The Effect of Regulations and Instructions on the Work Alienation of Faculty Members - Jordanian Universities

Dalal Mohamed AL-Zou′bi
Al-balqa Applied University, Jordan

This study tries to highlight some of the factors affecting the work alienation of faculty members at Jordanian universities, such as the suitability of the regulations and institutions, and the universities commitment of applying it in a correct way, because failure in dealing with work alienation may be due to a lack of suitable regulations and instructions, and incorrect application. Data was collected from faculty members in five Jordanian universities in different ranks, using a questionnaire consisting of three sub-measures. Several conclusions have been reached, and it is expected that they will contribute in helping universities dealing with work alienation successfully.

INTRODUCTION

The higher education sector in Jordan leads a significant role in the development process in its comprehensive concept at different levels and areas. Thus, during the past ten years higher education has achieved significant progress in the terms of diversity of study programs and types of education and learning - the quality and quantity- and the expansion of its institutions, despite the fact that Jordan is suffering from the continuous lack in human and natural resources (Ministry of higher education, 2010), where the number of universities have reached ten public universities and seventeen private ones and fifty-one community colleges.

Developments that have occurred in the higher education sector required more efforts to maintain the quality of this sector, which mean reviewing the law of public and private universities and the Higher Education. This lead to commence new law on Higher Education No. (23) for the year 2009 and the Law of Jordanian Universities No. (20) for the year 2009, which came up with more autonomy in administrative and financial affairs in universities (Ministry of higher education, 2010).

In general, because of the special interest in higher education, the ministry of higher education focused attention on the follow-up to implement the national strategy for higher education and scientific research for the years (2007-2012) to maintain higher education outputs and its competitiveness ability, according to system goals consistent with national objectives of higher education in Jordan which focused on the quantitative and qualitative achievements in this sector (National strategy for higher education and scientific research, 2007- 2012).

Until now, the regulations and instructions (R&I) that regulates the work of of the faculty members in Jordanian universities still working under the umbrella of the temporary Jordanian universities law No (42), for the year 2001 and its amendments. Therefore, under the umbrella of this law, each university developed its own R&I, which differ among themselves in some aspects and details governing the work of faculty members.

Expectations for this difference could lead to a difference in the views of faculty members on the suitability of these R&I to achieve their aspirations in academic and research work, in addition to a difference in their views on the universities management commetment to apply these R&I in a correct way to reach justice and equality among faculty members of the universities. These differences in faculty members views may cause a state of alienation to them, that alienation refers to the condition in which individuals are separated or dislocated from the organizations in which they work. This condition is commonly experienced as feelings of disenchantment and disaffection (Rodney& Mandzuk, 1994).

In this study, work alienation (WA) is hypothesized to be a direct result of R&I developed by the Jordanian universities .This hypothesis reflects sociological (Aiken & Hage, 1966; Blauner, 1964; Braverman, 1974; Seeman, 1975) and social psychological (Kanungo, 1998; Moch, 1980; Mottaz, 1981) explanations that alienation break-up work into discrete, uncontrollable units that limits the individual's autonomy and decision-making. Unable to exercise control over work activities, employees experience feelings of powerlessness, meaninglessness and self-estrangement (Kakabadse, 1986). Therefore this study aims to explore:
1. To what extent the faculty members at Jordanian universities believe that R&I are suitable for their academic and research work, and that universities managements committed to apply it in a correct way.
2. To what extent the faculty members at Jodianian universities feel alienation at work.
3. The effect of the suitability of R&I, and the commitment of applying it in a correct way on the WA of faculty members at Jordanian universities.

Universities are scientific and intellectual centers that are resorted to in order to solve the most difficult problems facing society, and credited for the superior technological innovation and the highest qualified personnel in the world (Faris, 1426 H; Mahjoub, 2003), and the key element to achieve this vision are the faculty members at universities. Therefore it is important to shed the light on issues that they could suffer from, such as WA and it's causes, which have been determined in this study by R&I, in addition to the importance of the faculty members role in a process of education at universities and their substantial contribution in improving educational outcomes, which required more attention from the universities management in creating a suitable work environment, that makes the faculty members feel more comfortable to perform in a high level, and feel less alienation in their work.

A considerable body of research deals with WA, causative factors and the factors that are resulting of it, and it is viewed in many studies as a mediator variable influenced by some factors and affects another, but no study has examined simultaneously the associations among WA and R&I variables in a universities context. Therefore, this paper will examine each of these variables to provide, on one hand, the operational clarity, and on the other hand, theoretical and empirical evidence for the association of these variables.

Therefore, the importance of this study is that it addresses one of the issues affecting the essence of institutions in general, which is the WA of faculty members at the Jordanian universities, since there is no study nationaly or internationaly associate between the universities R&I on one hand and the WA of faculty members on the other hand, the results of this study might help to obtain real information that helps universities management to understand the reality of faculty members WA, and help decision-makers in reducing alienation of them. In addition, there is a possibility to benefit from the results of this study at other higher education institutions, both inside and outside Jordan, as an indication of the importance of faculty members WA which expected to affect their performance.

STATEMENT OF THE PROBLEM

This study examined the suitability of the universities R&I, the commitment of universities management of applying it in a correct way, and the WA (i.e. powerlessness, meaninglessness, self-estrangement, normlessness, social isolation) of faculty members at the Jordanian universities. Therefore the main query of this study is:

What is the effect of the suitability of the universities R&I, and the commitment of universities management to apply it in a correct way, on the WA of faculty members at Jordanian universities?

To answer the research question, the faculty members views of the suitability of the universities R&I, the commitment of universities management to apply these R&I in a correct way, and the degree of WA have been measured through a questionnaire which was distributed among the study sample of faculty members at Jordanian universities.

THEORETICAL BACKGROUND

The emergence of new alienation theory to cope with new forms of alienation as a concept, can be retraced at least 2000 years ago to the Romans and the Gnostics. In modern times, the concept surfaced again in the nineteenth century and owes its resurgence largely to Marx (Geyer, 1998). Although the latter did not deal with alienation explicitly, though processes of globalization and internationalization tended to monopolise people's attention during the last few decades (Geyer, 1998).

Marx developed his theory of alienation against the backdrop of Hegel's philosophy of 'absolute spirit'. Hegel saw history as the progression and transformation of an abstract human spirit (De Vries, n.d). Hegel view that alienation and the reality of existence is rooted in human existence, and that there is schizophrenia inherited between the individual as a creative news coming, want to be existing and between the individual as a subject located under the influence of others and exploitations (Al-Mhamadawi, 2007). Marx rejected Hegel's idealism and instead of that gave a thoroughly materialist account of history. For Marx, it is not the consciousness of men that determines their existence, but their social existence that determines their consciousness. Thus, alienation is not a psychological phenomenon but proceeds from an actual economic fact. Specifically, it is the result of how labour is organised under the capitalist system, that, within the capitalist mode of production, workers invariably lose determination of their lives and destinies, and they never become autonomous, self-realized human beings (De vries, n.d; Marx theory of alienation; Tummers, Bekker& Steijn, 2009). Marx focused on objective WA; workers are alienated when they do not own the means of production or the resulting product. For Marx, labour is what makes us human. Alien labour is, therefore, not voluntary but forced, it is forced labour, in that it is not engaged in for its own sake but motivated by external reasons, and does not produce that which has been imagined by the worker but by the person who owns the labour. Thus, alienation, and specifically alienation from our humanity, entails a loss of freedom (De Vries, n.d).

