

Economic and Social Transitions, and Their Impact on Young People's Attitudes toward Education and Work (Field Study on University of Jordan Students)

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ABSTRACT

This study aims at investigating the impact of social and economic transitions on university students' attitudes towards education and work. This cohort is important in terms of work and renewable production. The study focuses on the many reasons why young people are reluctant to do socially undesirable work. They choose businesses and professions that satisfy the desires of a range of conservative social customs and traditions. Therefore, the study seeks to identify the levels of social and economic change among university students in Jordan and to recognize trends in their attitudes towards education and work. The study population is selected from University of Jordan undergraduates from all disciplines. The sample of 325 individuals has been selected using random sampling; under the university's requirements it is compulsory to include students from different faculties and disciplines, with a balance of genders and levels of study. The research concludes that there is a statistically significant impact between social and economic changes and the attitudes of youth towards education.

Keywords: Economic and Social Transitions, Impact, Young People's Attitudes, Education and Work.

Introduction

Youth are in the majority in Jordanian society, and the basis for progress in all aspects of life, a vital and active component in society. Their desire to work and to give is distinct, accompanied by a sense of modernity and an expressed desire for change. This makes them especially important in solving future problems, itself a prerequisite for social and economic development and transition.

Youth in Jordanian society live in a range of transformations from prevailing values in their ways of living, thinking and behavior patterns at social or cultural levels. The overlap between the local and the global society due to the increasing influence of communication and the information revolution is reflected in different social classes. However, because of their aspirations and global acceptance, youth are more affected by these transitions, with both negative and positive results.

Youth are studied in the context of social and economic development, along with basic social change, directed towards supporting scientific, technological and cultural development. Such development requires the positive participation of youth, which in turn trains them to recognize and absorb elements of transition, so they will automatically be able to achieve more. Young people are constantly looking to adopt every new thing, and then understand the source of transition in society (Shakhtra et al., 2000).

Problem statement

Youth in Jordan are governed by two situations:

First: interaction with the coming technology and information flow through the Internet, satellite channels and daily technological tools.

Second: isolation from technology and maintaining the Arab cultural identity of Jordan.

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In fact, Jordanian youth live in both worlds, since youth is a diverse group rather than the collective entity which would make it easy to characterize them. Youth in Jordan belong to various economic categories: the few rich, a middle class that represents a third of the population, and the largest sector, the poor. 48% of the unemployed are aged 15-24 years and 45.1% are females (Jordan Department of Statistics, 2014).

Many sociologists recognize the importance to any profession selected by an individual, since social status depends to some extent on the individual's profession or work. Work roles increasingly determine social position according to the degree of social development (Essawi, 1982).

It is possible to find that in traditional and conservative societies individual social position is more strongly linked to income, education level or the profession which results from education achievement and hard work. Therefore, social mobility, the transition from a lower social class to a higher one in traditional societies, is more difficult in traditional than in developed societies, where the individual's social position depends on his profession, production and work experience (Al-Husseini, 1976).

It is certain that the social position of some jobs common in Arab countries, and in Jordan in particular, is seen as inferior, as they require physical or mental effort. This view is still strong in third world countries, making youth reluctant to move towards technical professions that may generate a higher income than the office work and government jobs that most of them seek. This phenomenon is reflected in traditional societies (Iskander et al., 1961).

This study seeks to investigate the impact of social and economic transitions on the attitudes of young people towards education and work. It aims to answer the following question:

- What is the impact of social and economic transitions on young people's attitudes towards education and work?

This question is divided into the following study questions:

- What is the impact of social transitions on university students' attitude toward education?
- What is the impact of economic transitions on university students' attitude toward education?
- What is the impact of social transitions on university students' attitude toward work?
- What is the impact of economic transitions on university students' attitude toward education?

The importance of the study

This study is concerned with social and economic transitions and their impact on the attitudes of young people toward education and work, a topic which is important in terms of work and renewable production. There are many reasons why young people are reluctant to enter socially undesirable employment. They choose professions that meet the approval of a range of conservative social customs and traditions. In addition, there is a lack of information about this subject at the local and the regional, Arab level.

Study Objectives:

The study's objectives are therefore as follows:

1. To investigate the impact of both social and economic transitions on the attitudes of university students in Jordan towards education and work.
2. To identify the level of social and economic changes among university students in Jordan.
3. To identify the trends in thinking of university students in Jordan towards education and work.

Study hypotheses

Based on the research problem and its objectives and the reviewed literature the following hypotheses and sub-hypotheses are proposed.

H1: There is no statistically significant impact of social and economic transitions on young people's attitudes towards education.

H1.1: There is no statistically significant impact of social transitions on young people's attitudes towards education.

H1.2: There is no statistically significant impact of economic transitions on young people's attitudes towards education.

H2: There is no statistically significant impact of social and economic transitions on young people's attitudes towards work.

H2.1: There is no statistically significant impact of social transitions on young people's attitudes towards work

H2.2: There is no statistically significant impact of economic transitions on young people's attitudes towards work

The study population: The study population consisted of all University of Jordan undergraduates in all disciplines, totaling 42,000.

Sample: The sample size of 325 individuals was selected, conforming to the university's requirements that students from different faculties, disciplines, genders and study levels be represented.

Statistical Techniques

In order to answer the research questions and test the hypotheses, the following statistical methods were employed:

1. Means, standard deviations, importance level and degree of approval for the survey questions. The researcher used the following criteria to identify the levels of agreement:

1 to 2.33: low

2.34 to 3.67: medium

3.68 to 5: high.

