The Impact of E-learning on the Feeling of Job Alienation among Faculty Members in Jordanian Universities

Dr. Shehadeh Mofleh Al-gharaibeh, Abu Dhabi University, Abu Dhabi, UAE
Dr. Alaa Amin Abdalla, Abu Dhabi University, Abu Dhabi, UAE
Dr. Abdelwahhab allozi, Abu Dhabi University, Abu Dhabi, UAE
Dr. Haitham Ali Hijazi, Business Administration Department. Jerash University
Dr. Hiba H. Almomani: Isra University. Faculty of Educational Sciences.
Lara Sami Khamash
Dr. Neven Yousef Kalbounhe

ABSTRACT: The purpose of this study 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 university, where 498 questionnaires were analyzed. The descriptive-analytical approach was applied and the results were analyzed by statistical methods, the results of the study showed that there is a negative and statistically significant effect of E-learning on the extent to which faculty members feel job alienation, and that the rate of applying E-learning was at a medium degree, and the degree of faculty members' feeling of job alienation was also at a medium degree. The study recommended not relying on E-learning completely, except in emergency cases, and limiting E-learning to some subjects, as the results showed that students' educational attainment was low, and the study recommended paying attention to the infrastructure of E-learning. The study dealt with a topic that the previous studies did not clearly address, and there is a paucity of studies that dealt with the subject of the study. which is the effect of e-learning on the feeling 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

E-learning in all universities of the world has become an urgent, necessary and inevitable matter, especially during the pandemic of the new Corona virus in 2019, as the pandemic prompted all governmental and private organizations, including education organizations, to pursue remote work, so that these organizations can adapt to what the Corona pandemic imposed. And in line with health and safety measures imposed by

governments and 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)

Like other organizations, the public and private universities were affected by the pandemic. The alternative for presenting the education was through using the distance education via the Internet. This made the universities work quickly to prepare their electronic infrastructure to start e-learning, which represented a great challenge for universities, as this requires an electronic infrastructure capable of working electronically in addition to using the distance learning platforms by all the educational cadres and students. Each university and country has its own experience. Despite the fact that e-learning has multiple benefits, it has obstacles and negative effects when compared to face-to-face education. .(Maatuk, Elberkawi, Aljawarneh, Rashaideh & Alharbi. 2022)

There have been numerous studies on the benefits and drawbacks of e-learning. This study came to show the impact of education on the feeling of the job alienation among the faculty members in the Jordanian universities. (Gautam. 2020; Mukhtar, Javed, Arooj & Sethi. 2020)

2. Study Problem

The study stated that there are few studies that dealt with the impact of e-learning on the feeling 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). A 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 the researchers' idea came to identify the relationship between education E-learning and job alienation among faculty members in Jordan. According to the researchers' knowledge, this is the first study that deals with the impact of e-learning on the employment alienation of faculty members in universities and directly.

The problem of the study lies in the feeling of the job alienation and its impact on the performance of the faculty members during the Corona pandemic and the distance education that isolated teachers and students from their social and cultural environment. Accordingly, the study came to show the impact of the e-learning on the feeling of job alienation among the faculty members in the Jordanian universities.

3. 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 the Jordanian universities, work to improve the e-learning process, and overcome the problems faced by the e-learning process if any.

2) Determine the level of the feeling of job alienation among the faculty members in the Jordanian universities and invest the results that will be obtained in helping these members to get rid of this phenomenon.

3) Determine whether there is an impact for the e-learning process on the feeling of job alienation among the faculty members in the Jordanian universities and suggest ways that can help to get rid or mitigate this feeling if it is proven in the study results.

Study Questions:

Based on the study objectives. the study seeks to answer the following questions:

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?

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

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

4. 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 the feeling 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 the e-learning infrastructure on the feeling 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 the feeling of job alienation among faculty members in Jordanian universities.

5. Significance of the study

The importance of the research stems from the importance of the variables it studies and they are represented in the independent variable (e-learning) and the dependent variable (job alienation). As a result of the spread of the Covid-19 epidemic around the world, the higher education institutions in Jordan headed towards using the e-learning method 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 case the face-to-face education continues. The researchers 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 their dialogues and observations, the researchers - who are a group of faculty members in the 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 can be useful for the decision-makers in the school education sector and it is expected that it would also benefit the faculty members in the 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 its results that may help improve the e-learning process, and reduce the feeling of job alienation if any.