The introduction of new technologies into the advanced capitalist work process continues to provoke sharp theoretical debate. While mainstream theories predict an upgrading of work content, recent Marxist analysis argue that workplace automation tends to deepen the subordination of the worker beneath the means of production. The study of Vallas (1988) aims to adjudicate between these rival perspectives upon the communications industry in the United States, a highly automated knowledge industry. Official statistics on the changing occupational structure of this industry, combined with survey data on job content, indicate the existence of an upgrading effect between 1950 and 1980. In more recent years, it is found that the more automated the workplace, the less autonomous and conceptually demanding the job tends to be.

Most contemporary sociologists writing on alienation draw on Marx (Blauner, 1964; Seeman, 1959; Shepard, 1971), although, in contrast to Marx, they focus on subjective WA; alienation as perceived by the worker (Tummers et al, 2009). In the social sciences context, alienation defined as the state of feeling estranged or separated from one's milieu, work, products of work, or self. In other contexts the term alienation, can suggest a sense of powerlessness, meaninglessness, normlessness, social isolation, or self-estrangement brought on by the lack of fitness between individual needs or expectations and the social order. In a study by Al-Mhamadawi (2007) aimes to investigate the relation between alienation and self-adjusetment, the results confirmed these concepts that it showed a negative relation between the alienation and self adjusetment.

New types of alienation have entered the scene that are caused by the increasingly accelerating complexification of modern societies. Thus, alienation will always be there, but at least alienation theory can help to discover what one can do about the evitable alienations (Geyer, 1990).

Along with this concept, many researchers confirm the existance of alienation between workers in different sectors; Medhish (2006) found that the WA between the supervisors in Taiz exists, and it is back to job (Educational management), and the findings of Hasinoff study (1993) show that to some degree teachers are alienated along the dimensions of alienation. Hussein (2006) found that 57.6% of employees who are working in the capital secretariate fall within medium and high level of alienation, while the results of Althobaiti study (n.d) in the city of Jeddah indicates that public organizations employees have a moderate level of WA at the rate of 68.8%, and the result of Nair&Vohra study (2010) in six different organizations in the information technology sector in India, showed that 20% of the sample was found to be alienated from work.

The development of life and the concomitant complications in its different aspects influenced directly the psychology of the individual and behaviors, where Rousseau view that civilization robbed of one's own and made him a slave to social institutions established by him, and he is becoming subordinate to it, and here he loses the organic harmony, as is the case in state of nature, then problems happen between what the human should be and what he is actually, and thus alienation occurs (Al-Mhamadawi, 2007).

Alienation is defined by Ludz (1973) and Otto and Featherman (1975) as an individual's subjective feeling that his success is hindered or frustrated by opposing forces even though he may share the same norms regarding goals and means of achieving them with the dominant society. Perkins (1982) defined alienation as the individual's sense of estrangement from or feeling of being foreign in relation to some referent, and he also pointed out that alienation could be situational or global. In other words it is left for the researcher to determine what the individual is alienated from (Nnekwu, 2007). Alienation at the work place refers to that employees may not be able to fulfill their social needs, and they have a form of gap between perceptions of an objective work situation and their certain interests such as values, ideals, and desires (Sulu, Celan& Kaynak, 2010). In his study, Hussein (2006) agreed with this idea that he found a negative correlation between WA and employees needs (material, social, and psychological needs).

WA refers to work conditions that separate the working person from the enjoyment of work products, work processes, social interaction, and realization of talents, and deprive the worker of essential outcomes comprising access to the fruits of production, control over work processes, interacting with co-workers and customers, and realizing the worker's potentialities and talents. WA is thereby a work stress that encompasses work control, powerlessness, and demands that defy the working person's potentialities and talents (Chau-Ku, 2008). A result of the absence of autonomy and control in the workplace, workers may experience alienation. Alienation decreases the motivation of workers, psychologically separates them from work and acts to reduce work involvement (Sulu et al, 2010).

Many researchers made efforts to identify some factors related to person alienation at work, for example; Sarros, Tanewski, Winter, Santora& Denston (2002) found that transformational leadership was associated with lower WA, whereas transactional leadership was associated with higher WA, while organizational structure was not significantly predictive of WA. Banai& Reisel (2007) Found that supportive leadership and job characteristics were related to alienation between workers in Cuba, Germany, Hungary, Isreal, Russia, and the United States, while the study by Banai, Reisel& Probst (2004) in five companies found that leadership, job characteristics, and individual locus of control explained work-related alienation. In their study, Michaels, Corn, Dubinsky& Joachimsthaler (1988) found that higher levels of formalization are found to be associated with greater organizational commitment and less WA, and the study of Althobaiti (n.d) reached that the lack of objective rule, undesirable routine procedures, not willing to sharing information with others, unfair rewards and incentive are the more risk factors of alienation. While the findings of the Nnekwu study (2007) showe that ethnicity or religious affiliation make no significant contribution to the explanation of staff alienation from co-workers, from friends at work, and from job in Nigerian universities.

Other researchers studied the WA as a mediated variable, for example, the results of Cylan& Sulu study (2010) revealed that each of the WA dimensions (powerlessness and social isolation) partially mediated the relationship between the procedural injustice and job stress. And the results of Sulu et al study (2010) revealed that the WA dimensions also, partially mediated the relationship between organizational injustice and organizational commitment. The results of Johnson& Ellett study (1992) supported a positive correlation between the degree of centralization and the degree of teacher WA. The results also showes that when the effects of alienation were statistically controlled, the magnitude of the relationship between centralization and effectiveness was considerably reduced. It has generally been found that alienation in one social institution for an individual may not necessarily mean alienation of that same individual in other social institutions (Nnekwu, 2007).

Research has succinctly demonstrated the adverse impacts of WA on such outcomes as job dissatisfaction, life satisfaction, burnout, work strain, and commodity fetishism. Conversely, the reverse of powerlessness in terms of job autonomy has proven to diminish job dissatisfaction, create role overload, self-derogation, unsafe work behavior, disengagement from work, inadequate coping, and inadequate job performance (Chau-Ku, 2008).