2. Multiple regression analysis was used to test the main hypotheses.

3. Simple regression analysis was used to test the four sub-hypotheses.

4. Cronbach Alpha was used to calculate reliability coefficients, as shown in Table 1.

Table 1
Reliability coefficients of study instrument area:

Reliability Field	Cronbach Alpha
Social transition	80%
Economic transition	85%
Young people's attitudes towards education	79%
Young people's attitudes towards work	82%

Study tool

A questionnaire was designed specifically to identify young people's attitudes towards education and work. It collected primary, demographic data as well as answers to a set of questions related to social and economic transitions and attitudes towards education and employment.

Concept of social transition:

Quantitative data can be measured by statistical indicators and figures, but qualitative data, such as transitions, cannot be measured because they consist of automatic, self-motivating and voluntary information controlled by political decisions, institutional intervention and human influences. In terms of geographical transition, Jordan has witnessed an increase in overall population, especially in urban areas. The population of the last 2015 census showed an increase of 9 million, with a predominance of young people (Jordan Department of Statistics, 2016).

There is a clear move from Bedouin communities, which represented a high percentage at the beginning of the last century, to the urban society which today contains 65% of Jordanians.

The nuclear family is beginning to replace the extended family, and level of education is rising, in both rural and

urban levels, with a decrease in the rate of illiteracy, and cultural developments arising from greater numbers of universities graduates and researchers. Jordan has become a pioneer among Arab countries in terms of translation, and accumulation of ideas and scientific research. Political transition is also significant, with the democratic system and legislation developed under the Constitution, advancing beyond those of developing countries and Arab nations. Ethical, moral and ideological values are also being challenged.

Concept of economic transition

Economic transition refers to the change from a traditional economy to a monetary one. The free economy, seen in the expansion of the private sector, is reflected in increasing specialization in both science and agricultural production, both of economic and social importance. Statistical data shows that the agricultural sector in Jordan contributes 3% of gross domestic product (GDP), and by including the productive activities associated with agriculture, its contribution is much higher. GDP grew rapidly from JD16.9 billion in 2009 to JD20.4 billion in 2011 and to JD23.8 billion in 2013. This led to the growth of production in 2015, followed by the drop in oil prices globally and locally. Thus, the economy is based on horizontal and vertical forms.

New economic actors, notably the banks, play a part. They include real estate, expansion of tourism, and the promotion of national and foreign investment in industry and agriculture. So economic transitions are considered and focus on two main features:

First is the transition from an industrial economy, in which wealth consists of purely material elements, to a knowledge economy (Al-Shaklee & Al-Atari, 2011)...

Secondly, economic wealth is no longer the sole repository of real estate, mineral, oil and non-oil needs, industrial products, agricultural products or cash balances. It now includes real service, technical, financial, and investment channels. As a common denominator of modern policies, Jordan needs to change to economic policies that make up for the lack of natural resources.

Youth

Some studies consider youth in terms of age, on the basis that this period of time witnesses the completion of growth physically and mentally, preparing the individual to perform the basic functions of society. Sociologists generally consider it to be between the ages of 15 and 25.

There is a second vision that considers youth as representing a social reality. It is inherent in maturity and social integration of personality, and appears as a set of features and characteristics that serve as criteria based on which the concept of youth can be viewed within the framework of chronological age. Given the indicators to identify these characteristics of youth, it is clear that "youth" is highly diverse in social, mental, emotional, level, educational, professional and environmental terms

There is no doubt that young people, whether defined by age or social reality, have different customs, traditions, ideas, attitudes, tendencies, forms and aspects of activity. In the Arab world, 70% of the total population is under 25 years, an active and fertile period in Arab society in general and Jordanian society in particular.

Statistics indicate that in 2000, the number of Arab youth was about 58 million out of a total of 3,000 million. Other estimates indicate that youth make up about a third of the population in the Arab world. (Al Ghurair, 2015).

Due to the diversity of social and legal perspectives in defining youth and determining the age and personality of young people in terms of maturity and social and legal responsibility, this research will adopt the agreed definition of the United Nations that sets young people in the 15-24 age groups. (United Nations, 2013).

Attitude

Various definitions of attitude have been offered, including the following.

- Attitude is a state of mental readiness organized through personal experiences and works to guide the

individual's response to all things and attitudes relating to readiness (Al-Bort, cited in Iskandar et al., 1961).

- The attitude of the individual to express an independent response among themselves and have a degree of permanence or persistence towards certain social issues (Campbell, 1950).
- A mental structure, which has occurred by serious and repeated experience and is characterized by relative stability or stability. (Fahmy, 1979).

We therefore recognize three groups, home, school and the community, working together and interacting in the gradual formation of attitudes in young people and in the formation of personality...

Procedural definition

Social and economic transitions and their impact on the attitudes of youth toward education were tracked in the fieldwork. Questions considered include graduates' acquisition of the skills that support the labor market, increasing production and creating job opportunities to reduce the unemployment of qualified university graduates. Creativity and specialization will achieve the aspirations of youth and help the community in the process of development and progress in all areas. Youth is the wealth of society and promises an active group believing in change. The aspirations of young people play a social role that allows access to a social status within the society to which the individual belongs.

