Proposed Educational strategy to reduce the impact of social and economical factors in the spread of violence in the Jordanian society

Dr. Mamdouh Hail al-Srur
Al-alBayt University

Abstract

This study aimed at developing an educational strategy to reduce the impact of social and economical factors in the spread of violence in the Jordanian society, and to achieve this goal, the study posed the following two questions: What's the impact of the social and economical factors in the spread of violence in the Jordanian society? Secondly: What is the proposed educational strategy of reducing the impact of social and economical factor in the spread of violence in the Jordanian society?

The study population consisted of (294) faculty members in the Colleges of Educational Sciences in the following Jordanian universities: University of Jordan, Yarmouk University, Hashemite University, (83) was chosen randomly to form the study sample.

A questionnaire was designed, as the study tool to collect the data related to the questions of the study, and consisted in its final form of (35 paragraphs), distributed on four areas: the first area argues the causes of violence within families (7 paragraphs), the second area argues the causes of violence within the educational institutions (11 paragraphs), the third area argues the causes of violence at work places (8 paragraphs), and the fourth area argues the causes of violence in society (9 paragraphs).

1.1 Introduction

The phenomenon of violence requires attention, as it is spreading in developed and developing countries as the same, and it has its political, economic, social, cultural and psychological aspects, as defined by all human societies, and this rapid spread of this phenomenon had affected the political, social and economical environment, thus, many sociologists sees that reforming any society will be through the control of this phenomenon within the community.

Developed countries made sure to provide the right climate for members of the community by encouraging dialogue and accepting each other (Sallah, 1998).

The initial available data shoes that emergence of new types of violence not known by traditional societies, including political violence against the government, police and political parties, so it can be said that the phenomenon of violence is spreading at the moment in labor relations, family relations, and even between the masses of students and all the members of the same society, and not only in environments with low social level, but surpassed in some cases to the districts of high social level (Mahjoob and Badr, 2005).

Violence in the language is rage and compassionless, which is against gentleness, and the most violent is taking things by force, (Ibn Manzoor, 1968:257-258), thus the word violence in Arabic language indicates the meanings of distress, coercion, censure and blame.

In the English language, the origin of the word Violence is Latin (Violentia), and it means: the illegal use of physical force in multiple ways to harm people or damage to properties, and it includes the meaning of punishment, rape and interference in the personal life of others (Hassanein, 1999).

The procedural definitions of the concept of violence go beyond the immediate significance of language both in Arabic or English, explained in the followings:

1. Violence in Sociology: is the use of pressure or force illegally influencing the will of an individual or a group (Badawi, 1978).
2. Social service professionals define it as the wide range of behavior that expresses the state of emotional ending with the harm or the damage of other (Shebib, 2007).
3. UNESCO defined violence as the use of the means that harms the physical, psychological or moral safety of other, and it considered psychological and moral violence much more harmful than physical violence (Helmy, 1999).

When tracing the factors affecting the spread of the manifestations of communal violence, they can be divided into two parts, as clarified by Laila (2007) as follows:

1. External factors: consisting of the first type of community variables, including:

    a. The cohesive of the global system being under the control of the United States of America, which seeks to spread its ideology and life style at the global level.
    b. The continued population growth with the limited economic resources, as the poor can't satisfy their basic needs, especially in light of the political systems incapable of devising solutions to take advantage of this density sufficiently so as to help in advancing the development and the modernization of the society.