Hirschfeld, Feild& Bedeian (2000) found that WA explained incremental variance in selected workplace adjustment variables (i.e., job involvement, affective organizational commitment, affective occupational commitment, overall job satisfaction, and volitional absence), and Hasinoff (1993) found that alienation has an effect on professional identity, while the study of Walsh (1982) showes that the linking between work dissatisfaction and general alienation received little support from collected data, and the study of walsh& Rosenthal (1981), findings showes that a direct relationship between occupational prestige and alienation were not supported by collected data. In a study by Chisholm& Cummings (1979), the results indicate a lack of relationships between the nature of jobs and experienced WA and a broad pattern of relationships exists between alienation from work and measures of work-related behavior. The results of the study of Coburn (1979) reveals a weak relationships between work perceived as monotonous and general psychological and physical well-being and between alienation as job-worker incongruence and health.

Thus, identification and study of the factors and causes of work WA seems very importantant to the institutions outcomes. Therefore the interest of this study is to come up with perceptions of some factors might affect the faculty members WA like R&I that regulate their jobs at Jordanian universities. To achieve the purpose of the study the author rely on Seeman classification (1971) of the alienation dimintions as follow:

1. Meaninglessness: refers to information processing problems on the input side, where "incoming information" is viewed as meaningless (Geyer, 1990).The literature also suggests that the work conditions of meaninglessness are another important determinant of self-estrangement in work (Kohn, 1976; Seeman, 1975). Unlike powerlessness, which refers to descriptions of work conditions and processes, meaninglessness is the employees' description of his or her integration into the work process (Horton, 1964). More specifically, meaninglessness exists 'when workers feel they contribute little to the overall production process and hence do not see the significance of their role in it (Mottaz, 1981). If job tasks are seen as dull, boring, unchallenging, and separate from other work activities, then employees might feel their work contribution is meaningless. A state of meaninglessness at work will contribute to an overall feeling of estrangement from the work process (Geyer, 1990). Nair&Vohra (2010) found that the strongest predictors of WA were found to be lack of meaningful work, inability of work to allow for self-expression, and poor quality work relationships.

2. Powerlessness: refers to problems on the output side, since power is usually defined as the capability to decrease (or increase!) the individual's alternatives for acting on the environment (Geyer, 1990). Powerlessness is the absence of control over events in a person's life and an employee's inability to control work process at the workplace. Powerlessness means that one has no influence on decisions. Many studies have emphasized the negative consequences of feelings of powerlessness. To provide employees to access resources and determine their roles increases

sense of power. Equitable distribution of resources and job autonomy are likely to enhance an individual's sense of power (Sulu et al, 2010). According to Kakabadse (1986), powerlessness represents 'the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks. In other words, powerlessness can be equated with a lack of job autonomy and participation, employees have limited freedom (within the prescribed task domain) to exert control over work activities (Aiken and Hage, 1966; Ashforth, 1989; Mottaz, 1981).

3. Self-estrangement, the most psychiatric dimension: refers to problems in what can be called the state functions, roughly, the system's memory, where "raw", relatively uncoded past experiences are stored, considered repressed in the psychoanalytic treatment of alienation (Geyer,1990). Self-estrangement is a critical dimension in the WA literature, where it tends to be associated with the task conditions of powerlessness and meaninglessness (Blauner, 1964; Seeman, 1975). Self estrangement can occur when the work process is perceived as alien to the individual, and independent of his contributions. Aspects of the formal work system reinforce the importance of functional roles and responsibilities to the organization; external rewards serve to limit the creative contributions of employees. In this environment, employees might lack an intrinsic fulfillment in work and express feelings of self-estrangement (Mottaz, 1981). Self-estrangement at work has been associated with job tasks that are narrow in scope and depth i.e. unable to provide employees with acceptable levels of intrinsic job engagement and fulfillment. The results of Mottaz study (1981) suggest that individual work values interact with perceptions of the work situation to produce different levels of self-estrangement, and that job conditions are important factors for explaining feelings of self-estrangement. In particular, lack of control over task activities (powerlessness) and lack of meaningful work (meaninglessness) are found to be the most powerful predictors.

4. Normlessness: refers to problems in the decisional functions, which contain a representation of the relevant information the individual has collected in all the situations he has ever been in; the decisional functions can be said to contain: an environment mapping , a value (goal) hierarchy, and procedural rules. Indicating what to do given a certain image of the environment and certain goals (Geyer, 1990).

5. Social isolation: refers to a relative absence of inputs and outputs. A socially isolated employee is not supported or helped by his or her colleagues or supervisors. Employees have not enough inclusion and socially acceptance at workplace and perceive that they have a lack of integration with their coworkers, their occupation, or the organization they work (Geyer, 1990). Workplace isolation is a psychological construct which defines perceived isolation of employees' from the organization and coworkers. Workplace isolation has two dimensions, namely organization isolation and colleague isolation. Organization isolation refers how much supervisor and the organization support employees and how well employees' contributions are taken into consideration. On the other hand, colleague isolation means how isolated an employee feels from colleagues and other workers (Sulu et al, 2010).

Based on the situation on the ground, this study decided to work with faculty members alienation that affected by universities R&I, since R&I from casual observation tended to suggest that these factors were bound to affect feelings of the faculty members of alienation.

RESEARCH DESIGN & METHODOLOGY

Research Questions & Hypotheses
Tow questions and two hypotheses are derived from the main study query:

Q1: To what extent the faculty members at Jordanian universities believe that R&I are suitable for their work, and the universities management committed to applying these R&I in a correct way?

Q2: To what extent the faculty members at Jordanian universities feel alienation at Work?

H1: The suitability of R&I, the academic rank, and the type of university have a significant statistical effect on the WA of the faculty members at Jordanian universities.

H2: The universities management commitment of applying R&I in a correct way, the academic rank, and the type of university have a significant statistical effect on the WA of the faculty members at Jordanian universities.

Assessment of Variables

A questionnaire was used to assess:

1. The independent variables:
   a- The suitability of Jordanian universites R&I.
   b- The universities commitment of applying R&I.
2. Moderating variables:
   a- Academic rank of the faculty members.
   b- The type of the university

The dependent variable: The WA of the faculty members at Jordanian universitie.

Data Collection

This study is a causal study, and to achieve the objectives of it, the survey strategy used to carry out this study in five Jordanian universities (2 of them are public, and 3 are private) selected randomly by using a simple random sample of nearly 20% of the total number of the Jordanian universities, which is 27 university (10 public, 17 private). The study sample included 20% of the faculty members in the five selected universities. This sample selected randomly by using random stratified sample in each university according to the academic rank of the faculty members. The sample size was determined according to the opinion of the specialists in research methods as, Alnajar, Alnajar & Alzoubi (2010) who suggested that the sample size in multivariate research should not be less than ten times of the number of the study variables.

The distribution and collection of the questionnaire took about two months at the beginning of 2011. Table (1) shows the study population, sample and response rate of the study sample.

TABLE 1
RESPONSES RATIO OF THE STUDY SAMPLE

Type of university	Population	Sample	No of Responses	% of Responses
Public	1293	260	194	74.6%
Private	562	114	95	83.3%
Total	1855	374	289	77.3%

Study Tool

A questionnaire was constructed and used by the researcher to achieve the purpose of the study. This tool includes three sub-measures all of which are dealt with in this paper:

First, The measure of the suitability of R&I . It includes 30 items.