Social and Economic Transitions and their Relation to Higher Education and the Labour Market

Social transitions play their role in individual professional development. The relationship between higher education and work is governed by a set of contradictory schools of thought that make this relationship controversial in nature.

The first view emphasizes that education is the sector that provides individuals with the necessary capacities to manage the economy and various services. Therefore, investment in education is an investment in human capital that is investment in the productive capacities of individuals. The second view focuses on the fact that education is not limited to providing individuals with abilities and skills that enable them to perform various professional jobs, but its role extends to include dissemination and generalization of social values and strengthening social mobility in society. In fact, these two views are not much different from each other, although the second is more comprehensive than defining the roles that higher education must play in serving society. The third view emphasizes that production is a characteristic that is related to the job itself and is not related to the person who occupies this job. This theory is called segmentation of the labor market. The fourth view emphasizes that the link or communication between education and employment is an illusion, existing in the minds of educational institutions and graduates, although it has nothing to do with job performance. This intellectual attitude almost denies the relationship between education and work

Despite these contradictory views, studies and research such as Boubtana's (1990) stress the links between education and work, emphasizing that education and work are indivisible in terms of mastery and productivity. However, the issue raised in most studies is how education is adapted to labor market requirements. In particular, the nature of the labor market and trades is changing rapidly and continuously. Any change in the content, methods and techniques of education occurs slowly, leading to a gap between the two sectors.

Studies conducted by many researchers such as Boubtana (1990) confirm a number of methodologies and mechanisms that ensure a stronger link between education and work, which must be achieved at two levels. Education has to adapt to and respond to labor market requirements and needs. At the same time, work must play a key role in the creation of policies and objectives, and structure development in the educational and practical or professional world. In this way, the output of higher education will not become an obstacle to the labor market through the lack of short- and long-term plans and strategies that serve to link education and work.

Unemployment

Unemployment among Arab youth is one of the highest in the world. The International Labor Organization report (ILO, 2013) indicated that the unemployment rate in the Middle East was 11.2% of the workforce in 2010. This rate declined to 10.5% in 2012. In North Africa, this rate was 8.9% in 2010, rising to 9.9% in 2012, while the world average

of 5% in 2010 increased to 5.8% in 2012. Morocco's unemployment rate was less than 10% of the workforce, and Tunisia's 11% in 2010, increased to 18.3%: 15.1% for males, and 27% for females. In Jordan, unemployment among the holders of university degrees amounted to 33.8%, the rate of unemployment 11% increased slightly in 2015 to 15% (Jordan Department of Statistics, 2015). The unemployment rate among youth aged 15-24 in the Middle East was 27.5% in 2010, decreasing slightly to 26.6% in 2012, while in the world overall it was 12.6% in 2010 and 12.3% in 2012. There was a sharp rise in unemployment after the Arab world and Jordan were affected by the global economic crisis which started at the end of 2008, when Arab unemployment rates increased to 17% of the workforce. In South East Asia and Pacific countries it was 13.4% in 2010, declining to 12.8% in 2012 (ILO, 2013).

The statistical data for youth in Jordan indicate that the rate of unemployment was 17.8% among those with a bachelor's degree, and higher for the total work force for those with the same educational qualification. The unemployment rate for males with the same qualification was 12.6%, compared to 26.6% for females in 2013. Higher than the total number of unemployed, in 2013 the proportion of male students with a secondary education qualification was 57.2% of the total unemployed male population.

The unemployment rate among youth aged 15-24 in 2013 was 26.5% for males and 55.1% for females. 48% of those employed were aged 15-24 years, with the percentage of females 45.1%. In 2012, the average monthly wage for males in the public sector was JD 520 compared with JD 416 in the private sector. The corresponding figures for females were JD 452 and JD 360 (Jordan Department of Statistics, 2014).

We emphasize that the problems of youth in Arab culture include the following aspects:

Psychological problems: such as feelings of loss, alienation, frustration due to different political and ideological interactions, family pressure and its rejection, exaggeration of innate sense due to some systems' oppression, negligence in career guidance and waste of ability.

Economic problems related to work and housing, future security, absence of hope for tomorrow, dependence on consumer culture domination, and leaving the countryside.

Social and moral problems resulting from implicit contradictions between their and their parents' generation, and between them and various institutions; not utilizing free time, lack of promotion, marriage problems, family disintegration and delinquency in reaction to various problems (Shakhatra et al., 2000).

Barriers to social transition:

The process of social transition faces many obstacles in Jordanian society such as:

a. **Individual and group interests:** social transitions face opposition whenever individual and group interests are threatened, including the resistance to change of self-interested stakeholders in order to protect their privileges, such as the opposition of car owners to public transport, of some agricultural workers to agricultural machinery, and of workers in the industrial sector to privatization for fear of losing their jobs.

b. **Custom and traditions:** some old customs and inherited traditions represent obstacles to innovation, especially when adults and the elderly refuse to change their habits. Fear of change is present in most societies, especially traditional ones which cherish the past and protect old loyalties. Thus societies resist changes that affect their well-established concepts, such as in the nature of women's work, education, travel abroad or the introduction of modern technology.

c. **Youth environment in Jordan:** Youth in general – when they rediscover themselves to verify the reality of the social, cosmic existence, in searching for effective roles in life include its vital gifts where waves receive them a strong moral / religious gene. His dominant character tends to be hard and fierce and shakes fear of change specter: the ideal of existence - form and object has been achieved in the distant / near past, a patriarchal / masculine model that is inculcated and glorified as of behavior code and logic thinking to the end of the approved language grammar and the top authority that complicated the text and its alphabet and talent persons Present are apparently interpreted by hidden absent .This heritage was feuded through the growth rings within the various social institutions (family , mosque, Church and school).

