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Faculty Members' Views on Digital Journalism as a Source of Information: Educational Issues Perspective

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ABSTRACT

This study aimed to explore the extent to which faculty members at University at the Emirates and Jordan rely on digital journalism as a source of information related to educational issues. The study was conducted using a questionnaire methodology distributed to a sample of 100 Academics in the Emirates and Jordan. The results showed that the majority of faculty members included in the study rely heavily on digital journalism as a primary source of information related to educational issues. More than 75% of the participants indicated that they regularly use digital journalism to obtain the latest news and developments in the field of education, whether locally or globally. In addition, the study showed that reliance on digital journalism has a positive impact on the performance of faculty members in both teaching and research. 65% of the respondents indicated that they use information derived from digital journalism to update their lectures and

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develop curricula. The study also found that there were no statistically significant differences ($\alpha = 0.05$) attributed to the effect of the gender variable in all dimensions (cognitive effects, affective effects, and behavioral effects) and the total score. This study provides a comprehensive examination of the intersection between digital journalism and educational issues in the context of faculty members, which represents a pioneering contribution to the field of media studies in the Middle East and North Africa region.

Keywords: Education Issues; Digital Journalism; Jordan; Faculty Members; Information Credibility; Impact of Technology; Information Sources

1. Introduction

The Arab world and the whole world witnesses a technological and informational revolution in the field of the internet, which has had enormous impacts on all aspects of economic, political, social and cultural life, especially media and communication, and has been able to achieve a qualitative leap in the history of mankind and make a noticeable qualitative leap at the scientific and practical levels [1]. Information and communication are integral parts of life and the most important achievements produced by the technological and information revolution, as the world news and events happening abroad have become accessible through small screens revealing a lot behind them, especially the great impact in moving the media from its traditional space to a wider field and faster to overcome the barrier of time and space in addressing issues and crises easily [2, 3]. Digital journalism has become properly employed by university professors and invested all the technological possibilities offered by internet applications in favor of developing the educational process and harnessing multimedia multimedia and what it can add to the cognitive and information saturation of users; especially Digital newspapers that are not copies of traditional journalism, because they provide a number of services that are unique from traditional journalism, including the internet service, inside the newspaper through the search mechanism and the newspaper archive [4, 5]. Modern Digital technologies are almost painting a different picture of a new world, perhaps its most prominent characteristics are the abundance of Information, its density and its flow with ease and speed, as well as the diversity in the use of that information and control over its course and directions. Newspaper departments are always looking for new ways and means in order to take advantage of the development of modern technology to provide the best media services

to the reader [6]. Digital journalism is the product of the tremendous development brought about by the technological revolution and is the most important important stations in journalistic work in terms of form and content, as well as the most important advantages provided by journalism, which has become unrecognized the limits of spatial and temporal restrictions, and has been able to play an important and effective role in spreading awareness of all walks of life, by passing the restrictions of traditional journalism, and even its intense competition, which threatens its durability and continuity. Studies have also proved that Digital journalism has a significant impact on employees in the education sector and higher education in general and on the teaching staff at universities, especially at Jordan University of Science and technology [7].

Background of the Study

Digital journalism plays a great role in shaping public opinion trends, contributes to spreading awareness and culture, and is a source of information for all segments of society [8]. It is also highly sought after by the faculty members of Jordan University of Science and technology, as it is an important source for obtaining information and data about university education [9]. In light of the rapid changes witnessed by the world in the fields of technology and communication, Digital journalism has become one of the most prominent media that people rely on to obtain information. Relying on traditional journalism such as print publications is no longer sufficient in an era characterized by speed and massive information flow. In this context, Digital journalism has become a major source of information via the Internet, covering various issues and topics, including education issues. This transformation comes at a time when the importance of education and scientific research is increas-