2. Internal factors: Which are the most important variables responsible for the spread of the violence phenomenon, including:

    a. The emergence of the private sector, which began its control over economic sectors of education, services and communications, in addition to the control of agriculture, industry and trade.

    b. Young people, as they are the major power which espouse violence in the face of political systems, and due to the fact that young people in developing communities make up the high cluster of the population, they start realizing there real interest in the present and the future of their countries.
    c. Corruption: The denial of this corruption leads to the eruption of violence, as poor people suffering from poverty, leading them to the rejection of the political system that is wasting the resources of their countries.
    d. Student's communities witnessing the emergence of three situations, where the first one is the emergence of challenging despair and secondly the decline of their effectiveness, and thirdly the changing role of the campus turning into an arena in which students are just wasting time.
    e. Nature of the Arab society: the Arab system is a combination of the previous Royal Ottoman and the new Western system, so it natural that the social outcomes are also hybrid and complex, bringing chaos to the values, goals, beliefs, customs, traditions and social systems reflected in the social behavior (Njm Aldeen, 2005).
    f. Unemployment: This is a key factor on creating the climate for many of the manifestations of deviation among different age groups, especially among young people.

1.2 Problem and Questions of the Study

The problem of the study is answering the following two questions:

1. What's the impact of the social and economical factors in the spread of violence in the Jordanian society?
2. What is the proposed educational strategy of reducing the impact of social and economical factor in the spread of violence in the Jordanian society?

1.3 Importance of the Study

The importance of this study comes from its attempt of developing an educational strategy to address the impact of social and economical factor in the spreading of violence in the Jordanian society, and highlighting these various factors that influencing the violent behavior, by enriching studies related to this topic, and helping decision-makers preparing strategies and plans commensurate with the circumstances of the Jordanian society to mitigate the spread of this phenomenon.

1.4 Previous Studies

Motoko study (2001) in the United States, entitled, "Violence in the middle school years in Japan and the United States: the impact of academic competition on the students violent", where the researcher used three tools to get the data related to the data of the victims of the schools violence from (37) different nationalisms, as well as the survey data on (922) students, and the study results showed that violence prevails in 37 schools nationwide.

Aarot study (2009) entitled "Schools discipline and its relationship with the violence phenomenon in the official Jordanian universities from the perspective of the students themselves", the study aimed at examining the relationship of the methods of the schools discipline with violence in the official Jordanian universities from the perspective of the students themselves, finding differences in the degree of violence among students who have been tuning with violent methods that and others who have not been exposed to it.

Also Adebayo study (2009) aimed at identifying the causes of and possible solutions to resolve disputes for power in the Nigerian Universities. The study was conducted in 32 states and in (27) federal and governmental Universities and, the study sample consisted of 600 respondents, who have to answer the following questions: What is the level of conflict for power in the Nigerian universities? What are the causes of conflict for power in these universities? What is the impact of conflicts between student's authoritarian in the Nigerian universities? What are the applied strategies by universities in order to control these conflicts? What is the effectiveness of these strategies to control these conflicts? The researcher developed a questionnaire as the study tool concerning the answer to the preceding questions.

Al-Atiat study (2010) aimed at analyzing the possibility of applying a non-violence methodology from the perspective of students at the University of Al-Hussein Bin Talal, the results of the study have shown that there are (50) means which can be applied to reduce violence, including (18) means with an average impact, and (32) means with a significant impact. Among these (32) means there were (16) means relating to the administrative processes.

Then came Al-Taweel study (2010) entitled "The Impact of the role of governments, laws, media, and social and economical factors on the communal violence", the study results showed that the students see that media contribute in the spreading of communal violence more than social and economical factors, and even more that the factors of the governments and laws. It also shows statistically significant differences indicative to the variables of sex and academic level on three factors (the role of governments, laws, media, and social and economical factors) in the spreading of community violence, in favor of females and students of the fourth year and more.

It is noted those previous studies:

1. Agreed on the importance of studying the issue of violence, especially in the educational institutions.
2. Most of these studies agreed on the importance of the reduction of the violence phenomenon.
3. Most of the studies agreed that the phenomenon of violence is a dangerous phenomenon, may lead to dire consequences if they were neglected.
4. This study differs from previous studies as it is dealing with the development of educational strategy to reduce violence through analyzing the impact of the economical and social factors in the Jordanian society.