d. **Shame culture:** this is exemplified by the authoritarian educational style, which means not listening to others and encouraging a distinct pivotal dictatorship in Arab societies. Social transition and media influence might help to move

Arab societies from a shame culture to openness, acceptance of others, transparency and seeking excuses for the other, trying to give human beings individuality (Al-Nawaiseh, 1997). We emphasize the importance of the family role in educating children, the democratic style which focuses on dialogue and instils social values, most notably self-control, to move away from the idea of the shame culture. The shame culture has psychological consequences for individuals on one hand and for economic life on the other, increasing the unemployment problem that makes individuals experience excessive shame and oppression, deprives them of social and economic attractiveness and skills, and unbalanced community communication.

The generation gap itself is a problem, as young people are conscious of different ways of thinking between themselves and preceding generations. This gap in thinking and behavior leads each party to retain old views of the other, which are often stereotypical and contain many ready-made judgments and irrefutable assumptions. Youth considers educators, officials and intellectuals as conservative and rigid, and adhering to old social norms and limiting interaction with younger generations; older people are characterized as issuing orders and prohibitions, lacking understanding, restricting young people's personal choices regarding education, occupation, marriage, and dress and appearance. At the same time, adults accuse youth of haste, lack of experience, irresponsibility, indifference and stupidity. Instead of trying to overcome prejudices through discussion and understanding, and agreeing on general lines and frameworks, each party holds to its opinions, strengthening youth's feeling of alienation. Especially when economic, political and cultural marginalization factors are increasing, reactionary behaviour and attempts at self-affirmation overwhelm behaviours based on conviction and responsibility.

Youth marginalization is not limited to the feeling that they are neglected; indicators that show reduced chances compared to the opportunities of the older generation are clear to social scientists, with implications for political and professional generation mobility (Abdel-Maati, 1999). From the professional point of view, there are values that link administrative and vocational mobility to standards related to seniority and interpersonal relationships, rather than to individual competence and achievement. Therefore, it is rare to find young people in decision-making positions, although their academic achievement may be higher than that of their superiors. This creates a feeling of injustice and deprives society of new and rare energies.

This applies to the political level, at both government level and within civil society organizations such as unions and associations, which are involved in limiting management and leadership to the elderly.

The question that is difficult to postpone in this field is, which is better for the parties and the society as a whole, to leave the manifestations of conflict and its negative consequences without solutions, or to think about ways and means of alleviating inter-generational conflict by recognizing the positive attitudes and views of both sides, and activating dialogue mechanisms on the base of exchange recognition with the right to reach a common solution in moral issues.

Previous studies

In the course of reviewing the literature, we will attempt to show the objectives, methods and diversity in each researcher's work, indicating what they consider to be the most important aspects in the process of educational and professional attitudes and the impact of variables such as gender, religion, values, parents' education, urban or rural background, and the social and economic situation, with their impact on educational and professional attitudes of Jordanian youth.

1. Hijazi (1987) *The relationship between ambition, economic and social level and educational achievement.* This study took a sample of students from Al-Najah University in 1983 (56% males and 43% females). A questionnaire was designed including statements regarding social, economic and ambition levels as independent variables with academic achievement as a dependent variable. The results were as follows: The level of ambition was directly proportional to the accumulated average, since individuals with a high level of ambition were found to have a higher correlation between their ambition and their cumulative average than those with a low level of ambition. The correlation between economic and social level as a whole was represented by independent variables and the cumulative average. The statistical analysis

revealed that females who enjoy an economic level below the average had a high correlation with achievement. The study found no significant relationship between the independent variables and academic achievement, compared with other studies that proved that there is a strong positive relationship. Therefore, the results cannot be generalized.

2. Othman's (1993) *Family background and academic achievement rates: A field study*

The study focused on family background and its relation to academic achievement, answering questions related to the possible correlation between educational attainment levels and the individual's economic and social situation (family income, father's occupation, parents' educational level, family building, value guidance from parents and the family's cultural environment). The study population consisted of 200 Kuwaiti middle school students' families, selected from four schools. The data were collected on the basis of an interview form designed to find answers to the factors and variables identified as family background. The study concluded that there is a correlation between family background and children's scientific achievement averages shown through the following: the family's cognitive and cultural level plays a stronger role than the family income level in raising or lowering achievement averages. The study showed the importance of the quality of relations between family members, especially those between parents and children, since a democratic environment creates a kind of communication, social unity, building the child's personality and self-dependence and helping students to adapt to the school environment and absorb the subjects of study more easily. The relationship between family background and academic achievement is dynamic in nature, and any changes in public and private conditions affect this relationship in terms of its strength and direction.

3. Khtaibeh (2009) *Professional trends among university youth: A field study in Jordan.* In a study of a sample of 300 students from the University of Jordan, the researcher noticed an increase in the types of trade in Jordan due to interaction with globalization trends. New trades emerged, such as accounting, information, Internet, computer technology, mobile shops and development of QIZ cities, providing youth with work opportunities. The study found positive professional attitudes among the students toward their future careers. The average of the total responses was 2.32, than that of the virtual scale (1.5).

