

Analyzing University Administration's Impact on Faculty Digital Self-Learning

Hanadi Alrashdan¹, Najwa Darawsheh^{1,*}, Saierah Aabed², Miriam Bsoul³, Suzan Ganayem⁴, Menas Mhameed⁵, Odai Darawsheh⁶, and Sonia Darawsheh⁷

¹Department of Educational Foundations and Administration, Faculty of Educational Sciences, Jadara University, Irbid, Jordan

²Educational Administration, Ministry of Education Bina, Bina

³Educational Administration, Ministry of Education Reineh, Reineh

⁴Educational Administration, Ministry of Education Sakhnin, Sakhnin

⁵Educational Administration, Ministry of Education Kfarqara, Kfarqara

⁶Business Management, Luminus Technical University College, Irbid, Jordan

⁷Psychological Counseling, Mutah University, Mutah, Jordan

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Abstract: The study aimed to identify the role of the university administration in enhancing the level of faculty members' practice of digital heutagogy from the faculty members' point of view, and the descriptive survey method was used. The study sample consisted of (352) faculty members, who were randomly selected from the study population of (2478). Members, and to achieve the objectives of the study, the (electronic) questionnaire was used as a tool for the study.

The results showed that the role of the university administration in enhancing the level of faculty members' practice of digital Heutagogy from the faculty members' point of view came with a high degree of appreciation. The results also showed that there were no statistically significant differences due to the effect of Study variables: (gender, college, years of experience), and in the light of the results, the researcher recommended the necessity of continuing to benefit from Heutagogy in the field of their various scientific and human specializations, to keep up with all the developments in the educational environment.

Keywords: Analyzing, University Administration's, Impact, Digital Self-Learning

1. Introduction

The university represents the infrastructure for the formation and development of various economic and social activities, to prepare distinguished human resources academically and administratively, so as to benefit and benefit the university, with the aim of catching up with the distinguished, creative and pioneering productivity, so most of the leading universities tended to provide ways that enable workers to develop and develop themselves, by Through the investment of information and communication technology and digital technologies, to continuously develop and develop themselves, and this is called digital heutagogy, in which individuals educate themselves; Through the investment of contemporary electronic resources, to achieve clear goals without direct assistance from the teacher, as it aims to refine the knowledge available to the learner.

Human resources are considered one of the basic pillars of success in institutions, which are concerned with the performance of employees, study the factors that affect efficiency and productivity, and work on their continuous development, development and modernization, to ensure the continuity of the organization's high-quality functioning [1].

Universities are the infrastructure, developing various economic and social activities, supplying productive human forces, and aiming to catch up with distinguished, creative and pioneering productivity, to become centers of culture and knowledge, to radiate their society and its cultural and scientific enlightenment [2].

The principle of digital Heutagogy is one of the contemporary trends in education. It came as a result of the increasing demand for knowledge and information, which was caused by the knowledge revolution and the technological knowledge explosion, which led to thinking to find new means and methods that work to provide learning opportunities, and a modern trend has arisen that calls for the learner to plan To gain knowledge by himself, and to work to determine what knowledge he needs[3].

Heutagogy is a concept coined by Stuart Hussey, the generalization of self-learning "Heutagogy" starting from childhood

*Corresponding author e-mail:najwadarawsha@gmail.com

and passing through the various stages of study, all the way to its employment in practical life, to create a different reality with great achievements, in order to continuously develop society[4]. Where the learner practices thinking about a problem, determines what he needs to do in terms of activities and procedures, and what he wants to reach in terms of outputs, by abandoning the teacher-dependent educational methods, and turning to learner-centered methods [5].

The new changes that the world is witnessing affect all institutions, including universities, and you need to think about how to respond to these changes and learn from them, and universities need successful departments to manage universities and departments for their departments to develop plans that advance the university and its departments, so the faculty members are among the effective elements of the university , which requires them to be influential in all aspects of the academic process, which makes them more flexible and effective [6]. Teaching professionals are at the top of the list of workers most affected by stress when compared to other workers [7]. Therefore, they need to constantly update their information and develop their academic skills. At the university level, it requires the involvement of a faculty member in digital training courses that keep pace with modern developments within their professional and academic needs, which also requires them to constantly develop themselves by investing in modern technology.

