

Electronic Learning Platforms and Their Impact on Education Quality at Faculties of Tourism and Hospitality during Corona Pandemic

O. Jawabreh^{1,*}, *R. Qaddhat*², *A. Jahmani*³, *B. M. Al Najdawi*⁴, *B. J. A. Ali*⁵ and *A. Ali*⁶

¹Department of Hotel Management, Faculty of Tourism and Hospitality, The University of Jordan, Aqaba, Jordan

²Department of Tourism Management, Faculty of Tourism and Hospitality, University of Jordan, Aqaba, Jordan

³Business School, Al-Ahliyya Amman University, Amman, Jordan

⁴Aqaba University College, Al-Balqa Applied University, Aqaba City, Jordan

⁵Accounting and Finance Department, Applied Science University, Kingdom of Bahrain

⁶Department of Management, College of Business Administration, Prince Sattam Bin Abdulaziz University, Al kharj 11942, Saudi Arabia

Received: 21 Sep. 2022, Revised: 22 Nov. 2022, Accepted: 24 Dec. 2022.

Published online: 1 Jan. 2023.

Abstract: To effectively educate education's students, online platforms are crucial. Unfortunately, they might not be well-represented in universities. The goals of the study are determined in this light. The purpose of this paper is to analyze how the use of e-Learning has affected the quality of education in Jordan's tourism and hospitality colleges during the recent Corona virus pandemic. Before doing regression analysis, a survey was sent out to faculty and employees at tourism and hospitality schools. Using SPSS version 22, researchers analyzed responses made on a 37-point Likert scale. An evaluation procedure was performed on it. The initial belief that ELPs are more effective and acceptable reduces the drive to keep taking them. According to linear regression analysis, investments in training, incentives, and assistive technology have a favorable and statistically significant effect on the quality of education provided by tourism and hospitality programs at the university level. Future research should compare results before and after COVID, as suggested by our findings.

Keywords: E-learning platforms, Academic ranks, University.

1 Introduction

The 2019-2020 coronavirus pandemic has had an influence on worldwide education systems, increasing the relevance of schools and universities. Governments in 73 nations announced school closures on March 16, 2020, including 56 countries that shuttered schools internationally and 17 countries that closed schools in a specific geographic area. National school closures affected around 421 million students worldwide, while small-scale school closures affected an additional 577 million children. The shutdown of schools and institutions due to the spread of the virus COVID-19 prompted one out of every five children worldwide to skip school. Because of the COVID19 evaluation results, a large number of secondary and postsecondary institutions of higher learning, including colleges and universities, have been closed in an effort to prevent the virus from spreading through non-pharmaceutical treatments and preventative measures such

as social distance and self-isolating behavior [1]. Jordan has 458 COVID-19 incidents as of the 3rd of May.

The World Bank maintains a database of national policies. [2] Prior to the crisis, educational institutions all around the world seldom used internet resources. Less than 20% of nations and a few schools employ digital devices in the classroom. Only 10% of nations have digital learning capabilities that enable students to access course materials outside of class. There is no uniform digital curriculum for teaching and learning, according to World Bank estimates. To meet the needs of today's students, governments and institutions must accelerate the shift to remote learning while also ensuring learning continuity.

Three prerequisites must be completed before an online learning transfer can occur: internet access, appropriate technology, and acceptable technical ability [3-6]. The number of students impacted, the severity of school limits,

*Corresponding author e-mail: o.jawabreh@ju.edu.jo

and access to the internet and technology are all illustrated for Europe. Furthermore, two studies [7, 8] said in a quality discussion that quality is in the eye of the beholder and that any definition of quality must encompass multiple stakeholder viewpoints in his essay on quality assurance in medical education. The study's aims are to investigate Electronic Learning Platforms and their Impact on the education Quality in Tourism and Hospitality Faculties During the Corona Pandemic.

