

THE IMPACT OF E-LEARNING ON THE FEELING OF JOB ALIENATION AMONG FACULTY MEMBERS IN JORDANIAN UNIVERSITIES

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Abstract

Many studies have focused on evaluating e-learning from the students' point of view and its impact on students' performance. Meanwhile this study deals with the impact of e-learning on faculty members. The study aims to identify the impact of e-Learning on the feeling of job alienation among faculty members in public and private Jordanian universities. The study community consisted of faculty members in all Jordanian universities, with a total of 498 questionnaires being included for analysis. A basic descriptive analysis was applied and the results were analyzed using descriptive analysis and regression. The results of the study showed that there is a negative and statistically significant effect of e-Learning through its impact on the extent to which faculty members feel job alienation, and that the rate of applying e-Learning was at a medium degree, while the degree of feeling of job alienation among faculty members was also at a medium degree. The study recommends not to rely on e-Learning completely, except in emergency cases, also limiting e-Learning to only some subjects, as the results showed that students' educational attainment was low. The study also recommends paying attention to the infrastructure of e-Learning. The study deals with a topic that previous studies have not clearly addressed, while there is a paucity of studies that have dealt with the subject of the study, which is the effect of e-Learning on feelings of job alienation among faculty members. These results may direct some researchers to conduct further studies on the impact of e-Learning on the desire and effectiveness of faculty members in teaching.

Keywords: e-Learning, job alienation, faculty members, Jordanian universities

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1. INTRODUCTION

In all universities around the world, e-Learning has become an urgent, necessary, and inevitable matter, especially during the Covid-19 pandemic, as this prompted all governmental and private organizations, including education organizations, to pursue remote work, allowing the organizations to adapt to the lockdowns and social distancing regulations imposed in response to the rapid spread of the Corona virus pandemic. Such adaptations were conducted in line with the health and safety measures imposed by governments, as well as to maintain the health and safety of workers and customers (Lizcano, Lara, White & Aljawarneh. 2020; Maatuk, Elberkawi, Aljawarneh, Rashaideh & Alharbi. 2022; Nsairat, Fakhouri, Alsawalqa, & Hamad, 2022).

Just like other organizations, public and private universities were affected by the pandemic. The alternative for presenting education was through the use of distance education via the Internet. This meant universities were required to work quickly in preparing their electronic infrastructure to begin e-Learning, representing a great challenge for universities, as such changes required an electronic infrastructure capable of allowing all university staff to work electronically, in addition to allowing all educational cadres and students to use distance learning platforms. Each university and country had its own experience. Despite the fact that e-Learning has multiple benefits, it also has its own obstacles and negative effects when compared to face-to-face educational methods (Maatuk, Elberkawi, Aljawarneh, Rashaideh & Alharbi. 2022).

Many studies (Gautam. 2020; Mukhtar, Javed, Arooj & Sethi. 2020) have dealt with e-Learning in terms of its benefits and disadvantages, while other studies have showed the impacts of e-Learning on students' performance, their behavior and their desire to learn, with some studies comparing home e-Learning and face-to-face education (Gautam. 2020; Mukhtar, Javed, Arooj & Sethi. 2020). This study comes with

a new perspective, as currently there is a dearth of research that specifically investigates the influence of e-learning on faculty members' performance in universities. This study aims to fill this research gap and provide a fresh perspective on the subject.

Study Problem

At present, there are a few studies that have dealt with the impact of e-Learning on feelings of isolation, distress, frustration and alienation among students, where technical problems and the lack of a quick response play a role in generating this feeling (Dickey, 2004). One study also showed that there is a negative impact of e-Learning on job burnout among faculty members in Jordanian universities (Al-gharaibeh, Al-Zoubi, Hijazi, Al-Sakarneh, Alhawamdeh, Abdel & Al-Afeef. 2021). Hence this study aims to identify the relationship between education e-Learning and job alienation among faculty members in Jordan but not job burnout. It is assumed that this is the first study that directly deals with the impact of e-Learning on employment alienation of faculty members in universities.