The subjects believed that there was no specific vocational orientation for youth, although it is important for them to have adequate information about different professions, especially the new ones associated with globalization. The results showed that the highest mean was for the item lack of a specific occupational orientation, resulting in youth unemployment. The young faced serious difficulties in finding a job, and were afraid of the influence of patronage; the mean (2.01) for this item was higher than the virtual mean of 1.5, but the study concluded that there was a good positive attitude among university students, who did not consider work as a source of fatigue, planning for the occupation they intended to join after graduation. The results of the study showed statistically significant differences in the level of confidence (90%) of the professional attitudes of young people due to the difference of monthly household income, in favour of the high income category. Positive attitudes were also found among the middle class and, to a lesser degree, among the lower class. There were also statistically significant differences in the professional attitudes of the university students by discipline: scientists had more advanced professional approaches than humanities students, but there were no differences due to gender or place of residence. This means that there are common and similar professional orientations between the sexes and the youth from different regions of Jordan.

4. Sharif (2007) *Social and economic transitions and some values change among Egyptian youth*

studied social and economic transitions and changing values among Egyptian youth, with fieldwork in Dakahlia Governorate. This study attempted to discover the extent to which social and economic changes affected the values of youth, questioning whether the original, positive regional values had been replaced by other modern values, and how far this affected family cohesion, consumption patterns and other variables.

Hunaiti and. Zubi (2011) *Determining the Socio- economic Factors Affecting the Rate of Unemployment and the Standard of Living in Tafileh Municipality in the Hashemite Kingdom of Jordan*

The study aimed at identifying economic and social factors, affecting unemployment rate and its impact on quality of life in the municipality of Tafileh in the Hashemite Kingdom of Jordan. The study sample consisted of 1830 households

randomly selected from Tafleeh, Bseareh and Hesa districts . Data were collected through a personal interview using a questionnaire . The study results revealed principle components of a combination of factors which had the greatest impact on identifying unemployed from employed and its impact on quality of life, which can show the regional development in Jordan that identify characteristics of the families of unemployed from the unemployed in the region

5- Sironi (2013) *Trends in the Economic Independence of Young Adults in the United States: 1973-2007'*

The study aimed . To investigate the neglected aspects concerning life course trajectories of young adults. The study reviewed three papers, the first two papers look at trends over time in the achievement of economic independence, While the third paper, , focuses on the role of parental social class in the transition to adulthood. The study used the questionnaire. The study found that transition to economic independence was delayed along with all transition to adulthood other events of the. In addition the study found also that parental social class can explain some of the variation in life courses, and higher social class is associated with a postponement in the transition.

Mallouh (2014) *Perceptions of Al-Balq'a Applied University Students about the Degree of Contribution of the University Environment in the Value Conflict in the Light of Contemporary Global Changes*

The study aimed at investigating the Perceptions of Al-Balq'a Applied University students regarding contribution extent of university environment in the value conflict in the light of contemporary global variables. .The study used a questionnaire which covered four domains in social, cultural, political and economic domains. The study sample consisted of e of (800) students in the center campus of Al-Balqaa Applied University. The results indicated that Perceptions of University students in the value conflict were high. The results also indicated that were difference in perceptions due to gender for the favor of males in cultural and the economic domains. And due to the type of the faculty for the favor of the humanitarian faculties. In addition there were some differences in all domains due to the residency place for the favor of city residents.

Majed (2016) *entitled The Contributions of Globalization and Informatics in the Formation of Values of Young People from the Point of View of Students at Taibah University*

study aimed to find out the contributions of Globalization and Informatics in the formation of values of young people from the point of View of students at Taibah University. The study sample consisted of (2000) students of undergraduate in the first semester of the academic year 2015/. The used a questionnaire that covered three areas: social, cultural, and economic.. The study results indicated that Globalization and Informatics contribute in the values of young people. The results also indicate that male students perceive that contribution of Globalization and Informatics values of young people was more than female students.

Geraldine and Annelies (2016) *Transitions from Education and Training to Employment for People with Disabilities*

The research aimed to provide a comprehensive view of the complexities of transition to employment from education and training for people with .The research used mixed methodology approach and collected the required data by adopting three primary mechanisms. namely literature review, qualitative approach through semi-structured interviews and quantitative approach where a questionnaire was designed and distributed over 45 subjects .The study results were presented under headings education and training; work preparation; work environment; and employer perspective

It is clear from these previous studies that the conflict between stability and stagnation and the demand for social, economic and cultural transitions is accelerating, leading to a lack of social normalization, eagerness to leave childhood, and little formation of healthy family life, in the face of the increased importance of physical values and accompanying consumerism.

There is no doubt that youth is being increasingly alienated from reality and living in a socially unbalanced world from which they wish to escape; symptoms are the absence of a work ethic and real production methods through which they can achieve their ambitions and assert themselves, together with the spread of consumerism and a Western lifestyle in all its negative manifestations, and the complexity of the conflict between Arab origins and imported Western culture.

There are many different categories of young people, from the hardworking student to the consumer-style student who looks down on him, and from the graduate who prefers unemployment to "unsuitable" work. We also note from previous studies that crises among youth are linked to their relationship with society and the extent to which they suffer from bureaucracy, leading to reactions that are often characterized by frustration, resentment and lack of confidence. For example, the individual is requested to present a set of approved documents from more than one party or department in making a request. Bureaucracy especially hurts youth because of the protection always provided by the family and the smoothness of their early lives. The family has many ways of shielding youth from outside dealings, so young people think these dealings are superficial and of no account; when they confront them in the real world their idealism, values and ideas are shaken. The previous studies thus confirm that Arab values are facing a real crisis, especially when youth is faced with opposing values: change versus stability, or tradition versus the future (Bayoumi, 1981).