6. Study Background and Literature Review

6.1 E-Learning

(Al-gharaibeh et al. 2021) defines the 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 and applications and the Internet.

The Corona pandemic is a clear example of the reasons for using the e-learning in addition to many elements that formed a catalyst and a necessity to move towards e-learning as it is an enhancement to the face-to-face education or as an alternative in some circumstances that may include the increase in the number of learners and the expansion of

infrastructure and its costs, the massive knowledge explosion and the technological development. (Tomah,2019).

E-learning: Characteristics and Advantages

E-learning offers many benefits to education in providing information in a large volume in a digital environment available to everyone in a way that transcends the geographical, political and psychological boundaries. It provides as many students as possible to access all the lectures in times suiting everyone with a high flexibility. It also saves times and costs for students and faculty members where there is no need to go to universities and take lectures. E-learning also significantly saves the operational costs for universities and the latter were able to contract with competencies from inside or outside the country easily without their arrival (Tomah,2019; Zabat & Saadawi 2020; Gautam. 2020)

Obstacles and Disadvantages of E-learning:

The e-learning system is not free from some obstacles that negatively affect the educational process and the student's acquisition of knowledge and learning. The 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 the lack of social interaction between the teacher and the student and the interaction among the students themselves as well as the weak ability to discuss and manage the dialogue compared to reality in addition to the student's feeling of isolationism and confusion)Gautam. 2020)

The results of a study Stevanović, Božić & Radović, S. (2021) also showed that first-year students were less motivated and motivated, and they see that e-learning is less valuable and less interesting to learn than students of other years due to distance learning during the Corona pandemic.

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

The results of many studies 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 student's lack of physical presence in the hall and his feeling of dissatisfaction, insufficient interaction, isolation and loss of motivation to learn and benefit and push the student towards dropping out. or withdraw.(ILGAZ & Aşkar, 2010).

6.2 Job Alienation

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

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

The 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 the job alienation that are agreed upon by many researchers: (Al-Tamina and Gharaibeh, 2014; Saeed, 2017; seeman, 1990; Abdul Mukhtar, 1998;   ALBashayreh & Al Gharaibeh. 2021)

• Isolation: the social isolationism is one of the most important manifestations of the job alienation. It is the isolationism of the individual from the social environment surrounding him.

• powerlessness: it means the individual's feeling of lack of power that he feels that he is unable to achieve what he wants and unable to determine the events and their consequences.

• Normlessness: it means the individual's feeling of no clear standards for the organizational relationships at work.

• meaninglessness: It 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: 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 led to the phenomenon of job alienation (Abdullah and Abdullah, 2020).

• Factors related to the organization: most important of which include the computerization and automation, inefficiency and lack of fairness of the performance evaluation system in the organization, weakness of the incentive system, retention of information and expertise, the large size of the organization and the increase of its branches, intense competition, weak religious values, and poor level of training.

• Factors related to the individual: These factors belong to the individuals and the most important of which include: fear and lack of job security, lack of efficiency, excess free time, employees' orientations, 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 the job alienation passes. Each stage becomes more dangerous than the one before it, and the negative matters become more cumulative in each stage, namely (Saeed, 2017; Al-Matrafi and Al-Kazemi, 2005).

• Psychological job alienation: the employee feels that the relationship between him and the organization where he works is no longer normal and tensed. This is attributed to the fact that the organization or those representing it might have had a negative attitude towards him and that he no longer has the same amount of functional importance and social standing for those representing the organization.

• Mental job alienation: in this case, the employee suffers from a mental wandering, inability to focus with emerged sadness and depression manifestations and the job errors increase with the mind wandering and lack of focus. The employee's desire for training or learning also decreases along with his 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 the employees' feeling 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 the employees' needs, paying attention to training, educating the employees about the job alienation and

creating opportunities for real hope to change reality for the better (Abdullah and Abdullah, 2020; Hammad, 2005).