Reviewing studies in the field of e-Learning revealed that there are many studies dealing with the impacts of e-learning on students or their performance, or on the advantages and disadvantages of e-Learning, while there is simultaneously a scarcity of studies dealing with the impact of e-learning and its evaluation by faculty members. One study was found linking e-learning with faculty members in terms of the impact on university staff regarding the extent of their feelings of job burnout. It is here noted that job burnout has its own causes and motives, as it differs from job alienation, which also has its own motives and causes, with each phenomenon having a different impact on employees. Accordingly, this study aims to show the relationship between e-learning and job alienation.

Study Objectives

Based on the study problem, questions,

and hypotheses, this research aims to achieve the following objectives:

- 1) Determine the level of e-Learning in Jordanian universities, work to improve the e-Learning process, and overcome the problems faced during the e-Learning process, if any.
- 2) Determine the level of feelings of job alienation among faculty members in Jordanian universities and invest the results obtained in helping these members to eliminate this phenomenon.
- 3) Determine whether there is an impact from the e-Learning process on feelings of job alienation among faculty members in Jordanian universities and suggest ways that can help to remove or mitigate this feeling if it is proven in the study results.

Study Questions

Based on the study objectives this study aims to answer the following questions:

Question I: What is the level of the application of e-Learning systems from the point of view of faculty members in Jordanian universities?

Question II: What is the level of feelings of job alienation among faculty members?

Question III: What is the impact of e-Learning on feelings of job alienation among faculty members in Jordanian universities?

Study Hypotheses

To achieve the objectives of the study, the following hypotheses were formulated:

Main hypothesis: There is a negatively related impact of e-Learning on feelings of job alienation among faculty members in Jordanian universities. This hypothesis has the following sub-hypotheses.

First sub-hypothesis: There is a negatively related impact of e-Learning infrastructure on feelings of job alienation among faculty members in Jordanian universities.

Second sub-hypothesis: There is a negatively related impact of the effectiveness of the educational process of e-Learning in the

sense of job alienation among faculty members in Jordanian universities.

Third sub-hypothesis: There is a negatively related impact of students' achievement through e-Learning on the feeling of job alienation among faculty members in Jordanian universities.

Fourth sub-hypothesis: There is a negatively related impact of the effectiveness of the e-Learning process on feelings of job alienation among faculty members in Jordanian universities.

Significance of the Study

The importance of the research stems from the importance of the variables being studied, namely the independent variable (e-Learning) and the dependent variable (job alienation). As a result of the spread of the Covid-19 pandemic around the world, higher education institutions in Jordan headed towards the use of e-Learning methods officially for the first time. This was for the purpose of achieving the continuity of the educational process in the Jordanian universities, and at the same time preserving the health of students and contributing to prevent the spread of the pandemic through limiting the large gatherings that may occur inside universities in the case of face-to-face education continuing. It was noted that there were no studies on the possibility of having either positive or negative effects for this type of learning on the faculty staff, especially the feeling of job alienation. Therefore, as a result of various dialogues and observations, the researchers - who are a group of faculty members in Jordanian universities - realized that carrying out such a study may be important and useful for the decision-makers in the higher education sector (the Higher Education Council, the Ministry of Higher Education, the heads of public and private Jordanian universities). This study may be useful for decision-makers in the school education sector, and it is expected that it would also benefit faculty members in Jordanian universities in particular and in other universities in the world. Thus, the

study's importance is represented in its theoretical and practical knowledge through the results that may help to improve the e-Learning process and reduce feelings of job alienation if they exist.

Likewise, if it is found that e-Learning has an effect on feelings of job alienation among faculty members, more research should be conducted to find out how to develop e-learning methods so that they do not negatively affect the feeling of job alienation and in turn affect the outcomes of the educational process.

2. STUDY BACKGROUND AND LITERATURE REVIEW

2.1 E-Learning

Al-gharaibeh et al. (2021) define e-Learning as activities related to the educational process through which education is provided to students directly or indirectly with the use of electronic technologies, applications and the Internet.

The Corona pandemic (COVID-19) is a clear example of the reasons for using e-Learning in addition to many elements that formed a catalyst creating a necessity to move towards e-Learning as it can act as an enhancement to face-to-face education or as an alternative in some circumstances that may include an increase in the number of learners and the expansion of infrastructure and its costs, the massive knowledge explosion, and technological development (Tomah, 2019).