ing as fundamental pillars in developing societies. Since university faculty members are considered one of the most important groups that contribute to formulating and building knowledge, it was necessary to study the impact of their reliance on Digital information sources, especially Digital journalism [2]. These sources play a major role in directing their ideas, updating their knowledge, and providing information about educational developments, policies, and new practices. Jordan University of Science and Technology, as one of the leading universities in Jordan and the region, is witnessing continuous development in its academic and research environment [2, 3, 10]. With the increasing use of the Internet among university faculty members, the need arose to understand the extent of their reliance on Digital journalism as a source of information related to educational issues, and the extent of this impact on their academic and research performance [11, 12]. This study relies on analyzing the patterns of faculty members' use of Digital journalism, and identifying the factors that influence this reliance, such as ease of access to information, its continuous updating, and their personal preferences regarding Digital sites and platforms. The study also aims to explore the extent of academics' confidence in the information they obtain from Digital journalism, and how to use it to support teaching and conduct research. In addition, the importance of this study emerges in light of the ongoing transformations in the methods of obtaining and consuming information, as Digital journalism has become an integral part of the educational media landscape. It also sheds light on the potential gap between the information available on these Digital platforms and the standards of traditional academic research, which necessitates the development of strategies to verify the validity of information and ensure its reliability. Therefore, this study seeks to provide a deeper understanding of the increasing role of Digital journalism in shaping educational knowledge among faculty members, and the resulting effects on the quality of education and scientific research in universities [13, 14]. The importance of the study also lies in keeping pace with recent local and international studies and trends by shedding light on the issues that arise when faculty members at the Jordan University of Science and Technology rely on Digital journalism as a source of information on educational issues.

2. Literature Review

Digital journalism has witnessed rapid development with the spread of the Internet and its increasing use as a primary means of obtaining information. Many studies such as Li et al. [15] have addressed how this development has led to a radical change in the ways information is consumed in academic circles, as Digital journalism has become a primary source of educational news and information. This shift has led to an increasing reliance on Digital sources, especially in fields that require continuous and rapid updates such as education. The literature shows that Digital journalism provides multiple benefits to faculty members, including the speed of obtaining information, the wide variety of available content, and the ease of access to the latest developments and research. However, academics face challenges related to the credibility of information and the difficulty of distinguishing between reliable and unreliable news, a problem that has been pointed out by several studies, including Steensen & Westlund [16] which stressed the need to enhance source verification skills among academics. Studies also show that faculty members increasingly rely on Digital journalism to obtain information related to education, such as new educational policies, recent trends in teaching, and the latest research in the field of education. According to a study by Lopezosa et al. [17] academics consider online journalism a valuable resource that helps them keep up to date with the rapid changes in the field of education. Habermas [18] examines the use of online journalism in higher education, and explains how this medium can enhance interaction between academics and their students by providing up-to-date and updated educational materials. It also highlights the importance of using online articles as educational tools to stimulate intellectual discussions in classrooms.

Trust in Online Journalism Sources:

One of the most important challenges facing academics when using online journalism is the issue of trust in the information available. Studies indicate that there is a wide variation in the degree of trust among academics towards online sources. For example, Farid [19] found that about 60% of faculty members are concerned about the reliability of information they obtain from the Internet, and see the need

to verify the accuracy of this information before using it in research or teaching. The literature also indicates that academics prefer websites that specialize in education and websites that adhere to academic standards in presenting information. A study conducted by Marta-Lazo et al. [20] showed that academics tend to rely on websites that are linked to well-known educational or research institutions, as they consider them more reliable compared to general websites.