Previous Studies:

(Zhang et. All, 2020) referred that the e-learning suffers from many difficulties, the most important of which is the lack or insufficiency of the educational infrastructure, insufficient teachers' experience, which affected 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) believes that the lack of the Internet among students provides an opportunity to increase delinquency among adolescent students and increase anxiety levels. Also, (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. all, 2020) indicated that the first-year students preferred the e-learning compared to the older students, the classroom education is significantly better in terms of the group discussions and dialogue, there is a problem in communicating through e-learning, and that the most important challenges of the e-learning is the lack of infrastructure, the internet interruption, the excessive financial burden on students, and the difficulty of concentrating for a long time through e-learning. Furthermore, (Alqudah, 2020) concluded that the quality of e-learning was high in addition to the students' satisfaction and recommended heading towards e-learning. We note from the previous studies that most of them discussed the determinants and obstacles of e-learning and compared it with the classroom education; the researchers did not find, according to their knowledge, any study on the impact of the e-learning on the job alienation among the faculty members.

AL-Zou'bi (2012) studied the impact of government legislation and instructions on the feeling of the job alienation among the faculty members in the Jordanian universities. The study questions also studied the validity of legislations 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 the legislation and instructions on the feeling of job alienation among the faculty members in the Jordanian universities and that such legislation and instructions are appropriate to maintain the faculty members to a medium degree and that the feeling of the job alienation among the faculty members is above average.

Also, some studies discussed the negative effects for the increasing feeing of the job alienation among employees such as (Ozer et al, 2019), which aimed to determine the effect of the 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 the job alienation at work and the organizational health; the dimensions of the job alienation accounted for 21.5% of the changes in the organizational health. The results also showed an increase in the participants' feeling of helplessness and self-alienation. On the other hand, (kartal, 2018) aimed to figure out the impact of the employees' integration and the job alienation on performance, where opinions of 493

participants from government, university and private hospitals were collected. The results indicated that both the employee integration and the job alienation had a statistically significant impact on the performance. The employees' integration positively affects and increases the activity and performance of health employees while the job alienation leads to a low level of performance among the employees. From the two previous studies, we note that there is an impact for the job alienation on the organizational health of the employees and their performance.

Some studies discussed the factors that increase the employees' feeling of job alienation such as (Taamneh & AL-Gharaibeh, 2014) which aimed to identify the impact of the elements of the job security and the employee's feeling of job security on the job alienation among the employees in the Jordanian private universities. The results showed that there is a statistically significant impact for the elements of the job security on the job alienation that the lower job security, the higher job alienation among employees. On the other hand, (Vanderstukken & Caniëls, 2021) indicated to the effect of the organizational constraints (lack of independence) and personal qualities (psychological capital) on the job alienation among subordinates and supervisors. The results showed that independence at work is negatively correlated with the job alienation among the subordinates with the low psychological capital compared to the subordinates with the high psychological capital. The results also showed that the job independence is negatively related to the supervisors' job alienation regardless of their psychological capital level. We note from these two studies that the job security and the organizational restrictions negatively affect the employees and the organization by increasing the employees' feeling of job alienation.

7. Study Methodology

7.1 Study Methodology

This study is considered causal; thus, the descriptive analytical approach was adopted. It is descriptive in that it describes the reality and the level of e-learning practices in the Jordanian universities in addition to the level of the job alienation. It is also an analytical study, as it studies the impact of the level of e-learning on the job alienation among the faculty members in the public and private Jordanian universities.

7.2 Study Population and Sample

The study population consisted of all the faculty members in the Jordanian public and private universities for 2021 (n. 11,400). The study tool was distributed according to the table (Sekaran and Bougie, 2016) to determine the sample size on an accessible sample of all the academic ranks working in the targeted universities (n. 570). The researchers electronically distributed the questionnaires to the faculty members in the targeted universities. (536) answers for the questionnaires were received. After excluding the questionnaires that were invalid for the statistical analysis, the actual study sample was (498) faculty members. Table

No. (1) shows the distribution of the study sample members according to the personal variables.

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
	Scientific	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

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 No. (2) showed that all the Cronbach's alpha values are greater than (0.6) (Hair et al., 2010). Therefore, we conclude that the scales adopted in this study have a suitable level of reliability.