1.5 Study Limitations

When disseminating the results of this study, the following limitations should be taken into account:

1. This study is limited to the development of the proposed educational strategy to address the impact of the social and economical factors in the spread of violence in the Jordanian society from the perspective of faculty members in the colleges of Educational Sciences.
2. The study is limited to the application of the tool on the faculty members at the College of Educational Sciences in the official Jordanian Universities.
3. This study was performed during the second semester of the academic year 2012/2013.
4. Results of the study are determined by the study tool used to measure the impact of social and economical factors in the spread of violence in the Jordanian society, to develop the proposed educational strategy which will contribute in the reduction this phenomenon.

1.6 Study Methodology

The researcher adopted the descriptive analytical method which explores the impact of the economical and social factors in the spreading of violence in the Jordanian society, so as to develop a proposed educational strategy which will contribute in the reduction of this phenomenon, where this approach is appropriate for the current study.

1.7 Study Population and Study Sample

The study population consisted of all faculty members in the College of Educational Sciences in the Jordanian Universities as follows: the University of Jordan (110) members, Yarmouk University (139) members and the Hashemite University (45) members, with the total of (394) members, while the study sample consisted of (83) faculty members.

1.8 Study Tool

To achieve the goal of the by developing a proposed educational strategy to reduce the impact of the economical and social factors in the spreading of violence in the Jordanian society, the researcher developed the study tool to measure the impact of these economical and social factors in the spreading of violence in the Jordanian society, so as to be able to develop the proposed educational strategy in order to counter the spread of this phenomenon, and beside analyzing the educational and social literature available in this area, interviews have also been conducting with a number of faculty members, and with the researchers at the Center for Strategic Studies at the University of Jordan.
Based on the above, some paragraphs have been paraphrased and others have been merged, and then primarily classified, then presented to (13) arbitrators in the field of education and sociology, and the questionnaire consisted of (43) paragraphs in six areas.
Likert five-scale was used, given the answer "strongly agree" (5) points, "agree" (4) points, "neutral" (3) points, and at the level of "not disagree" (2) points, and the answer "strongly Disagree" one point.

1.8.1 Reliability of the Study Tool

To ensure validity of the study tool, the researcher presented it to (13) arbitrators in the field of educational sciences at the University of Jordan, to ascertain the relevance of the paragraphs, and in light of their comments the paragraphs were finally validated with a number of (35) paragraphs in four areas, as follows:
The first area: Causes of violence in the family (7 paragraphs)
The second area: Causes of violence in the educational institutions (11paragraphs)
The third area: Causes of violence at work (8 paragraphs)
The Fourth area: Causes of violence in society (9 paragraphs).

1.8.2 Validity of the Study Tool

The researcher extracted the validity of the study tool by using the method of testing and re-testing, for the analysis of the study results the arithmetic means and the standard deviations were calculated and re-test with a time lag duration of two weeks, the group consisted of 27 faculty members, and showing that the reliability coefficient equals (0 0.89), and in order to increase the accuracy in the reliability of the study tool, the researcher calculates the coefficient of internal consistency using (Cronbach Alpha), and it was (0.908), which is sufficient for the purposes of this study.

1.9 Study Results

The study reached the following conclusions regarding to the answer of the question of the study and with the proposed educational strategy to cope with the impact of the economical and social factors in the spread of violence in the Jordanian society, and they will be displayed depending on the areas of the study tool.

1.9.1 The first area: social and economic factors of violence in the family

Table (1) shows the arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence in the family.

Table (1): arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence in the family

No.	Paragraph	Arithmetic Mean	Standard Deviation	Level	Degree
1	Deterioration in the living level of the family	4.59	0.60	1	High
2	Lack of proper educational system that assets individuals within the family	4.34	0.74	2	High
3	The failure of the marital institution on the basis of free choice	4.3	0.84	3	High
4	The work pressures on the husband or wife	4.1	0.92	4	High
5	The absence of justice in dealing with family members	3.9	0.85	5	High
6	Imitating violent behaviors shown in media	3.87	1.24	6	High
7	Lack of full-time care of working mothers for their children	3.63	1.07	7	Medium
	Total Average	4.1	0.92		High

.

