

# The Impact of the Changing Educational Decisions on Students of the Jordanian Universities

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## Abstract

This study aims to know the impact of changing educational decisions in light of the Corona pandemic on students, and the researcher built the study tool, which is a questionnaire consisting of 30 paragraphs on the impact of changing educational decisions. The study sample consisted of (70) male and female students from the University of Jordan and Al-Balqa Applied University, and the researcher will distribute it electronically due to the current pandemic conditions. The researcher will use the statistical package program (SPSS) to analyze the results as follows: Extracting the arithmetic means and standard deviations to answer the first question, using the t-test for independent samples and one-way analysis of variance to answer the second question and examining the study hypotheses. Results indicates that the arithmetic mean for the behavioral dimension ranged between (3.1286-4.2000), and the highest arithmetic mean was for paragraph (13) with a mean of (4.2000) and with a very good degree. Results also indicates that "there are statistically significant differences between the variable educational decisions attributed to the university at the level of significance ( $\alpha = .05$ ) in favor of the University of Jordan. It is noted from the results of the one-way analysis of variance on the averages of the total marks on the questionnaire of the impact of the variable educational decisions in Table (9) that there is a statistically significant difference between the mean scores of the students on the questionnaire of the variable decisions according to their average at the university.

**Keywords:** Educational Decisions, Corona pandemic, The University of Jordan, Al Balqa Applied University

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## Introduction

The Arab Jordan was distinguished in establishing the scientific institutions. Establishment of universities and institutes before about half a century of time on advanced scientific bases in spite of rarity resources and national burdens, and moderate possibilities. The educational planners worked in laying basic pivots for the higher education through the report of the education policy committee in Jordan issued in 1986, included that the educational policy in the Kingdom is performed on a number of pivots and principles derived from our Islamic and national heritage and from the objectives of the Great Arab Revolution, in addition to the Constitution of the country and the national experience with its political, economic on social dimensions, Higher Education in Jordan is not unique of its type, problems and issues, it is similar to any stage of education stages and its sectors (Basic Education, Secondary Education and Vocational Education); every day and every step it advances forward there are problems of a new type, participates in a number of issues across the world. <http://www.nahleheducation.com/ar/pages/25>

The first step had started in establishing institutions of higher education in Jordan after the unity of both banks of Jordan in 1951, that is by opening institutes for qualifying teachers in both banks of Jordan amounted to (11) eleven institutes: of them three institutes for females and eight for males, and in 1980 institutes of male and female teachers had been transformed into community colleges. <https://www.addustour.com/articles/798127>

Due to the desire of the Hashemite leadership and their belief in the necessity of making the university education opportunities available for Jordanians, the University of Jordan had been established in Amman in 1962, followed by establishing Yarmouk University in 1976, then Mu'ta University in 1981, then the Jordanian University for Sciences and Technology in 1986, then Al-Al-Bayt University in 1994, then the Hashemite University in 1995, then Balqa Applied University in 1997, entrusted the responsibility of re-organizing the community Colleges and activating their programs in addition to being a formal university grants the Bachelor Degree like its Colleagues the formal universities. And in 1999 Al-Hussein Bin Talal University had been established in Ma'an City in the South. <https://alrai.com/article/221632>

Jordan was distinguished from others and most of the States of the World by allowing the private sector to establish community colleges and national universities owned and managed by private companies, the first of them was (Al-Ahleyyah Amman University) that started work in the university year 90-91, and followed that the establishment of national universities amounted to (18) universities, in which thousands of students' study.

## Ministry of Higher Education and Scientific Research

Institutions of the Higher Education perform a significant role in all communities, for what it has of great role in developing the country and its progress, and in spite of the concept's abundance about the objectives of Higher Education they center about functions and tasks of the teaching staff members, scientific research and community serving. The university is considered the responsible community institution for preparing the qualified human resources, and provided with scientific and academic knowledge, and seek to save researchers in domains of labor, production and development of knowledge through activating the scientific research.

The Ministry remained providing the formal Jordanian universities with all forms of support through the Council of Higher Education and different cadres of the Ministry by saving the suitable academic environment to empower them escort developments in information technology, intellectual communications, the scientific progress and developing their systems with what fulfills the present and future needs of the community and with what balances achievement of lasting developing and graduating qualified students able to fulfill the different needs, and appropriate educational decisions- making (Abu Ashour & Shatnawi, 2014)

And in January 30<sup>th</sup>, 2020, the (WHO) World Health Organization proclaimed the outbreak of Covid-19 disease represents a state of public health emergency stirs an international anxiety (PHEIC). The response to the epidemic is like a main non-functioning power at the worldly level. It is clear that there is a problem related with how to fight a disease we never have witnessed before and requires a scientific consultation for decision-owners. The acting consultation on governments knowledge, preparedness, public awareness, and procedures-taking in the appropriate time is an emergent demand to deal with crises and catastrophes. Objective of the benefitting cooperation among scholars and policies-layers and the community at all stages of catastrophes risks management is to share in elasticity and ever-lasting it is extremely significant through all crises/ catastrophes (Zhang et al, 2020).

