



RESEARCH ARTICLE

Defense Legislation and Orders and E-learning in Jordan (Case Study in Light of the Corona Pandemic)

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The study was based on researching the implications of the Corona pandemic through the legislator's resort to issuing defense orders for the years 2020/2021 in response to this epidemic that has spread throughout the world and how these orders have affected the development of the e-learning system in Jordan. The political decision maker in Jordan resorted to issuing defense orders came in a state of confusion that was pervading the whole world as the world fights against the unknown, which affected all political, economic and social fields, and among these areas was e-learning. Accordingly, this study came to examine the relationship between defense orders, as the first legislative structure in emergency situations, and e-learning contexts, and their impact, negatively or positively, by this new reality that has been applied in all our educational institutions. The importance of the study lies in examining the state of the new variables, their impact and their impact on the e-learning environment, and whether they actually achieved and responded to the defense orders issued for the nature of societal satisfaction for the educational process that moved from a state of direct learning to a state of e-learning in response and coexistence with this epidemic. The study was based on the content analysis method in extracting the results of the study based on analyzing all the contents and texts of the issued defense orders in order to measure the extent of the conformity of the legislative text in creating a successful environment for educational institutions to implement e-learning that came as an emergency on the Jordanian arena. The study determined its structure to achieve its objectives by answering the research questions by presenting the results of the study based on the analysis of all the (29) issued defense orders and analyzing their quantitative content to reach the extent of the influence of the independent factor in the study, which is the defense orders in the development and growth of e-learning as the factor of the study

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INTRODUCTION

The beginning of 2020 was exceptional by all standards, as the globe was shocked to learn of the global spread of the Corona epidemic. This pandemic caused governments to declare closures in all essential areas of the country, the most significant of which was education, including higher and secondary education.

As a result, educational institutions were caught off guard and faced a significant problem. This difficulty stems from the need to continue the educational process uninterrupted while reacting to defense directives that triggered closures to protect residents' health, leaving only distant e-learning as a national option (Ahmed, 2023).

Defense Order No. 1 of 2020 was issued on 3/19/2020. According to the defense orders, all facilities and institutions in the country were closed, including universities and schools, as there had been no defense orders regulating distance education until that time, putting higher and school education institutions in a state of anticipation for all new at the state level (Defense Order, 2020).

As a result, distance e-learning was a strategic option for Jordan and the world to avoid interrupting and disrupting the education system during the epidemic period, which Jordan's political decision-makers recognized by issuing defense orders regulating and codifying this process as part of our subsequent analysis of all defense orders issued in 2020 and 2021.

Among the advantages and disadvantages, all Jordanian universities and institutions developed a remote e-learning system. Based on this, the study tried to analyse the substance of the defense law and its texts that governed this process, as well as to assess the impact that these legislations played in decline or success, as we shall see in this study.

The importance of the study:

The study's significance lies in examining the contemporary effects of the coronavirus pandemic, which are still being felt today, allowing this study to interact with real-time data on the extent of the success or failure of the e-learning situation based on the legislation that organized this situation, as well as the extent of the ability of defense legislation and orders to bridge the resulting imbalance. Concerning the abolishment of face education in Jordan.

The objective of the study:

The study's goal is to demonstrate the reality of the impact of defense legislation and orders on developing and improving Jordan's distance e-learning system in light of the coronavirus pandemic, as well as to clarify this impact and show the negative and positive extent of its application on the ground through our discussion of the legislative content regulating the relationship between the student and the educational institution, which will lead to a diagnosis. The new reality, and analyzing its benefits and drawbacks within a broad perspective, leads to a clearer vision.

The hypothesis of the study

This study adopts the following hypotheses:

- Defense legislation and orders contributed to the development of the distance e-learning system.
- E-learning has been able to maintain a level similar to face-to-face education.

The Scope of the study:

Spatial boundaries: It includes the Hashemite Kingdom of Jordan and all institutions of higher education and school education therein.

Time limits: 2020-2021: This coincides with the start of the Corona pandemic in Jordan and the issuance of defense orders regulating the country's situation during the pandemic.

THE METHOD OF THE STUDY:

The modernity of the temporal limits of the study and the search for a current impact of the legislative construction of defense orders in terms of text and content in e-learning leads the researcher to use the content analysis approach, which is based on processing texts and contents and treating them

quantitatively and qualitatively to reach a clear vision of the extent to which these orders and legislation address needs and necessities and their contribution. Electronic distance learning will be used, and the study will also employ the analytical approach to assess the general actuality of the study hypotheses.