Hotagology is a concept coined by Stuart Simon; it is a treatise on self-learning. The idea is an expansion and reinterpretation of androgyny, and because of their interdependence, one mistakes them both. However, there are many differences between the two concepts that distinguish them, while the attention of andragogy is all about organizing the structure of education; the attention of heutagogy is focused on all aspects of formal and informal learning[8].

Stuart Haas and Chris Kenyon of Southern Cross University in the year 20000 coined a new term, autodidactic, this term goes back to the ancient Greek, where (auto) came from (hautos) which means self, and (didacticism) which came from (didactics) which means education. Hotagology has come to mean the skills of self-education[9] .

Theology is a concept coined by Stuart Simon. It is a research on self-learning. The idea is an expansion and reinterpretation of androgyny, and because of their interdependence, one mistakes them. However, there are many differences between the two concepts that distinguish them, while the attention of andragogy is all on the organization of the structure of education, the attention of theology is on all aspects of formal and informal learning [8].

In the year 20000, Stuart Haas and Chris Kenyon of Southern Cross University coined a new term, autodidacticism (didacticism), which came from (didaktikos), meaning education, so heutagogia means self-education skills[9].

Heutagogy is defined as: "an environment in which the learner can create his goals, his education path, and determine the final results." The role of the teacher here is supervision only [10]. [11], he defined it as: The individual's skill or his own method of self-learning, which differs from one person to another, and is according to the capabilities of the individual himself in obtaining knowledge and experience, as it depends on choosing the appropriate method and effective strategy for learning. It is concluded from the foregoing that digital Hotagology is a skill whose style differs from one person to another, depending on choosing the appropriate method and effective strategy for learning by employing modern technological means such as platforms, computer software, electronic courses, and others.

[3] referred to a set of principles on which Hetogogy is based, the most prominent of which are;

- That is, taking into account individual differences in the learning processes and the acquisition of experiences, and the learning speed of the learners, so each learner learns at his own pace
- Achieving mastery learning: This method reduces the failure of the individual to learn and helps to ensure that he has achieved the required understanding.
- Feedback and immediate reinforcement of the student: The immediate information to the student about his success or failure, as well as the appropriate prompt reinforcement of the achievement he achieved during the learning process, makes learning more stable and effective.

Despite the interest of the cognitive revolution in the internal cognitive processes, the interest in self-beliefs began to flourish through cognitive psychology, with the focus shifting from a mere interest in Self-concept to Self-Efficacy.

Heutagogy is one of the most important learning methods that allow the use of learning skills in a highly effective way, which contributes to the behavioral, cognitive and emotional development of man, and provides him with an important weapon that enables him to absorb the data of the digital age[12] .

In light of the cognitive scientific revolution, the digital heutagogy contributed to enriching the knowledge of the learner with the least time and effort, and the acquisition of knowledge from its various digital sources.

The role of the learner in the light of heutagogy differs from his traditional role in imparting knowledge and indoctrinating students, as he assumes the role of a guide, guide, and advisor to the learner. , and developing his tendencies and trends, preparing the necessary educational materials such as educational packages and learning resources and employing modern technologies in self-learning, training students on office skills, including the skill of accessing information, knowledge and learning resources, developing remedial plans that enable the learner to bridge the gaps and complete the necessary experiences [13].

Heutagogy is one of the most important learning methods that allow the use of learning skills in a highly effective way, which contributes to the behavioral, cognitive and emotional development of man, and provides him with an important

weapon that enables him to absorb the data of the digital age. It is a type of learning style in which we teach the learner how to learn? What does he want? And what he himself has to learn[12]. In light of the cognitive scientific revolution, the digital heutagogy contributed to enriching the knowledge of the learner with the least time and effort, and the acquisition of knowledge from its various digital sources.

The learner assumes responsibility for setting their learning objectives, managing tasks, and controlling the methods and resources used to achieve personal goals, solve problems or meet perceived demands [14].

Self-directed learning gives learners the freedom and autonomy to choose the what, why, how, and where of their learning [15].

The importance of digital heutagogy for the individual is as follows

- Self-Regulation is the ability to plan, direct, and control one's emotions, thoughts, and behaviors during a learning task.
- Motivation is the desire to engage in an activity that emerges from the inherent enjoyment of an activity or a sense of obligation to engage in a task[16].
- Personal Responsibility (also called responsibility, initiative, and ownership) is a willingness to take full responsibility for one's actions. Learners who demonstrate personal responsibility operate with integrity and act in concordance with clear ethical principles [17].