E-Learning: Characteristics and Advantages

E-Learning offers many benefits to education, providing information in a large volume in a digital environment, available to everyone in a way that transcends geographical, political, and psychological boundaries. It provides as many students as possible access to all lectures at times suiting everyone with a high flexibility. It also saves time and costs for students and faculty members, removing the necessity for traveling to universities to take lectures. E-Learning also

significantly saves the operational costs for universities, with the latter being able to contract with competencies from inside or outside the country easily without their arrival (Tomah,2019; Zabat & Saadawi 2020; Gautam. 2020; Mukhtar, Javed, Arooj & Sethi 2020)

Obstacles and Disadvantages of E-Learning:

The e-Learning system is not free from obstacles that negatively affect the educational process and the students' acquisition of knowledge and learning. These obstacles include weak infrastructure of computer equipment, limited coverage of Internet networks and their relative slowness, some technical errors and pressure on platforms. Among the most important negatives of e-Learning is a lack of social interaction between the teacher and their students, and the interaction among the students themselves, as well as a weak ability to discuss and manage the dialogue compared to reality in addition to students' feelings of isolationism and confusion (Gautam, 2020; Dubey & Pandey, 2020)

The results of one study (Stevanović, Božić & Radović, 2021) showed that first-year students were less motivated, seeing e-Learning is less valuable and less interesting to learn than students of other years due to their experiences with distance learning during the Corona pandemic.

The results of these studies also showed that teachers found that students' participation during e-Learning was lower than during face-to-face education, due to several reasons, including infrastructure, the ability to connect to the Internet, lack of parental supervision, and teachers' skills. Students' participation and integration also has a lot to do with their performance (Sholikah & Harsono, 2021).

The results of many studies have showed that the dropout rate among students is greater in distance education compared to face-to-face education due to the low community feeling of distance education, and this is due to the students' lack of physical presence in the hall and feelings of dissatisfaction,

insufficient interaction, isolation, leading to a loss of motivation to learn and benefit, in turn pushing the student towards dropping out or withdrawing (ILGAZ & Aşkar, 2010).

2.2 Job Alienation

Job alienation is usually defined by an individual's loss of interest in work and negative feelings as a result of job disappointments due to a lack of adherence to organizational standards (Çelik & Damar, 2017; Farhat, 2020).

It is also defined as a philosophical, psychological, and social production phenomenon that employees suffer from as a result of their exposure, individually or as groups, to subjective or environmental stimuli to which they are unable to adapt. This leads to their separation from the environment in which they work and their dependence on isolationism, introversion and self-deprecation, due to the lack of awareness of the importance of the work they do within the work environment (Abdullah and Abdullah, 2020).

Dimensions of Job Alienation

An individual's feeling of separation from himself and his society is accompanied by a set of phenomena and dimensions. It represents a subjective experience, and this feeling can differ from one person to another. There are five main dimensions for job alienation that are agreed upon by many researchers (Al-Tamina & Gharaibeh, 2014; Saeed, 2017; Seeman, 1990; Abdul Mukhtar, 1998; Al Bashayreh & Al Gharaibeh, 2021).

- Isolation: Social isolationism is one of the most important manifestations of job alienation. It is the isolationism of the individual from the social environment surrounding him.
- Powerlessness: This refers to an individual's feeling of the lack of power in that he feels that he is unable to achieve what he wants and unable to determine the events and their consequences.
- Normlessness: This refers to an individual's feeling of no clear standards for the

organizational relationships at work.

- Meaninglessness: This is the individual's feeling that his work has become meaningless and valueless; he feels that he is unable to achieve anything, and that life has become meaningless.
- Self-estrangement: This refers to the individual's feeling that he is alien to himself and unable to know what he wants and needs.