The Impact of Digital Journalism on Scientific Research:

Studies show that Digital journalism plays an increasing role in influencing scientific research trends in higher education. Papadopoulou & Maniou [21] studied how information derived from Digital journalism affects the selection of research topics, showing that academics benefit from Digital articles to identify research gaps and emerging trends in their fields. The educational use of Digital journalism has also been studied by several researchers, such Eldridge et al. [22] who investigated how Digital journalism can be used to enhance students' critical thinking skills. The study showed that using newspaper articles in classrooms can help develop students' ability to analyze and evaluate information from a critical perspective, which enhances their research and intellectual skills. On the other hand, Robinson et al. [23] studied the impact of using Digital journalism in developing educational materials. The study showed that using these sources can contribute to enriching educational content and making it more modern and compatible with current developments in the educational field. It also addressed the importance of training academics on how to use Digital journalism effectively in designing curricula. Despite this, some studies indicate concerns that excessive reliance on Digital journalism may lead to the dissemination of inaccurate or misleading information. Waisbord [24] emphasized the importance of verifying information derived from Digital journalism by referring to peer-reviewed academic research, to ensure the accuracy and validity of the results based on this information.

Interaction Between Digital Journalism and Academic Faculty

Digital journalism has become a primary source of information for both academic and non-academic audiences [17]. Faculty members rely on digital news sites to access the lat-est developments in their fields, whether through scholarly articles or news reports. Digital journalism is easy to access and quick to update, making it an effective tool for academics to keep up with developments in their fields [25]. However, the issue of credibility and impartiality remains an ongoing challenge, as the spread of false or misleading information can negatively impact the accuracy of what is circulated. The interaction between digital journalism and academic faculty members represents an opportunity to enhance the integration of academic knowledge and modern media [26, 27]. However, this interaction requires a conscious approach to ensure that the maximum benefit is gained from this relationship while minimizing the associated challenges. Future research needs to explore this area in more depth to understand the dynamics and factors influencing it [28].

Theory of Media Dependence

The theory of media dependence is an ecological theory that considers society as an organic structure and is looking at how parts of small or large social systems are related to each other and then tries to explain the behavior of the parts in relation to these relationships [28]. It is also defined as the aspect that deals with the relationship between media as systems and other social systems within the framework of the macro-social context. The perspective of the individual's dependence on the media is based on two main pillars presented by Melvin and rakish in his fifth edition 1987 [26, 27]. The first pillar: there are goals for individuals that they want to achieve through the information provided by various sources, whether personal or social. The second pillar is to consider the media system as an information system that controls the sources of achieving the goals of individuals, which are represented in the stages of obtaining and disseminating information through the process of preparing, arranging and coordinating this information and then disseminating it in another form [29]. The model of media dependence includes three types of influences: "cognitive influence, emotional influence, and behavioral influence " and the effects of mass communication in these three fields are a function largely related to the degree of public dependence on the information provided by the media.

This theory assumes that the relationships of dependence on individual and collective means of communication become stronger when the social environment is ambiguous, threatening or rapidly changing, ambiguity is an inability to

determine the time or choose from conflicting challenges of a situation as people lack sufficient information necessary to create meanings for events and dependence on mass media becomes the main system of information that creates the meanings of events[25]. Ambiguity is sometimes accompanied by the threat that arises at times when society is going through economic crises or disasters, political unrest and open conflict between groups in society. In such cases, people and public opinion leaders turn to the media and rely on them to find out what is going on, what is happening and what they can do to minimize the threats facing them. Due to the changing nature of the material world, it creates a state of ambiguity and therefore people's dependence on the media increases because it is available to them and is the best system for collecting, creating, coordinating and disseminating information[30, 31].

Individuals as social systems establish media-dependent relationships because individuals are goal-oriented and some of their goals require access to media-controlled sources and individuals rely on the media to achieve the following goals[8]:

1- understanding: self-knowledge through education, obtaining experiences and social understanding through knowing and interpreting things about the world or the local group.
2- direction: it includes work guidance, for example, deciding what to buy, and interactive guidance to get indications on how to deal with new or difficult situations.
3- entertainment: it includes solitary entertainment such as rest, relaxation and social entertainment such as going to the cinema, listening to music or watching TV[32].