Concept of electronic education started to spread in operations of teaching and learning online, and a new teaching system began for students, responsible people and establishing `the sup positive classrooms, that allow students to be present and interact with teachers and colleagues, and contact became electronic and exchange and mutual news and information among nets of the computer showed a touched-fact, the thing that saved hastiness of arrival to centers of science, knowledge and inform the new first to first (Al-Radi, 2010: 5; Al-A`bbadi & Al-Taii, 2011). The educationists had concerned about teaching online considered a challenge in front of education institutions, because it connects a various group of the modern applications that allow opportunities to obtain various information and different sources, and it is one of integrated learning management systems, that performs management of the teaching operation at a synchronic form, that is by existence of the teacher and the learner simultaneously without the limits of the place or non-synchronic, that is un-conditioning with the existence of the teacher and the learner at the same time (Al-Hasan, 2017).

The electronic education is like others of other education methods can lead to challenges and abundant problems may cause frustration, anxiety and tension the students and the responsible people inside the educational institutions, in shadow of Covid-19 catastrophe spread, that caused the change of numerous educational decisions, to fit the epidemic condition, in addition to obstacles in non-availability of Internet, beside the administrative problems and related educational decisions in shadow of Corona Crisis (World Health Organization, 2020; Al-I`teibi, 2019; Al-A`wahili, 2019).

The operation of decision-taking from the point of view of modern education is an operation of contact and communication, done in the context of administration by participation of numerous individuals, concern with decisions taken at the level of institution had increased, for what these decisions secure of success or failure in solving the problems and achieving the educational objectives. Decision-making is one of the basic responsibilities of directors, it is also an organizing operation resulting from a group of individuals in the organization, and does not merely stop in director's responsibility. The educational decisions-making had acquired an extreme concern by most educationists, who perceive significance of these decisions when they are issued, that is because the educational institutions are from greatest institutions and big-size either from part of enrolled students, teachers or administrative and their tight connection with responsible people from one side and connection of teachers with their families too from the other side (Abdel Rahman, 2008: 247).

At issuing any decision to conquer a certain problem, it has to be preceded by a scientific slow study leans on an informatics basis, accurate and specialized in what relates with the possible taken decision, and in spite of academic and research progress, but the educational policies and the educational decision-making in Jordan did not promote to the required level, in shadow of Corona crisis, where the issuing of educational decisions became connected with orders of defense concerning Corona crisis. And this had made happen a type of confusion from part of issuing decisions contradict with decisions of defense and forced to cancel them, the thing that confused and strived anxiety of students, inhabitants, teachers, and the educational administrations. The Minister of Higher Education had cancelled decisions of the University of Jordan announced on (April 6<sup>th</sup>, 2020) concerning examinations and depending the system of successful/ failure.

The speaker of the Ministry, Muahannad Al-Khateeb said to Ammon: The Minister's decision

considering decisions of the University of Jordan cancelled for violating the Council of Higher Education decisions and Commands of Defense dated April 6<sup>th</sup>, 2020 (<https://ammonnews.com>).

### Problem of the Study and its Questions

The educational decisions are considered the scientific basic, upon which procedures of academic institutions, headed by universities are performed, for decisions are the basic incentive controlling the work, and motion of institutions procedures, and in order the decision be effective, it has to achieve the following characteristics:

- Raising the degree of participation and acceptance at the participants.
- The decision should be pliable to be carried out and convincing others, and the possibility of executing it had entered the consistence of the decision.
- The decision should confront comprehensive intellectual strategic concepts with strong impact.
- The decision should be submitted at a form of labor-program (Peter, 2009).

What acquires decisions significance is the leading style followed inside the academic institutions, and plays a basic role in reinforcing the empowerment culture at these institutions by which leaders enjoy with attributes distinguish them like their ability to risk and work through the team and reinforce the organizing culture and empower individuals, trust and mutual respect with individuals, that reinforces the leader's position and his distinction (Al-Harbi, 2016).

As Moody (1983) views, the decision-taker is not only to take a correct decision only, but also he should take it at the appropriate time, and with the least possible cost, and due to the knowledge of the researcher fewness of studies tackled the subject of the changing educational decisions impact on Jordanian Universities students, so the problem of study conceals in estimating the effectiveness of the changing decisions issued by the Councils of the Ministry of Higher Education and Private and Public Jordanian Universities on the students.