Factors of Job Alienation

There are many factors that lead to the phenomenon of job alienation (Abdullah & Abdullah, 2020; Miebaka & Chibuike, 2021)

- Factors related to the organization: most important of which include computerization and automation, inefficiency, and lack of fairness in the performance evaluation system in the organization, weakness of the incentive system, retention of information and expertise, the large size of the organization and an increase in its branches, intense competition, weak religious values, and poor levels of training.
- Factors related to the individual: These factors belong to the individuals, the most important of which include fear and a lack of job security, lack of efficiency, excess free time, employee orientation, weak leadership elements, lack of specialization in work, isolationism and introversion, and weak religious scruples.

Job Alienation Stages

Researchers dealt with three successive stages through which job alienation passes. Each stage becomes more dangerous than the one before it, and the negative matters become more cumulative in each stage (Saeed, 2017; Al-Matrafi & Al-Kazemi, 2005), namely:

- Psychological job alienation: the employee feels that the relationship between them and the organization where they work is no longer normal and has become tense. This is attributed to the fact that the organization or those representing it might have had a negative attitude towards the employee and that they no longer have the same amount of

functional importance and social standing as those representing the organization.

- Mental job alienation: in this case, the employee suffers from mental wandering, inability to focus with emerging sadness and depression manifestations; job errors increase with the mind wandering and lack of focus. The employee's desire for training or learning also decreases along with their request for vacations in order to escape reality.
- Physical job alienation: the alienation at this stage becomes complete where there is an increase in absenteeism, delays in work, leaving before the end of working hours, resignations, and conflicts among employees. The management becomes less able to influence employees.

Treatment Methods of the Job Alienation

There are many measures that the organization can take to reduce employees' feelings of job alienation, the most important of which are: paying attention to the needs of employees and their satisfaction, achieving the organizational justice among employees, motivating employees, enhancing employees' independence, satisfying employees' needs, paying attention to training, educating the employees about job alienation and creating opportunities for real hope to change reality for the better (Abdullah & Abdullah, 2020; Saa & Abu Samra, 2019).

3. PREVIOUS STUDIES

Zhang et al, 2020. Pointed out that e-Learning suffers from many difficulties, the most important of which is the lack of or insufficiency of educational infrastructure and insufficient teacher experience, which affect the quality of education; the complexity of the online learning environment; and the significant difference between universities' levels of distance education. Ferraro et. al. (2020) argued that the lack of Internet among students provides an opportunity to increase delinquency among adolescent students and increase anxiety levels. Additionally, Cicha et. al. (2021) indicated that among the most

important things that affect the feelings of students and convince them to turn to e-Learning is the feeling of pleasure and a sense of self-efficacy. Amir et. al. (2020) indicated that first-year students preferred e-Learning compared to the older students, the classroom education is significantly better in terms of group discussions and dialogue, while there is a problem in communicating through e-Learning, and that the most important challenges of e-Learning are a lack of infrastructure, internet interruptions, the excessive financial burden on students, and the difficulty with concentrating for long periods during e-Learning. Furthermore, Alqudah (2020) concluded that the quality of e-Learning was high in addition to the students' satisfaction, recommending a move towards e-Learning. It is noted that most previous studies discussed the determinants and obstacles of e-Learning by comparing it with a traditional classroom education; no study was found on the impact of e-Learning on job alienation among faculty members.

AL-Zou'bi (2012) studied the impact of government legislation and instructions on feelings of job alienation among faculty members in Jordanian universities. The study questions also studied the validity of legislation and instructions and the extent of applying them efficiently. Among the most important findings of the study is that there is a statistically significant impact for legislation and instructions on feelings of job alienation among faculty members in Jordanian universities and that such legislation and instructions are appropriate to maintain faculty members to a medium degree and that the feeling of the job alienation among faculty members is above average.

Additionally, some studies have discussed the negative effects of e-Learning for increasing feelings of job alienation among employees, such as Özer, Uğurluoğlu, Saygılı & Songur (2019), which aimed to determine the effect of job alienation on the organizational health of nurses and doctors in a public hospital where 388 questionnaires were collected. The study's results showed a

negative, medium relationship between the feeling of job alienation at work and organizational health; the dimensions of job alienation accounted for 21.5% of changes in organizational health. The results also showed an increase in the participants' feelings of helplessness and self-alienation. On the other hand, Kartal (2018) aimed to determine the impact of employees' integration and job alienation on performance; here the opinions of 493 participants from government, university and private hospitals were collected. The results indicated that both employee integration and job alienation had a statistically significant impact on their performance. Employee integration positively affects and increases the activity and performance of health employees while job alienation leads to a low level of performance among employees. From the two previous studies, it is noted that there is an impact of job alienation on the organizational health of employees and their job performance.