PREVIOUS STUDIES:

- Study by Israa Al-Shauab (2020): Distance education in Jordan in light of the Corona crisis, wane Institute for Studies: This study is based on surveying the opinions of students and families about the government's procedures in dealing with e-learning and a statistical measurement of the extent of preference and satisfaction with these procedures and their effectiveness in benefiting of e-learning as well as face-to-face education.

- Study by Youssef Othman Youssef (2020) Student attitudes towards e-learning in light of the Coronavirus pandemic, Al-Hikma Journal for Media and Communication Studies, Issue (2): This scientific study is based on a rigorous scientific questionnaire to measure the extent to which students and educational institutions are affected by the Corona pandemic, and to measure the societal impact. The result of this new system, which resulted from the closure of all sectors, including educational institutions. The study reviews the most prominent educational programs used, the impact of students' grades on the new system, and the extent of the ability of e-learning to deliver information to students.

- Study by Hamad Al-Hamami & Hijazi Ibrahim (2020) Distance education, its concept, tools and strategies, UNESCO publications: The study is based on an organized scientific diagnosis of the nature of distance learning, its data, tools and strategies, leading to an understanding of the applications of this learning in the Arab countries and how and how quickly these countries respond to this new reality. And the extent to which these countries possess the technological means required to cope with this reality.

The recent data from this study made it difficult to collect information due to a lack of research on the subject, which will be addressed by analyzing the content of the defense orders relevant to the period of study and attempting to extract the provisions and facts quantitatively and qualitatively through studying the legislative text and measuring the extent of its ability to create a system and infrastructure that lives up to it. The growth of e-learning in Jordan.

Constitutionality and nature of the defense law and orders:

Article (124) of the Jordanian Constitution states (The Jordanian Constitution, 1952) that in the case of an emergency, a defense law will be established via royal decree based on a Council of Ministers resolution. This legislation suspends state laws and extends full authority to anybody authorized by the wording of the law to do everything necessary to safeguard the state and its residents. As a result, Defense Law No. 13 of 1992 (Defense Law, 1992) was adopted, which addressed all emergency circumstances in Jordan and served as the basis for defense measures and regulations throughout the Corona epidemic.

As a result, we can say that the Defense Law is an exceptional law with constitutional authority that is used in emergencies to suspend the implementation of existing laws via defense orders issued by the person with authority under the law, namely the Prime Minister of the Hashemite Kingdom of Jordan.

Dr Laith Nasraween, a professor of constitutional law at the University of Jordan, emphasized the importance of establishing constitutional oversight over defense orders because they involve enacting legal rules and imposing sanctions on individuals and institutions. Recognizing the defense order as having a legislative aspect necessitates expanding the term. The legislation includes defense orders, thus the Constitutional Court is the last authority in cases where the legitimacy and

constitutionality of defense orders, as well as the communications and instructions given in response to them, are challenged (Nasraween, 2020).

Defence legislation and orders during the corona pandemic:

Based on Defense Law No. 13 of 1992 and in response to the coronavirus pandemic, which authorizes the Prime Minister and the Prime Minister to issue legislation and defense orders in cases of epidemics and exceptional circumstances that the country is experiencing, and the Prime Minister also issues communications and instructions that follow these orders to clarify and address all exceptional emergency issues that arise. It has a community.

Accordingly, as of 3/17/2020, the Defense Law was issued in Jordan and was implemented throughout the country after its royal approval. From 3/19/2020 until the date of preparing this study, the Prime Minister of Jordan issued 29 defense orders and 36 issued notices. Under the Defense Orders, and six instructions issued under the Defense Orders as well, these orders, communications and instructions came to try to spare society the danger of this situation and to maintain the continuity of life under these circumstances that have confused the world (<http://www.pm.gov.jo/content/1588758468/A9-1992.html>).

Powers of the prime minister in the defense law:

To clarify the reference and legal importance of defense legislation and orders, the authority to issue which was limited to the Prime Minister or whoever he authorizes to do so, the study explains the most prominent of these legal powers, which came within the defense Law in its fourth article, which gave the Prime Minister nearly complete powers in managing the affairs of the state and individuals according to the law. In a method that allows it to manage epidemiological circumstances (Defense Law, 1992).

In terms of the Prime Minister's authority to expand the issuance of defense orders, the Jordanian Court of Cassation has confirmed in many of its decisions that defense systems or regulatory and legislative defense orders that do not aim to ensure public security and defend the Kingdom are illegal and unenforceable. This was upheld by the Court of Cassation's legal decision No. (288) in 1967, which said that any defense order that does not attempt to protect public security and defend Jordan is regarded unconstitutional and has no effect (Al-Majali, 2020).