Autonomy is the ability to recognize available choices and take charge of one's learning, control choices through ongoing reflection and evaluation. Autonomy develops as learners work independently or collaboratively to set goals, plan learning, select resources and learning strategies, and monitor and evaluate progress [18].

The activation of modern means of communication is of great importance in university educational institutions, which bear the bulk of the comprehensive development process for societies, and work to achieve its goals represented in providing the best services in the field of education, training, community service and partnership with the private sector, and maintaining its position and continuity in In light of the challenges of the ever-evolving society, there had to be a process of continuous evaluation of educational institutions, especially universities, in terms of the use and application of administrative means of communication with high effectiveness, and the ability of those systems to improve the level of institutional performance within its various administrative units; Which is reflected in the overall performance of universities; Thus, it will be able to achieve its desired goals and consolidate its humanitarian mission.

In order for universities in general and Jordanian universities in particular to be able to benefit from digital means in developing faculty members academically, it is necessary to move from the traditional training environment to benefiting from modern digital platforms and means that enjoy high-quality digital intelligence, relying on the intelligence of its faculty members, It is satisfied with its digital resources, energies and resources.

Studies that dealt with heutagogy

Many studies have been conducted that show the effects of digital heutagogy on the learner, such as the study of Al-Shafai [19], which showed the importance of providing opportunities for learning in the place of science and reducing the effort exerted by teachers to obtain what is new in their field of work, and that the professional development of the learner must be commensurate with Designing educational curricula and developing them according to the developments of the digital age in order to integrate the educational process. The study of [8] found that the degree of students' possession of the components of self-regulated learning, on two dimensions (learning environment management, behavior, research, and learning information) came to a high degree. It agreed with the results of Al-Qasim's study[20], which concluded that the overall degree of the teacher's role in developing continuous self-learning skills was very high. The results of Abdel-Wahhab [21] study revealed that the types of assessment were self-assessment, peer assessment, automated assessment and assessment tools, and they were easy electronic tests and tasks, a list of assessment criteria in the Arab intensive open online courses, and it was found that the level of availability of assessment criteria for learners in The massive online Arabic Open Courses platform was 80% below par.

The study of Muhammad, Othman, Al-Jabali, and Zakaria [22] indicated that students possess scientific activities and experiences at an average level, and that the degree of learners' benefit in the computer learning process in self-learning came to a medium degree, and that students' frequenting and benefiting from libraries in self-learning was also to a moderate degree, There are also difficulties faced by learners in acquiring self-learning skills to a moderate degree.

The results of the study Zhoo, Chen, Zhang & Coplana, [23] indicated that the use of teaching systems based on digital intelligence via the Internet had a positive effect on the academic achievement of students. The results of Abdel-

Wahhab[21] study revealed that the types of assessment were self-assessment, peer assessment, automated assessment and assessment tools, and were easy electronic tests and tasks. The researcher identified a list of evaluation criteria in the intensive online Arab open courses, and found that the level of availability of evaluation criteria for learners in the huge online Arabic open courses platform was less than the required level of 80%.

Al-Khatib's study [24] found that the degree of promotion of private school principals for self-learning among teachers from the teachers' point of view came to a medium degree, and the results showed that there were no statistically significant differences in the responses of the study sample on the areas of promotion of private school principals in the Capital Governorate for teachers' self-learning due to the variables of the study.

The study of Bou Bakr [25] found a strong correlation and impact of technical innovations, information and communication technology, and the improvement of university education services.

2. The study Problem

The university faculty member is considered one of the important basic elements in scientific progress and development, because of his scientific capabilities and qualifications, which enable him to adapt the scientific environmental inputs from academic tasks, teaching, community activities, and research procedures for his benefit, and he is also entrusted with training human energies and refining personality His students, to keep abreast of contemporary developments and developments with confidence, a faculty member may face a level of administrative and academic exhaustion, which may affect the process of transferring their experiences to students, which requires a faculty member to develop and develop himself digitally, and benefit from the digital age with what it contains of developments in his academic field . This was confirmed by the study Khatib, [24] on the need to promote self-learners, and through the presence of the researcher in the educational field as a faculty member in Jordanian universities, she noticed a discrepancy in giving importance from faculty members to developing their heutagogy practice, hence the idea of the study to reveal On the role of the university administration in enhancing the practice of the faculty members of digital " heutagogy ", specifically by answering the following questions:

The first question: What is the level of practice of digital heutagogy by faculty members in Jordanian universities from their point of view?