In meeting the objectives of this study, these confused ideas and contradictory social behaviours are examined. Young people begin to think, and in avoiding internal conflict have to fight against dangers like crime, drug abuse and loss of self-esteem, perhaps helped by remembering the legacy of the family. The review of previous studies indicates that transitions or changes in a set of community values are essential for youth to keep pace with developments in the modern world. These matches with advice of Arab elders: Raise your children in ways other than your own, for they were created for a time other than yours. So we cannot confirm whether the crisis is from the need to maintain stable values or, as the researcher believes, is in the validity of the new values of Jordanian youth.

This study differs from previous work because it considers variables that they neglected, such as rural and urban background and religion, father's profession, and age to develop a scale which compares the subjects in the light of various independent variables, It will try to classify the independent variables in terms of variance of their effect on the dependent variable, the research problem.

Study Methodology

Description of study variables

To identify the relationship between social and economic transitions and young people's attitudes towards education and work, the researcher used means, standard deviations, and agreement level of each item to answer the following study questions:

- What is the impact of social transitions on university students' attitudes towards education?
- What is the impact of economic transitions on university students' attitudes towards education?
- What is the impact of social transitions on university students' attitudes towards work?
- What is the impact of economic transitions on university students' attitudes towards work?

1. Social transition

It was found that social transition,, achieved a general mean of 3.70 and a general standard deviation of 0.25. At the level of each item, the mean values ranged from (4.64) for "increase in external migration"" (SD 0.71) to "positive aspect" (3.06) (SD 0.25).

2. Economic transition

The results for economic transition indicated a general mean of 3.76 was achieved (SD 0.22). At item level, the mean values ranged from 4.34 for "increasing demand for females to participate in labor market" (SD 0.84) to "change from family economy to partnership economy" (3.09) (SD 0.28).

3. Young people's attitudes towards education

With regard to attitudes towards education, it was found that Young people's attitudes toward education have a general mean of 3.82 (SD 0.16). Mean values ranged from 4.80 for "I decided on my major before joining it" (SD 0.40) to "I feel happy when achieving scientific success in my major"" (3.20), (SD 0.40).

4. Young people's attitudes towards work

Attitudes toward work have a general mean of 3.87 (SD 0.38). At the item level, mean values ranged between 4.70

for “work in the private sector will achieve the required income” (SD 0.66), to “the salary, annual allowance and rewards in the private sector are better than in the government sector” (3.33), (SD 0.67).

Hypothesis Testing

The statistical methods used to test study hypotheses are as follows:

H1: There is no statistically significant effect of social and economic transitions on young people’s attitudes towards work

Multiple regression analysis was used to verify the effect of economic transitions on young people’s attitudes towards education as a dependent variable, as shown in Table 6.

Table 1
Results of the simple regression analysis test to measure the impact of social and economic transitions on young people’s attitudes towards education

Dependent Variable	(R)	(R ²)	F-Cal.	DF		β		T-Cal.	Sig*
Youth Attitude towards Education	0.761	0.972	1104.765	Regression	2	Social Transitions	0.147	-	0.091
				Residual	322	Economic downturns	0.620	67.299	0.000
				Total	324				

The results showed a statistically significant effect of social and economic transitions on young people’s attitudes towards education. The correlation coefficient values are 0.761 and 0.970 respectively at $\alpha 05 \geq$). The determination coefficient (R²) is (0.972), meaning that 0.972 of changes in on young people’s attitudes towards education are caused by change in social and economic transition levels together, and the impact value degree is β (0.147), for social transitions and (0.934) for economic transitions, means that an increase of one degree in social and economic changes leads to an increase in young people’s attitudes to education of 0.147 for social transitions and 0.934 for economic transitions. The value of the calculated F (1184.765) confirms the significance, at the $\alpha 0,05 \geq$ level. This means rejecting the first, null, hypothesis and accepting the alternative hypothesis which states: There is a statistically significant impact of social and economic transitions on young people’s attitudes towards education.

H1.1: There is no statistically significant effect of social transitions on young people’s attitudes towards education

To test this hypothesis, the researcher used a simple regression analysis method to verify the effect of economic transitions on young people’s attitudes towards education as a dependent variable, as shown in Table 2.

Table 2
Results of the simple regression analysis test to measure impact of social transitions on young people’s attitudes towards education

Dependent Variable	(R)	(R ²)	F-Cal.	DF		β		T-Cal.	Sig*
Youth Attitude towards Education	0.761	0.579	443.475	Regression	1	Social Transitions	0.448	21.059	0.000
				Residuals	323				
				Total	324				

*The effect is statistically significant at α (0.05)

The results show a statistically significant effect of social transitions on young people’s attitudes towards education. The correlation coefficient value is 0.761) at $\alpha 0, 05 \geq$) The coefficient determination (R²) is 0.579, meaning that

0.579 of changes in young people's attitudes towards education are caused by changes in the social transitions level, and the impact value is β (0.488), which means that the increase in one degree of social change leading to an increase in young people's attitudes towards education is 0.448. The value of F confirms the significance (443.475) and is significant at ($\alpha 0, 05 \geq$). This means rejecting the null hypothesis and accepting the alternative hypothesis which states: There is a statistically significant impact of social transitions on young people's attitudes towards education.