2 Literature Review

Covid-19, a devastating virus that has swept over the world, has resulted in the annihilation of countless towns and cities. This online learning and teaching might be seen as a possible answer to the problem. Because of the recent advent of the Corona Virus, educational institutions have been forced to shift from an offline to an online teaching approach. This catastrophe has compelled institutions that were previously resistant to change to alter. Following these calamitous events, online education and learning will shine brilliantly. As long as we have access to the internet, we can teach a massive number of students from anywhere in the world, at any time. Colleges and universities should expand their use of technology and provide more online learning formats to help students get the most out of their education in the digital era. It has been discovered that [9, 10] Therefore, many academic institutions around the world have embraced full-scale automation. An unexpected savior has arisen amidst all this chaos: distance education. A strong demand to better online education has existed ever since. The Covid-19 epidemic has resulted in a substantial surge in online learning at Chinese colleges. Educators exhibited their ability to adapt to changing business realities and situations by converting their classes overnight to e-classrooms. Schools and colleges will have to find out how to make widespread use of online learning in the near future, regardless of whether it is effective or not [11, 12].

Jordan has reacted strongly to their attempts to execute a smart royal strategy focusing on the pulse of education for children as well as the preservation of students' health. "Institutions of higher learning throughout the world have been racing to implement e-learning platforms and other forms of distant education so as not to fall behind in the education wheel at any point. Following a succession of decisions made by dean councils and the Higher Education Council in response to Defense Order No. 7, institutions started to promote the use of electronic platforms and distance learning. [13] There was rapid communication with the faculty and clear instructions to implement these measures. Therefore, the Jordanian government has made a significant effort to aid universities and faculty members in quickly recovering from a pandemic problem, and it has largely succeeded thanks to its efforts with a variety of support and safety institutions, ensuring the continued safety of students and the smooth operation of education in Jordan.

Because of the intricacy of its elements and the similarities of these obstacles, this is a global and national challenge par excellence: When it comes to the major difficulties of the pandemic era, education at the college or university level: Institutions, professors, students, and society must all adapt to the new realities of remote education. As we go into the next phase of economic development, we need to reevaluate our educational programs and reduce or eliminate the emphasis on certain obsolete specializations.

The possibilities of an e-learning platform are expanded beyond those of a standard website, yet it still has the same constraints. The student, the teacher, and the platform administrator make up the trinity of users on any given e-learning system. There are several types of teachers, such as teacher-developers, teacher-trainers, teacher-correctors, and so on. The term "administrator" is often used to describe those in control of schools and their resources. Each department has its own set of modules [14-19] for managing its employees.

There has been a concentrated effort to improve the efficiency of classroom instruction and the acquisition of knowledge by students. The term "e-learning" refers to the newest initiative to improve education through the application of technological developments. Researchers [20, 21] Higher education has always been on the leading edge of technology [22, 23]. This list contains [24, 25] Transformative digital processes include completing a transformation process that enables colleges to fully use digital technology [26]. We may use this strategy to find answers, build trust in each other and our businesses, think strategically, and bring everyone together [27]. The current transition of higher education as a process and institution will be remembered as revolutionary for the next 50 years since it has shifted thousands of homegrown, provincial, and local institutions away from face-to-face instruction and toward teacher-centered teaching methodologies. This group of academics argues that online learning is a new kind of social interaction and that it is replacing conventional classroom settings. A disruptive operation, on the other hand, is one that is designated as a replacement. [1] Since the Covid-19 outbreak, higher education institutions have been able to more quickly adapt to new management approaches. As a consequence, online schooling is increasingly seen as a potentially disruptive activity.

Analyze the underlying premises of digital revolution in higher education. Instead of "e-learning," the term "digitization" should be used to describe a university's shift toward digital learning. According to researchers [28, 29], since new technologies and internet accessibility have risen since the turn of the century, individuals today are driven to utilize online learning due to constant technical improvement [15, 30].

A well-planned online learning experience [31, 32] may allow for a partition between courses on handling emergencies and those on general education. In contrast to "high-quality or successful online learning," the term "emergency remote teaching" was used to describe the implementation of online education during the epidemic by researchers. Many research findings, concepts, prototypes, ethics, and quality standards for many industries may be found and spread via online education. For instance, [33, 34] During this epidemic, the current online education system was deemed unsuitable as a sustainable online education paradigm and was instead deemed only acceptable for emergency remote instruction [35].

The goal of this study is to investigate the requirements for improving the efficacy of e-learning platforms (ELP) in light of the Covid-19, as well as their influence on educational quality in Jordanian institutions.