The second question: Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the level of digital heutagogy practiced by faculty members in Jordanian universities from the point of view of faculty members attributable to the variables: (Gender, college, years of experience)?

Study Objectives: The study sought to identify the level of practice of digital theology by faculty members in Jordanian universities from their point of view, and to reveal its relationship to the variables: (Gender, College, Years of experience).

Significance of the study: This study is distinguished from other studies by dealing with a subject that represents the level of importance of the practice of digital heutagogy by faculty members in Jordanian universities, as it affects the degree of enhancement and development of their self-performance in order to empower them knowledgeably and skillfully with the new digital means, especially as they deal with the scientific capabilities and competencies of students. With different academic levels and scientific specializations, it requires the faculty member to be ready for any question that the student may raise in light of the knowledge revolution available to all members of society, especially the students category. This study is expected to be a starting point that arouses the interest of researchers to conduct new research in this field.

Terminological and procedural definitions:

Heutagogy: It is the "methods that the same individual performs in different educational situations to acquire information and skills, so that the focus of attention shifts from the teacher to the learner. The learner is the one who decides when and where it ends, and which means and alternatives he chooses, and then he becomes responsible for his learning and for making his cultural and knowledge progress. And about the results and decisions that he takes" Saadeh & Ibrahim, [3] , and it is **defined procedurally:** preparing educational situations in a way in which the learner directs himself through digital means, to achieve goals according to his own speed and capabilities, relying on himself in achieving goals and evaluating the results, which were measured from Through the degree obtained from the answers of the faculty members on the tool, which was developed by the researcher.

Limitations and determinants of the study:

The study was limited to the answers of the faculty members, for the academic year (2022/2023), as this study was limited to the response of the study sample to the paragraphs of digital Heutagogy, consisting of (19) paragraphs, and its psychometric characteristics of validity and stability .

3. Method and procedures

The survey descriptive approach was used, which aims to describe the phenomenon, as it is the reality, then analyze and interpret it and make appropriate recommendations regarding it, because this approach is most appropriate for the study.

Study Population: The study population consisted of all faculty members in the official Jordanian universities, and their number was (3608) individuals, as the community of the University of Science and Technology reached (1749) individuals, the Hashemite University (919) individuals, and Yarmouk University (970) individuals, according to official statistics from the website The Jordanian Ministry of Higher Education and Scientific Research for the academic year 2022/2023.

Study sample: The study sample consisted of (352) faculty members, representing a rate of (0.10) from the study population, who were chosen by stratified random method from three public universities (Yarmouk, Science and Technology, and Hashemite), and table (1) shows the distribution of the sample members:

Table (1) Distribution of study sample members according to variables

157	5 years and over	Years of Experience
195	Less than 5 years	
188	Scientific	The college
164	Humanity	
168	Female	Gender
184	Male	

Study tool: The questionnaire was built consisting of (30) paragraphs, To measure the role of the university administration in enhancing the level of practice of digital Heutagogy by faculty members from the point of view of faculty members where the 5- point Likert scale was adopted by giving each paragraph one degree as follows: (Very high, high, Moderate, Low, Very Low) which representing digitally (5,4,3,2,1), respectively.

Standard of correction of the tool: The statistical model with the fifth degree of Likert scale has been adopted, for estimating the mathematical averages of the study instrument and its paragraphs. The statistical standard was adopted using the following equation:

Very low	Low	Moderate	high	Very high
1.00-1.80	1.81-2.6	2.61-3.40	3.40-4.20	4.20-500

The scale is calculated by using the following equation:
 $(5 - \text{Minimum scale } (1) / \text{Number of required categories}(5))$
 $1 - 5 / 5 = 0.80$

And then add the answer (0.80) to the end of each category.

Validity of the Instrument: To verify the validity of the study instrument, the content validity method was adopted. The initial questionnaire was presented to nine experts who are university professors specializing in educational administration and educational policies in Jordanian universities. They were asked to review the questionnaire items and delete, modify, add, merge, or rephrase and clarify certain statements they deemed inappropriate from their perspective. The experts reached a consensus on the accuracy of a significant number of items, proposed modifications to the phrasing of some items, which were already revised, and suggested additional items. The researchers collected the feedback, made the necessary revisions and additions based on the experts' suggestions.