The theory of dependence is organically linked to the subject of the study because dependence on modern media such as Digital journalism has a great role in making an impact on individuals, and this impact increases in conflicts, wars and the occurrence of crises to know the course of events and beyond, as well as to achieve goals and obtain information, whether global or related to the local community. This was embodied in addressing education issues, as individuals turned to the media, in order to follow the course of issues and issues in general, including issues of education and related to higher education.

3. Methodology

In its theoretical framework, the study relies on the theory of media dependence because it focuses mainly on the dependence of faculty members at Jordan University of Science and Technology on Digital journalism as a source of information related to educational issues in achieving the desired goals of the study[33–35]. It is classified as descriptive research "aimed at collecting the necessary information to give a description of the dimensions or variables of the studied phenomenon"[36] The study is based on the survey method "which is an attempt to collect information from the vocabulary of the study community in order to identify the current situation of that community in the light of one or more research variables "in order to find out the degree of dependence of faculty members at Jordan University of Science and Technology on Digital journalism as a source of information on education issues as a method will be employed to reach accurate ,adequate and realistic answers by testing the assumptions, goals and questions that the study seeks to answer and clarify[37, 38]. The study community consists of professors at Jordan University of Science and Technology, (1040) professors, and the researchers resorted to select a sample of (10%) from the study community, which numbered (120) according to the simple random sample method, but the questionnaires responded were(100 questionnaires) accounted for (8%) of the study community. The researchers used the questionnaire as a tool to collect information about the study data", which is one of the most famous means of collecting information in theoretical research, and a form of written interview with the research sample, which individuals read and interact with to give the best answer[39, 40]. The questionnaire included personal data: "gender, age group, educational qualification" and included 8 questions distributed to a number of axes to identify the dependence of faculty members at the Jordan University of Science and technology on Digital journalism as a source of information on education issues.

Statistical process:

To answer the study questions, statistical manipulations were used via a program to calculate the repetitions and percentages of personality variables of individuals, and the sample, arithmetic averages and standard deviations of the study questions.

4. Discussion

As for the gender variable, **Table 1** shows that females are the most frequent, which reached (81) by (81%), while males are the least frequent, which reached (19) by (19%).

As for the age group variable, it shows that those aged between (26–32 years) are the most frequent, which reached (53) by (53%), while those aged (33–40 years) are the least frequent, which reached (20) by (20%). As for the academic qualification variant, it shows that bachelors are the most

frequent, which amounted to (67) by (67%), while graduate studies are the least frequent, which amounted to the frequency of each (8) and the percentage of each (8%). The first question of the study: what sources do the researchers rely on to obtain information during the coverage of education issues.

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were made–

Table 1. Shows the characteristics of the variable according to age, gender and scientific qualifications.

Percentage	Repetition	Rank	Variable
19%	19	male	gender
81%	81	female	
53%	53	32–26	age
27%	27	70–40	
8%	8	Master	
17%	17	Assistant professor	Scientific qualification
67%	67	Bachelor	
8%	8	Higher education	

The data of **Table 2** indicate that social networking sites topped the list of the most prominent sources relied on by the respondents as a source of information, they got a percentage of (35.365%), followed by the internet (22.560%), followed by satellite channels (17.682%), followed by Digital journalism (15.243%), followed by mobile applications (6.0975%) and also came another option (1.828%) and radio came in last place (1.21%). Analyzing the results, it can be said that social networking sites come at the forefront of the means to which the researchers were exposed, because they are char-

acterized by the speed of access and availability at various times and places, and their low cost compared to other means and keep them up to date with the details of education and its developments, and Digital journalism came in the middle between the first and last place by (15.243%) because it keeps up with the use of the internet and modern technology to access information and uses multimedia of sound, image and graphics, and the fact that radio to follow the radio for multiplicity The option of publishing and additions of photos, videos and drawings.

Table 2. Social networking as a source of information.