Second, The measure of the universities management commitment of applying R&I in a correct way. It includes 30 items (same itemes were used in the first and second sub measure).

Third, The measure of the WA of the faculty members. It includes 40 items distributed over five areas: powerlessness (item 1-8), meaningless (item 9-16), self-estrangement (item 17-24) normlessness (item 25-32), social isolation (item 33-40),   (See sample of the items of the three sub measures – appendix 1). The respondents answers were obtained by using Leckert quintuple scale as follows:
(1) A very high degree (2) High degree (3) Average degree (4) low degree (5) very low degree

Validity & Reliability

The validity has been reached by presenting the questionnaire to a number of specialized referees. it was presented to 16 referees specializing in psychology, sociology, management, educational administration, and English laungage at Yarmouk University, Jadara University, Al-Balqa' Applied University.

Cronbach's Alpha value was used to assess the internal consistency of the research three sub-measures, which were (0.91), (0.90) and (0.94) for the first, second and the third respectively. These values confirmed the high reliability of the questionnaire. After data collection, it was analyzed using statistical packages programs of social sciences SPSS. Means and percentages were used to answer the first and second question, and multiple regression analysis to test the first and second hypotheses.

RESULTS AND DISCUSSION

Q1: To what extent the faculty members at Jordanian universities believe that R&I are suitable for their work, and the universities management committed to applying these R&I in a correct way?

To answer this question, means were calculated regarding the two sub-measures shown in table 2 to reach the level of the study sample believes about the suitability and the commitment of applying R&I in a correct way. Frequencies, and percentages were reached also by dividing the study sample answers to three levels; high (30-69), moderate (70-110), low (111-150).

TABLE 2
MEANS, FREQUENCIES, AND PERCENTAGE OF THE STUDY SAMPLE RESPONSES FOR THE FIRST AND SECOND SUB-MEASURE

			First Sub- Measure		Second Sub- Measure	
			Suitability of R&I		Commitment of applying R&I	
Moderate Variables		N	Mean		Mean	
Academic Rank	Assistant Prof	160	3.04		3.10	
	Associate Prof	81	3.06		3.07	
	Professor	48	3.04		3.19	
	Total	289	3.05		3.10	
Type of University	Public U	194	3.03		3.07	
	Private U	95	3.08		3.18	
	Total	289	3.05		3.10	
Levels of the responses		Frequencies	Percent%	Frequencies	Percent%	
High		30	10.4	21	7.3	
Moderate		231	79.9	227	78.5	
Low		28	9.7	41	14.2	
Total		289	100.0	289	100.0	

First Sub-Measure

Table 2 shows that the total mean (3.05) and all means according to the academic rank, and the type of university are close to the mid-premise which is 3.This mean that the suitability of R&I from the point of view of the faculty members at Jordanian universities is moderate. This result indicates that there is no difference in the view of the faculty members towards the suitability of the R&I according to their academic rank or the type of their universities; this might be pointing to a big similarity between Jordanian universities in their R&I. The same table shows that most of the faculty members (259 persons, 89.6%) believe that R&I are suitable in a moderate or low level, while the individuals who believe that it is suitable in a high level are much lesser (30 person, 10.4%). Therefore, i can say that means, frequencies, and percentage reflect the dissatisfaction of the faculty members at the public and private universities of the suitability of R&I that regulates their work, and they believe that it should be better to meet their needs and aspirations.

Second Sub-Measure

Table 2 shows that the total mean (3.10) and all means according to the academic rank, and the type of university are very slightly higher than the mid-premise which is 3.This mean that the university management commitment of applying R&I in a correct way from the point of view of the faculty members at Jordanian universities is slightly less than moderate. This result indicates that there is a little difference in the view of the faculty members toward the commitment of applying the R&I according to their academic rank, and the type of university, that professors seems to be more dissatisfaction than associate or assistant professors, and the faculty members at the private universities also, seems to be more dissatisfaction than public universities. The same table shows that the most of the faculty members (268 persons, 92.7%) believe that the universities commitment of applying R&I are in a moderate or low level, while the individuals who believe that the commitment in a high level are much lesser (21 person, 7.3%). Thereby, i can say that means, frequencies, and percentage reflect the dissatisfaction of the faculty members at the public and private universities of the universities management commitment of applying R&I that regulate their work, and they believe that it should be better to meet their needs and aspiration.

Laws and R&I forms the legal dimension of the organizations environment of the various institutions, including universities, in addition to other dimensions such as; Administrative policies, organizational structure, technology used, the external environment, and the pattern of relationships and communication within the universities prevailing environment (Altaweel, 2006). These R&I governing the work of the faculty members in terms of rights and duties associated with their work, therefore, the results that was reached to answer the first question in the first sub-measure (table 2) reflects that, these R&I did not reach the level of professionalism convinced the faculty members and might be considered the appropriate legal framework to protect their interests and rights. This may be due to that Jordan, like other developing countries is subject to many pressures, namely the lack of financial resources in various sectors, including universities, which is considered the actual obstacle to the development of R&I to fit the scientific position of faculty member and their efforts comparing with others at developed countries, since any development of these R&I means more spending. For example, the payroll system, retirement pension, overtime, and health insurance..etc, which is under significant criticism. Sometimes the faculty member's salary does not match the salary of a university graduate working at private sector.

There is no difference in this situation between the public and private universities, as Ph.D holders in Jordan are large, with a little demand on them, especially in the field of humanities, therefore, individuals accept the work without convinced of features of this work, which cause many of a negative feelings as; alienation in the workplace, lack of control over things, apathy, lack of sense of loyalty and belonging, psychological and social isolation, in addition to Low level of performance, satisfaction, and participation. In general, The interest in the elements that form the organizational universities environment, as, R&I is very important because of its reflection on the work environment at the individual and collective level, it is either contribute in creating a healthy environment able to cope with the problems facing the work, and improving the universities outputs, or could help in creating unhealthy environment that hinders the process of achieving the goals of universities (Almograbi, 2000).

The result of the second sub-measure (table 2) points out that the dissatisfaction of the faculty members for not applying the R&I in a correct way is higher than their believes of its suitability. This, because the concept of applying something in a correct way connected in many ways to other concepts like; justice, objectivity, integrity, equality etc, which illustrate the point of view of the study sample.