The study had attempted to answer the following researching questions:

1. What is the impact of the changing educational decisions issued by Councils of the Ministry of Higher Education and the private and public Jordanian universities on students?
2. Are there differences with statistical significance at the level of significance ( $\alpha=0.05$ ) among responses means of study sample individuals from impact of the changing educational decisions issued by Councils of the Ministry of Higher Education and the formal Jordanian Universities on students in accordance with the variables (university, student's grade, sex, and the studying year)?

### Hypotheses of the Study

1. Are there differences with statistical significance at the level of significance ( $\alpha=0.05$ ) among responses means of study sample individuals from impact of the changing educational decisions issued by Councils of the Ministry of Higher Education and Formal Jordanian Universities on students in accordance with the variables of the university (of Jordan, Balqa Applied University)?
2. Are there differences with statistical significance at the level of significance ( $\alpha=0.05$ ) among responses means of study sample individuals from the impact of the changing educational decisions issued by Councils of the Ministry of Higher Education and Formal Jordanian Universities on students in accordance with variables of the students' grade (excellent, very good, good, medium and weak)?
3. Are there differences with statistical significance at the level of significance ( $\alpha=0.05$ ) among responses means of study sample individuals from the impact of the changing educational decisions issued by Councils of the Ministry of Higher Education and the Formal Jordanian Universities on students in accordance with variables of the University sex (male, female)?
4. Are there differences with statistical significance at the level of significance ( $\alpha=0.05$ ) among responses means of study sample individuals from the impact of the changing educational decisions issued by Councils of the Ministry of Higher Education and the Formal Jordanian Universities on students in accordance with the variables of the studying year (first, second, third, fourth)?

### Significance of the Study

These types of studies are distinctive in specifying students' problems at appearance of an educational decision then changing it, the thing that impacts students in shadow of Corona Catastrophe, from here appears the significance of this study as follows:

**From the theoretical aspect:** results of this study will show an evaluation for problems that faced students during the period of Corona catastrophe as an effect of the changing educational decisions, and so empowers universities from laying coordinating plans uniting in between them and the Ministry of Higher Education in shadow of defense commands that appear in shadow of crises.

**From the practical aspect:** may results of this study reflect new problems never were expected from changing the educational decisions on university students...can be studied and prepare training programs and

workshops for administrative, teachers and students to support and develop labor in shadow of crises.

The significance of study conceals in students of the Jordanian universities. To show the significance of decision-taking at the Jordanian universities, they should concord with decisions of the Ministry of Higher Education in shadow of Corona Catastrophe- conditions, for the results of this study will benefit the decision-owners at the Jordanian universities, and the Ministry of Higher Education and the academic leaderships at the level of universities as a whole. The study aims at recognizing the degree of decisions-taken effectiveness in councils of academic departments at a number of Jordanian universities, and aimed at specifying the impact of variables (faculty, academic rank, years of experience and the university) on effectiveness of decisions related with members of the academic departments' council.

Finally, this study seeks to recognize the impact of the changing educational decisions on the medium variables (university, student's grade, gender, student's studying year), and understanding some sides and important points that affect the students, because of the changing decisions.

In addition to that it may pave the road in front of more studies that tackle the significance of unifying the educational decisions before issuing them and asserting their concordance with decisions of the responsible governmental committees for this side.

Finally, specifying a grip of recommendations that enrich the cognitive accumulation concerning the changing decisions.

### Limits of the Study

**Time Limits:** the study will be conducted during the second semester of the studying year 2020/2021.

**Spatial Limits:** the formal Jordanian universities (The University of Jordan, Al-Balqa Applied University).

**Human Limits:** University students at the formal Jordanian universities, joining the study in the second semester of the studying year 2020/2021.

### Definition of Study Terms

**Online Education:** an educational system to offer the educational and training programs for learners at any time and place by employing technicalities of information and the interactive communication to save a multi-source interactive educational environment by a synchronous or asynchronous method online without commitment to a specified place depending on self-learning and interaction between the teacher and the learner.

**Effectiveness of decision-making:** It is a result of the decision type (quality) in order to be acceptable at those who carry it out, and the concept of effectiveness concentrates on the style of achieving the institutional objectives, and it is meant in this study the effectiveness of taken decisions in the Jordanian universities.

**Decision-taking:** defined as "a special administrative activity directed towards the industry and choice of the best or possible decision from a group of available substitutes". It is meant in this study the decisions-taken in the Jordanian universities.

**The cognitive aspect:** it is a group of mental and cognitive operations employed by man to perceive incidents that rotate around him and the machinery of his interaction with them by the method in which the person individualizes by employing meanings and symbols, and from the most important operations are perception, remembrance, imagination and expression (Mansour et al, 9-2002:8).

