# CONTEMPORARY CHALLENGES THAT HINDER BUILDING KNOWLEDGE SOCIETY IN JORDAN FROM THE EDUCATIONAL EXPERTS PERSPECTIVE

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**Abstract :**
This study aimed at revealing the contemporary challenges that hinder building knowledge society in Jordan from the perspective of the educational experts , through answering the following two questions:

1. What are the contemporary challenges that hinder building knowledge society in Jordan from the prospective of the educational experts?
2. Are the contemporary challenges which hinder building knowledge society differ according to the difference of the place of work, job, scientific qualification and educational expertise?

To achieve the objective of the study, a questionnaire, the tool of the study, was developed and it consisted of 30 items representing the challenges that prevent building knowledge society in different fields. After achieving the tool's reliability and validity, it was applied on a sample of a study consisted of (235) educational expert. The results of the study revealed that the experts' evaluation of these challenges was high. the results also ensured that there were significant differences in the challenges that hinder building society of knowledge regarding the variables; place of work and educational expertise at the level of significance (a=0.05) and the differences were respectively in favor of Al-Hussein Bin Talal University and in favor of whose experiences is less than five years. And there were no significant effect to the job and the scientific qualification variables. Based on these results, the study recommended the necessity of having strategic changes in the academic education's system in Jordan which are compatible with the requirements of building knowledge society .

**Key Words**: Educational experts, challenges, knowledge society

**Introduction & theoretical background**

Knowledge is considered a major pillar that supports nations' development and it is one of the sources of strength in the society if not the real one that motivates the intellectual and social movement. So this century is called the century of knowledge where knowledge has been considered as an important economic source to the national income and as a pillar of progress in different fields of live. And if any century has its own fortune, the fortune of the current century is knowledge. Therefore, knowledge has become the basic for human development because it expands the humans' options, develops their abilities and their styles of life. So it is a secure road for building the societies in the twenty first century.

The same idea was confirmed by ***Devlin*** (2001) who said that the current knowledge society consisted of human intelligence, the skill and the leadership. And this indicates that the coming period of time has a special significance and so it is noted that this century is the century of knowledge, technology progress and information and communications revolution.

It is difficult to identify the concept of knowledge because it is a complicated and an argumentative process and it has its own levels and degrees of development and includes the human contribution through the experience and the practice which are naturally connected with the shape of the economic and social pattern of development (Sorani,2004). Knowledge is represented by the

ideas, experiences, the skills, and the lessons which gave the work its value and consideration and developed the individual's performance. But, nowadays, knowledge importance and its degree of influence in the economic, social, cultural and educational life is seen as a new topic because of the scientific and technology revolution which the world faces today. The last quarter of the twenty century witnessed the greatest change in humanity, which is called the third transformation or the industrial revolution which came after the agricultural and industrial revolution and it is the revolution of information and communications that help the human to impose their control over the nature which makes the element of knowledge development one of the most effective elements in life. Knowledge has been changed rapidly because it is considered the pillar of the integrated human development and its society (Robai`,2008).

Davenport and Prusak (1998) defined knowledge as the mixture of experiences that formed the opinions, values and the implicit information which presented a frame to participate with experience and new information after it had been reinforced in minds. When the individual stores the information in his mind and gets benefits of it, we consider this information "knowledge". Knowledge is a fluid mix of framed experience, contextual information, values and experts' insight that provides a framework for evaluating and incorporating new experiences and information. And this information becomes knowledge when the individual is able to use it instantly and this definition agrees with (Nonak and Takeuchi's definition (1995) that knowledge is an interaction between the implicit knowledge with what it includes as experiences ,ideas and skills which the individuals have and the explicit knowledge which is resulted from the interaction with the external environment.