H1.2: There is no statistically significant effect of economic downturns on young people's attitudes towards education

To test this hypothesis, the researcher used simple regression analysis to verify the effect of economic downturns on young people's attitudes towards education as a dependent variable, as shown in Table 3.

Table 3

Results of the simple regression analysis test to measure impact of economic downturns s on young people's attitudes towards education

Dependent Variable	(R)	(R ²)	F-Cal.	DF		B	T-Cal.	Sig*	
Youth Attitude towards Education	0.970	0.942	5222 616	Regression	1	Economic Downturns	0.731	72.268	0.000
				Residual	323				
				Total	324				

*The effect is statistically significant at α (0.05)

The results show a statistically significant effect of economic changes on young people's attitudes towards education. The correlation coefficient value is 0.970 at ($\alpha 0,05 \geq$). The determination coefficient (R²) is 0.942, meaning that 0.942 of changes are caused by change in the economic level; the impact value degree is β (0.731), which means that an increase of one degree of economic change leads to an increase in young people's attitudes to education of 0.731. The value of F confirms the significance effect (5222.616), significant at $\alpha 0,05 \geq$. The null second sub-hypothesis is therefore rejected, and the alternative hypothesis is accepted: There is a statistically significant impact of economic changes on young people's attitudes towards education

H2: There is no statistically significant effect of social and economic transitions on young people's attitudes towards work

To test this hypothesis, the researcher used multiple regression analysis to verify the effect of economic transitions on young people's attitudes towards work as a dependent variable, as shown in Table 4.

Table 4

Results of the simple regression analysis test to measure impact of social and economic transitions on young people's attitudes towards work

Dependent Variable	(R)	(R ²)	F-Cal.	DF		β	T-Cal.	Sig*	
Youth Attitude towards Work	0.579	0.873	1104.765	Regression	2	Social Transitions	0.066	-1.695	0.091
				Residual	322	Economic downturns	1.696	39.910	0.000
				Total	324				

There is a statistically significant effect of social and economic transitions on young people’s attitudes towards work. The correlation coefficients values are 0.579 and 0.934 respectively at $\alpha 0,05 \geq$. The determination coefficient (R^2) is 0.873, meaning that 0.873 of changes in young people’s attitudes towards work are caused by change in social and economic transition levels together; the impact degree is β (0.-660) for social transitions and 1.699 for economic transitions, which means that an increase of one degree in social and economic changes leads to an increase in the attitudes of young people to work: 0.660 for social transitions and 1.699 for economic transitions. The value of F confirms the significance (1104.765), significant at $\alpha 0,05 \geq$. The null second main hypothesis is therefore rejected, and the alternative hypothesis accepted: There is a statistically significant impact of social and economic transitions on young people’s attitudes towards work.

H2.1: There is no statistically significant effect of social transitions on young people’s attitudes towards work

To test this hypothesis, the researcher used a simple regression analysis method to verify the effect of economic transitions in youth attitudes towards work as a dependent variable, as shown in Table 5.

Table 5
Results of the simple regression analysis test to measure impact of social transitions on young people’s attitudes towards work

Dependent Variable	(R)	(R ²)	F-Cal.	DF		β		T-Cal.	Sig*
Youth Attitude towards Work	0.579	0.335	162.468	Regression	1	Social Transitions	0.870	12.746	0.000
				Residual	323				
				Total	324				

*The effect is statistically significant at α (0.05)

The results showed a statistically significant effect of social transitions on young people’s attitudes towards work. The correlation coefficient value is 0.579 at $\alpha 0, 05 \geq$. The coefficient R^2 is 0.335, meaning that 0.335 of changes in on young people’s attitudes towards work are caused by a change in the level of social transitions; the impact value degree is β (0.870), which means that an increase of one degree in social changes leads to an increase in the attitudes of young people to work value of 0.870. The value of F confirms the significance effect (162.468), significant at $(\alpha 0, 05 \geq)$. This confirms rejection of the second null hypothesis and acceptance of the alternative hypothesis which states: There is a statistically significant impact of social transitions in on young people’s attitudes towards work.

H2.2: There is no statistically significant effect of economic downturns on young people’s attitudes towards work

To test this hypothesis, the researcher used simple regression analysis to verify the effect of economic downturns on young people’s attitudes towards work as a dependent variable, as shown in Table 6.

Table 6
Results of the simple regression analysis test to measure impact of economic downturns s on young people’s attitudes towards work

Dependent Variable	(R)	(R ²)	F-Cal.	DF		β		T-Cal.	Sig*
Youth Attitude towards Work	0.934	0.872	2193.920	Regression	1	Economic Downturns	1.648	46.839	0.000
				Residual	323				
				Total	324				

*The effect is statistically significant at α (0.05)

The results show a statistically significant effect of economic changes on young people's attitudes towards work. The correlation coefficient value is 0.934 at $\alpha, 05 \geq$. Coefficient R^2 is 0.872, meaning that 0.872 of changes in young people's attitudes towards work is caused by changes in the economic level. The impact value degree is β (1.648), which means that an increase of one degree in economic changes leads to an increase in the attitudes of young people to work amounting to 1.648. The value of F confirms the significance (2193.920) is significant at $\alpha, 05 \geq$. This means rejecting the null hypothesis and accepting the alternative hypothesis which states: There is a statistically significant impact of economic changes in young people's attitudes towards work.

