studies. Results revealed that social networking sites have become very popular among students and might be considered as valuable tools for education.

Wang& Liang (2011) "The Effects of Social Media on College Students" This descriptive, exploratory research study drew how social media affects college students. Thirty-five percent of the participants were undergraduates and 65% were graduate students, studying at Johnson & Wales University. Thirty-one percent of participants have full-time jobs, 30% have part-time jobs, and 39% do not have jobs. The results of the study indicate that 45% of the sample admitted that they spent 6-8 hours per day checking social media sites, while 23% spent more than 8 hours; 20% spent 2-4 hours and only 12% spent less than 2 hours on this task. Results indicate also, while most college students use social media and spend many hours checking social media sites, there was a negative aspect to college students' use of social media.

Farzana, Mushahid & Mahe, (2010) "Exploitation of social media among university students: A case study". This study aimed at finding the trend of social media usage among the students of the Islamic University of Bahawalpur (IUB). A sample of final year students was taken from the Geography Department.

The responses showed that many social media websites such as Technorati, Blogger, Twitter and Wikis etc. were frequently used by the responded students for communication, research work, online learning and making social contacts. It was also found that they have good IT skills and sophisticated tools and good Internet connections available to them.

Methodology

Significance of the Study

The output of this research will benefit students and the authorities of universities in Irbid state, as well as it shows the level of the students' use of social networking sites in educational process. This shall help them to understand how to sustain the students' attention on using social networks. In addition, the findings could be used by academic advisers and counselors proffer professional to advice the university authorities on how to regulate the social network usage among undergraduate students in universities in Irbid state, and add to the available academic literatures on social networking.

Problem Statement

There are hundreds of social media websites, with various technological tools, supporting a wide range of interests and practices. These websites are becoming popular among students and professionals which help them in connecting with each other on local and global communities. Research on this topic will reveal social networking sites are simply part of how students interact with each other. The main purpose of this research is to explore the effects of social networking on educational process.

Objectives of the Study

The general purpose of this study is to find out the role of using social networks by undergraduate students at the universities in Irbid state in educational process.

This study aims to:

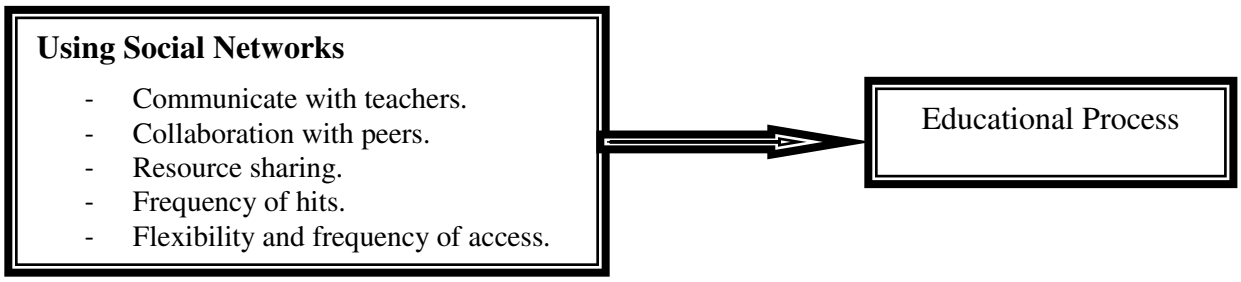
1. Find out the use of social media by the students at the universities in Irbid state.
2. Explore the role of using social networks by undergraduate students at the universities in Irbid state in educational process.
3. Give recommendations in this regard.

Hypothesis

Hypothesis of the study are:
General hypotheses: There is a significant positive relationship between electronic social networks and educational process at universities in Irbid State-Jordan.
Minor hypotheses:

P1: Using electronic social networks to communicate with lecturers has a significant influence on educational process at universities in Irbid State-Jordan.
P2: Collaboration with peers through social networks has a significant role on educational process at universities in Irbid State-Jordan.
P3: Resource sharing by using social networks has a significant influence on educational process at universities in Irbid State-Jordan.
P4: Frequency of hits to social networks has a significant influence on educational process at universities in Irbid State-Jordan.
P5: Flexibility and frequency of access to social networks provided by new technologies has a significant influence on educational process at universities in Irbid State-Jordan.

Study model



Scales Reliability

Reliability defined as the consistency of the measures of a variable. To what extent the measures are free from error and therefore procedures stable and consistent coefficient (Neuman, 2006); the result of reliability test is presented in table (1): Result of the internal consistency of tested by using Cronbach's Alpha.