While Ali(1990) believes that knowledge is the outcome of the hidden mixture between the information, the experience, perceptions and the ability of giving judgment. When we receive the information and store it in our minds, we applied deduction techniques on it to extract the hidden Implicit knowledge and used the Induction techniques to generate new knowledge. So the difference between the information and knowledge is much more than the difference between information and data; information is one of the means used to acquire knowledge. Information is classified into two types; explicit knowledge and implicit knowledge. explicit knowledge is the common knowledge between the people and which its resources are known and easily be reached to, for example, the books, and different documents which are available in different means which are provided by technologies of communications and information. Dealing with this type of information happens through update , exchange and use different means and according the users' desires and wishes. Whereas, the implicit information, is that information which is stored in minds and it is not represented by any way, so it is not available to others but it is imprisoned in the minds of its owners and it may die before having the opportunity to show up. And its owners may have the chance or the incentives that force them to show it to others in different degrees of clarity and integration (Polanyi, 1997)

**Knowledge Society:**

Talking about society of knowledge should be proceeded by presenting historical events which the world faced so as to understand the nature of knowledge societies and the future of their citizens to act their roles effectively in the society. One of the societies which humanity knew is the society of hunting where the human spent his life fighting to live and living to fight. Then the human knew the industrial society where he spent his life living to eat and eating to live . Later ,the human works to live and lives to work. And this means that the life of the tribesman started and finished by war and fighting while the life in the industrial society started and finished at work but it seems that the individual's life in the knowledge society moves towards being controlled by logic and learning (Rabei`,2000).

Most countries try to access into the society of knowledge through planning and readiness for the importance of knowledge that increases its strength and position among the countries. In these societies knowledge is considered as the first priority and information flows smoothly without any obstacles, so getting to the required knowledge will be easy and available to everyone without any high costs and without any discrimination. Generalizing knowledge everywhere to be the distinguished character of the society in terms of its production, application and selling . Thus

knowledge supports the national economy and be part of it Therefore, knowledge becomes a standard to measure the countries' progress and a field for competition in between (Malkawi,2008).

It was in 1969, when the concept of knowledge society , for the first time, was used by Peter Droker , and became a common concept in the 1990s. The appearance of this concept synchronized with the appearance of the concept " Educated Societies" which aim to provide learning for every one for lifelong. And this is not a coincidence, it seems important to learn before doing anything. And in 1972 ,UNESCO presented this new concept of education by its report entitled by: " learn to be , science of education today and tomorrow". Education is no longer for the elite or linked with specific age but it extends for the whole group for lifelong (UNESCO,2005).

And mainly, the concept of knowledge society is used to refer to an advanced stage of development stages or to the information society of the second generation. And if the information society aims to provide the necessary information and technology, the knowledge society aims to create knowledge and culture based on sharing of knowledge and have new applications work basically via internet. the objective of knowledge society is to meet the society needs, make a fortune and develop life's quality continuously (Rincon, 2005). And the report of the Scientific Research Council (2005) ensured the necessity to distinguish between the society based on collecting information and investigate its resources to have more and use it through copying and memorization as a mean for education and research and between knowledge society which depends on learning and analyzing, criticizing and realizing the meaning of the information in order to create and deduct.

The modern society is the knowledge society and the individual is its core and the leadership is in the hands of ***knowledge workers (Toffler), who own the new mean of production which is knowledge. After serving the capital, the capital became in their service***.

Knowledge is used to develop the economy, increase the production and the productivity. Knowledge includes data, information, shapes, figures, images, situations , beliefs , values, and means for delivering knowledge. And this knowledge has no value if it does not become a part of the individual's life (Hashemi & Ghazawi, 2007)

Trying to define knowledge society, Robai`( 2008) says: "it is the society which depends basically on publishing, producing and employing knowledge effectively and efficiently in all the activities of the society and fields of life. And Arab Human Development Report (2003) gives a description of the concept of knowledge society that it is the society which uses knowledge in a proper way to do his work and take the appropriate decisions

Many elements together participated in the appearance of knowledge society. The first one: globalization resulting from the development of technology of communication and information helps in having a world without geographical borders as a united community that belongs to a free human community. And the second one is the international technology elements. It is difficult to isolate theory from its application in the era of " engagement" between science and technology so every day we see science and technology provide us with great developments that not only affect human life but they also control it ( Ibrahim,2005). And the human interaction and communication via electronic communication means, the Satellites and the use of computer make the individual able to obtain the knowledge and access into its world regardless of his location and this facilitates the communication process between the knowledge workers. Third one is the rapid change in knowledge. Information according to statistics, which were published by the American University AIT and ***Massachusetts Institute*** of Technology, is doubled during a period lasted 18 months but this period, as these statistics revealed, will get less at the end of the first decade of the current century to reach a round two or three weeks.( The Arab Knowledge Report ,2009).