3 Methodologies

We used SPSS version 20 to identify the scale components that fit into the linear regression throughout the whole paper in our examination of 41 Likert items. Cost estimates were supplied. The correlation matrix might be integrated into the Kaiser-Meyer-Olkin score, which analyzes the correlation between two variables. This approach made use of the Varimax Rotation Axial Components Analysis. To find critical axial variables, the rotational component matrix was employed.

Hypothesis

H 1: There is a statistically significant link between improved e-learning platform efficiency and assistive technology solutions.

H 2: There is a statistically significant link between improved e-learning platform efficiency and Quality Education.

H 3: There is a statistically significant link between improved e-learning platform efficiency and Training.

H 4: There is a statistically significant link between increased e-learning platform efficiency and incentives.

4 Results

To verify whether the data was suitable, we analyzed 37 components of the Likert scale using the SPSS version 20, after which we conducted axial component analysis. It was figured out.

Table 1: Indicators of the individual's characteristics

Variable	Group	Frequency	Percentage
Age	Less than 29	56	7.0
	30-35	344	43.0
	36-45	216	27.0
	46-55	144	18.0
	more than 56	40	5.0
Ranks in academia	Instructor/lecturer	144	18.0
	Professorial Assistant	360	45.0
	Associated Professor	160	20.0
	Professor	136	17.0
University	Government	464	58.0
	Private	336	42.0
E-Learning Infrastructure	Classroom Google	152	19.0
	Platform for Zoom	152	19.0
	Teams from Microsoft	320	40.0
	The Moodle platform	144	18.0
	Blackboard	32	4.0
Total		800	100.0

Population distribution by age ranges from 26-35 (43.1%) to 46-55 (27.0%) to 46-55 (5.0%). The highest age range is 26-35 (43.0%), followed by 26-55 (27.0%) and then 46-55 (5.0%). (50 years or more). Academic rank variable was most heavily concentrated at the associate professor level (45.0%), and least heavily concentrated at the professor level (2.5%) (17.0 percent) (professor). Total employment at public universities reached 464, or 58.0% of the total, while total employment at private schools reached 335, or 58.0% of the total. To put it another way, 42.0% The proportion of people who were geographically distributed due to their choice of educational platform was largest (40.0%) on the platform (Microsoft teams), and it was lowest (4.0%). (Blackboard). There were a number of correlations with values of 0.3 or higher. The correlation matrix appears to be factorable based on the results of the Bartlett's Test of Sphericity and the Kaiser-Meyer-Oklin (KMO) score, both of which indicate that the data set is spherical. The Varimax rotation was used to examine the axial components.

Using Rotation Sums of Squared Loadings, we determined that our component matrix contained five rotated elements, allowing us to compute the strong loading axial factors. study computed reliability for each academic discipline using a sample of primary research and Cronbach's Alpha, as indicated in table (2).

Table 2 shows the Cronbach's alpha correlations for statements and item variables

Item	Alpha Cronbach
Training	849
Incentives	821
assistive technology	878
Quality Education	859

According to the first hypothesis, there is a statistically significant link between better e-learning platform efficiency and the presence of auxiliary technological systems.

When indicated in the table 3, a linear regression was used to determine whether or not the efficiency of an e-learning platform grows as additional technical support systems are included.

With a correlation coefficient of (0.519) and regression analysis findings showing a statistically significant impact, systems for technical help are shown to have a positive association with the eLearning platform's higher efficiency (P) (136.8). As a consequence of the findings, the variance explained was (0.258) and 26.8 percent of the effect of technical assistance systems was realized (0.794). This shows that e-learning platforms may be improved with the use of technology support solutions.

The hypothesis 2 is that training and e-learning platforms impact each other statistically significantly.

This hypothesis was tested by doing a simple regression analysis on impact training on increased efficacy of e-learning platforms, which is displayed by table no 4.

With a correlation value of just 0.086, table 4 demonstrates that there is minimal association between training and enhanced effectiveness of online learning platforms. Regression analysis also reveals no statistically significant relationship between training and the (P) value of 30,2, which is statistically significant in contrast to the null hypothesis.

Table 3: Linear regression of assistive technology domain.

R	R SQ	Adjusted R SQ	F	Sig	Regression coefficients				
					Domain	β	Std. Er	T	Sig*
0.51	0.271	0.258	136.8	0.00	Assistive technology	0.79	0.065	12.1	0.00

Table 4: Linear regression of Training.