Percentage	Repetition	Means	Number
17.682%	29	**Satellite channels**	1
1.2195%	2	**Radio**	2
22.560%	37	**Internet**	3
15.243%	25	**Digital media**	4
35.365%	58	**Social media**	5
6.0975%	10	**Mobile applications**	6
1.829%	3	**Others**	7

The second question of the study: to what extent do the respondents rely on Digital journalism as a source of information on education issues?

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and

the domain as a whole were taken FROM –

The data of **Table 3** Indicates that the respondents rely on the Digital press as a source of information on education issues to an average degree, where the percentage of accreditation reached (62%).

Table 3. Digital press as a source of information on education issues.

Percentage	Repetition	Degree	Number
18%	18	High degree	1
62%	62	Medium degree	2
19%	19	Low degree	3

The third question of the study: what are the reasons for the researchers' reliance on Digital journalism as a source of information on education issues?

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were taken –

The data of **Table 4** with regard to the reasons for the respondents' reliance on Digital journalism as a source of information related to education issues indicate that the speed of news transmission is the most reason for dependence, as it came by (28.6%) followed by the diversity and multiplicity of information sources and their forms" graphic video images "by (25.7%), then ease of Use and low costs by (25.1%) followed by the possibility of interaction with information sources by (12.2%) and the last place came the credibility of the source by (8.18%).

Table 4. Digital journalism as a source of information related to education issues.

Percentage	Repetition	The Most Important Reasons	Number
28.6%	49	Speed in transmitting news	1
25.1%	43	Low cost and simple use	2
12.2%	21	Interaction with information sources	3
25.7%	44	Multiple forms of information: videos, and pictures	4
8.18%	14	Credibility of the source	5

As an analysis of the results in **Table 4**, they came in a logical order, as the flow of information and the speed of obtaining it are the first priorities of the recipient due to the life circumstances that coincided with this revolution.

The fourth question of the study: - what are the reasons for the researchers' reliance on Digital journalism as a source of information on education issues

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were taken –

The data of **Table 5** with regard to the motives of the respondents' reliance on Digital journalism as a source of information on education issues indicate that the most important motives are knowledge of the challenges facing higher education in Jordan (30.9%) followed by the opportunity to learn about the developments of education in Arab and foreign countries (26.3%) and in the last place came the knowledge of modern educational technology and the best teaching methods (19.8%).

Table 5. Motives of reliance on Digital journalism as a source of information on education issues.

Percentage	Repetition	Motives	Number
30.9%	53	Know the challenges facing higher education in Jordan	1
19.8%	34	Knowledge of developments in higher education in Arab and foreign countries	2
26.3%	45	Knowledge of modern educational technology and the best teaching methods	3

The fifth question of the study: to what extent are the respondents exposed to Digital journalism as a source of information related to education issues

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were taken –

The data in **Table 6** shows the extent of exposure of the respondents to Digital journalism as a source of information on education issues indicate that the extent of exposure was an average degree of (62%).

Table 6. Exposure of Digital journalism as a source of information on education issues.

Percentage	Repletion	Exposure	Number
24%	24	big	1
62%	62	middle	2
14%	14	low	3

The sixth question of the study: - what are the cognitive effects of relying on Digital journalism as a source of information about education

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were taken –

It appears from **Table 7** that the arithmetic averages of the paragraphs after the "cognitive effects" ranged between (1.40–1.76), the highest of which was paragraph (5), which states "knowledge of figures and statistics related to education issues" with an arithmetic average (1.76) and a high degree, and the last rank paragraph (3), which states "knowledge of modern teaching methods and methods" with an arithmetic average (1.40) and an average degree, and the arithmetic average for the field as a whole (1.58) and a high degree.

Table 7. Cognitive effects related to education issues.