Some studies have discussed the factors that increase employees' feelings of job alienation, such as Taamneh & Al-Gharaibeh (2014), a study which aimed to identify the impact of the elements of job security and employees' feelings of job security on job alienation among employees in Jordanian private universities. The results showed that there was a statistically significant impact of the elements of job security on job alienation, with lower job security resulting in higher job alienation among employees. On the other hand, Vanderstukken & Caniëls (2021) indicated the effect of organizational constraints (lack of independence) and personal qualities (psychological capital) on job alienation among subordinates and supervisors. The results showed that independence at work was negatively correlated with job alienation among the subordinates with low psychological capital compared to the subordinates with high psychological capital. The results also showed that job independence is negatively related to supervisors' job alienation regardless of their psychological capital level. It is noted from these two studies that job security and organizational restric-

tions negatively affect the employees and the organization by increasing employees' feelings of job alienation.

4. STUDY METHODOLOGY

4.1 Study Methodology

The study relied on a descriptive approach, utilizing a set of methods concerned with collecting, summarizing, organizing and displaying data in a clear manner in the form of tables, calculating various statistical measures for it such as measures of central tendency, and measuring the strength of correlation. The study also relied on its procedures regarding the inferential (analytical) approach. This method is based on extrapolating what numbers mean, knowing their statistical function, interpreting and describing them in a broader way than in a descriptive method. This step comes after tabulating and testing the opinions of the sample in order to reach larger and broader results in general.

4.2 Study Population and Sample

The study population consisted of all faculty members of Jordanian public and private universities in 2021; the total population size was 11,400 according to data from the Jordanian Ministry of Higher Education. The study tool was distributed according to the table (Sekaran and Bougie, 2016) to determine the sample size on an accessible sample of all academic ranks working in the targeted universities (n. 570). The questionnaire was sent to the Department of Human Resources in all universities to be used in the sample, then being distributed electronically to faculty members in the targeted universities in each of the governorates of the capital, Amman, Irbid, and Mafraq. (536); answers for the questionnaires were received. After excluding any questionnaires that were invalid for the statistical analysis, the actual study sample consisted of 498 faculty members. Table 1 shows the distribution of the study sample members according to their personal

variables.

Reliability of the Study Tool

The principle of reliability refers to the degree of stability, and consistency of answers related to a given scale. It is customary for researchers to measure the reliability level of the scale through figuring out the extent of the internal consistency, which is done by determining the value of the Cronbach's alpha coefficient. The scale is considered valid if the Cronbach's alpha is greater than 0.60; however, this study adopts the Cronbach's alpha value for all variables.

Table 2 shows that all Cronbach's alpha values are greater than 0.6. Therefore, it can be concluded that the scales adopted in this study have a suitable level of reliability.

Normal Distribution Test

To verify the extent to which the study data and variables follow the normal distribution, the skewness and kurtosis coefficients were used for each dimension of the study tool and its fields. Table 3 shows the skewness and kurtosis values for each dimension of the study tool and its fields.

Table 1 Distribution of Study Sample Members according to Personal Variables

		Frequency	Percent
Female	Male	398	79.9
	Female	100	20.1
Academic rank	Lecturer	53	10.6
	Assistant Professor	113	22.7
	Associate Professor	155	31.1
	Professor	177	35.5
University	Private	269	54.0
	Public	229	46.0
Faculty	Humanities	363	72.9
	Sciences	135	27.1
Years of service	less than 10 years	166	33.3
	10 years and over	332	66.7
Marital status	Single	33	6.6
	Married	465	93.4
	Total	498	100.0