The old meaning of Knowledge has completely changed; knowledge before the era of information states that knowledge equals power so one should have this power. But nowadays and in light of the rapid change in knowledge and technology, no one can own the knowledge. In fact, if one does, he will find what he owns today, it would be old tomorrow and the try to imprison knowledge will stop the flow of information that provides life and which allow a system to organize and renew itself. The new concept of knowledge states that knowledge equals power so one should share it with others and so it will be doubled and this is the status of the new economy of the new knowledge society(Robai`,2008)

Knowledge society has different and interrelated dimensions as the economic dimension. The information in knowledge society is the product and it is the main resource of the added value and it is the only way to find jobs and rationalizing the economy. And this means that the society which produces knowledge and uses it in different activities is able to compete and impose its self strongly. And because knowledge society means the spread of technology, so technology is considered as one of the major dimensions of knowledge society. So paying attention to the Media and trying to adapt them according to every society's objectives circumstances is a need. The knowledge society has asocial dimension; the society has to provide the means and the information; quantity and quality, to update information, to develop the individual's speed to get to the digital human rank that belongs to knowledge workers who work on filling the gap between mental work and manual one because there is no effectiveness at work without knowledge consisted of specialization and ability to read the screens' symbols. Based on this, the concept of knowledge workers. And society knowledge has a cultural dimension because society knowledge is not limited to produce the information and use it but it needs a culture evaluate and respect who produces the information and use it in the right way and all of this needs to have a cultural , social and political environment that believes in knowledge and its role in the society daily life ( Najm,2004).

**Contemporary Challenges of building Knowledge Society**

Knowledge is a need to the individuals , and this need remains the core of the countries' ***destiny*** because it meets the other needs and its Stop-motion means the life of this county's economy will stop and there will be a shortage in its other basic needs therefore this country will be a servant to who owns knowledge. Knowledge is power and science with its applications are the weapon of this power.

The circle of knowledge in the society passes by three stages : receiving knowledge, understanding it and employing it in solving the society's problems and in developing its people and resources. And in many times, effort in Jordan stopped at the stage of receiving knowledge for political, economic, organizational and educational reasons, so the information and the problems' solutions remain coming from their traditional resources and as a result of this , the authority will control and stop all the efforts that try to generate new knowledge (Madkor,2003) .

The Jordanian academic education has achieved a lot and its efforts affect the development process in Jordan and in other Arab and International countries where many qualified Jordanian emigrated to. The demand for the educated and the skilled workers in the light of the technological and scientific progress is much more higher than the demand for others who do not have similar skills. And according the quantitative level, the number of the public Jordanian universities reached 10 and the private ones 20, and this expansion in quantity caused an expansion in the academic programs and the specializations and this led to an increase in the number of the students who enrolled of these programs at bachelor and at higher studies levels. Although of this quantitative expansion of the Jordanian universities and the number of graduate students which they provide the local market and the Arab countries with, education in Jordan suffers from the deterioration of the quality of the available education where education loses its development and humanitarian objectives of improving life quality and developing human capabilities (Ali, 2010).

There are many elements affect determining the education quality as education policies, teachers, methods and curricula of teaching, academic staff member and scientific research. The book occupies the forefront in this field. There is a low percent of academic books in education and psychology in Arabic with good level and provide interrelated and scientific knowledge while it is difficult to say that the highest percentage of books provide scientific knowledge because generalizations dominate their content and the references which are available are free of the theories and their approaches so the students account of achievement is free of cognitive knowledge in addition to the old scientific content presented in the books which do not keep pace with the developments. And the result is that our students consume old information presented in a way that does not construct cognitive mental systems.

And the school curricula enhance obedience and do not encourage critical thinking , the curricula content does not motivate the students to criticize but it kills their creativity and the independency. It seems that the curricula are a reflection to a concept which consider education as an

artificial production where curricula function as templates to keep the generation minds in(Shareif,1999). And the student looks at the curricula as a pool of information which should be consumed for the sake of having an academic certificate and at the moment he got that certificate, the moment the information loses its importance and because of this the Jordanian youth do not read (Yosifi, 2002)

Despite of the variety of teaching methods in the academic education as using computers and electronic learning but they are used to present information rather than developing it and educating the students' mental skills (Suliman, 2000). And the traditional method which depends on memorization and transferring information is still used in the academic education. And the issue became more serious when the academic teacher ordered his students to commit to every word he says and this means that knowledge does not move forward (Hijazi, 2001).