Table 1: Cronbach's Alpha

Dimensions	**Cronbach's Alpha**
Total	0.89

The sample of the study

The sample consists of (256) undergraduate student representing (89 %) of total questionnaires distributed, selected from business and science colleges, and they were selected by simple random sample method from the population of the study. Table (2) shows the distribution of individuals according to the personal variables.

Table 2: Frequency and percentage for demographic information (n=256).

Variable		**Frequency**	**Percentage**
Gander	Male	146	56.9%
	Female	110	43.1%
	Total	256	100%

Statistical analysis

After collecting data from the sample of the study; researchers use SPSS to analyze data, and the results were:

- **This part including the Mean and standard deviation for variables of study:**

Table 3: Mean and standard deviation for Items domain "Communication with lecturers"

No.	**Items**	**Mean**	**S.D**
1	Social networking allows communicating with professors networks without the need to attend to the University**.**	3.20	1.28
2	Social networking allows communicating with professor's networks at anytime and anywhere**.**	3.72	1.11
3	I can use social networking to take the educational duties and accomplished easily**.**	3.89	0.99
Communication with lecturers		3.60	0.87

Table (3) shows that mean range between (3.20 – 3.89), being the highest mean for Item(3) " I can use social networking to take the educational duties and accomplished easily", but the lowest mean was for Item(1) " Social networking allows communicating with professors networks without the need to attend to the University " .The overall mean for" Communication with lecturers "(3.60).

Table 4: Mean and standard deviation for Items domain "Collaboration with students"

No.	**Items**	**Mean**	**S.D**
1	Social networks facilitate communicate learning among students**.**	4.04	0.73
2	Social networks facilitate construction of educational groups as needed**.**	3.87	0.81
3	Social networks facilitate teamwork among students**.**	4.07	0.80
Collaboration with students		3.99	0.61

Table (4) shows that mean range between (3.87 – 4.07), being the highest mean for Item(3) " Social networks facilitate teamwork among students ", but the lowest mean was for Item(2) " Social networks facilitate construction of educational groups as needed " .The overall mean for" Collaboration with students "(3.99).

Table 5: Mean and standard deviation for Items domain "Sharing resources of knowledge"

No.	Items	Mean	S.D
1	The use of social networks allow participating sources with Multimedia (movies, videos ...)	4.04	1.05
2	The use of social networks allow the participation of various web resources	4.09	0.96
3	I feel that the use of social networks enhance my performance in the educational process.	3.83	1.00
4	The use of social networks allows sharing of information and knowledge among students.	3.91	0.89
Sharing resources of knowledge		3.97	0.66

Table (5) shows that mean range between (3.83 – 4.09), being the highest mean for Item (2) " The use of social networks allow the participation of various web resources ", but the lowest mean was for Item(3) " I feel that the use of social networks enhance my performance in the educational process " .The overall mean for" Sharing resources of knowledge"(3.97).

Table 6: Mean and standard deviation for Items domain "Frequency of access"

No.	Items	Mean	S.D
1	The use of social networks allows repeat network access.	4.15	0.73
2	The use of social networks allows repeated access to information and knowledge	4.04	0.87
3	The use of social networks allows access (online- update) of data and information.	4.07	1.02
4	I am using social networks frequently to serve the educational process	3.91	0.84
Frequency of access		4.04	0.66

Table (6) shows that mean range between (3.91 – 4.15), being the highest mean for Item (1) "The use of social networks allows repeat network access ", but the lowest mean was for Item(4) "I am using social networks frequently to serve the educational process "The overall mean for" Frequency of access "(4.04).

Table 7: Mean and standard deviation for Items domain "Flexibility of used technology"

No.	Items	Mean	S.D
1	The technology used in social networks meets my education needs.	3.74	0.91
2	The technology used in social networks (laptop, mobile, Desktop ... ..) variety	4.26	0.83
3	The technology used in social networking is flexible and easy to use.	4.20	0.83
Flexibility of used technology		4.07	0.62

Table (7) shows that mean range between (3.74 and 4.26) being the highest mean for Item (1) "The technology used in social networks (laptop, mobile, Desktop ... ..) variety ", but the lowest mean was for Item(1) " The technology used in social networks meets my education needs " .The overall mean for" Flexibility of used technology "(4.07).