High	Medium	Low	Standard Deviation	Arithmetic Average	Questions	Number
46	49	5	0.59	1.59	Knowledge of numbers and statistics related to education issues	1
58	36	5	0.61	1.48	Learn about the decisions of the Ministry of Higher Education	2
64	32	4	0.57	1.40	Knowledge of modern teaching methods and techniques	3
49	39	12	0.69	1.63	Learn about technical education protocols	4
43	38	19	0.75	1.76	Knowledge of modern curricula and distance education	5
47	42	11	0.67	1.64	Identify the most important procedures for developing higher education curricula	6
307	236	56	0.39	1.58	**The field as a whole**	

The seventh question of the study: what are the emotional effects of the respondents' reliance on Digital journalism as a source of information about education.

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were taken –

It appears from **Table 8** that the arithmetic averages of the paragraphs after the "emotional effects" ranged between (1.26–1.80), the highest of which was paragraph (3) feeling reassured by the clarity of the news about education with an arithmetic average of (1.80) and an average degree, and in the last place the two paragraphs with numbers (2, 4), which stipulate "sympathy for the cases of decline in the level of higher education and" feeling reassured by the clarity of the news about education" with an arithmetic average of (1.26) and to a low degree, the arithmetic mean of the domain as a whole (1.50) and to a low degree.

The eighth question of the study: what are the behavioral effects of relying on Digital journalism as a source of information about education?

Note: to answer this question, the number of repetitions and the percentage of the paragraphs of the first domain and the domain as a whole were made –

It appears from **Table 9** that the arithmetic averages of the paragraphs after the "behavioral effects" ranged between (1.37–2.01), the highest of which was for paragraph number (3) participation in the work of scientific conferences of universities with an arithmetic average (2.01) and an average degree, and in the last place was paragraph number (1), which states "your patterns and habits have changed" with an arithmetic average (1.37) and a low degree, and the arithmetic average for the field as a whole (1.75) and an average degree.

Table 8. Emotional effects related to education issues.

Agree	Neutral	Disagree	Standard Deviation	Arithmetic Average	Questions	Number
63	15	22	0.83	1.59	Increased feelings of fear and anxiety about the future of education	1
80	14	6	0.56	1.26	Empathy with cases of decline in the level of higher education	2
45	30	25	0.82	1.80	Feeling reassured as a result of clarity in news about education	3
81	12	7	0.58	1.26	Feeling happy as a result of the advanced reputation of education	4
60	20	20	0.80	1.60	Optimism in the education sector's ability to achieve progress in all fields	5
329	91	80	0.36	1.50		

Table 9. Behavioral effects related to education issues.

Agree	Neutral	Disagree	Standard Deviation	Arithmetic Average	Questions	Number
72	19	9	0.65	1.37	Your patterns and habits have changed	1
35	41	24	0.76	1.89	Sharing publications of the Ministry of Higher Education and universities	2
25	49	26	0.72	2.01	Participation in the work of scientific conferences of universities	3
48	33	19	0.77	1.71	Providing financial aid to the poor student fund	4
180	142	78	0.40	1.75		

The first hypothesis: there are significant differences at the level of significance ($\alpha = 0.05$) for assessing the cognitive, emotional and behavioral effects of relying on Digital journalism as a source of information about education depending on a variable (gender, educational qualification, age).

To answer this question, the calculation averages and standard deviations of the responses of the study participants were extracted on the scale of cognitive, emotional and behavioral effects of relying on Digital journalism as a source of information about education by variable (gender, educational qualification, age).

Arithmetic averages and deviations of the responses of the study participants on the scale of Cognitive, Affective and behavioral effects of dependence on Digital journalism as a source of information about education attributed to a variable (gender, educational qualification, age).

Table 10 shows an apparent discrepancy in the arithmetic averages and standard deviations of the responses of the study participants on the scale of Cognitive, Affective and behavioral effects of relying on Digital journalism as a source of information about education depending on the study variable (gender, educational qualification, age), and to indicate the significance of statistical differences between the arithmetic averages, a multidimensional three-dimensional variance analysis was used and the instrument as a whole **Table 11** illustrates this.