Table 2 Cronbach's Alpha Values for the Study Areas and their Sub-Dimensions

Field	Dimensional	Cronbach's alpha
Distance education	Infrastructure	0.86
	Effectiveness of the educational process	0.89
	Student Achievement Assessment	0.84
	Effectiveness of distance education	0.89
Job alienation	E-Learning as a whole	0.91
	Feeling of pessimism	0.86
	Feeling of helplessness	0.85
	Isolationism	0.78
	Feeling of dissatisfaction	0.83
	Job alienation as a whole	0.88

Table 3 shows that the skewness and kurtosis coefficients all range within the acceptable minimum and maximum limits of the normal distribution; The skewness values ranged from -2 to 2, while the kurtosis coefficients ranged from -7 to 7, indicating that the study data follow a normal distribution; therefore, the study data were found to be suitable for conducting the subsequent statistical analyses.

Multicollinearity

This phenomenon indicates that there is a near-perfect linear correlation between two or more variables, which inflates the value of the R² coefficient and makes it greater than its actual value. Therefore, the Pearson correlation coefficient and the VIF were calculated for each variable according to the hypothesis being tested. The results are shown in

Table 4.

It shows that all values of the correlation coefficient among the other independent variables were less than 0.80, which may indicate multicollinearity among the independent variables. The values of the correlation coefficient exceeding 0.80 are considered an indicator that the sample suffers from the problem of a high multicollinearity for the remaining variables.

To ensure that the sample is free from the problem of a multicollinearity, the VIF was calculated at the dimensions of the independent variable to make sure that there was no multicollinearity among the independent variables. The results are shown in Table 5.

It shows that all the VIF values were greater than 1 and less than 10, while the tolerance was between 0.1 and 1. This confirms the absence of the problem of

Table 3 Skewness and Kurtosis Values for the Study Variables

Field	Dimension	Skewness	Kurtosis
Distance education	Infrastructure	-0.092	-0.145
	Effectiveness of the educational process	0.307	0.435
	Student Achievement Assessment	0.337	-0.175
	Effectiveness of distance education	-0.099	0.119
Job alienation	Feeling of pessimism	0.483	0.616
	Feeling of helplessness	0.467	0.149
	Isolationism	-0.489	-1.099
	Feeling of dissatisfaction	-0.238	-1.236

Table 4 Correlation Matrix for Independent Variables

Variable	1	2	3	4
Infrastructure	-			
effectiveness of the educational process	*0.64	-		
Student Achievement Assessment	*0.60	*0.62	-	
effectiveness of distance education	*0.51	*0.56	*0.58	-

Note. *Statistically significant at level (0.01)

Table 5 Results of the Multiple Correlation Test among the Independent Variables

Variable	VIF	Tolerance
Infrastructure	0.75	1.33
Effectiveness of the educational process	0.69	1.45
Student Achievement Assessment	0.79	1.27
Effectiveness of distance education	0.56	1.79

Multicollinearity among the study's independent variables.

4.3 Data Analysis and Discussion

4.3.1 Question I

What is the level of the application of the e-Learning system from the point of view of the faculty members in the Jordanian universities?

Table 6 shows some descriptive results for the research variables used in this study. The table shows the means and standard deviations of the variables of e-Learning during the Corona pandemic in Jordanian universities.

This shows that the means ranged between 2.28 and 3.60, where the highest mean was for "Infrastructure" (3.60) followed by the "Effectiveness of the educational process" (2.51), "Effectiveness of distance education" (2.34), and finally "Student achievement assessment" (2.28), which was the lowest. This indicates that the level of e-Learning during the Corona pandemic in the Jordanian universities was medium.

4.3.2 Question II

What is the level of the feeling of job alienation among the faculty staff members?

Table 7 shows some descriptive results for the research variables used in the study.

The table shows the means and standard deviations for the variables of the feeling of job alienation among faculty members.

This shows that the means ranged between 2.46 and 2.81, where "Meaninglessness" had the highest mean (2.81), followed by "Isolationism" (2.70), "Powerlessness" (2.52), and finally "Self-estrangement" (2.46), which had the lowest value. This indicates that the level of job alienation in Jordanian universities was Medium.