Finally, their comments were taken into consideration about the appropriateness of the questionnaire for the role of university administration in enhancing the level of practice of digital hetogeology by faculty members, until the final copy was approved, which consisted of (19) paragraphs. Two methods were used to verify the reliability of the study instrument by calculating the coefficient of consistency of internal consistency through the Alpha-Cronbach coefficient.

Reliability of the Instrument:

To ensure the reliability of the instrument, internal consistency (Cronbach's alpha) was used for the questionnaire domains, based on availability and relevance. Table (2) demonstrates the results.

Table (2) Results of internal consistency (Cronbach alpha) for the study measures

Variable	Reliability Coefficient (Cronbach's Alpha)
digital hotagology	0.91

In Table (2), it is evident that the coefficient the role of university administration in enhancing the level of practice of digital hetogeology by faculty members is 0.91. This indicates that the tools have an appropriate reliability coefficient to achieve the study's objectives. It should be noted that the responses of the study sample were expressed using a five-point Likert scale (Very High, High, Moderate, Low, Very Low), with scores assigned as follows: (5) for the option Very High, (4) for High, (3) for Moderate, (2) for Low, and (1) for Very Low. To assess the mean scores of items, domains, and the overall tool, the statistical criterion was applied using the following equation:

$$\text{Category Range} = (\text{Highest value} - \text{Lowest value}) \div \text{number of options} \quad \text{Category Range} = 5 - 1 = 4 \div 5 = 0.8$$

Study variables:

Independent variables: gender, the college, years of experience

Dependent variables: Digital Heutagogy

Study Procedures:

- To achieve the study objectives and obtain the desired results, the following procedures were followed:
- Obtaining an official letter to facilitate the researchers' task in implementing the study tool in the faculties of Jordanian universities, this was necessary to communicate with the students via email, especially since the practice of delivering paper tools is no longer acceptable in light of technological advancements.
- Developing the study tool and ensuring its validity and reliability.
- Identifying the study population by referring to the official records of the Ministry of Higher Education and Scientific Research, and obtaining the official numbers. The sample size was determined, consisting of (352) faculty members, randomly selected.
- Distributing the study tool to the sample participants for data collection, along with providing clarification on how to respond to the study tool. The collected information was strictly used for scientific research purposes.
- Collecting the study tool data, ensuring its suitability for statistical analysis, categorizing it according to study variables, and statistically processing the data using statistical analysis software (SPSS). The results were interpreted, discussed, and recommendations were made.

4. Presentation of Study Results

The following is a presentation of the statistical results reached after the analysis of the data of the study tool. The differences between the variables of the study and the nature of the relationship between the variables were revealed by answering the study questions.

The results of the first question, which asks: "What is the role of the university administration in enhancing the level of practice of digital Heutagogy by faculty members"?

To answer this question, the arithmetic means and standard deviations were extracted for the role of university administration in enhancing the level of practice of digital theology by faculty members, and the following table shows that. The results are presented in the following table:

Table (3) the arithmetic means and standard deviations of the estimates of the study sample for paragraphs of digital Hetagogia arranged in descending order.

No.	Item	Mean	Std.	Rank	Degree
10	Digital Heutagogy contributes to the development of their creativity and personal innovation	3.89	.86	1	High
1	The university administration urges the faculty member to exercise digital audio supervision	3.88	.85	2	High