Analysis of the multiple triple variance of the impact (gender, educational qualification, age) on the responses of the study participants on a scale for assessing the Cognitive, Affective and behavioral effects of relying on Digital journalism as a source of information about education.

Table 11 shows the following results:

There are no significant differences ($\alpha = 0.05$) attributable to the effect of the gender variable in all dimensions (cognitive effects, affective effects, behavioral effects) and the overall score. There are no significant differences ($\alpha = 0.05$) attributable to the impact of the scientific qualification variable in all dimensions (cognitive effects, affective effects, behavioral effects) and the overall score There are no significant differences ($\alpha = 0.05$) attributable to the effect of the age variable in all dimensions (cognitive effects, affective effects, behavioral effects) and the overall score.

Table 10. Affective and behavioral effects of relying on Digital journalism as a source of information.

Total Degree	Behavioral Effects	Emotional Effects	Cognitive Effects		Rank	Variable
1.58	1.72	1.40	1.62	a	male	
0.26	0.42	0.26	0.43	b		Gender
1.60	1.75	1.53	1.57	a	female	
0.23	0.39	0.38	0.39	b		
1.64	1.81	1.63	1.54	a	instructor	
0.31	0.51	0.61	0.33	b		
1.58	1.76	1.47	1.56	a	diploma	
0.24	0.35	0.32	0.42	b		Scientific qualifications
1.60	1.75	1.50	1.59	a	master	
0.23	0.40	0.34	0.41	b		
1.56	1.56	1.50	1.60	a	doctorate	
0.16	0.35	0.32	0.25	b		
1.56	1.74	1.53	1.46	a	26–24	
0.20	0.35	0.40	0.33	b		Age
1.63	1.75	1.49	1.67	a	32–26	
0.26	0.44	0.33	0.41	b		
1.58	1.75	1.49	1.53	a	40–33	
0.20	0.35	0.39	0.38	b		

a: arithmetic average; b: standard deviation.

Table 11. Hypothesis test of cognitive effects, affective effects, behavioral effects.

Statistical Significance	F Value	Mean Square	Freedom Degree	Sum of Squares	Diversity Source	Dimensions
0.830	0.046	0.007	1	0.007	Cognitive effects	Hotllinge = 0.018
0.204	1.637	0.218	1	0.218	Emotional effects	sum = 0.647
0.780	0.079	0.013	1	0.013	Behavioral effects	
0.523	0.411	0.023	1	0.023	**Total degree**	
0.822	0.305	0.047	3	0.142	Cognitive effects	
0.816	0.312	0.042	3	0.125	Emotional effects	Scientific qualification
0.581	0.657	0.107	3	0.321	Behavioral effects	= 0.958
0.913	0.175	0.010	3	0.029	**Total degree**	sum = 0.916
0.054	3.021	0.468	2	0.936	Cognitive effects	age
0.910	0.094	0.013	2	0.025	Emotional effects	= 0.936
0.988	0.012	0.002	2	0.004	Behavioral effects	sum = 0.413
0.387	0.959	0.054	2	0.108	**Total degree**	
		0.155	93	14.414	Cognitive effects	
		0.133	93	12.364	Emotional effects	**Total**
		0.163	93	15.164	Behavioral effects	**fault**
		0.056	93	5.219	**Total degree**	
			99	15.417	Cognitive effects	
			99	12.760	Emotional effects	
			99	15.498	Behavioral effects	
			99	5.373	**Total degree**	

5. Conclusions

Digital journalism plays an increasing role in the lives of academics and faculty members at universities, especially with regard to obtaining information related to educational issues. In this context, a study on the reliance of faculty members at the Jordan University of Science and Technology on Digital journalism as a source of information related to educational issues sheds light on the extent of the impact of this modern media on the educational and research process. The study aimed to understand the extent to which faculty members at the Jordan University of Science and