4.3.3 The First Hypothesis

Main hypothesis: There was no impact for e-Learning with its sub-dimensions (infrastructure, effectiveness of the educational process, student achievement assessment, and effectiveness of distance education) on the feeling of job alienation among the faculty members in the Jordanian universities.

To test this hypothesis, multiple regression was applied, as shown in Table 8. According to the results of Table 8, there was a statistically significant relationship at $\text{sig. } \alpha \leq 0.05$ between e-Learning during the Corona pandemic and job alienation, as the value of the correlation coefficient (R) was (0.437). This also shows a statistically significant value that indicates a degree of statistically significant relation between e-Learning during the Corona pandemic and job alienation the R^2 value was 0.191, a statistically significant

Table 6 Means and Standard Deviations for the items of "e-Learning"

No		Mean	Std. Deviation	Rank	Degree
1	Infrastructure	3.60	0.63	1	Medium
2	Effectiveness of the educational process	2.51	0.77	2	Medium
3	Student achievement assessment	2.28	0.76	4	Lower
4	Effectiveness of distance education	2.34	0.80	3	Medium
	E-Learning	2.68	0.63		Medium

Table 7 Means and Standard Deviations for the items of "job alienation"

No		Mean	Std. Deviation	Rank	Degree
1	Meaninglessness	2.81	0.97	1	Medium
3	Isolationism	2.70	0.73	2	Medium
2	Powerlessness	2.52	0.87	3	Medium
4	Self - Estrangement	2.46	0.81	4	Medium
	Job alienation	2.62	0.68		Medium

icant value in terms of both the independent variables and the dependent variable. Meanwhile the F test value was 6.55, and statistically significant at sig. $\alpha \leq 0.05$. Accordingly, the alternative hypothesis was accepted.

The results related to the sub-hypotheses:

First sub-hypothesis: There is no impact for e-Learning in terms of infrastructure on the feeling of job alienation among the faculty members in Jordanian universities. To test this hypothesis, a simple regression was applied, as shown in Table 9.

According to the results of Table 9, there is an inverse impact for e-Learning in relation to the effectiveness of the educational process on the feeling of the job alienation among the faculty members of Jordanian universities, where the values of β (-0.330) and T (-3.736) were negative and statistically significant; the R^2 value was 0.109 and statistically significant, therefore, the first alternative sub-hypothesis was accepted.

Second sub-hypothesis: There was no impact for e-Learning with regard to the effectiveness of the educational process on the feeling of job alienation among the faculty members of Jordanian universities.

To test this hypothesis, a simple regression was applied, as shown in Table 10:

According to the results shown in Table 10, there is no impact of e-Learning in relation to the effectiveness of the educational process on the feeling of job alienation among the faculty members in the Jordanian universities, where the values of β (0.041) and T (0.044) were negative but not statistically significant; the R^2 value was 0.002 and non-statistically significant, therefore, the second alternative sub-hypothesis was rejected.

Third sub-hypothesis: There was no impact for e-Learning with regard to the student achievement assessment on the feeling of job alienation among the faculty members in the Jordanian universities.

Table 8 Results of Regression for the Relationship between E-Learning during the Corona Pandemic and Job Alienation

Independent variables	β	T	Sig.	R	R^2	F	Sig.
(Constant)	4.022	10.938	0.000*				
Infrastructure	-0.498	-3.837	0.000*				
Effectiveness of the educational process	0.438	2.859	0.005*	0.437	0.191	6.553	0.000*
Student achievement assessment	-0.304	-2.180	0.031*				
Effectiveness of distance education	-0.005	-0.038	0.970				

Note. *Statistically significant at level (0.01)

Table 9 Results of Regression for the Relationship between Infrastructure and the Feeling of Job Alienation Among Faculty Members in Jordanian Universities

Independent variable	T	β	R^2	F	Sig.
Infrastructure	3.736-	0.330-	0.109	13.955	0.000*

Note. *Statistically significant at level 0.01

Table 10 Results of Regression for The Relationship Between Effectiveness of the Educational Process and the Feeling of Job Alienation Among Faculty Members in Jordanian Universities

Independent variable	T	β	R^2	F	Sig.
Effectiveness of the educational process	-0.440	-0.041	0.002	0.193	0.661

To test this hypothesis, simple regression was applied, as shown in Table 11. According to the results, there is an inverse impact for e-Learning in relation to student achievement assessment on the feeling of job alienation among faculty members in Jordanian universities where the values of β (-0.224) and T (-2.454) were negative and statistically significant; the R^2 value was 0.050 and statistically significant, therefore, the third alternative sub-hypothesis was accepted.