Distance E-learning and stage options:

Jordan's special conditions forced those in charge of the educational process to make difficult decisions. The first is putting citizens' health and lives at risk by continuing traditional education, the second is disrupting educational institutions until the epidemic is over, and the third is continuing distance education in a way that keeps national education in place while preserving society's safety and health. Without going into detail, experience has confirmed the importance of developing and strengthening capabilities among all (Samir, 2023). Students, faculty members, and institutional infrastructure are all involved in the process, which allows distance learning to be implemented in its most effective form. The distant learning experience in the second semester allowed us to overcome the crisis with minimum losses, so students' graduation or advancement in their studies was not delayed, universities were not severely damaged, and the educational process was not paralyzed (Al-Dulaimi, 2020).

Although the idea of distance learning was not commonly utilized in Arab educational institutions, the COVID-19 pandemic has made it the most popular idea in the Arab world today. According to Nahida Al-Dulaimi (2020), distance education is the ability to provide students with academic courses via a variety of electronic channels and media, where they are the instructor or other person carrying out the teaching process at one location, and the student is in another. When a student and instructor are separated by space throughout the learning process, something happens.

E-learning (Distance) in defense orders:

The study analyzed the content of all defense orders issued by the Prime Minister of Jordan for the years 2020/2021, which amounted to 29 defense orders separately. The study carefully researched all the texts and words of these orders and searched for the words (learning and teaching). The study concluded that the defense orders that dealt with issues Learning and teaching amounted to only five defense orders (List of Defense Orders, 2020, 2021):

- Defense Order No. 7 of 2020.
- Defense Order No. 15 of 2020.
- Defense Order No. 17 of 2020.
- Defense Order No. 19 of 2020.
- Defense Order No. 26 of 2021.

The 24 defense orders did not directly address issues of learning and teaching, and they may have dealt with issues that talk about labor, professional, and economic issues for the education sector, as we will explain later.

E-learning (Distance) in defense communications:

The study dealt with the 36 defense communications and analyzed the content of all these communications issued by the Prime Minister of Jordan for the years 2020/2021 separately. The study carefully researched all the texts and words of these communications and searched for the words (learning and teaching). The study concluded that the defense communications that only three issues were addressed in learning and teaching (List of Defense Communications, 2020):

- Report No. (18) Issued in accordance with the provisions of Defense Order No. (6) Of 2020.
- Report No. (23) Of 2021 issued based on the provisions of Defense Order No. (19) Of 2020.
- Report No. (27) Of 2021 issued based on the provisions of Defense Order No. (19) Of 2020.

33 defense reports did not address learning and teaching issues, and the study will clarify the contents of these reports later.

E-learning (Distance) in defense instructions:

The number of instructions issued under the provisions of the defense orders for the year 2020/2021 was (six instructions). The study analyzed the content of all these instructions issued by the Prime Minister and the relevant ministers for the years 2020/2021 individually, and the study carefully researched all the texts and words of these instructions and searched for the two words (Learning and Teaching) The study concluded that all of these instructions did not address the issues of learning and teaching (List of Defense Communications, 2020).

The Academic dimension in defense orders and its impact on the E-learning system:

The study here deals with the legislative texts included in the defense orders and the communications issued under them, and how these texts addressed the issues of e-learning (distance) from an academic educational standpoint in form and content during the Corona pandemic, and how these legislations contributed to formulating the state of distance learning and drawing its features and contexts in a way that supports this system. With the appropriate national legislative cover to continue the education process in light of this difficult situation.

The World Bank issued a report explaining the effectiveness of the measures taken by the Jordanian government since the beginning of the crisis and how it was one of the first countries in the field of interacting with difficulties and turn challenges into opportunities. The report confirmed the World Bank's support for Jordan's projects concerned with distance learning (Bloom, 2020).

The Following is a review and analysis of the content and texts of the defense orders and communications as they were received (list of defense communications, 2020):

- Defense Order No. (7) of 2020 issued under Defense Law No. 13 of 1992:

The study here will analyze the content of the defense order, with a comparison between what it contained to educational institutions and higher education institutions.

- Abolishing face-to-face education and adopting (distance) education: The first item stated that non-traditional education methods should be approved, such as the distance education system for educational institutions, and the third item stated that non-traditional education based on electronic tools (distance) It is approved for higher education institutions.