**The behavioral aspect:** it is all bodily responses that appear on the individual, because of his exposure to a certain simulative, and these responses are at forms of emotional responses for verbal instructions, or practice of writing and exercise (athletics), music playing, or car-riding, and many else (Mansour et al 9-2002:8).

**The psychological aspect:** it is the positive and emotional state in which the individual passes by during his emotional responses for the different simulative, that is it is the internal state that accompanies a certain behavior, like feeling of enthusiasm and happiness towards a certain activity, or feeling of relief or non-relief with a simulative or another activity (Mansour et al, 9-2002:8).

### Previous Studies

Al-I'teibi study (2021) entitled "New Framework to Success of Employing the Electronic Evaluation During the Corona Catastrophe": that aimed at recognizing the factors that affect the Electronic Evaluation System, then laying a new framework for success in this evaluation.

The concept of electronic learning had spread largely in many universities all over the world in the shadow of Corona catastrophe, the thing that made the electronic learning obligatory in numerous countries for all students of universities till the educational operation does not cease, and in light of the great improvement witnessed in most of the world states in communications, technology sector and platforms of electronic learning, it became extremely significant to pay attention to the electronic evaluation appeared, side by side, with systems of electronic learning. This type of evaluation that overcame some restrictions in the paper evaluation, from its basic traits is ability to offer a prompt feedback to the student. And in the beginning of the electronic learning,

most of the universities around the world saved the electronic learning to their students as a choice to develop the educational operation conditioned by their presence to sit for the examinations at the universities, but in Corona crisis this matter never was possible, especially in the subjects that include a very great number of students, therefore the electronic evaluation became a basic choice for most universities to achieve the principle of social fairness.

In a study by (Arora et al. 2021) that aimed at recognizing the point of view of the teaching staff member about work from home and level of their rest in employing teaching platforms across the Internet during the outbreak of Corona Catastrophe (Covid-19), that caused a great challenge to the education system and learning all over the world, where they were all restricted among the four walls of their homes to decrease the doubled impact of this virus and demand increase for the sup positive teaching platforms learning on web at an unexpected form and thinking in substitute invented solutions to overcome the challenges that face the teaching staff members and students during teaching. Results of this study showed that education across platforms was a first experience for most participants in the study, and the main factor that faces the teaching staff members during work from home is balance between work and life, disturbance at home, and difficulty to dominate students and keep the personal communication with them in return for what was available at face to face teaching, and inability to read the language of their body and distinguish their notes during response. All this led to less control or nil on students, who present at the electronic semesters. Results of study may save enough assistance for educational responsible (Arora et al. 2021).

And in a study by (Rammanah and Shamasnah, 2020) titled problems that faced students of School of Educational sciences during the electronic learning in shadow of Corona Crisis, it aimed at recognizing problems that faced students of the faculty, and getting acquainted that there are differences with statistical significance among responses means ascribed to variables of: sex, specialization and level of student's studying. The community of study consisted of students of the university school of educational sciences in the following specializations: the first basic stage, the Arabic English language, Mathematics and Sciences, and the number of the community individuals amounted to (570). A class random sample had been chosen at the number of (111) students. The study employed the analytical descriptive method. The results showed a number of problems the most important of them were: never to submit workshops to develop the style of learning at this method, in addition to severance of the Internet or its weakness, and fewness of effective participation opportunities, and not offering a prompt feedback to students by teachers. And results showed non-existence differences in problems that students faced, ascribed to gender of student, his specialization, or educational level.

And in Al-Jihani's (2020) study entitled "Anxiety from Corona (Covid-19) catastrophe in the Saudi Community, and its relationship with some demographic variables (type and age). The study had been applied on a sample of (795) individuals. The researcher organized a questionnaire to specify level of anxiety from Corona (Covid-19) catastrophe consist of three dimensions: they are: (cognitive dimension, psychological dimension, and behavioral dimension). Results of study showed existence of low anxiety at a sample of study on the total degree and the cognitive and behavioral dimensions, and a medium degree of anxiety on the psychological dimension. Results showed existence difference with statistical significance ascribed to variable of sex for the interest of females. Also, existence of difference statistically significant to the variable of age for the interest of the youngest age.

In a study by Sayyaf & Juma' (2020) aimed at disclosing the technical and psychological challenges that face the teaching staff members and students to activate learning and electronic education in facing the catastrophe of Corona at Bieshah University, in the Saudi Arab Kingdom to uncover challenges faced by the teaching staff members and uncover the differences due to difference of sex and specialization.

Results indicated to non-existence of differences with statistical significance in both axes of study: the technical and psychological challenges ascribed to type of faculty: scientific or literary, meanwhile differences statistically significant exist on the total degree to both axes of study for the interest of females. The study discharged that the most prominent challenges that face the student are: not enough training on technicalities of the Internet and computer, the thing that caused anxiety at students from the constant employment of reaching un depended or not-educational sites, dispersion, anxiety, un-concentration, and fear from thrust of information and the big number of subjects.