4	The digital Heutagogy has contributed to enabling the faculty member to identify and analyze his needs and the purposes he seeks from the digital learning process.	3.87	.85	3	High
5	The university administration assists the faculty member in providing digital educational and teaching opportunities	3.86	.86	4	High
7	Digital Heutagogy has contributed to documenting the learner's pioneering knowledge production digitally.	3.85	.95	5	High
6	Digital Heutagogy provides technical, technological, administrative and marketing support for the faculty member's and students' project ideas.	3.83	.86	6	High
14	Digital hotogeology helped the faculty member to create educational and teaching opportunities for all students through electronic platforms.	3.83	.89	7	High
12	The digital Heutagogy has contributed to enabling the faculty member to identify and analyze his needs and the purposes he seeks from the digital learning process.	3.81	.91	8	High
16	The digital Heutagogy contributes to the faculty member's provision of entrepreneurial learning programs.	3.80	.91	9	High
9	Digital Heutagogy contributes to the design of extracurricular activities that encourage students to take initiative and entrepreneurship.	3.79	.92	10	High
11	The faculty member takes into account the individual differences among students during digital self-learning.	3.78	.92	11	High
12	Digital hotogeology trains faculty members and students to create a fertile environment for digital creativity	3.77	.93	12	High
13	The faculty member participates in the activities of digital Heutagogy for his or her sustainable development.	3.75	.91	13	High
17	The faculty member encourages the students to practice digital Heutagogy to develop their self-skills.	3.74	.94	14	High
3	Digital hotogeology helps raise the practical and technological competencies of workers in the field of specialized knowledge to serve students.	3.73	.98	15	High
18	Digital Heutagogy provides technological applications to activate the exchange of knowledge between the teacher and the students	3.73	.98	16	High
19	Digital Heutagogy provides the faculty member with appropriate educational and teaching opportunities for gifted students.	3.72	.96	17	High
2	Digital hotogeology helps raise the practical and technological competencies of workers in the field of specialized knowledge to serve them.	3.69	.91	18	High
8	Digital Heutagogy helped the faculty member to create educational and teaching opportunities for all students through electronic platforms.	3.67	.912	19	High
digital hotogeology		3.59	.57		High

The results showed that the arithmetic means ranged between (3.67-3.88), where paragraph (10) which states "Digital Heutagogy contributes to the development of their creativity and personal innovation" ranked first with a mean of (3.88), while paragraph (8) stated " Digital hotogeology helped the faculty member to create educational and teaching opportunities for all students through electronic platforms", ranked last, with an arithmetic mean of (3.67). The arithmetic mean of the role of the university administration in enhancing the level of practice of digital theology by faculty members from the point of view of faculty members as a whole was (3.59).

The second question: Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the level of practice of digital Heutagogy by faculty members in Jordanian universities from the viewpoint of faculty members attributable to the variables: (sex, college, years of experience)?

To answer this question, the arithmetic means and standard deviations were extracted for the role of university administration in enhancing the level of faculty members' practice of digital hetogeology according to the variables of gender, college, and years of experience, and the table below shows that.

Table (4) The arithmetic means and standard deviations of the estimates of the study sample for paragraphs of digital heutagogy according to the variables

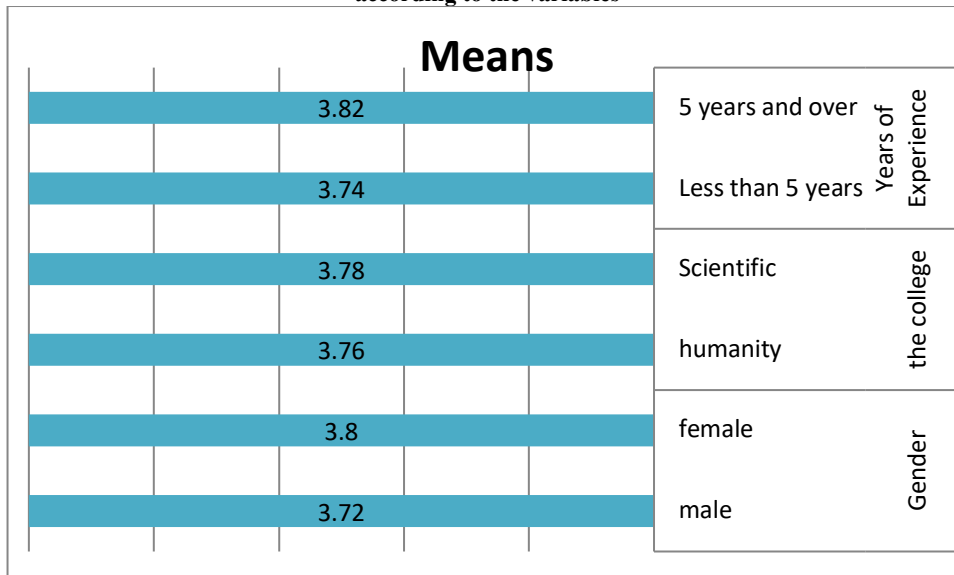


Table (4) shows apparent differences in the arithmetic means and standard deviations of the role of university administration in enhancing the level of practice of digital Heutagogy by faculty members from their point of view due to the different categories of the variables of gender, college, and years of experience.