Table (2)

Cronbach's alpha values for the study areas and their sub-dimensions

Field	Dimensional	Cronbach's alpha

	Infrastructure	0.86
Distance education	effectiveness of the educational process	0.89
	Student Achievement Assessment	0.84
	effectiveness of distance education	0.89
	E-learning as a whole	0.91
Job alienation	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

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 No. (3) shows the skewness and kurtosis values for each dimension of the study tool and its fields.

Table No. (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 No. (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 (-2, 2), and the kurtosis coefficients ranged (-7, 7), which indicates that the study data follow a normal distribution; therefore, the study data are 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 were as follows:

Table No. (4)

Correlation Matrix for Independent Variables

No.	Variable	1	2	3	4
1	Infrastructure	-			
2	effectiveness of the educational process	*0.64	-		
3	Student Achievement Assessment	*0.60	*0.62	-	
4	effectiveness of distance education	*0.51	*0.56	*0.58	-

The above table no. (4) shows that all the values of the correlation coefficient among the other independent variables were less than (0.80), which may indicate a 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 rest of the 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 is no multicollinearity among all the independent variables. Below are the results:

Table No. (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

Table (5) shows that all the VIF values were greater than 1 and less than 10, and the tolerance was between 0.1 and 1. This confirms the absence of the problem of Multicollinearity among all the study independent variables.

7.3 Data Analysis and Discussion

7.3.1 Question I

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 the e-learning during the Corona pandemic in the Jordanian universities.

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 (6) shows that the mean ranges between (2.28 – 3.60) where the highest mean was for "Infrastructure" by (3.60) followed by the "Effectiveness of the educational process" (2.51), "effectiveness of distance education" (2.34), and the "student achievement assessment" (2.28), which was the lowest. This indicates that the level of the e-learning during the Corona pandemic in the Jordanian universities is medium.

7.3.2 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 this study. The table shows the mean and standard deviation for the variables of the feeling of the job alienation among the faculty members.

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

Table (7) shows that the mean ranges between (2.46 – 2.81) where "meaninglessness" was the highest (2.81) followed by "Isolationism" (2.70), "powerlessness" (2.52), and "self-estrangement" (2.46), which was the lowest. This indicates that the level of the job alienation in the Jordanian universities is Medium.

7.3.3 The First Hypothesis

Main hypothesis: There is no impact at sig. (≤0.05α) for the 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. This hypothesis has the following sub-hypotheses.

To test this hypothesis, the multiple regression was applied. Table () shows that:

Table (8)

Results of Regression for the relationship between the e-learning during the Corona pandemic and the job alienation

Independent variables	Beta	T	Sig.	R	R Square	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				

According to the results of table (8), there is a relationship that is statistically significant at sig. (α≤0.05) between the e-learning during the Corona pandemic and the job alienation, as the value of the correlation coefficient (R) was (0.437). It also showed a statistically significant value that indicates the degree of a statistically significant relation between the e-learning during the Corona pandemic and the job alienation, the (R-square) value was (0.191), a statistically significant value in terms of both the independent variables and the dependent variable and the (F) test value was (6.553), a statistically significant at sig. (α≤0.05). Accordingly, the alternative hypothesis is accepted.

The results related to the sub-hypotheses:

First sub-hypothesis: There is no impact at sig. (≤0.05α) for the e-learning in terms of the infrastructure on the feeling of job alienation among the faculty members in the Jordanian universities.To test this hypothesis, the simple regression was applied. Table (9) shows that:

Table (9)

Results of Regression for the relationship between infrastructure and the feeling of job alienation among the faculty members in the Jordanian universities

Independent variable	T	Beta	R Square	F	Sig.
Infrastructure	3.736-	0.330-	0.109	13.955	0.000

According to the results of table (9), There is an inverse impact for the e-learning in relation to the effectiveness of the educational process on the feeling of the job alienation

among the faculty members in the Jordanian universities, where the values of (Beta=-0.330) and (T=-3.736) were negative and statistically significant; the (R-square) value was (0.109), a statistically significant , therefore, the alternative First sub-hypothesis is accepted.