In a study by Salah & Amoulah (2020) entitled the Social Fear and Corona Catastrophe aimed at searching in growth of fear and anxiety phenomenon in shadow of the Catastrophe in two topics; the first tackled the essence of the catastrophe crisis and its relationship with the religious rituals, that cancelled numerous customs and religious traditions, because of fear from this pestilence. Then tackled research of Corona catastrophe impacts in creating psychological disorders in the critical communities and means of their treatment. the second topic tackled the most important methods to diagnose crises and how to study them and the most important obstacles that hinder management of the crisis. The study showed what the Iraqi Ministry of Health had taken of arrangements to confront Corona catastrophe.

And in Shatnawi & Abu Ashour (2014) study, that aimed at specifying effectiveness of taken decisions



degree at councils of academic departments at the Jordanian universities. And to achieve the objective of study, both researchers developed a questionnaire included (52) items in four domains, they are: participation in decisions-taking, organizational culture, empowerment and leadership. And after investigation of the validity and reliability of the questionnaire, it was distributed on a sample of the teaching staff members at the Jordanian universities amounting (378) members. Results of analysis showed that effectiveness of taken decisions in councils of academic departments at Jordanian universities from the point of view of the teaching staff members was high, and there are differences with statistical significance, ascribed to the variable of the university for the interest of Yarmouk University. And results of the dimensional comparisons showed existence of differences statistically significant in two domains, they are: participation in decision-making and the organizational culture, in addition to existence of relationship in effectiveness of decisions at comparison between private and public universities for the interest of public universities.

## Methodology

### Population of the Study and its Sample

The population of study will be consisted of all students of The University of Jordan and Al-Balqa Applied University (Amman University College). But the sample of study and due to health conditions, because of the epidemic. The questionnaire will be distributed by the social media sites by employing an electronic questionnaire (Google Form), as the number of the sample individuals will be (70) students from both universities. The University of Jordan and Al-Balqa Applied University. Table No. 1 illustrates the description of the sample according to the variables of study.

**Table 1. Description of the sample according to the variables of study & symbols of the variable**

Variable	Type of the variable		No.	Percentage
Type	Male		23	32.9
	Female		47	67.1
University	of Jordan	1	37	52.9
	Al-Balqa	2	33	47.1
The Studying Year	First	1	16	22.9
	Second	2	24	34.3
	Third	3	18	25.7
	Fourth	4	12	17.1
Average	Excellent	5	7	.10
	Very Good	4	9	.13
	Good	3	34	.49
	Medium	2	17	2
	Weak	2	3	.04

### Tool of the Study

The researcher will design a questionnaire about the impact of the changing educational decisions through reviewing literatures of the subject of study, and some previous studies.

**Table 2. The numbers and number of items for each dimension of the questionnaire of the impact of changing educational decisions in light of the Corona pandemic with the verbal scale and the corresponding degree in the five-graded quantitative scale**

Dimension	Item numbers	Number of items	(1) weak	(2) Moderate	(3) Good	(4) Very good	(5) Excellent
Psychological	1,2,3,4,5,6,7,12,14,15,16,17,18	13					
Cognitive	8,9,10,11,21,22,23,24,25	9					
Behavioral	13,19,20,26,27,28,29,30	8					

#### Validity and Reliability of the Study Tool

The researcher will verify the validity and reliability of the study tool using suitable methods.

#### Statistical Treatment

The researcher will use SPSS program to analyze the results, she will also extract the arithmetic means and standard deviations to answer the first question. T-test for the independent samples and ANOVA analysis will be employed to answer the second question and checking hypotheses of study.

#### Study results and discussion

The answer to the first question:

1. What is the impact of the changing educational decisions issued by the councils of the Ministry of Higher Education and the official Jordanian universities on students?

In order to answer the first question, the arithmetic means and standard deviations were found for each dimension of the questionnaire and for all items. Table (3) shows the results of this analysis for the three dimensions: psychological, cognitive and behavioral, and for the general sum. Table (3) indicates that the overall arithmetic mean of the behavioral dimension is the lowest, followed by the cognitive dimension, and finally the psychological dimension. This indicates, however, that the impact of the changing educational decisions had the least impact on the behavioral dimension, as the total arithmetic mean for this dimension was equal to (26.1429). Table (3) indicates the equal impact of these decisions on the psychological and cognitive dimensions, as the average psychological dimension = 35.7286, and the cognitive dimension = 35.2714. This means that the impact of the changing educational decisions had a greater impact on the psychological and cognitive dimensions, and finally the behavioral dimension.