R	R Sq	Adjusted R Sq	F	Sig	Regression coefficients				
					Domain	β	Std. Error	T	Sig
0.086	0.00	0.005	3.02	0.084	Training	0.156-	0.073	1.735-	0.07

Incentives and increased efficiency have a statistically significant impact on e-learning systems.

A simple regression study revealed a link between incentives and electronic platform efficiency, as seen in table5.

As can be seen in Table 5, the coefficient of correlation of various e-learning platforms improves as their level of success does as well (0.184). The influence of incentives was found to be statistically significant when the value of (P) reached (13.890) with statistics 0.00. The results also revealed that the stipulated variance (0.029) indicated that the proportion of incentives was 2.9% with beta value (-0.237). (-0.237). According to this, the effectiveness of e-learning systems and their rate of adoption are both negatively impacted by the use of incentives.

According to the fourth hypothesis, there is a statistically significant relationship between the level of effectiveness of e-learning platforms and the quality of education received by students in the faculty of finance,

administration, and hospitality.

The findings of a straightforward regression analysis are presented in Table 6: Improving the standard of instruction while simultaneously boosting the effectiveness of an online learning environment:

As can be seen in table No. 6, there was an effect that was statistically significant on educational quality when (P) was obtained. Additionally, there was evidence of a weakly positive correlation with improved educational quality and increased eLearning platform efficiency when (P) was acquired. (0.139). (7.839), For the purpose of confirming this, a t-test was carried out with a significance level of less than 0.1. (0.00). In addition, the outcomes of the study showed that the variance explained was (0.018), which suggests that a beta value of 1.7% was accomplished as a result of quality improvements in schooling (0.299). This illustrates that enhancing educational quality has a good influence on the fourth principle of e-learning platform efficiency.

Table 5: Linear regression of Incentives.

R	R Sq	Adjusted R Sq	F	Sig*	Regression coefficients				
					Domain	β	Std. Error	T	Sig*
0.184	0.034	0.029	.138 90	0.00*	Incentives	0.2-37	0.066	3.729-	0.000

Table 6: Linear regression of Quality Education.

R	R Sq	Adjusted R Sq	F	Sig*	Regression coefficients				
					Domain	β	Std. Error	T	Sig*
0.13	0.019	0.018	7.839	0.00*	Quality Education	.30	0.10 7	2.8	0.000

5 Conclusions

The determination coefficient (P) for the regression analysis was 0.519, which indicates that support systems have a statistically significant impact (146.879). According to these studies, the beta value for technical assistance systems was 0.268, and their percentage impact was 26.8 percent (0.794). Therefore, the first hypothesis has been verified, and we are able to draw the conclusion that the implementation of technical support solutions leads to an improvement in the effectiveness of the e-learning platform.

Jordan is now grappling with the fallout from the spread of the Covid-19 virus. Internet and computer-based education are potential solutions that might be proposed. The wise royal strategy that Jordan used highlighted the need of maintaining students' academic development while also preserving both their physical and emotional well-being at the same time. Utilizing this strategy for distant education may help you achieve social distance learning. The government of Jordan has exerted a great deal of effort in order to support Jordanian universities and faculty in swiftly addressing a pandemic situation. This is being done to ensure the continued viability of Jordan's educational system and the safety of its pupils.

The ELP involves the student, the instructor, and the system administrator. This is the newest effort to improve schooling using technological means. The concept of digital transformation hasn't been widely discussed in recent media outlets. In many instances, the conventional classroom has been supplanted with a more modern kind of social interaction known as online learning. E-learning should not be referred to as digitalization in higher education since online education is just one component of the larger digital revolution taking place in higher education as a whole. In the next half-century, people will look back on the transformations that have taken place during the last half-century at hundreds of local, regional, and national institutions as revolutionary.

There is no evidence to support the assertion that e-learning platforms are growing more effective, despite the fact that there is little question that these platforms are getting more efficient. Based on the results of the regression analysis, we can infer that training has a statistically significant impact on the efficacy of the e-learning platform (0.087). However, the examination of regression equations shows that training has no statistically significant effect ($P = 3.01$), which is more than zero ($P = 0.10$).