Table (5) Three-way analysis of variance by variables

Source of Contrast	Sum Squares	d f	Mean Squares	F	Statistical Significance
Gender	.114	1	.114	.344	.558
the college	.065	1	.065	.196	.659
Years of Experience	.147	1	.147	.446	.505
The error	97.696	296	.330		
total	98.338	299			

It can be seen from Table (5) that there are no differences due to the effect of the variables: (gender, college, years of experience).

5. Discussion of Results:

Discussing the results of the first question: which asks: "What is the role of the university administration in enhancing the level of practice of digital Heutagogy by faculty members"?

The results showed that the average scores for the paragraphs of the role of the university administration in enhancing the level of practice of digital teaching by faculty members were high, ranging between (3.67 - 3.89) on a high scale. These results were based on the responses of the members of the study sample of faculty members. (10) ranked first, which states "Digital hetogeology contributes to the development of their creativity and personal innovation." This result may be attributed to the role that digital Heutagogy plays in developing the spirit of creativity and innovation among the individual, especially faculty members in the field of universities. Because they are the category that most needs to develop and develop themselves continuously because they deal with students with higher capabilities, and they invest their time, by searching for knowledge and information by various means, so the faculty member must have a sufficient amount of

knowledge from multiple sources, so that he does not fall into distress and embarrassment between Students' questions.

In the second place came Paragraph (1), which states “The university administration urges the faculty member to exercise digital audio supervision”, which came with a high degree. This result may be attributed to the role played by the university administration in encouraging the faculty member to exercise supervision. Through digital means such as educational platforms and others, through which classes are recorded for learners who were unable to attend computerized classes. and in the third place came Paragraph (4), which states: “The digital heutagogy has contributed to enabling the faculty member to identify and analyze his needs and the purposes he seeks from the digital learning process.”, which came with a high degree, and this result may be attributed, according to the estimates of the study sample, to the role in which digital heutagogy contributed to enabling the faculty member to identify and analyze his educational needs, and to mislead some concepts and matters that pertain to his academic field.

This result may be attributed to the satisfaction of the faculty member with what the digital heutagogy provided in terms of documenting the scientific production and preserving the privacy of each researcher, and the benefit of others from researchers, postgraduate students and those interested in the products of others, so that knowledge becomes easier to obtain while preserving the right of the scientific researched.

This result may be attributed to the role of digital heutagogy in enabling the faculty member to identify and analyze his needs and the purposes he seeks from the digital learning process, and provided the faculty member with pioneering learning programs, and the design of extracurricular activities that encourage the learner to initiate and entrepreneurship, in addition to the contribution of digital heutagogy to raising the practical and technological competencies of workers in the field of specialized knowledge to serve the learner, and digital applications contributed to activating the exchange of knowledge between the teacher and students, and provided the faculty member with appropriate educational and teaching opportunities for gifted students, the last place came paragraph (8) with a high degree. This result may be attributed to the role in which digital heutagogy contributed to helping the faculty member to create educational and teaching opportunities for all students through electronic platforms.

It agreed with the results of the study of Al-Qasim (Al-Qasim, [20], (Muhammad, Othman, Al-Jabali, and Zakaria[22], the study of [23], and the study of Bou Bakr [25], which came with a high degree, and the results of the study differed. With the result of Al-Khatib's study [24], which came with an average score.

Discuss the results of the second question, which states: Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the level of digital heutagogy practiced by faculty members in Jordanian universities from the point of view of faculty members attributable to the variables: (Gender, college, years of experience)? Where the results showed that there are no differences due to the effect of the variable of gender, pedagogy, years of experience, and this result may be attributed, according to the estimates of the members of the study sample of faculty members in Jordanian universities, that all faculty members need to develop and develop themselves digitally, especially since most educational programs It has become computerized and remotely, which makes the faculty member a continuous development of his information and skills in different disciplines, and whatever his teaching experience, in light of the renewed knowledge, he needs continuous self-development, benefiting from the investment of Hotagology in teaching and knowledge

6. Recommendations:

Based on the results, the researcher recommends the following:

- The need for faculty members to invest in activating digital theology on an ongoing basis, to ensure that individual differences among students are taken into account during digital learning.
- Digital Hotagology trains faculty members to create a fertile environment for digital creativity, in the activities of digital heutagogy, in order to bring about sustainable development for the learner.
- As a result of further studies to explore new ways of investing digital theology in other educational environments such as schools, and applying it to categories of principals, teachers and other variables, to enrich scientific and research knowledge related to the subject of research.

Conflicts of Interest Statement

The authors certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or

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