The lack of satisfaction of faculty members for not applying the R&I in a correct way, may be, caused by that the management model prevails in the institutions, including universities, in developing countries in general as Jordan, is a management by corruption, or as Max Weber named; the traditional model. This model prevails in the societies which suffer from the lack of Institutional work, and it is not based on a high intrinsic values, but in fact dominated by chaos, corruption, and giving priority to the personal benefits is above the public benefits (Asaf, 2005). Many Jordanian universities makes attempts to apply more advanced management models, such as, management by sufficiency, management by efficiency, or management by effectiveness as; a total quality management. But, the model of management by corruption remains permeates these attempts, because the social culture which is based on the pressure on decision-makers through nepotism and favoritism are a real hindrance to any attempts to advance the university management to be more scientific and objective, so it will be found that faculty members are suffering from this situation, which is leading to a negative feelings in terms of justice, and the preservation of their rights, and may feel alienation at work. Many examples reflect the incorrect application of R&I as; excesses in the appointments, terms of academic promotion, financial support of scientific research and conferences, training, recruitment in the administrative positions, and renewal contracts for farther academic period of the retirement age etc. All of these excesses can be done through social connections with influential officials in the university. The non- application of R&I fairly, create a sense of frustration, dissatisfaction, and alienation, which negatively affects the faculty members productivity and their behaviors, so, they are starting to practice some of unacceptable behaviors to achieve their goals and interests.

Q2: To what extent the faculty members at Jordanian universities feel alienation.

To answer this question, means were calculated regarding the third sub-measure shown in table 3 to reach the level of the study sample WA. Frequencies, and percentages were reached also by dividing the study sample answers to three levels; high (40-93), moderate (94-146), low (147-200).

Third Sub-Measure
Table 3 shows that the total mean (2.68) for the third sub-measure (WA) is less than the mid-premise which is 3. This indicates that the WA from the point of view of the faculty members at Jordanian universities is higher than moderate. In view of the alienation areas means, it found that the area of powerlessness get the lesser mean (2.41) and the area of normlessness get the higher mean (3.02). This points to that powerlessness is the largest source of alienation, followed by self-estrangement, and then meaningless, followed by social isolation, and the smallest source is normlessness.

According to the academic rank, the same table shows that the lesser mean (2.53) back to the associate professors, followed by the assistant professors, where is the higher one (2.93) back to the professors.This mean that the associate professors feel alienation at work more than the other academic ranks. As for the type of university, the lesser mean (2.65) back to the public universities, which mean that WA of faculty members at the public university is slightly higher than those at private universities. The same table shows that the most of the faculty members (266 persons, 92%) feel alienation in a moderate or high level, while the individuals who feel alienation in a low level are much lesser (23 person, 8.0%). Thereby, i can say that means, frequencies, and percentage reflect the existence of alienation at work for the faculty members at the public and private universities.

TABLE 3
MEANS, FREQUENCIES, AND PERCENTAGE OF THE STUDY SAMPLE RESPONSES FOR THE THIRD SUB-MEASURE (WORK ALIENATION)

			Third Sub-Measure					
			WA Areas					
			Powerless-ness	Meaningl-essness	Selfestra-ngement	Normle-ssness	Social -isolatin	Total
		N	Mean	Mean	Mean	Mean	Mean	
Academic Rank	Assistant Prof	160	2.34	2.55	2.55	3.08	2.83	2.67
	Associate Prof	81	2.30	2.50	2.41	2.94	2.53	2.53
	Professor	48	2.80	3.08	2.83	2.95	2.99	2.93
	Total	289	2.41	2.62	2,55	3.02	2.78	2.68
Type of University	Public U	194	2.33	2.60	2.54	3.07	2.73	265
	Private U	95	2.57	2.67	2.59	2.91	2.86	2.72
	Total	289	2.41	2.62	2.55	3.02	2.78	2.68
Levels of the responses			Frequencies		Percent%			
High			93		32.1			
Moderate			173		59.9			
Low			23		8.0			
Total			289		100.0			

The results of the third sub-measure (table 2) confirmed through many studies which reached the existence of alienation in many sectors and different samples (Althobaiti, n.d; Hasinoff, 1993; Hussein, 2006; Medhish, 2006; Nair&Vohra, 2010). This mean that faculty members at universities are like others, can be alienated at work for many reasons such as; The faculty members perceived challenges of the functions of the work, which can arise and turn out to be great difficulties in work brings boredom and meaninglessness, In addition to the organization of the work and the environment at universities, as the exaggerated means a lot of laws, regulations, instructions, and procedures which lead to the emergence of fatigue and stressful for the faculty members. And also, the social consolidation of the work environment, as maximizing it may lead to increased irritation and collision with others emotions, and loss of autonomy, and minimizing it may cause isolation and lack of support, and finally, the compatibility and harmony of the work at universities, values, standards and goals, as many of them lead to the lack of vision for the outcomes and endings, and a few of them may lead the individual to do things against his conscience and non-standard, and they are not compatible with social norms and contrary to the community laws. This existence of alienation may cause some negative effects as; Loss of creative and innovation, loss of pleasure and work motivation, decrease in the impact and effectiveness, conflicts and isolation, resistance to change, even though the change for the better, and lack of or reduction in quality of life and personal acceptance and self-satisfaction.

The same results (table 2) shows that the associate professors are more alienated than other ranks, and faculty members at the public universities are more alienated than the private ones. This may be explained by that associate professors fall in the middle of experience, and age, and their future expectations are much higher than others, because they are seeking seriously to be promoted to the professor rank, which is important in the society of Jordanian universities because it opens broad prospects especially for work in other countries such as the Gulf countries. Therefore, holders of this rank has been affected by different variables in the work environment that cause WA more than the other ranks.

Also, the faculty members feelings of alienation in public universities which is more than the private universities, may explain, that the control, follow-up, and the degree of obligation to follow the laws and

regulations are more than in private universities. In addition to that the proportion of turnover in work in the private universities are larger than public one, so the faculty member at private university testing different environments, while, faculty member at the public university remains committed to work for it for a long time, which mean the remains of the same factors that cause alienation for them.

> **H1**: *The suitability of R&I, the academic rank, and the type of university have a significant statistical effect on the WA of the faculty members at Jordanian universities.*

To test this hypothesis, multiple regression analysis was used as shown in Tables (4-6).

TABLE 4
MODEL SUMMARY- THE IMPACT ON (WA)

Independent variables	Multi Correlation Coefficient- R	R-Square	R- Square Change	Standard Error
Suitability of R&I, Rank, Type of university	0.277	0.077	0.067	0.610

TABLE 5
REGRESSION VARIANCE ANALYSIS (WA)

Source of Variance	Sum of Squares	df	Mean Squares	F Value	Sig
Regression	8.828	3	2.943	7.903	0.000*
Remaining	106.117	285	0.372		
Total	114.944	288			

*P < 0.0

TABLE 6
REGRESSION COEFFICIENTS (WA)

Independent Variables	Non-standard Regression Coefficient		Standard Regression Beta	T Value	Sig
	Normal Regression Coefficient-B	Std. Error			
Constant	3.297	0.235		14.044	0.000
R&I	-0.287	0.064	-0.255	-4.477	0.000*
Rank	0.083	0.048	0.099	1.739	0.083
Type of University	0.090	0.077	0.067	1.168	0.244

* P < 0.05

Table 4, shows that the three independent variables explain 7.7% (R- square value) of the variance of WA variable, while the remaining percentage refers to other unknown variables. To understand if R-square value has statistical significance, regression variance was analyzed (table 5), and it shows the presence of statistical significance at p < 0.000 level regarding the source of the three variables together. This result confirms that the impact of The suitability of R&I, the academic rank, and the type of

university on the work WA of the faculty members at Jordanian universities is clear. Table 6 shows regression coefficients of the three variables. It shows a negative statistical significant correlation between the independent variable; the suitability of R&I (p<0.000), and the dependent variable; the faculty WA, and there is no statistical significant correlation with the other variables. This statistical significance correlation indicated the importance of the correlation between the suitability of R&I, and the faculty members work alienation. This mean that if the R&I are not suitable, the faculty members WA will be existed and may excess the acceptable level. This confirmed by the strength of correlation (Beta value, -0.255) which is the higher one between the three independent variables, this result is natural due to the fact that this variable is the most influential among the three variables as shown by its statistical significance.