There needs to be a direct correlation between the rewards offered by e-learning platforms and the level of achievement they inspire (0.184). The results were supported by the regression study, which had a p-value that was less than 0.00, and it demonstrated that incentives had a statistically

significant impact when the value of (13.904). The coefficient of variance was calculated to be 0.031 percent, and the percentage of the incentive effect that was found to be 3.1 percent (-0.248). In other words, the presence of incentives lowers the possibility that early notions about online learning systems being more effective and acceptable would come to fruition.

Using regression analysis, we observed a significant statistical link among education quality and the efficiency of the eLearning platform when both P and the correlation coefficient were at their respective thresholds (0.139). T-tests with a statistical significance lower than 7.840 were used to determine if the results in this case met a predetermined standard (0.00). Only 18% of the expected impact on education quality was realized, as the predicted beta value rose by 0.015 and the variance explained by 0.018 (0.300). Raising the bar for education is a positive step that might help make online education more widely accepted. On March 16, 2020, governments in 56 nations across the country and 17 countries that shuttered schools within a particular radius stated that schools would be closed because of the impending apocalypse. There was a potential threat to 421 million children due to the closure of schools on a national scale, and there was a potential threat to 577 million students due to the closure of schools on a local level. A global epidemic of the COVID-19 virus has resulted in the isolation of one out of every five students throughout the world. Therefore, e-learning is a strong instrument that improves information exchange and the general quality of education by making use of the regularly replenished educational resources that are accessible throughout the world. Increasing the variety of educational chances offered by the institution's services and, as a result, boosting the allure of the research material via the modification of the institutional configurations of educational institutions. It makes the workplace a pleasant location for workers to spend their time (workplace, freedom of movement) Increasing the amount of time spent training as well as the number of different training options also Students have the option to study on their own time and at their own speed, which allows them to evaluate the usefulness of newly learned information and fosters an increased feeling of personal responsibility and self-motivation on their own.

References

- [1] Alsoud, A.R. and A.A. Harasis, The impact of covid-19 pandemic on student's e-learning experience in Jordan. *Journal of Theoretical and Applied Electronic Commerce Research.*, **16(5)**,1404-1414, 2021.
- [2] Maqableh, M. and M. Alia, Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. *Children and Youth Services Review.*, **128**, 106160, 2021.
- [3] Alkhodary, D., A Abu-AlSondos, I., JA Ali, B., & Shehadeh,