In this context, Wajih Owais, (2020) Chairman of the Education Committee in the Senate, stressed that it is necessary to cancel face-to-face education in educational institutions, to control the pandemic and protect the lives of citizens from the danger of the epidemic, to avoid a high number of deaths and people infected with this virus, and so that the government is not forced to increase escalation preventive measures against the virus.

- Adopting electronic collection instead of direct collection: As stated in the first item (and the various forms of evaluating student achievement that are carried out by electronic means, or distance education as one of the accepted and approved means and methods), this is for educational institutions, and there is no provision for this for higher education institutions.

In this writer, Alaa Naji, (2017) explains that there is a direct correlation between e-learning and academic success because these technologies have made it possible to overcome barriers and the challenges that in-person education presents. They have also opened up new areas of knowledge access without regard to physical location, as learning can take place in the comfort of one's own home or office. Through e-learning, challenges were turned into opportunities: everyone could now access scientific references; issues with mobility and university openings were resolved; and students' awareness, knowledge, and grades increased due to the accessibility and diversity of the material.

- Authorizing the Minister to implement the provisions of the Defense Order: This authorization was stated in Clause First, and there was no provision for this about higher education institutions.

- Distance education is considered regular, actual study: This was stipulated in Clause First, and this is for educational institutions, and there is no provision for this for higher education institutions.

It was agreed that the defense orders represent a legislative reference to make distance education a regular education in educational institutions, which was approved by the Minister and the Council of Higher Education, with their aim to find a single standard for monitoring grades, protecting students in the procedures for holding tests and simplifying them, and taking into consideration students' efforts and the work they submit. Teaching courses are an important reference for calculating their grades during the pandemic (Ammon News, 2020).

- Inclusion of institutes, vocational training institutions, and centers with distance learning: This inclusion came in the second item in Paragraph A and Paragraph B.

- Authorizing the Higher Education Council to extend the duration of the second and summer semesters: This authorization came in the third item about the academic year 2019-2020 AD, and there was no text to that effect for educational institutions.

- Adopting electronic classes instead of the weekly lecture (credit hours): This approval came in the third item by replacing traditional lectures with electronic classes, and there was no provision for this for educational institutions.

Some researchers considered that electronic classes enhance students' understanding and awareness, as the student can return to the recorded academic material at a time appropriate to the student's circumstances without being restricted to a specific time, and students can reopen classes several times to consolidate understanding and knowledge, which is not possible in face-to-face education, meaning that the student can Access to information at any time, from any place, and under any emergency circumstances, which enhances the student's readiness for exams and preparation for subsequent subjects (Gharaibeh, 2020).

- Abolition of the provisions of deprivation, warning, and academic dismissal: This abolition came in Clause Three, by disabling all instructions related to these provisions during the period of validity of the defense order about institutions of higher education, and there was no provision for this for educational institutions.

- Amending the mechanism for calculating grades: It was stated in the third item (the deans' councils in universities may amend the mechanism for calculating grades and their percentages), and there was no provision to that effect for educational institutions.

- Adopting the "successful-fail" principle: It was stated in the third clause (adopting the "successful-failing" principle in specializations whose nature allows this, provided that it is by the student's choice and approval), and there is no provision for this for educational institutions.

It must be noted here that university students appealed to the Minister of Higher Education to continue adopting the (pass-fail) system, in line with the distance education system that is still ongoing for the current second semester, stressing that this system removes injustice from students who do not have the optimal ability to deal with it. With the distance education system (Bani Hani, 2021).

- Giving priority to the interest of the student and interpreting the texts in his favor: It was stated in Clause Four (to implement the provisions of this defense order and until the return of school as usual, the interest of the student shall prevail, and the texts of the instructions in force in institutions of higher public education shall be interpreted in his favor), and there was no text to that effect for educational institutions.

- Defense order no. (19) Of 2020 issued under defense law No. 13 of 1992, which stated (list of defense orders, 2020, and 2021):

- Extending distance education until the end of the first semester (2020/2021) in schools and universities: This is in Clause First (6).

- Allowing the partial return of traditional education: It was stated in Clause First (6) (except in cases where the Minister of Education or the Higher Education Council decides, as the case may be, to use traditional education methods in some specializations), and here the government's policy appears in combining online learning. After traditional learning to preserve the stability of the epidemiological situation, taking into account the nature of some practical field applied materials.

- Communication No. (23) Of 2021 issued based on the provisions of defense order no. (19) Of 2020, which stated (list of defense communications, 2020):

- Extending distance education until the end of the 2020/2021 academic year in item first.