Table 8: Mean and standard deviation for Items domain "the contribution of social networks in the educational process"

No.	Items	Mean	S.D
1	Social networks increase students' connection between them and the university.	3.96	1.01
2	Participate in different points of view of the students.	4.00	0.89
3	Sense of equity among students	3.80	1.02
4	Easy access to the teacher.	3.87	1.00
5	The possibility of modulating the teaching method according to the wishes of the students (visible, audible,).	3.93	0.90
6	Availability of educational material coordinated and easy way where the specific task.	4.04	0.84
7	Provide curriculum throughout the day and in all the days of the week.	4.17	0.85
8	Continuity in access to curriculum.	4.20	0.65
9	Not to rely on the effective presence of the professor and the student.	3.50	1.30
10	Ease and multiple methods of student evaluation.	3.80	1.02
11	Make the most of time.	4.04	0.87
12	Reduce the load on the university professors, thus allowing more time for the student	3.76	0.97
the contribution of social networks in the educational process		3.92	0.61

Table (8) shows that mean range between (3.50 – 4.20), being the highest mean for Item (8) "Continuity in access to curriculum", but the lowest mean was for Item(9) "Not to rely on the effective presence of the professor and the student " .The overall mean for" the contribution of social networks in the educational process "(3.92).

This part including the results of study depends on its hypotheses:

General hypotheses: There is a significant positive relationship between electronic social networks and educational process at universities in Irbid State-Jordan.

H 1: There is a significant positive relationship between Communication with lecturers and educational process at universities in Irbid State-Jordan.

H 2: There is a significant positive relationship between Collaboration with students and educational process at universities in Irbid State-Jordan.

H 3: There is a significant positive relationship between sharing resources of knowledge and educational process at universities in Irbid State-Jordan.

H 4: There is a significant positive relationship between Frequency of access and educational process at universities in Irbid State-Jordan.

H 5: There is a significant positive relationship between Flexibility of used technology and educational process at universities in Irbid State-Jordan.

To test this hypothesis (Regression) was applied, table (9) shows that:

Table 9: Result of Multiple regression relationship between electronic social networks and Educational process

Independent variables	Beta	T	Sig.	R	R Square	F	Sig.
Communication with lecturers	0.30	2.20	0.03	0.65	0.42	5.82	0.00
Collaboration with students	0.25	1.95	0.04				
Sharing resources of knowledge	-0.03	-0.20	0.84				
Frequency of access	0.24	2.15	0.02				
Flexibility of used technology	0.16	1.87	0.03				

Table (9) shows that:

1. There is a significant positive impact of communication with lecturers on educational process. Where the values of (Beta, T) reached (0.30, 2.20), Sig. (0.03); therefore the first hypothesis accepted.
2. There is a significant positive impact of cooperation between the students on the educational process. Where the values of (Beta, T) reached (0.25, 1.95), Sig. (0.04); therefore the second hypothesis accepted.
3. There is no significant effect between sharing resources of knowledge on educational process. Where the values of (Beta, T) reached (-0.03, -0.20), Sig. (0.84); therefore the third hypothesis rejected.
4. There is a significant positive impact of frequency of access on educational process. Where the values of (Beta, T) reached (0.24, 2.15), Sig. (0.02); therefore the fourth hypothesis accepted.
5. There is a significant positive impact of flexibility of used technology on educational process. Where the values of (Beta, T) reached (0.16, 1.87), Sig. (0.03); therefore the fifth hypothesis accepted.
6. There is a significant positive effect of electronic social networks on educational process, Where the values of (R, R Square, and F) reached (0.65, 0.42, and 5.82), Sig. (0.00) this means that electronic social networks interpreted 42% of educational process; therefore the general hypothesis is accepted.

Conclusion

Universities in general and universities in Irbid State in particular now realize the role of technology and electronic social networks in todays learning, and adopt it as a competitive necessity for the university and country as a whole. Clear understanding about the role of electronic social networks in educational process is essential to realize the potential benefits. This research examined the effect of electronic social networks on educational process at universities in Irbid State-Jordan. Results of the study indicate that students at universities in Irbid state use electronic social networks for education purposes relatively in higher diverse in all aspects of use of these electronic social networks (Communication with lecturers, Collaboration with students, frequency of access, and flexibility of used technology), there is a great effect of electronic social networks in educational process. The minor hypotheses related to share resources of knowledge still has no significant effect on educational process.

Researchers interpret this by the low of awareness of students toward this subject or may be professors don't guide students to participatory duties. In general, electronic social networks have a significant positive effect on educational process which interprets the high mean as indicated in table (8) whether participate in different points of view of the students, easy access to the teacher, Make the most of time, continuity in access to curriculum and so on.

Recommendations

Researchers recommend universities management and staff to reinforce using of electronic social networks in educational process (in lectures, educational duties, exams, research….etc.), by developing infrastructure related to these new methods of learning such as (networks, software, hardware, policies, …..), and preparing a workshops in the Jordanian universities to aware the students about how to use the electronic social networks in the education process, as this method of education is considered one of the best and easiest way to encourage students to engage vividly in the educational process now a day.

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