Fourth sub-hypothesis: There was no impact for e-Learning with regard to the effectiveness of distance education on the feeling of job alienation among faculty members in Jordanian universities.

To test this hypothesis, simple regression was applied, as shown in Table 12: According to the results, there was no impact for e-Learning in relation to the effectiveness of distance education on the feeling of job alienation among faculty members in Jordanian universities, where the values of β (-0.087) and T (-0.932) were negative but statistically insignificant; the R^2 value was 0.008 and not statistically significant, therefore, the fourth alternative sub-hypothesis was rejected.

5. CONCLUSION

The results of the study showed that there was a statistically significant effect of e-Learning on feelings of job alienation, with

each of the dimensions of infrastructure and assessment of student achievement also having a statistically significant effect on the feeling of job alienation. Meanwhile the results showed that each of the dimensions of the effectiveness of the educational process and the effectiveness of e-Learning did not have a statistically significant effect on feelings of job alienation.

The study also showed that the level application of electronic education in Jordanian universities was moderately high. This variable came after infrastructure in the first place, then after the effectiveness of the educational process, and the effectiveness of e-Learning, while it came in the last rank after assessing the level of student achievement, with all dimensions being applied to a medium degree except after assessing the level of student achievement, where it came to a weak degree and the arithmetic average reached (2.28).

The study also showed that the feelings of job alienation among faculty members in Jordanian public and private universities was moderate. This factor came in order following meaningless, the feeling of isolation, the feeling of lack of strength, and finally the feeling of alienation from oneself, all of which were at a moderate degree.

To ensure the study's validity, short interviews were conducted with 35 faculty members in different universities, asking about their experiences with e-learning and comparing it to face-to-face education. These

Table 11 Results of Regression for the Relationship between Student Achievement Assessment and the Feeling of Job Alienation among Faculty Members in Jordanian Universities

Independent variable	T	β	R^2	F	Sig.
student achievement assessment	-2.454	-0.224	0.050	6.024	0.016*

Note. *Statistically significant at level (0.01)

Table 12 Results of Regression for the Relationship between Effectiveness of Distance Education and the Feeling of Job Alienation among faculty members in Jordanian Universities

Independent variable	T	β	R^2	F	Sig.
effectiveness of the distance education	-0.932	-0.087	0.008	0.868	0.353

interviews were based on the results of the quantitative study. The results of the interviews showed that the vast majority of faculty members, with a rate of more than 90%, confirmed that they preferred face-to-face education over e-learning. As the professor in face-to-face education is more able to control the lecture, influence the students, and isolate them from any disturbances that affect the students' concentration with the professor. The faculty members also confirmed that e-learning made them lose the desire to work and made them feel incapable of controlling the lecture and achieving the educational goals and outputs that they wish to achieve.

6. RECOMMENDATIONS

Based on the results of the study, which showed that there is an effect of e-learning on increasing the sense of job alienation, as well as based on the results of interviews with faculty members, it is recommended not to rely on e-Learning completely, except in emergency cases or in some courses, because of its negative impact on increasing feelings of job alienation. It is also recommended to increase attention to the infrastructure of e-Learning in order to provide all the appropriate infrastructure that e-Learning requires, as the results of the study showed that there is a clear lack of infrastructure that enables students to participate in e-learning effectively.

Additionally, it is recommended that universities pay attention to the issue of students' achievement level, as the results indicate that this factor is at a weak degree according to the opinion of faculty members in Jordanian universities. Therefore, it is recommended that Jordanian universities pay attention to the educational attainment of students. Meanwhile, researchers are recommended to conduct comparative studies with regard to the academic achievement of students comparing between face-to-face and e-Learning, as well as to identify reasons for the decline in the academic achievement of students during e-Learning and how to address this problem.

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