Due to the importance of the academic staff in constructing knowledge, there should be a reconsideration of the standards of the academic staff's selection, promotion and performance evaluation that guarantee his ability to do what is more than knowledge. And concerning scientific research, Arab Human Development Report (2003) believes it suffers from shortage of production and application, weakness in basic areas, absence of institutional support in addition to the scientific researches that have no relation with reality. Economically, the great changes in the international economic environment represented by the international knowledge in the economic globalization that dominated the whole world through intercontinental companies which monopolize economic knowledge and distribute it to achieve its goals. And these companies became the dominator in all the areas of the international economy by possessing knowledge and money which was accompanied by a weakness in the exports according to the national production and the international exports. And the shortage of life resources hinder the agricultural and industrial growth causing lack of self-efficiency of food which is considered as a national security case (Yasin, 2002).

Dependency is considered one of the knowledge challenges and it means that kind of relation which obliges some cultures to depend totally on others' cultures to produce its own culture and this may due to the superiority of these other cultures or the lack of self-confidence of the weak culture and its incapability to produce values, ideas, and behavioural patterns which the societies need. Dependency is represented by substituting values, habits and behavioural patterns in the place of the prevailing values in these societies. The Jordanian society faces a crisis in education and in culture because of dependency, it is incapable to melt in the civilization of the current century because it dreams of having science and technology achievement far away from the value system which allowed developing them. The Jordanian society, currently, is incapable to present the substitute because it refuses the logic of modern century and hopes to go back to past (Mostafa, 1998).

And the Arab societies including the Jordanian lacks the scientific culture that helps to get rid of the social negatives which we suffered from a lot and still as dependency, passivity and myths .so the scientific culture is as one of the basics of education because it enable the individual to deal properly with all the variables that surrounded him. It is necessary to publish this type of culture among the people so as to supply them with scientific culture's basics which enable them to participate efficiently in developing their societies; technology and scientifically, in facing the problems, making proper decisions, analyzing life's phenomena, predicting the future, and being able to shape their children's minds scientifically. Education is a tool used to publish the scientific culture in the modern Jordanian society (Bakri, 2006).

Establishing knowledge society is not only done by transferring technology and consuming it or by accepting reality or pricing knowledge but creativity and production engagement happens by having a comprehensive vision that does not forget that products, knowledge tools and techniques hide values and make others. And the development we seek requires much more knowledge and awareness and the Jordanian society has to do two things at the same time; diagnostic its problems and learn from others' achievements. These two things need much courage and strength. And this motivates the researcher to conduct this study to identify the challenges that hinder constructing knowledge society in Jordan.

**The problem of the study and its questions:**

The problem of the study is represented by identifying the most important challenges that hinder building society of knowledge in Jordan , and to achieve this, the study tries to answer the following two questions :

1. What are the contemporary challenges that hinder building knowledge society in Jordan from the educational experts' perspective ?
2. Do the contemporary challenges that hinder building knowledge society in Jordan vary regarding to job location, job title, scientific qualification and the educational experiences?

**Significance of the problem:**

The significance of this study is based on the topic it discussed which is revealing the challenges that hinder building the society of knowledge in Jordan where the world witnesses rapid and sequenced changes. The change in the world of knowledge imposed many challenges which are not easy to be controlled and faced unless there is a good preparation which develops the society. Because there are few local studies discussed this topic, it is hoped that Ministry of Education ,Higher education and the scientific research, the researchers in the field of knowledge and technology, designers of curriculum , educational decision-makers and those who responsible for education planning to get benefit of the results of this study

**Terms of the study:**

**Challenges** : they are every qualitative and quantitative changes which imposed specific requirements that exceed the society capabilities. And these changes happened as a result of external and internal elements and the society has to follow some procedures to face such change.

**Knowledge**: it is the awareness ,understanding facts and acquiring information through the experiment. And knowledge is asset of meanings, beliefs, judgments, concepts and intellectual perceptions which the individual has as a result of repeated tries to understand the phenomena and the what surrounds him.

**Society of knowledge** : it is the society where knowledge plays a major role in shaping and constructing the society through having , spreading, publishing, producing , and employing the knowledge in the social and cultural context.