Results in table (1) show that the arithmetic means of the social and economical factors of violence in the family had ranged between (4.59 -3.63) and the total average of the arithmetic means was (4.1), where the paragraph which states that "Deterioration in the living level of the family" got the highest arithmetic mean of (4.59) which is higher than the total average of the arithmetic means, and with a standard deviation of (0.60), and the paragraph which states that "Lack of full-time care of working mothers for their children" was the lowest with the arithmetic mean of (3.63), which is lower than the total average of the arithmetic means, and with a standard deviation of (1.07).

The overall results of the social and economical factors of violence in the family were high.

1.9.2 The first area: social and economic factors of violence in the educational institutions

Table (2) shows the arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence in the educational institutions.

Table (2): arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence in the educational institutions

No.	Paragraph	Arithmetic Mean	Standard Deviation	Level	Degree
8	Psychological pressure on teachers	4.13	0.72	1	High
9	Physical pressures on teachers	3.98	0.70	2	High
10	Lack of concentration of the educational institution on the moral values of the individual	3.90	1.11	3	High
11	Students to imitate scenes of violence shown in the media	3.85	1.04	4	High
12	The absence of the pedagogy in the educational process in schools	3.83	1.10	5	High
13	Lack in the values of respect for others among students	3.50	1.21	6	Medium
14	Low scientific level of students admitting universities	3.47	1.38	7	Medium
15	Low educational level outcomes for the requirements of the society	3.42	1.18	8	Medium
16	Weakness of the teacher's image among students	3.40	1.33	9	Medium
17	Few take advantage of what is taught in the educational institutions	3.36	1.29	10	Medium
18	Regardless the scientific value, individuals just seek certificates	3.10	1.45	11	Medium
	Total Average	3.63	1.14		Medium

.

Results in table (2) show that the arithmetic means of the social and economical factors of violence in the educational institutions had ranged between (4.13 -3.10) and the total average of the arithmetic means was (3.63), where the paragraph which states that "Psychological pressure on teachers" got the highest arithmetic mean of (4.13) which is higher than the total average of the arithmetic means, and with a standard deviation of (0.72), and the paragraph which states that "Regardless the scientific value, individuals just seek certificates" was the lowest with the arithmetic mean of (3.10), which is lower than the total average of the arithmetic means, and with a standard deviation of (1.45).

The overall results of the social and economical factors of violence in the educational institutions were medium.

1.9.3 The first area: social and economic factors of violence at work

Table (3) shows the arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence at work.

Table (3): arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence at work

No.	Paragraph	Arithmetic Mean	Standard Deviation	Level	Degree
19	Low wages which is not commensurate with the high standard of living	4.07	0.83	1	High
20	Not putting the right person in the right place	4.05	0.96	2	High
21	The absence of the dimensions of the real leadership	3.96	0.98	3	High
22	Absence of the concept of justice in top management levels	3.94	1.04	4	High
23	Poor working conditions	3.93	0.87	5	High
24	The psychological stress resulting from family problems at home	3.78	1.02	6	High
25	The absence of the concept of respect for superiors at work	3.70	0.73	7	High
26	Rigidity among some managers	3.70	1.07	8	High
	Total Average	3.90	0.94		High

Results in table (3) show that the arithmetic means of the social and economical factors of violence at work had ranged between (4.07 -3.70) and the total average of the arithmetic means was (3.9), where the paragraph which states that "Low wages which is not commensurate with the high standard of living" got the highest arithmetic mean of (4.07) which is higher than the total average of the arithmetic means, and with a standard deviation of (0.83), and the paragraph which states that "Rigidity among some managers" was the lowest with the arithmetic mean of (3.70), which is lower than the total average of the arithmetic means, and with a standard deviation of (1.07).
The overall results of the social and economical factors of violence at work were high.

1.9.4The first area: social and economic factors of violence in the society

Table (4) shows the arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence in the society.