- Authorizing the Minister of Education and the Higher Education Council to extend or amend this notice: It was stated in the second clause (The Minister of Education, about educational institutions, and the Higher Education Council, about higher education institutions, is authorized to extend the

implementation of this notice or amend it in light of the epidemiological situation), and here it is. The government's dynamism is demonstrated by dealing with the data of the epidemiological situation and delegating the ministers and concerned authorities to follow up on these data.

- Communication No. (27) Of 2021 issued based on the provisions of defense order no. (19) Of 2020, which stated:

- Recognizing and addressing the epidemiological situation in the educational sector: It was stated in the second clause that academies and vocational and technical training centers that are not subject to the Education Law will be closed from the morning of Wednesday, March 10, 2021, until the evening of Wednesday, March 31, 2021). In this context, the government's treatment appears. Due to the rise in the epidemiological curve in Jordan during a certain period in an attempt to control the epidemiological situation after working remotely (Obaidat, 2020).

The functional economic dimension in defense orders and its impact on the e-learning system:

The study here examines the legislation with an economic dimension contained in defense orders and communications and its important impact in supporting the e-learning system by providing a solid infrastructure for the educational process to take place remotely and providing elements of protection and economic and job security, especially in light of this difficult and emergency epidemiological situation that requires. This protection is for all educational personnel in educational institutions and higher education institutions so that these institutions can continue their work to the fullest extent.

Here, the study will also analyze the defense orders and communications concerned with this dimension individually, to achieve a comprehensive understanding of this legislative system and its ability to build national distance education. The following is a review of these legislations as follows:

- Defense order no. (6) Of 2020 issued under defense law no. 13 of 1992, which stated (list of defense orders, 2020, and 2021):

- Continuity and non-interruption of salaries for all sectors, including educational: It was stated in the first item that all workers in private sector institutions and establishments or any other entity subject to the labor law are entitled to their usual wages for the period from 3/18/2020 until 3/31/2020), and here it appears The government's goal is to maintain income for all sectors, including educational sectors, during the first curfew period of the pandemic.

- Allowing the remote work system for all institutions: It was stated in the third clause (for private sector institutions and establishments and any other entity subject to conducting its work "remotely", in whole or in part), and this allowing was a basic condition for universities and institutions to continue their work.

- Maintaining the educational sector's salaries in full without deduction: It was stated in Clause Four that workers who perform their work "remotely" completely in institutions and establishments authorized to work or those included in the closure decision or not authorized to work are entitled to their full wages), and in this clause A clear stand with the educational process and its quality, while maintaining full wages and the goal is human health.

- Preventing the employer from dismissing employees, terminating their services, or forcing them to resign: It is stated in Clause Eight that the employer may not exert pressure on the worker to force him to resign, terminate his services, or dismiss him from work). This is considered one of the most important job security provisions issued by the orders, and defense reports.

- Reinstating the employee to his job in the cases mentioned previously: Clause Eight also stated (returning them to work within a week from the date of publication of the order in the Official

Gazette). This text provides justice to the employees and workers who were subjected to injustice or coercion from the owner of the establishment in these circumstances.

- Canceling any pledge that entails a waiver of labor rights: It is stated in Clause Nine (Every pledge, agreement, or document in which the worker waives any of his rights or leads to the diminution of those rights since the date of 3/18/2020 is considered invalid and not legally binding). This text came to eliminate tampering with the laws under the pretext of the worker writing in writing to waive his right.

- Defense order no. (17) Of 2020 issued under defense law no. 13 of 1992, which stated:

- Imposing severe penalties on educational institutions to preserve the preventive dimension of employees and patrons of educational institutions: It was stated in Clause Second (Private schools and universities that violate the provisions of Clause First of this defense order will be punished with a fine of (3,000) dinars, and the private school and private university will be closed for the period specified in the decision), and this came in the context of wearing a mask before entering educational institutions and social distancing.

- Defense order no. (19) Of 2020 and (26) of 2021 issued under defense law no. 13 of 1992, which stated (list of defense orders, 2020, and 2021):

- A formal amendment to Defense Order No. (17): It was included in the fourth clause, confirming what was stated in Defense Order No. (17), but by amending the text of schools and universities to (private educational institutions and private higher education institutions). Here, the rush in issuing some defense and return orders appears. To amend its wording later without any fundamental modification to the text of the defense order.