**Educational experts**: faculty members who are experts and specialists in the educational colleges in six Jordanian public universities and the educational managers in the Ministry of Higher Education and heads of departments that have relations with the educational process in Ministry of Higher Education and Scientific Research

**Limitations of the study:**

1. This study is limited to the staff members who work at the colleges of educational sciences at six public Jordanian universities: University of Jordan, Hashemite University, Yarmouk University ,Al-Bayt University, Mu`ta University and University of Hussein Bin Talal. These universities and the educational experts were chosen purposefully.
2. This study was conducted in the second semester for the academic year 2012/2013.

**Previous Studies:**

The study of Khanfar (2012) aimed to know the cultural and social dimensions which are necessary to acquire the knowledge and produce it, and to suggest cultural and social dimensions needed to acquire knowledge and produce it in the Jordanian academic education. The results of the study showed that the degree of acquiring and producing knowledge and applying the cultural dimensions in the colleges of educational sciences was moderate while the degree of applying the social dimensions was high. And there were no significance for the variables of the university and the experience.

Abu Nadi's study ( 2009) aimed at presenting a number of proposed rules to manage knowledge in the Jordanian Universities from the academic staff's perspective by using a

questionnaire included all the fields of knowledge .the study concluded that there was not any kind of practice to any of knowledge management's rules in the Jordanian universities and there was significant effect to the variables of university and experience .

Badawi (2009) carried out a study aimed to analyse the social dimensions of acquiring and producing knowledge in the Egyptian universities through analysing the academic theses and curricula. The results ensured that there was a defect in the structure of the mental and scientific knowledge related to the system of education which is based on drilling and memorization resulting a defect in forming the students' scientific capital in the Egyptian universities followed by scarcity in the scientific production in the social science.

And the study of Hays(2009) tried to monitor the determinants of acquiring and producing knowledge of the students of higher studies in the university of Sultan Qaboos and to identify the most important and effective variables in it. The results revealed variety in the resources of acquiring knowledge and obtaining information as Internet. The most important challenge was represented by the students' weakness in English language .

The study of Chennamanenni (2006) which was conducted in University of Texas, aimed at investigating the determinants of knowledge, sharing behaviours: developing and testing an integrated theoretical model. The result revealed a support and acceptance to the developed model and the results also showed that there was a strong correlation between the empowerment elements in using technology positively with the high levels of knowledge ,sharing behaviors.

While the study of Tee (2005) aimed to develop more understanding to the circumstances and operations which help in enhancing knowledge sharing in the environments of distance learning in USA. And the results of the study ensured that the school program via internet encourages the students to share, build and use knowledge so the students acquired new and deep visions and understanding that suits the new acquired knowledge .

The study of Faori (2005) aimed to identify the methods of acquiring knowledge, the indications of knowledge production and to investigate the relation between the patterns of family rearing and between the methods of acquiring and producing knowledge of the higher studies' students in University of Jordan. The results concluded that the most common method of family rearing was the pattern of the dictatorship and the most common methods used in acquiring knowledge, by the sample of the study, was the experience and the level of having standards of knowledge production in all the academic theses was low.

The study of Politis(2003) aimed to investigate the effect of the will and confidence strength of the personal relations on the skills of acquiring knowledge in UK. The results of the study revealed that the positive relations have positive impact on knowledge acquisition and the leaders and the experts have positive role in encouraging acquiring specific behavioural skills which is considered as a basic for knowledge acquisition. The leader inspired and motivates the organizational learning.

And the study of Roland(2003) aimed at revealing the relation between acquiring knowledge , sharing information and the electronic knowledge. The results showed that the increase in the use of Net systems during the process of acquiring knowledge created the concept of electronic knowledge which supports economic of knowledge and encourages dealing with knowledge and publishing it. And the study ensured the necessity of having academic cooperation during supporting, publishing and distributing knowledge and information.

**Comment on the Previous Studies:**

The objectives of the previous studies varied but mainly they discussed the dimensions of producing knowledge and investigating the determinants of producing and sharing knowledge. And the environments of the studies varied; some were conducted in Arab countries as Jordan ,Egypt and Oman and others in foreign countries as USA and UK. And this study gets benefits of the previous study in choosing the theoretical frame and in developing the tool of the study. This study agreed with the previous studies in addressing the challenges that hinder building society of knowledge in Jordan and in selecting the questionnaire as a tool of the study. But this study differed from other studies in selecting the population of the study which is the educational experts. And it also differed in developing the tool of the study which represented different challenges and focused on the educational challenges and in selecting the variables of the study.