Table (4): arithmetic means and the standard deviations and the degree of approval for the economic and social factors in the spread of violence in the society

No.	Paragraph	Arithmetic Mean	Standard Deviation	Level	Degree
27	Impairment of respect for others	4.08	0.73	1	High
28	Daily problems as a result of overcrowding in the streets and transportations	4.02	0.88	2	High
29	Citizens' sense of frustration	4.01	0.91	3	High
30	High unemployment ratios	3.95	1.07	4	High
31	Wide variation in economic levels between members of the same community	3.85	1.11	5	High
32	Unemployment ratios among qualified is high	3.60	1.32	6	Medium
33	Slow application of comprehensive development plans	3.57	1.20	7	Medium
34	Relationships between individuals is not based on the moral side	3.13	1.48	8	Medium
35	Individual's sense that his responsibility is toward his clan not to the Jordanian society	3.10	1.51	9	Medium
	Total Average	3.70	1.13		High

Results in table (4) show that the arithmetic means of the social and economical factors of violence in the society had ranged between (4.08 -3.10) and the total average of the arithmetic means was (3.70), where the paragraph which states that "Impairment of respect for others" got the highest arithmetic mean of (4.08) which is higher than the total average of the arithmetic means, and with a standard deviation of (0.73), and the paragraph which states that "Individual's sense that his responsibility is toward his clan not to the Jordanian society" was the lowest with the arithmetic mean of (3.10), which is lower than the total average of the arithmetic means, and with a standard deviation of (1.51).
The overall results of the social and economical factors of violence in the society were high.

1.9.5 Results related to question two: What is the proposed educational strategy of reducing the impact of social and economical factor in the spread of violence in the Jordanian society?

After discussing the results of the study tool, and reviewing theoretical literature and previous studies, the study has concluded the following educational strategy to reduce the impact of the economical and social factors in the spread of violence in the Jordanian society:

1.9.5.1 General principles of the strategy

1. Principle of faith: that the Islamic Shari'a values must be rooted in the individual and in his behaviors, and then deepen the pride and loyalty to the Arab-Islamic culture.
2. Humanitarian principle: that ensures the human dignity, and the expected role in the development of the Arab world, which requires attention to Arabic language by developing new and integrated methods and means of teaching.
3. National principle: This emphasizes loyalty to the nation, by directing education towards the development of the Jordanian citizen for the future, through the adoption of new philosophies and national strategies to achieve the national loyalty in Jordan.
4. Democratic principle: by rooting the individual's ability to express his opinions freely, facing logic by logic, and start believing in human rights and the principles of justice, goodness and equity, which encourages harmony and cohesion.
5. Scientific principle: This document thought with application and mental perception in the context of an integrated and holistic education directed towards the skills of extraction knowledge, then judge things rationally:

   a. Scientific thinking: This phase requires building a scientific minds emerging out of traditions, enabling them with different methodologies mentally and intellectually, which gives them the ability to understand, analysis, and then make smart decisions in difficult situations.
   b. Building the relative mind: The truth is always relative, and relativity things allow us building an open mind, which will think of more possibilities.
   c. Building the mind on the principle of difference: difference is expected, and congruence is an impossible exception, this rule must be taken as a starting point in building logic generations to accept differences.
   d. Building the mind on the principle of constant change: educational institutions should work hard in order to prepare future generations to accept the changes and developments in the world today.
   e. Building minds: educational institutions must be established with a view of the overall character and totalitarian.
   f. Building the complex mind: the universe is not a totalitarian regime, and therefore, this complexity and this cycle of thinking requires a complex mind capable realizing the unity and the diversity in the world.

6. Principle of life: by rooting continuity of lifelong learning in the individual, besides encouraging the ability of innovation and creativity in various fields of life.

7. Progressive principle: that stimulates the individual to support and strengthen his own efforts, and opens the opportunities for creativity, innovation and invention.

8. Universal principle: that sees the importance of the global understanding of the individual as a global citizenship, and then highlighting the concepts of brotherhood, equity.