The results of this hypothesis show that the independent variables have statistical significance impact on the WA of the faculty members, which mean that this hypothesis was confirmed. The contribution of the independent variables in explaining the variance of the WA is logical (R^2 =7.7%), that feeling of alienation is a subject to a sociological and social factors, and there are hundreds of these factors may affect alienation of faculty members such as; university structure, style of leadership, management policy, relation with others, communication system at university, the university culture, changing and sophisticated technology. external environment (political, economical, and social) . In addition to the psychological factors such as; Negative self-perception and understanding, Conflict between the opposing motives and desires, frustration and its associated sense of disappointment, failure, and self-contempt and deprivation and the human being philosophy of his values which shape his behavior , and explain his life and his world in the light of some symbols and meanings associated with it, and without it, he might suffer a sense of alienation and loses his existence as a human being.

This statistical significance result emphasizes the importance of R&I that organizes the work of faculty members at universities and its effect on alienation of them. This means that the suitability of the R&I is a subject of query about, therefore, this result may stun the decision-makers in the various universities who believe that they have developed good and suitable R&I for faculty members. In other words, this significant result may go back to that R&I are affect directly the details of the faculty members career. So, if they see that it is unable to meet their needs and assist them in professional growth, It is expected that a sense of helplessness and a lack of control and harmony in the work environment will generate, which means alienation at work and a sense of separation from the university community and the values and norms prevailing, therefore feel of dissatisfaction which may lead to weakness in productivity and sense of belonging and loyalty.

Looking at results in table (6), there was statistical significance correlation between the R&I variable, and the WA variable. This can be explained according to the fact that R&I have direct effect on WA because of its importance in regulating and developing their career. This negative correlation means that more suitability of R&I less feeling of alienation. The none existence of statistical significance correlation among the rest variables (Rank, Type of university) and WA variable doesn't mean that there is no correlation, but this correlation is weak, this may refer to that these R&I are the same important and effect for the different faculty members ranks, and the two types of universities because they are working under the umbrella of the law of Jordanian universities No 20 for the year 2009.

> **H2**: *The universities management commitment of applying R&I in a correct way, the academic rank, and the type of university have a significant statistical effect on the WA of the faculty members at Jordanian universities.*

To test this hypothesis, multiple regression analysis was used as shown in Tables (7-9).

TABLE 7
MODEL SUMMARY- THE IMPACT ON (WA)

Independent Variables	Multi Correlation Coefficient-R	R -Square	R- Square Change	Standard Error
Universities commitment of applying R&I, Rank, Type of university.	0.297	0.088	0.079	0.606

TABLE 8
REGRESSION VARIANCE ANALYSIS (WA)

Source of Variance	Sum of Squares	df	Mean Square	F Value	Sig.
Regression	10.147	3	3.382	9.198	0.000*
Remaining	104.798	285	0.368		
Total	114.944	288			

*$P < 0.05$

TABLE 9
REGRESSION COEFFICIENTS (WA)

Independent Variables	Non-Standard Regression Coefficient		Standard Regression Beta	T Value	Sig.
	Normal Regression Coefficient-B	Std. Error			
Constant	3.382	0.235		14.364	0.000
Universities commitment of applying R&I	-0.325	0.067	-0.278	-4.887	0.000*
Rank	0.094	0.047	0.113	1.983	0.048*
Type of university	0.114	0.077	0.085	1.494	0.136

*$P < 0.05$

Table 7 shows that the three independent variables explain 8.8% (R- square value) of the variance of WA variable, while the remaining percentage refers to other unknown variables. To understand if R-square value has statistical significance, regression variance was analyzed (table 8), and it shows the presence of statistical significance at $p < 0.000$ level regarding the source of the three variables together. This result confirms that the impact of the university management commitment of applying R&I in a correct way, the academic rank, and the type of university on the WA of the faculty members at Jordanian universities is clear. Table 9 shows regression coefficients of the three variables. It shows a negative statistical significance correlation between the independent variable; the university management commitment of applying R&I in a correct way ($p<0.000$), and the dependent variable; the faculty WA. And apositive statistical significant correlation between the independent variable; the academic rank ($P<0.048$), and the dependent variable, and there is no significant correlation back to the type of university. This statistical significance correlation indicated the importance of the correlation between the commitment of applying R&I, the academic rank on one hand and the faculty members WA on the other hand. This mean that if there is no commitment of applying R&I in a correct way, the faculty members

WA will be existed and may be excess the acceptable level. Also the positive correlation between academic rank and the WA means that the higher academic rank of faculty member, the largest feeling of alienation. This confirmed by the strength of correlation of the commitment of applying R&I (Beta value; -0.278) which is the higher one between the three independent variables, this result is natural due to the fact that this variable is the most influential among the three variables as shown by its statistical significance, followed by the academic rank (Beta value; 0.113).

The results of this hypothesis showed that the independent variables have statistical significance impact on the WA of the faculty members, which mean that this hypothesis was confirmed. The contribution of the independent variables in explaining the variance of the WA is logical (R^2 =8.8 %), that, as i mensioned befor, feeling of alienation is a subject to a sociological and social factors, and there are a hundreds of these factors may affect alienation of faculty members.

This statistical significant result emphasizes the importance of applying R&I in a correct way at universities and its effect on alienation of them. This means that applying R&I in a correct way is a subject of query about, in other words, this significant result may back to that R&I which affect directly the faculty members career are applied improperly. So, if they see that it is unable to meet their needs and assist them in professional growth, It is expected that faculty members may feel many things as; a sense of injustice resulting from the bias in the dealing, low confidence in the universities management, a feeling of jealousy and hatred between colleagues, resorting to methods of illegal access to the targets, frustration, poor performance caused by the feeling that good performance will not make a difference, but the relation with management have the strongest effect, that applying these R&I are different according to this relation and its strength, in addition to faculty member's ability to exercise social pressure on university management. All these feelings and actions will lead the faculty members to feel alienation at work place.