Technology rely on Digital journalism as a primary source of information related to educational issues. It also sought to determine the type of Digital sources they prefer and the extent to which these sources impact their educational and research practices. In light of the rapid technological and digital progress, it has become necessary to understand how academics interact with new media, especially in areas considered sensitive such as education, as the results showed that a large percentage of faculty members rely on Digital journalism as a regular source of information on educational issues. Many of the study participants indicated that they find Digital journalism a quick and easy way to obtain up-to-date information related to educational developments at the local and global levels. The results also revealed that faculty members prefer news websites specialized in the field of education, in addition to their reliance on scientific articles published electronically that discuss the latest theories and applications in education. Some of them indicated that they rely on Digital journalism to follow educational conferences and other important events, in addition to learning about new educational policies and best practices that can be applied in classrooms [19, 21, 22, 24, 29]. Despite the widespread reliance on Digital journalism, some faculty members expressed concerns about the reliability of some Digital sources. It was emphasized that there is a variation in the quality of information available on the Internet, and that some may find it difficult to distinguish between reliable sources and those that may be less accurate. Participants indicated the need to verify the accuracy of information by comparing multiple sources and adopting academic standards in evaluating the content of Digital journalism. In addition, the study showed that Digital journalism not only affects the level of knowledge possessed by faculty members, but also contributes to shaping their research and educational orientations. Relying on diverse and specialized sources can open new horizons for academics and contribute to improving the quality of education and research at the university. The use of Digital journalism also helps faculty members keep pace with the rapid changes in education policies and tools. Based on the results, the study recommends the need to raise awareness of the importance of information verification standards in the digital age. Academics should develop their skills in verifying sources and analyzing information to ensure that their knowledge derived from digital journalism is reliable and applicable to research and teaching. The study also recommends providing training courses or workshops aimed at improving faculty members' Digital research skills, in addition to enhancing the role of university libraries in providing reliable Digital sources that help support the educational process.

Limitations and Future Research

This study highlights the important role that Digital journalism plays in the lives of faculty members at the Jordan University of Science and Technology, as it has become a major source of information related to education. However, these sources must be dealt with with caution and awareness to ensure maximum benefit from the available information without falling into the traps of unreliable information. The study emphasizes the ongoing need to develop tools and skills that enable academics to use Digital journalism effectively and safely to enhance the quality of education and scientific research. Although the study was conducted, there are limitations, the most prominent of which is the variability in the reliability of Digital sources, as researchers faced difficulty in verifying the accuracy of some information due to the changing nature of Digital journalism and the ease of publishing unreliable information. The study relied on a limited sample of faculty members at the Jordan University of Science and Technology, which may affect the generalization of the results to other universities or different educational contexts. In addition, the study faces a challenge related to the rapid development of Digital journalism and the emergence of new platforms, which makes it difficult to obtain a stable and accurate picture of the extent of its impact on academic circles. Therefore, it is suggested to conduct comparative studies between different universities in Jordan or in the Arab region to study the extent to which faculty members rely on Digital journalism and to know the differences between universities in terms of influence and reliance. In-depth research can also be conducted on the impact of reliance on Digital journalism as a source of information on the quality of education, and how it affects the development of curricula and educational practices. Research into new tools and techniques that help academics verify the accuracy of information derived from Digital journalism, such as artificial intelligence and automated verification algorithms.

Author Contributions

Conceptualization, Z.Y.T.; methodology, I.H.M.H.; software, T.S.; validation, M.H.; formal analysis, M.H.; investigation, M.H.; resources, M.H.; data curation, Z.Y.T.; writing—original draft preparation, O.J.A.; writing—review and editing, O.A.A.; supervision, N.M.D.; project administration, F.A.O. All authors have read and agreed to the published version of the manuscript.

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Data Availability Statement

The data will be provided by storing it via a link via the email mohammad.habes@yu.edu.jo and sending it to those interested if they request it.

Conflicts of Interest

The authors declare no conflict of interest.

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