1.9.5.2 *General objectives of the strategy*

1- Adopting an Arabic educational methodology, that goes with the values, customs and traditions, and reflects the Arab-Islamic culture.

2. Adopting a clear educational philosophy, that integrates different mechanisms of action in all stages starting from the kindergarten and the higher education levels.

3. Increasing the awareness of the importance of the families in moral education, and the role they play in the future for building the moral character of the human being.

4. State institutions should deal with future developments within clear plans.

1.9.5.3 *Facing internal and external challenges*

1- Investing opportunities by using the human resources within a national resource strategy, and enhancing the ability of searching and learning to ensure the contribution of all individuals in the construction of a renewed economy based on knowledge.

2. Uniting the efforts and capabilities of the government, private sector and civic society institutions to support cultural and educational institutions socially and economically.

3. Facing economic challenges at the level of reforms, so as to adapt with the modern economic systems, and attaining success in the process of comprehensive economic reform.

4. Facing social challenges at the level of fighting against poverty, ignorance and disease.

5. Efficiency in maintaining external and internal security by reaching the satisfaction of the basic needs of the majority of individuals by providing the minimum economic development.

1.10 Discussion

1.10.1 Results discuss the of the first question

Table (1) shows that, the importance of the social and economic factors in the spread of violence in families were high, this is due to high prices and the lack of job opportunities associated with low incomes, and the economical changes that prompted parents to work more had led to the weakness of the family performance on the upbringing of children in a proper way.

Results in table (2) show that, the importance of the social and economic factors in the spread of violence in the educational institutions were medium, due to the loss of belongingness, which created many problems impacted negatively on the values and norms prevailing new negative trends that many individuals are moving toward, where youth are abandoning the spirit responsibility.

Results in table (3) show that, the importance of the social and economic factors in the spread of violence at work were high, due to the arbitrariness of the administration that exiles the possibilities of dialogue and negotiation and democratic participation.

Results in table (4) show that, the importance of the social and economic factors in the spread of violence in the Jordanian society work were high, due to the failure of education in responding to the growing needs of contemporary society and the value system that governs the behavior of all individuals.

1.10.1 Results discuss the of the second question

By discussing the results of the study tool, and reviewing theoretical literature and previous studies, the study has reached the following educational strategy to reduce the impact of the economical and social factors in the spread of violence in the Jordanian society, based on the achievement of societal security which is one of the basic and important rules for the emergence of political communities, which is the responsibility of the state to achieve. Therefore, some considered the state's inability to ensure the safety and security of its people is the real reason of losing its legitimacy, as justice and equity are the real power of nation that would encourage harmony and cohesion in the society, and the attached model (figure 1) shows the proposed educational strategy.