Looking at results in table (9), there was statistical significance correlation between the commitment of applying R&I in a correct way, rank variables and the WA variable. This can be explained according to the fact that applying R&I in a correct way have direct effect on WA because of its important to regulate and develop their career, and generate feeling of justice. This negative correlation mean that more commitment of applying R&I in a correct way less feeling of alienation. The positive significance correlation between the rank of faculty members variable and WA variable mean that highest rank more feeling of alienation, this may be result from the higher expectations of the faculty members that the higher rank will deal with it more respectively and objectively, and the universities managements will discriminate between faculty members and meet their needs according to their ranks. At the ground this does not happen, a faculty member in a lower rank may reach his needs more than one in a higher rank, this because, as i mentioned before, nepotism and favoritism is stronger than anything else, such as efficiency, or academic rank. The none existence of statistical significance correlation among the type of university and WA variables doesn't mean that there is no correlation, but this correlation is weak, this may illustrates, that applying R&I at public and private universities are subject to the same social pressures which form the culture of Jordanian society, where there is a belief among many of them that they cannot gain access to what they want without exercising pressure on the decision makers.

Recommendations and Suggestions
Based on the findings of the study, the researcher recommends that:
1. Universities should review the R&I and take the views and suggestions of the faculty members into account.
2. Universities should make more efforts in applying the R&I in a correct way to ensure more justice and belonging to the teaching profession.
3. Universities should identify the factors that cause WA of faculty members and try to reduce these feelings by addressing the reasons.
4. Similar studies may be carried out in other universities outside Jordan to identify the status of the WA of the faculty members in these universities.

CONCLUSION

This study deals with two questions and two hypotheses, focusing on the effect of the suitability of R&I , the commitment of the universities management in applying R&I in a correct way on the faculty members WA at Jordanian universities. If universities want to reduce alienation of faculty members in order to improve their performance and productivity, and meet their needs, they should pay attention to the suitability of R&I, applying it in a correct way. This study aims at starting a practical study on faculty members perceptions of the suitability of R&I, and the extent of universities management commitment in applying these R&I. It is also aims at identifying whether these suitability of R&I and the commitment of applying it in a correct way have an effect on the WA of faculty members.

Understanding faculty members WA status at Jordanian universities might be an indicator to some extent, for researchers, and the people interested in this subject to do further researches in this field. Data was collected from faculty members in five universities (the study sample; two public and three private) from different academic rank (professor, associate professor, assistant professor), by using a questionnaire to measure the three variables of the study (suitability of R&I, commitment of applying R&I in a correct way, WA).

Referring to the outcomes of this study, it is clear that the suitability of R&I at Jordanian universities is moderate, the university management commitment of applying R&I in a correct way at Jordanian universities is slightly less than moderate, and the WA of the faculty members at Jordanian universities is higher than moderate.

In contrast, the effect of the suitability of R&I, and the university commitment of applying R&I on the WA of faculty members is clear and has statistical significance, as shown by the regression analysis. From the foregoing ideas, we can deduce that the status of WA in the two types of universities is convergent.

This encourages researchers to conduct further research on this subject at Jordanian universities by trying to study another factors in the university enviornment that may affect the alienation of faculty members, and identify the important of these factors and its effect on WA. Furthermore, these results encourage researchers to study this issue in other institutions as it is a phsychology and social subject that has not been adequately understood.

NOTES

[1] This work has been carried out during sabbatical leave granted to dr. dalal mohamed al-zoubi from Al-Balqa' Applied University (BAU) during the academic year 2010/2011.

[2] Dalal M Al-Zoubi is an associate professor in the educational science department, Irbid college, Al-balqa applied university, Jordan. She graduated from Amman Arab university for graduate students, with phD in educational administration. Her main research interests are in the field of higher education studies, such as, the utilization of knowledge management, the successful use of knowledge management in teaching and learning, in addition to the academic issues and students learning. Dr Zoubi has published many papers in international and national journals, as well as in various international and national conference proceedings. She has taught several courses for the BA and masters′ degree .Dr. Zoubi has taught in more than one university and occupied the position of assistant dean for students affairs, financial affairs, educational affairs in Irbid college, Al-balqa applied university for ten years.

REFERENCES

Aiken, M., & Hage, J. (1966). Organization Alienation: A comparative Analysis, *American Sociological Review*, 31, 497–507.

Al-Mhamadawi, H. I. H. (2007*). The Relationship Between Alienation and Psychological Adjustment of the Iraqi Community in Sweden*, Unpublished Doctoral Dissertation, Arab Open Academy, Copenhagen, Denmark.

Almograbi, K. M. (2000). *Fundamentals and Principles of Administration*, Alreyad: Dar Alkrajy for Publication.

Alnajar, F. j., Alnajar, N. j., & Alzoubi, M. R. (2010).*Scientific Research Methods- Applied Perspective*, Amman, Jordan: Dar Alhamad for Publication.

Altaweel, H. A. S. (2006). *Educational Administration- Concepts and Prospects*, Amman, Jordan: Wael Publication.

Althobaity, M. W. (n.d). *The Job Alienation of Public Organizations in Jeddah City*. Retriveved from: http://www.kau.edu.sa/Files/306/Researches/47631_19065.pdf.

Asaf, A. M. (2005). *I Theory of Excellent Management,* Amman, Jordan: Wael Publication.

Ashforth, B. E. (1989). The Experience of Powerlessness in Organizations, *Organizational Behavior and Human Decision Processes*, 43, (2), 207–242.

Banai, M., & Reisel, W. D. (2007). The Influence of Supportive Leadership and Job Characteristics on Work Alienation : Asix- Country Invistigation, *Journal of World Business,* 42*,* (4), 463-476.

Banai, M., Reisel, W. D., & Probst, T. M. (2004). A Managerial and Personal Control Model: Prediction of Work Alienation and Organizational Commitment in Hungary, *Journal of International Management,* 10, (3), 375-392.

Blauner, R. (1964). *Alienation and Freedom:The Factory Worker and His Industry*, Chicago: University of Chicago Press.

Braverman, H. (1974). *Labor and Monopoly Capital*, New York: Monthly Review Press.

Ceylan, A., & Sulu, S. (2010). Work Alienation as A mediator of the Relationship of Procedural Injustice to Job stress, *South East European Journal of Economics & Business,* 5, (2), 65-74.

Chau-Kiu, ch. (2008). Lagged Harm of Work Restructuring and Work Alienation to Work Commitment, *International Journal of Employment Studies*, October1.

Chisholm, R. F., & Cummings,Th.G. (1979). Job Characteristics, Alienation, and Work-Related Behavior: A Study of Professional Employees, *Journal of Management*, 5, (1), 59-71.

Coburn, D. (1979). Job Alienation and Well-Being, *International Journal of Health Services: Planning, Administration, Evaluation,* 9*,* (1), 41-59.

De Vries, J. (n.d). Alienation & Academia "Remember Your Humanity, and Forget the Rest", *Amsterdam Social Science.*

Faris, M. (18November,1426 H). *Knowledge Management and Innovation: The Place of Arab Universities in These Development* . Paper Presented in the Strategic Management Seminar in Higher Education Institutions, King Khalid University, Saudi Arabia.