**Table 3. The arithmetic means, standard deviations, upper score and lower score for the three dimensions of the resolution**

Domain	N	Lowest degree	Top degree	Mean	STD
Psychological	70	23.00	45.00	35.7286	5.20847
Cognitive	9	26.00	44.00	35.2714	4.90761
Behavioral	7	14.00	33.00	26.1429	4.21621
	26	63.00	113.00	97.1429	11.98343

In order to find out which items are the highest median in the three dimensions, the arithmetic mean and standard deviations were calculated for the items of each dimension separately. Table (4) shows this result for the psychological dimension.

**Table 4. The arithmetic means, standard deviations, and the upper and lower degrees of the psychological dimension of the questionnaire**

Items	N	The lowest mark	The highest mark	Mean	STD
q1	70	1.00	5.00	2.4286	1.47020
q2	70	1.00	5.00	3.7286	1.17857
q3	70	1.00	5.00	3.8714	1.14108
q4	70	1.00	5.00	2.5143	1.24810
q5	70	1.00	5.00	4.0429	1.17258
q6	70	1.00	5.00	3.7571	1.06914
q7	70	1.00	5.00	3.4143	1.24520
q12	70	.00	5.00	4.3286	.81154
q14	70	1.00	5.00	3.6143	1.19532
q15	70	1.00	5.00	4.0000	1.26262
Sum1	70	23.00	45.00	35.728 K6	5.20847

Table (4) indicates that the arithmetic averages for the psychological dimension ranged between (2.4286 - 4.3286), and the highest arithmetic average was for paragraph (12), with an arithmetic mean of (4.3286) and with an excellent degree, which reads: "I try to avoid everything that reminds me of the pandemic and the changing educational decisions because of it." As for Paragraph (15), which came with an arithmetic average of (.4000) and a very good score, which reads: "I wish I had lived in another country where educational decisions did not change." This was followed by paragraph (5), which reads: "I get nervous when hearing a new decision." This indicates, however, that the impact of the changed educational decisions had the least impact on the behavioral dimension. This may be due to the fact that the behavioral dimension was associated with some learning problems from each other, as stated in the study (Rommana and Shamasneh, 2020), and this result is consistent with the results of some previous studies, that there is a low impact of the pandemic on the cognitive and behavioral dimensions compared to the psychological dimension (Sayyaf and Juma, 2020; Salah Abbas and Amola, 2020; Al-Juhani, 2020).

As for the cognitive dimension, the arithmetic mean of the items of this dimension was close in effect at a relatively high level and was approximately equal to 4 out of 5. This means that the variable educational decisions had the greatest impact on the cognitive dimension, as the total sum of the cognitive dimension = 35.2714. Table No. (5) shows these results.

Table (5) indicates that the arithmetic means for the cognitive dimension ranged between (3.4429-4.2714), and the highest arithmetic mean was for paragraph (23), with an arithmetic mean of (4.2714) and with a very good degree, which reads: "I keep my attention on changing educational decisions when they are interspersed with a kind of cognitive curiosity", and as for paragraph (22), which came with an arithmetic average of (4.0857) and a very good score, which reads: "I determine whether or not my path to success is based on my capabilities and not on factors such as changing educational decisions." It was followed by paragraph (11), with a very good score, which reads, "I feel that my thinking is focused on following up on the changing educational decisions due to the pandemic." This may be attributed to the fact that the greatest impact of the pandemic was psychological on the students, which caused them anxiety and fear of this epidemic through the cancellation of many customs and traditions due to e-learning, which made the student in psychological isolation and caused him social fear, and this result is consistent with some studies such as A study (Al-Juhani, 2020; Salah, Abbas, and Amola, 2020; Libello, Mello and Jaafar, 2021).



**Table 5. The arithmetic means, standard deviations, and the upper and lower degrees of the cognitive dimension of the questionnaire**

Items	N	The lowest mark	The highest mark	Mean	STD
q8	70	1.00	5.00	3.7286	1.08910
q9	70	1.00	5.00	3.4429	1.03049
q10	70	1.00	5.00	3.9857	.98530
q11	70	1.00	5.00	4.0143	1.13563
q21	70	1.00	5.00	3.8571	.93693
q22	70	1.00	5.00	4.0857	.91276
q23	70	1.00	5.00	4.2714	.81510
q24	70	2.00	5.00	3.9714	.97760
q25	70	1.00	5.00	3.8429	1.03049
Sum2	70	1.00	5.00	35.2714	4.90761

As for the behavioral dimension, the arithmetic mean of the items of this dimension was close in effect at a relatively high level and was almost equal to 4 out of 5. This means that the variable educational decisions had the greatest impact on the cognitive dimension, as the total sum of the cognitive dimension = 35.2714. Table No. (6) shows these results.