- M. (2022). Visitor Management System Design and Implementation during the Covid-19 Pandemic. *Information Sciences Letters.*, **11(4)**, 6, 2022.
- [4] Ali BJ. Integration of Supply Chains and Operational Performance: The Moderating Effects of Knowledge. *Information Sciences Letters.*, **11(04)**, 1069-76, 2022.
- [5] Shibly M, Alawamleh HA, Nawaiseh KA, Ali BJ, Almasri A, Alshibly E. The relationship between administrative empowerment and continuous improvement: An empirical study. *Revista Geintec-Gestao Inovacao E Tecnologias.* 2021 Jun 4; **11(2)**, 1681-99, 2021.
- [6] Alawamleh HA, ALShibly MH, Tormalieh AF, Al-Qaryouti MQ, Ali BJ. The challenges, barriers and advantages of management information system development: Comprehensive review. *Academy of Strategic Management Journal.* 2021; **20(5)**:1-
- [7] Vroeijenstijn AI. Quality assurance in medical education. *Academic medicine: journal of the Association of American Medical Colleges.* 1995 Jul 1; **70(7 Suppl)**:S59-67.
- [8] Jahmani, A., I. Bourini, and O.A. Jawabreh, The relationship between service quality, client satisfaction, perceived value and client loyalty: A case study of fly emirates. *Cuadernos de Turismo*, 2020(45): p. 219-238.
- [9] Jawabreh O, Jahmani A, Maaiah B, Ali BJ. Evaluation of the contents of the five stars hotel Website and customer orientation. *Information Sciences Letters.* 2022; **11(4)**:1077-85.
- [10] Saleh MM, Jawabreh OA, al-Amro SA, Saleh HM. Requirements for enhancing the standard of accounting education and its alignment with labor market requirements a case study hospitality and industrial sector in Jordan. *Journal of Sustainable Finance & Investment.* 2021 Mar 4:1-8.
- [11] Jawabreh O, Shniekat N, Saleh M, Ali B. The Strategic Deployment of Information Systems Attributes and Financial Performance in The Hospitality Industry. *Information Sciences Letters.* 2022.
- [12] Carey, K., Everybody ready for the big migration to online college. *Actually*, 2020.
- [13] Jawabreh, O., R. Mahmoud, and S.A. Hamasha, Factors influencing the employees service performances in hospitality industry case study AQBA five stars hotel. *Geo Journal of Tourism and Geosites*, 2020. **29(2)**: p. 649-661.
- [14] Adedoyin, O.B. and E. Soykan, Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive learning environments*, 2020: p. 1-13.
- [15] Alananzeh O, Jawabreh O, Alhalabi R, Syam H, Keswani F. The association among employees' communication skills, image formation and tourist behaviour: perceptions of hospitality management students in Jordan. *International Journal of Culture, Tourism and Hospitality Research.* 2019 Oct 2.
- [16] Alananzeh O, Al-Badarneh M, Al-Mkhadme A, Jawabreh O. Factors influencing MICE tourism stakeholders' decision making: The case of Aqaba in Jordan. In *Journal of Convention & Event Tourism* 2019 Jan 1 (Vol. 20, No. 1, pp. 24-43). Routledge.
- [17] Salameh A, AlSondos IA, Ali B, Alsalahi A. From Citizens Overview: Which Antecedents' Can Assist to Increase Their Satisfaction Towards the Ubiquity of Mobile Commerce Applications?. *International Journal of Interactive Mobile Technologies*, 2020. **14(17)**: p. 45-55.
- [18] Ali, B.J., A.A. Salameh, and M.S. Oudat, The Relationship Between Risk Measurement And The Accounting Information System: A Review In The Commercial And Islamic Banking Sectors. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 2020. **17(6)**: p. 13276-13290.
- [19] Ali, B.J. and I.A.A. AlSondos, Operational Efficiency and the Adoption of Accounting Information System (Ais): A Comprehensive Review of the Banking Sectors. *International Journal of Management*, 2020. **11(6)**.
- [20] Shahzad A, Hassan R, Aremu AY, Hussain A, Lodhi RN. Effects of COVID-19 in E-learning on higher education institution students: the group comparison between male and female. *Quality & quantity.* 2021 Jun; **55(3)**:805-26.
- [21] Karam, M., H. Fares, and S. Al-Majeed, Quality Assurance Framework for the Design and Delivery of Virtual, Real-Time Courses. *Information*, 2021. **12(2)**: p. 93.
- [22] Zongozzi, J., Accessible quality higher education for students with disabilities in a South African open distance and e-learning institution: Challenges. *International Journal of Disability, Development and Education*, 2020: p. 1-13.
- [23] Abad-Segura E, González-Zamar MD, Infante-Moro JC, Ruipérez García G. Sustainable management of digital transformation in higher education: Global research trends. *Sustainability.* 2020 Mar 9; **12(5)**:2107.
- [24] Bond M, Marin VI, Dolch C, Bedenlier S, Zawacki-Richter O. Digital transformation in German higher education: student and teacher perceptions and usage of digital media. *International Journal of Educational Technology in Higher Education.* 2018 Dec; **15(1)**:1-20
- [25] Han, F. and R.A. Ellis, Identifying consistent patterns of quality learning discussions in blended learning. *The Internet and Higher Education*, 2019. **40**: p. 12-19.
- [26] Wang C, Cheng Z, Yue XG, McAleer M. Risk management of COVID-19 by universities in China. *Journal of Risk and Financial Management.* 2020 Feb 19; **13(2)**:36.
- [27] Parker, L.D., Australian universities in a pandemic world: transforming a broken business model? *Journal of Accounting & Organizational Change*, 2020.
- [28] Tallent-Runnels, M.K., et al., Teaching courses online: A review of the research. *Review of educational research*, 2006. **76(1)**: p. 93-135.
- [29] Joshi, O., et al., Benefits and challenges of online instruction in agriculture and natural resource education. *Interactive Learning Environments*, 2020: p. 1-12.
- [30] Abujamous IM, Jawabreh OA, Jahmani A, Alsarayreh MN, Harazneh AA. Developing tourism through sports events to assist in the rejuvenation of the strategic position of the Aqaba Special Economic Zone Authority (ASEZA). *African Journal of Hospitality, Tourism and Leisure.* 2019; **8(4)**:1-4.
- [31] Hodges, C.B., et al., The difference between emergency remote teaching and online learning. 2020.
- [32] Jawabreh, O., Innovation management in hotels industry in aqaba special economic zone authority; hotel classification and administration as a moderator. *Geo Journal of Tourism and Geosites*, 2020. **32(4)**: p. 1362-1369.
- [33] Omotayo, F.O. and A. Haliru, Perception of task-technology fit of digital library among undergraduates in selected universities in Nigeria. *The Journal of Academic Librarianship*, 2020. **46(1)**: p. 102097.
- [34] Branch, R.M. and T.A. Dousay, Welcome to Jacksonville and the 2014 AECT International Convention. *Sat*, 2015. **10**:

p. 9-15.

- [35] Vlachopoulos, D., COVID-19: threat or opportunity for online education? Higher Learning Research Communications, 2011. 10(1): p. 2.

Omar Jawabreh is an Associated Professor at the Department of Hotel Management, Faculty of Tourism and Hospitality Management, The University of Jordan, Aqaba Branch.



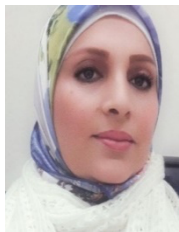
Field study and interests: Tourism Marketing, Ecotourism, Hospitality Management.

He got his PhD in hospitality and tourism management from the Faculty of Economics and Business (JNVU), India.



Bashar Al-Najdawi received his B.Sc in Hotel Management from Applied science University, Jordan in August 1999. In May 2007, he obtained his MSc in Hospitality & Tourism Management from the Hospitality and Tourism school at Eastern Mediterranean University, Northern Cyprus (2007). In September 2007, he worked as an instructor in Hotel Management Department at Al-Balqa Applied University – Aqaba University College.

Dr. Al-Najdawi then joined the Hotel Management Department at Suez Canal University, Egypt – Ismailia (2009). In October 2011, he worked as an instructor in Hotel Management Department at Al-Balqa Applied University – Aqaba University College, and he worked as a part-time instructor at Jordan University – Aqaba branch for the fall semester 2011/2012, and spring semester 2012/2013. In 2014 he was appointed as an Assistant Professor of Hotel Management at Ammon Applied University College; additionally he worked as a part-time Professor in the School of Archaeology and Tourism at Jordan University 2014/2015. In 2016, he was appointed as an Assistant Professor of Hotel Management and Tourism department at Al-Balqa Applied University – Aqaba University College until now.



Ranea Mohammed Qaddhat, was awarded PhD. in Tourism Studies from the Fayoum University in Egypt, and has been teaching at the department of Tourism Management at the University of Jordan /Aqaba branch since 2011. Field study and interests include: sites management, visitor experience, visitor satisfaction, visitor loyalty, heritage and archaeological sites with particular emphasis on the hospitality industry.

She has published in many journals such as: International Journal of Hospitality and Tourism System, International Business Information Management Association, Journal of Tourism, Hospitality and Sports and Academic Journal of Interdisciplinary Studies.



Basel J. A. Ali earned a Bachelor of Commerce from Aligarh Muslim University, India, in 2001, a Master of Commerce -Accounting from Jai Narain Vays University, India, in 2012, and a Ph.D. in Accounting from University Malaysia Perlis, Malaysia, in 2017.

He is currently an Assistant Professor at Applied Science University in Bahrain. Among his research interests are digital accounting, artificial intelligence in accounting, AIS, and digital accounting.

Ashraf Jahmani is an Associated Professor at Business School, Hospitality Management and Culinary Art program, Al-Ahliyya Amman University – Jordan. He got his PhD in Tourism and Hospitality Management from University Utara Malaysia (UUM), Malaysia.

Anis ALI (Ph.D.) is the Assistant Professor at the Department of Management, College of Business Administration, Al kharj, Prince Sattam Bin Abdulaziz University, Saudi Arabia. He got his Ph. D. in commerce from the faculty of commerce, Kumaun University, Nainital, India.

His research interests include MSMEs, Financial analysis of manufacturing and service-rendering business organizations, Customers Satisfaction, and growth and development of the insurance and banking sector.