Figure (1): the proposed educational strategy of reducing the impact of social and economical factor in the spread of violence in the Jordanian society
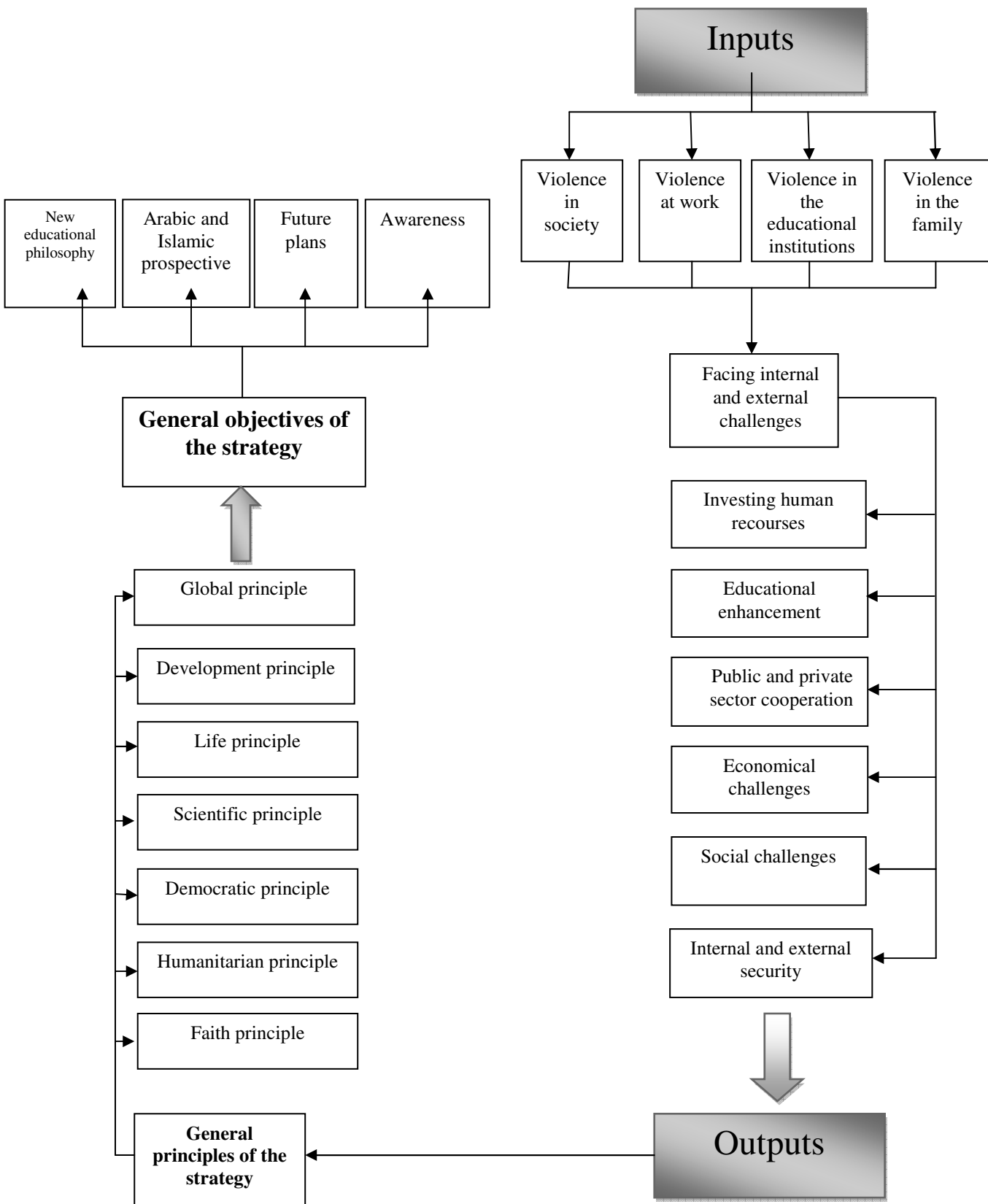
Recommendations

1. Institutions nationwide should deal with future developments with clear plans and to address the problems caused by the spread of violence through the formation new trends of positive values.
2. Conducting further studies concerning strategic planning.
3. Adopting the proposed strategy.

References

- Adebayo, f,2009, Student- Authority Conflict in Nigerian Universities, The Social Sciences, Vol 4(5),pp489- 493.

- AL-Atiat, k, 2010, Applying non- Violence According to the Students of AL- Hussein Bin Talal University, European Journal of Scientific Research, Vol 42(3),464- 477.

- Kabul University, 2010, Gender Studies Institute, With Corporation of UNDP and UNESCO, Afghanistan.

- Krolicki, Mariana, 2000. An Analysis of Violence Reeducation Strategies and the Culture of Selected Elementary School, Eastern Michina University Degree Edo AAC 9960443 Dissertation Kbstracts.

- Motoko, Akiba(2001), School Violence in Middle School Years in Japan and United States the Effects of Academic Competition on Student Violence the Pennsylvania State University Degree:DAL.

- Straus,m.2001.Prevalence of Violence against dating partners by male and female university students worldwide, violence Against Women,Vol. (1017): pp790- 811.