**Table 6. The arithmetic means, standard deviations, and the upper and lower degrees of the behavioral dimension of the questionnaire**

Items	N	The lowest mark	The highest mark	Mean	STD
q13	70	1.00	5.00	4.2000	.95705
q28	70	1.00	5.00	4.0571	1.24976
Q29	70	1.00	5.00	3.6377	1.23635
q30	70	1.00	5.00	3.9571	1.16016
q26	70	1.00	5.00	4.0286	1.08976
q20	70	1.00	5.00	3.1857	1.06720
q27	70	1.00	5.00	3.1286	1.31790
q19	70	1.00	5.00	3.3429	.89904
Sum3	70	1.00	5.00	7.6857	9.36776
Sum	70	1.00	5.00	19.8000	37.23587

Table (6) indicates that the arithmetic mean for the behavioral dimension ranged between (3.1286-4.2000), and the highest arithmetic mean was for paragraph (13) with a mean of (4.2000) and with a very good degree, which reads: "I was frustrated in the knowledge I possess because of the changing educational decisions." As for Paragraph (28), which came with an arithmetic average of (4.0571) and a very good degree, which reads: "I act according to the dictates of the changing educational decisions in my studies." This was followed by Paragraph (26) with an arithmetic average of (4.0286) and a very good degree, which reads: "I persevere in attending the lecture and interaction regardless of changing educational decisions." This may be attributed to the fact that the greatest impact of the pandemic was psychological and not cognitive. The spread of the epidemic led to a kind of isolation of the student and caused him to follow distance education to achieve social divergence, which was a primary goal to avoid the risks of the pandemic. This result is consistent with some studies, such as the study of (Al-Juhani, 2020; Salah, Abbas, and Amola, 2020; Lebello, Mello, and Jaafar, 2021). And I agreed with the results of the study (Sayyaf and Juma, 2020), which showed that the most prominent problems that students faced were not behavioral, but were represented by anxiety, distraction, lack of focus, and fear of information overload.

**To answer the second question:**

2) Are there statistically significant differences at the significance level ( $\alpha = 05.0$ ) between the averages of the study sample's responses to the impact of the changing educational decisions issued by the councils of the Ministry of Higher Education and the official Jordanian universities on students according to the variables (university, student average, gender, and academic year)?

And the hypotheses emanating from it are:

The first hypothesis: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the averages of the study sample's responses to the impact of the changing educational decisions issued by the councils of the Ministry of Higher Education and the official Jordanian universities on the students according to the variables of the university (Jordanian, Al-Balqa Applied University)?

To test the first hypothesis, the t-test was used for independent samples.

**Table 7. T-test for independent samples according to the university variable (Jordanian, Al-Balqa Applied University)**

University	N	Mean	Std. Deviation	Test Value = 0					
				t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
University of Jordan	37	98.8649	11.88407						
Al- Balqa Applied University	33	95.2121	11.97852						
Total	70	97.1429	11.98343	24.485	69	.000	1.47143	1.3515	1.5913

Table (7) indicates that "there are statistically significant differences between the variable educational decisions attributed to the university at the level of significance ( $\alpha = .05$ ) in favor of the University of Jordan. This means that the students of the University of Jordan are more affected by the changing educational decisions than the students of Al-Balqa University. This result may be explained by the diversity of the sample of the University of Jordan from various disciplines, especially educational ones, while the sample of Al-Balqa University was limited to students of administrative and banking sciences., and this result is consistent with the study (Sayyaf and Juma, 2020), which showed the existence of statistically significant differences attributed to the difference in specialization from Where the challenges facing students such as anxiety and lack of focus.

The second hypothesis: There are statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the average responses of the study sample to the impact of the changing educational decisions issued by the councils of the Ministry of Higher Education and the official Jordanian universities on the students according to the gender variable (male, female)?

To test the second hypothesis, the T-test for independent samples was used.

**Table 8. T-test for independent samples according to the gender variable (male, female)**

Sex	N	Mean	Std. Deviation	Test Value = 0					
				t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Male	23	13.6957	31.99778						
Female	47	22.7872	39.52651						
Total	70			24.485	69	.000	1.47143	1.3515	1.5913

Table (8) indicates that "there are statistically significant differences between males and females in terms of the effect of changing educational decisions at the level of significance ( $\alpha = .05$ ) in favor of females; this means that females are more affected by changing educational decisions than males. This result may be explained Females are constantly keen to follow up and excel, and this result is consistent with the study (Sayyaf and Juma, 2020), which showed that there are statistically significant differences in favor of females in terms of the challenges facing students, such as anxiety, lack of focus, and fear of information overload.

**The third hypothesis:**

Are there statistically significant differences at the significance level ( $\alpha = .05$ ) between the averages of the study sample's responses to the impact of the changing educational decisions issued by the councils of the Ministry of Higher Education and the official Jordanian universities on students according to the student's rate variable (excellent, very good, good, average, weak)?