Second sub-hypothesis: There is no impact at sig. (≤0.05α) for the e-learning with regard to the effectiveness of the educational process on the feeling of the job alienation among the faculty members in the Jordanian universities.

To test this hypothesis, the simple regression was applied. Table (10) shows that:

Table (10)

Results of Regression for the relationship between Effectiveness of the educational process and the feeling of job alienation among the faculty members in the Jordanian universities

Independent variable	T	Beta	R Square	F	Sig.
Effectiveness of the educational process	-0.440	-0.041	0.002	0.193	0.661

According to the results of table (10), There is an inverse no impact for the e-learning in relation to the effectiveness of the educational process on the feeling of the job alienation among the faculty members in the Jordanian universities, where the values of (Beta=-0.041) and (T=-0.440) were negative and no statistically significant; the (R-square) value was (0.002), a no statistically significant value , therefore, the alternative Second sub-hypothesis is reject.

Third sub-hypothesis: There is no impact at sig. (≤0.05α) for the e-learning with regard to the student achievement assessment on the feeling of the job alienation among the faculty members in the Jordanian universities.

To test this hypothesis, the simple regression was applied. Table (11) shows that:

Table (11)

Results of Regression for the relationship between student achievement assessment and the feeling of job alienation among the faculty members in the Jordanian universities

Independent variable	T	Beta	R Square	F	Sig.
student achievement assessment	-2.454	-0.224	0.050	6.024	0.016

According to the results of table (11), There is an inverse impact for the e-learning in relation to the student achievement assessment on the feeling of the job alienation among the faculty members in the Jordanian universities where the values of (Beta=-0.224) and (T=-2.454) were negative and statistically significant; the (R-square) value was (0.050), a statistically significant, therefore, the alternative Third sub-hypothesis is accepted.

Fourth sub-hypothesis: There is no impact at sig. (≤0.05α) for the e-learning with regard to the effectiveness of the distance education in the feeling of the job alienation among the faculty members in the Jordanian universities.

To test this hypothesis, the simple regression was applied. Table (12) shows that:

Table (12)

Results of Regression for the relationship between effectiveness of the distance education and the feeling of job alienation among the faculty members in the Jordanian universities

Independent variable	T	Beta	R Square	F	Sig.
effectiveness of the distance education	-0.932	-0.087	0.008	0.868	0.353

According to the results of table (12), There is no impact for the e-learning in relation to the effectiveness of distance education on the feeling of the job alienation among the faculty members in the Jordanian universities where the values of (Beta=-0.087) and (T=-0.932) were negative and statistically insignificant; the (R-square) value was (0.008), a no statistically significant, therefore, the alternative Fourth sub-hypothesis is reject.

8. Conclusion

The results of the study showed that there is a statistically significant effect of e-learning on the feeling of job alienation. And that each of the dimensions of infrastructure and assessment of student achievement also had a statistically significant effect on the feeling of job alienation, while 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 the feeling of job alienation.

The study also showed that the level of electronic education application in Jordanian universities was moderately high. It came after infrastructure in the first place, then after the effectiveness of the educational process, then after the effectiveness of e-learning, while it came in the last rank after assessing the level of student achievement, and all dimensions

were 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 feeling of job alienation among faculty members in Jordanian public and private universities was moderate. It came in order after the meaningless, then the feeling of isolation, then the feeling of lack of strength, and then in the last place the feeling of alienation from oneself, all of which were at a moderate degree.

9. Recommendations

The study recommends not to rely on e-learning completely, except in emergency cases or in some courses, because of its negative impact on increasing the feeling of job alienation. The study recommends increasing attention to the infrastructure of e-learning and providing all the appropriate infrastructure that e-learning requires.

The study also recommends paying attention to the issue of students' achievement level, as the results indicate that it is a weak degree according to the opinion of faculty members in Jordanian universities. Therefore, the study recommends that Jordanian universities pay attention to the educational attainment of students. The study also recommends researchers to conduct comparative studies with regard to the academic achievement of students between face-to-face and e-learning. And to identify the reasons for the decline in the academic achievement of students through e-learning and how to address the problem.

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