- Repeating the same text in Defense Order No. (26) and repeating the penalty verbatim without any modification, which shows a case of legislative emphasis on penalties, in addition to showing a state of haste on the part of the decision maker.

- Communication no. (13) And (18) issued by the provisions of defense order no. (6) Of 2020: they stated (list of defense communications, 2020):

- Entitlement to full salary for educational sectors: It was stated in Notice No. 13 that the worker who performs his work remotely is entitled to his full salary for November and December).

- It was stated in Notice (18): that workers in sectors other than the most affected or not authorized to work are entitled to their full monthly wages), thus confirming what was stated in the previous report.

THE RESULTS OF THE STUDY:

After analyzing the content of the defense orders, communications, and instructions (defense legislation) contained and their impact on the e-learning system, the study reached several results, which we summarize as follows:

1- Defense legislation was based on the text of the Constitution and the law in dealing with epidemics and extreme emergencies.

2- Defense legislation reflected the speed of the government's response to the spread of the epidemic globally and the disruption of the public education system.

3- Defense legislation reflected a state of confusion and repetition in its texts, and this falls within the context of responding to the exceptional epidemiological circumstances and the defense decision-makers sometimes haste.

- 4- The government issued a large number of defense legislations, as the total number until the preparation of this study reached (69) defense legislations in a record time of 13 months, an average of six legislations per month.
- 5- Defense legislation did not address the face-to-face or electronic education system until approximately a month after the first legislation, which reflected a delay in the legislative treatment of education issues, as 6 defense orders were issued before addressing education contexts.
- 6- There are 24 defense orders, 31 defense reports, and six instructions that did not address the education system and focused on other societal issues.
- 7- The government's policy on distance education was based on several data regulated by defense legislation, which are (adopting distance education and considering it regular education, adopting electronic collection, adopting electronic classes, cancelling student deprivations and penalties temporarily, amending the mechanism for calculating grades and giving priority to the student's interest, adopting a system - Successful failure in higher education institutions, interpretation of texts for the benefit of students, allowing the partial return to face-to-face education according to the epidemiological situation), and these measures largely reflect the government's positivity in the educational file.
- 8- The government overlooked some of the detailed data on the educational process in its defense legislation and did not equate education and higher education institutions in various aspects in its legislation.
- 9- The government's search for the continuation of electronic education and its interruption appears in defense legislation, far from the quality and outcomes of e-learning.
- 10- University e-learning kept communication direct between the student and the faculty member in electronic lectures, in contrast to school education, which adopted a single lecture platform for all students without direct electronic communication between the teacher and the student.
- 11- Defense legislation was fair to university teaching and administrative staff, as it granted them their full salaries to carry out the entire educational process remotely.
- 12- Job protection for the educational sector in defense legislation came largely and importantly in this sensitive circumstance, as defense legislation prohibited the dismissal of employees or termination of their services, cancelled their resignations, cancelled any written waiver of labor rights, and required the employee to immediately return to his work in any of the previous cases.
- 13- The texts of the defense legislation came to oblige educational institutions to adhere to the preventive aspects of their administrative and educational staff, as they imposed financial penalties on any institution that does not adhere to the mask and social distancing, and the punishment also reached the closure of this institution.
- 14- The study concluded that the government succeeded in managing the e-learning file through the defense legislation issued in a manner compatible with the emergency epidemiological situation.

THE RECOMMENDATIONS OF THE STUDY:

- 1- A comprehensive and rapid review of all defense legislation related to e-learning, and re-issuing new legislation whose goal is to advance e-learning and move it from a state of necessity to a state of permanence.
- 2- Creating fixed legal legislation approved by the National Assembly to regulate the (distance) education process and abolishing the temporary defense legislation related to that. This is to institutionalize e-learning and move it to a state of permanent, not emergency, application.

- 3- Focus on giving the research aspect (distance) a greater space in the e-learning system to establish the research infrastructure that improves the distance education process.
- 4- The need to create legislation to ensure the delivery of communication devices and educational laptops to students who are unable to provide them, especially in remote places.
- 5- The necessity of creating a joint national council that represents educational institutions, higher education institutions, and civil society institutions. This council will be the reference for defense legislation to ensure its effectiveness and ability to improve the national situation.
- 6- The need to develop a plan that systematically introduces e-learning into educational and university curricula and makes it a fixed percentage of the educational system as a whole.
- 7- Creating an attractive environment for Arab and foreign students to study in Jordan by creating international programs for distance e-learning that attract these students to complete their studies from their countries remotely within controls and standards that guarantee the quality and durability of the educational process.

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