To test this hypothesis, one-way analysis of variance was used for the averages of the total score of the study sample according to the student's rate variable (excellent, very good, good, average, poor). Table (9) shows the results of this analysis.

**Table 9. The results of the one-way variance analysis of the averages of the total marks of the students of the study sample on the questionnaire of the impact of variable decisions issued by the councils of the Ministry of Education and public universities according to the student's rate variable (excellent, very good, good, average, poor)**

Source of variance	Sum of squares	df	Mean of squares	F value	Sig
Between groups	30870.754	4	7717.688	7.742	.000
Within groups	64798.446	65	996.899		
Total	95669.200	69			

It is noted from the results of the one-way analysis of variance on the averages of the total marks on the questionnaire of the impact of the variable educational decisions in Table (9) that there is a statistically significant difference between the mean scores of the students on the questionnaire of the variable decisions according to their average at the university.

In order to find out the source of the difference (differences) between the mean scores of the respondents on the questionnaire of the impact of the changing educational decisions, a comprehensive test was conducted for the post-comparisons between the total averages of the students' scores according to their averages. Table (10) shows a summary of the results of the bilateral comparisons at the level of significance ( $\alpha = .05$ ).

**Table 10. The results of the two-way comparisons in a satisfactory manner according to the student's rate variable (excellent, very good, good, average, poor) on the impact of variable decisions**

Weak	Moderate	Good	Very good	Excellent	Rate
.710	.309	.429	.663	----	Excellent
.998	.002	.003	-----	.663	Very good
.068	.896	-	.003	.429	Good
.0068	..	.986	.002	.309	Moderate
.-	..047	.068	.998	.710	Weak

Table (10) indicates that "there are statistically significant differences between the students' levels in terms of the student's rate in terms of the effect of changing educational decisions in terms of the student's rate (excellent, very good, good, average, weak) at the significance level ( $\alpha = 05$ ) and in favor of students with a good average Very good compared to the average and good rate, and this means that those with a high rate are the most concerned and stressed about the changing educational decisions. This result may explain the keenness and anxiety of students with a high rate on their studies and follow-up, and this result agreed with the study (Romaneh and Shamasneh, 2020).

**The fourth hypothesis:**

The third hypothesis: Are there statistically significant differences at the significance level ( $\alpha = 05.0$ ) between the average responses of the study sample to the impact of the changing educational decisions issued by the councils of the Ministry of Higher Education and the official Jordanian universities on the students according to the variables of the academic year (first, second, third, fourth)?

To test this hypothesis, one-way analysis of variance was used for the averages of the total score of the study sample according to the variable of the school year (first, second, third, fourth). Table (11) shows the results of this analysis.

It is noted from the results of the one-way analysis of variance on the averages of the total marks on the questionnaire of the impact of the changing educational decisions in Table (11) that there is a statistically significant difference between the mean scores of the students on the questionnaire of the variable decisions according to the academic year (first, second, third, fourth).

**Table 11. The results of the one-way variance analysis of the averages of the total marks of the students of the study sample on the questionnaire of the impact of variable decisions issued by the councils of the Ministry of Education and public universities according to the variable of the academic year (fourth,**

**third, second, first)**

Source of variance	Sum of squares	df	Mean of squares	F value	Sig
Between groups	17100.013	3	5700.004	4.788	.004
Within groups	78569.188	67	1190.442		
Total	95669.200	69			

In order to find out the source of the difference (differences) between the mean scores of the respondents on the questionnaire of the impact of the changing educational decisions, a comprehensive test was conducted for the post-comparisons between the total averages of the students' scores according to the academic year (first, second, third, fourth). Table (12) shows a summary of the results of the bilateral comparisons at the level of significance ( $\alpha = (.05)$ ).

**Table 12. Results of bilateral comparisons using a comprehensive method according to the variable of the school year (first, second, third, fourth) on the impact of variable decisions**

Academic year	First	Second	Third	Fourth
First	----	..981	.136	.031
First	..981	-----	.195	.043
First	.136	..195	-	.829
First	..031	..043	..829	..--

Table (12) indicates that there are statistically significant differences between the first and fourth year, in favor of the fourth year. This can be attributed to the fact that the impact of the decisions was the most on fourth-year students because they are expected to graduate at the end of the year, so it is natural that their influence and anxiety about the changing educational decisions will increase because it will affect their graduation.

**Recommendations**

Based on the results of this study, several recommendations were drawn, including:

1. Providing psychological counseling programs for students on how to deal with various educational decisions through social media.
2. Focusing on the behavioral and cognitive aspects of the counseling programs offered to students at the beginning of the courses given through e-learning.
3. Conducting more studies to reveal the different factors affecting the educational decision-making process, and to choose the best one in accordance with the students and their circumstances.

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