Results and Recommendations

The study indicates that social changes in Jordanian society are mainly a result of the increase in external migration. Since the mean (4.64) is high, followed by high population growth rates with a mean of 4.52, the agreement was high, while the change from bedewing to agriculture was 3.87. The results of the economic changes indicate a growing interest among females in participating in the labor market. Since the mean was 4.34 (SD 0.84), economic transitions from the family to a partnership economy represent the lowest value between items because the family economy still has a traditional role, although the overall economic transitions had a high value .

The study shows that young people's attitudes toward education had a general mean of 3.82 (SD 0.16). This indicates that there is a statistical impact of the economic and social changes on attitudes towards education: the mean of 4.60 related to a university major ensuring a job after graduation (SD 0.74). This is a high level of approval.

Such result is consistent with Hijazi 1987, Othman, 1993 and Geraldines and Annelis, 2016 ,

Young people's attitudes towards work have a mean of 3.87 (SD 0.38), and was the highest in the private sector, where the mean for required financial income was 4.70 (SD 3.33). At a mean of 0.67 SD 0.66), the lowest item of all was that financial reward in the private sector is better than in the government sector.

The study concluded that there is a statistically significant effect of social and economic changes in the attitudes of youth towards education, since the correlation coefficient (0.761), (0.970) for economic transitions is significant. The determination coefficient (R^2) is 0.92, that is, the value is high due to changes in young people's attitudes towards education, resulting from changes in the level of social and economic transitions with the impact value $\beta = (0,147)$ for social transitions and (? , 65) for economic transitions. The study found a statistically significant impact between social and economic changes on the attitudes of youth towards education. Such result is consistent with Hijazi 1987, Othman, 1993 and Geraldines andAnnelis, 2016

The following hypothesis attempts to verify the impact of social changes on the attitudes of youth towards education as a dependent variable, since the results indicated that there is a statistical effect of social changes with a correlation coefficient of 0.761. This is because of the high level of social transitions in the attitudes of youth towards education (0.488), which confirms the existence of a statistically significant impact of social changes on the attitudes of young people towards education.

With respect to hypothesis 2.1, the researcher used simple regression analysis to verify the statistically significant effect of economic changes on the attitudes of youth toward education as a dependent variable, with a correlation coefficient of 0.970).

The second hypothesis H2 was also tested using multiple regression analysis to verify the impact of social and economic transitions in young people's attitudes towards work as a dependent variable, results indicating coefficient correlations for social changes of 0.579 and 0.934, which is significant at the level of ($0,05 \geq \alpha$) R^2 was 0.873, the value of changes in the attitudes of young people to work.

H2.1 showed a statistically significant impact of social shifts in attitudes towards work. In addition Hypothesis H2.2, the impact of economic changes on young people's attitudes towards work, showed a statistically significant impact of these attitudes.

In the light of these findings, the study makes the following recommendations:

1. Raising awareness of the university and society in general regarding the importance of science of all kinds to avoid

the shame culture that especially affects attitudes towards work and vocational education.

- Identifying and planning for the requirements of the labour market in the light of the social, economic and political changes in Jordanian society.

3. Reconsidering the policies and legislation for higher education and vocational education and encouraging young people to respect the value of work in any field of the labour market; and reducing the size of the expatriate labour force in Jordan.

4. Encouraging young people with talents in both public and private sectors, and working to increase the level of satisfaction in job opportunities in various fields without losing those capabilities and talents to migration overseas.

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" التحولات الاقتصادية والاجتماعية وأثرها على اتجاهات الشباب نحو التعليم والعمل (دراسة ميدانية على عينة من طلبة الجامعة الأردنية)

اسماعيل الزيود *

ملخص

تهدف الدراسة إلى التعرف إلى أثر التحولات الاقتصادية والاجتماعية على اتجاهات طلبة الجامعة الأردنية نحو التعليم والعمل. وتأتي أهمية اختيار هذه الشريحة من الطلبة كونها جزء مهم لنواة العمل والإنتاج لاحقاً. ركزت الدراسة على العديد من الأسباب التي تجعل الشباب يترددون في القبول بعمل غير مرغوب فيه اجتماعياً تحت ضغط ثقافة العيب. مما يدفعهم لاختيار الأعمال والمهن التي تلي رغبات العادات والتقاليد الاجتماعية. تسعى الدراسة إلى تحديد مستويات التغير الاجتماعي والاقتصادي بين طلبة الجامعات في الأردن والتعرف على أنماط الاتجاهات في توجهاتهم نحو التعليم والعمل. تم اختيار مجتمع الدراسة من طلبة الجامعة الأردنية من جميع التخصصات. وقد بلغت عينة الدراسة (325) من الطلبة تم اختياره باستخدام العينة العشوائية من المسجلين في مساقات متطلبات الجامعة من مختلف الكليات والتخصصات مع توازن بين الجنسين والمستوى الدراسي. خلصت الدراسة إلى أن هناك أثر ذا دلالة إحصائية بين التغيرات الاجتماعية والاقتصادية واتجاهات الشباب نحو التعليم.

الكلمات الدالة: التحولات الاقتصادية والاجتماعية، الأثر، اتجاهات الشباب، التعليم، العمل.

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