Geyer, F.(1990). *Political Alienation and Environmental Complexity Reduction, Kybernetes,*19,(2),11-31.

Geyer, F. (July 26,1998). Socio Cybernetics and the New Alienations, *Paper Presented at the 14th* World Congress of Sociology, Montreal, July 26- August 1.

Hasinoff, Sh. (1993). *The Effect of Alienation on the Professional Identity of Student Teachers* Electronic Doctoral Theses and Dissertations, University of Manitoba.

Hirschfeld, R.R., Feild, H. S., & Bedeian, A. G. (2000). Work Alienation as an Individual- Difference Construct for Predicting Workplace Adjustment: A Test in Two Samples, *Journal of Applied Social psychology,* 30, (9), 1880- 1902.

Horton, J. (1964). 'The Dehumanization of Anomie and Alienation: A Problem in the Ideology of Sociology', *The British Journal of Sociology*, December, 283–300.

Hussein, K. A. (2006). *Job Alienation and Its Relationship to the Staff Needs, Applied Studies on Government Departments in Sana'a*, Upublished *Master Thesis*, Sana'a University, Yemen.

Johnson, B. L. Jr.,& Ellett, Ch. D. (April 20,1992). *Analysis of School Level Learning Environment: Centralized Decision-Making, Teacher Work Alienation and Organizational Effectiveness*, Paper Presented at the Annual Meeting of the American Educational Research Association , San Francisco, CA, April 20-24, 42 pp.

Kakabadse, A. (1986). 'Organizational Alienation and Job Climate: A Comparative Study of Structural Conditions and Psychological Adjustment', *Small Group Behavior*, 17, (4),458–471.

Kanungo, R. N. (1998). 'Leadership in Organizations: Looking Ahead to the 21st Century', *Canadian Psychology*, 39, 71–82.

Kohn, M. L. (1976). 'Occupational Structure and Alienation', *American Journal of Sociology*,82, (1), 111–130.

Ludz, C. P. (1973), 'Alienation as A Social Concept in the Social Sciences', *Current Sociology* 31, (1).

Mahjoub, B. F. (2003*). Arab Universities Management in the Light of International Standards*. Cairo, Egpt: Arab Organization for Administrative Development.

Marx's Theory of Alienation. Retrieved From: http://www.answers.com/topic/marx theoryofalienation#ixzz1DrgaJrRO.

Medhish, G. A. (2006). *Supervisors Work Alienation in the Schools of General Education in Taiz,* Unpublished Master Thesis, Tais University, Yemen.

Michaels, R. E. , Cron, W. L. , Dubinsky, A. J. , & Joachimsthaler, E. A. (1988). Influence of Formalization on the Organizational Commitment and Work Alienation of Salespeople and Industrial Buyers, *Journal of Marketing Research,* 25, (4), 376-383.

Ministry of Higher Education and Scientific Research. Retrieved from: *http://www.mohe.gov.jo/brief/briefMohe1/tabid/558/Default.aspx.*

National Strategy for Higher Educationand Scientific Research (2007-2012).Retrieved from: *http://mohe.gov.jo/Portals/0/Strategy/NS20072012.pdf*

Moch, M. K. (1980). 'Job Involvement, Internal Motivation, and Employees' Integration Into Networks of Work Relationships', *Organizational Behavior and Human Performance*, 25, 15–31.

Mottaz, C. J. (1981). 'Some Determinants of Work Alienation', *Sociological Quarterly*, 22, (4), 515–529.

Nair, N., & Vohra, N. (2010). An Exploration of Factors Predicting Work Alienation of Knowledge Workers, *Management Decision,* 48, (4), 600-615.

Nnekwu, D. A. (2007). A Comparative Survey of the Impact of Ethnicity and Religious Affiliation on the Alienation of Staff From Their Work Environment in Nigerian Universities, *Research in Education.*

Otto, L. B., & Featherman, D. L. (1975), Socio-Structural and Psychological Antecedents of Self-Estrangement and Powerlessness, *American Sociological Review 40.*

Perkins, H. W. (1982), On the Specificity of Social Alienation: An Exploratory Investigation in England and the United States, *Sociology and Social Research,* 66, (4).

Sarros, J.C.,Tanewski, G.A., Winter, R.P., Santora, J.C., & Densten, I. L. (2002). Work Alienation and Organizational Leadership , *British Journal of Management,* 13, 285–*304*.

Seeman, M. (1971). The Urban Alienations: Some Dubious Theses From Marx to Marcuse, *Journal of Applied Psychology*, 63, pp. 213–218.

Seeman, M. (1975). Alienation Studies, *Annual Review of Sociology*, 1, 91–123.

Shepard, J., and Panko, T. R. (1971), Alienation and Social Referents*, Sociology and Social Research,* 59, (1).

Sulu, S., Cylan, A., & Kaynak, R. (2010). Work Alienation as A Mediator of the Relationship Between Organizational Injustice and Organizational Commitment: Implications for Healthcare Professionals, *International Journal of Business & Management,* 5, (8), p27-38.

Tummers, L., Bekkers, V., & Steijn, B. (2009). Policy Alienation of Public Professionals, Application in A New Public Management Context, *Public Management Review,* 11, (5).

Rodney,C.A., & Mandzuk,D. (1994). The Alienation of Undergraduate Education Students: A Case Study of A Canadian University. *Journal of Education for Teaching,* 20, (2),179-192.

Vallas, S. P. (1988). New Technology,Job content, and Worker Alienation, *Work&Occupations,* 15,(2), 148-178.

Walsh, E. J. (1982). Prestige, Work Satisfaction, and Alienation, *Work& Occupations,* 9, (4), 475-496.

Walsh, E.J., &Rosenthal, A. S. (1981). Job Satisfaction, Self-Esteem, and General Alienation Among Three Groups of Blu- Collar Service Workers, *Sociological Spectrum*, 1, (1) 1-19.

APPENDIX

Sample of items:
First and Second Sub-Measurs:
1. Teaching load for different academic ranks (theoretical and practical).
2. Classification of the scientific production for promotion and the weight given for each type.
3. The number of points required for promotion from academic rank to another.
4. Conditions of scholarships for scientific degree and its procedures.
5. Fit value of financial support for scientific conferences and the real cost of it.
6. Diseases covered by health insurance and the exceptions of it.
7. Reward value at the end of service and how it calculated.
8. Basic salary and bonuses of different academic ranks.

Third Sub-Measure*:*
First Area: powerlessness
1. I don't know what is my goal in life.
2. I feel that I have no choice in determining my future career.
Second Area: Meaningless
1. I do not enjoy my life in the work environment.
2. I feel that my aspirations decrease over time.
Third Area: Self-estrangement
1. I prefer work in other places than the university where I work.
2. I feel that the university community lacks friendship.
Fourth Area: Normlessness
1. I have difficulty in distinguishing right from wrong.
2. I feel that the rules and regulations do not apply fairly.
Fifth Area: Social isolation
1. I prefer to keep my views to myself
2. I admire people who go out of the ordinary.