**Method and procedures :**

In includes a description of the study's approach , its population, the tool of the study and its reliability and validity, and it also includes a description of the study's procedures and the statistical methods.

**Approach of the study :**

The study adopted the descriptive analytical approach to achieve the objectives of the study.

**The population of the study and its sample:**

The population of the study consisted of the educational experts who are academic staff members in the educational colleges in six public universities represented three Jordanian regions; University of Jordan and Hashemite University represented the Middle region, Albayt University and Yarmouk University represented the North region and the Mu`ta University and University of Hussein bin Talal represented the South region. The population of the study consisted also of the higher educational leaders in Ministry of Education and Ministry of Higher Education and scientific Research. Table (1) illustrates this:

**Table (1) Distribution of the sample of the study regarding the study's variables**

| Variable | Categories | Percent | Freq . |
|---|---|---|---|
| Place of work | University of Jordan | %23 | 54 |
| | Hashemite university | %8.5 | 20 |
| | Yarmouk university | %26 | 61 |
| | Al-Bayt University | %8.9 | 21 |
| | University of Hussein Bin Talal | %5.1 | 12 |
| | Mu`ta University | %14.9 | 35 |
| | Ministry of higher education and scientific research | %13.6 | 32 |
| Job | Teaching | %89 | 209 |
| | Administration | %8.9 | 21 |
| | Technician | %2.1 | 5 |
| Scientific qualification | Bachelor | %7.2 | 17 |
| | Master | %14.9 | 35 |
| | Doctorate | %77.9 | 183 |
| Educational experiences | Less than 5 years | %31.1 | 73 |
| | From 5-10 years | %41.7 | 98 |
| | More than 10 years | %27.2 | 64 |
| Total | | 100% | 235 |

**Tool of the study and its reliability and validity:**

A questionnaire , the tool of the study, was developed and its final copy consisted of (30) items. The items of the questionnaire measured the most common challenges that hinder building the society of knowledge in Jordan and each item was given a sequenced weight according to Lickert's fifth scale ; the means from (5 to 4.2) are very high, from (4.1 to 3.4) are high, from (3.3 to 2.6) are moderate, from ( 2.5 to 1.8) are low and less than (1.8 to1) are very low. To ensure the face validity and the content validity of the questionnaire, it was arbitrated by a group of qualified and specialized arbitrators in the field of this study. And after their notes had been taken into account, some changes were done. And regarding the reliability of the questionnaires' items, the researcher used Chronbach alpha for internal consistency and the value of reliability was (0.88).

**Procedures of the study:**

After the number of the academic staff in the educational colleges in the six public Jordanian universities and the number of the educational leaders who still work in the Ministry of Higher Education and Scientific Research for the year 2012-2013 had been determined and chosen, 252 questionnaires, the tool of the study, were prepared and distributed into the sample of the study, and about 17 questionnaires were excluded for their invalidity.

**Statistical Treatment:**

The researcher used the means , standard deviations ,ANOVA to reveal the differences according the variables of the study and Scheffe' Test for Post Hoc ***Comparisons*** .

**Results and discussion**

Results of the answer of question(1): " What are the contemporary challenges that hinder building society of knowledge in Jordan from the educational experts' perspective?

**Table (2) Challenges that hinder building society of knowledge in Jordan from the educational experts' perspective**

| N | Item | Mean | Std dev | Degree |
|---|---|---|---|---|
| 22 | Deterioration of education quality is a challenge hinders constructing knowledge society. | 4.50 | .62 | Very high |
| 6 | Weakness of attitudes towards long life learning as a way of thinking | 4.49 | .59 | Very high |
| 10 | Weak relation between education and labor market | 4.45 | .62 | Very high |
| 24 | Lack of expenses specified to enhance production and publishing knowledge specially in education. | 4.19 | .82 | Very high |
| 2 | Bureaucracy's control over scientific research institutions. | 4.18 | .82 | High |
| 11 | Spread of knowledge and technology illiteracy. | 4.17 | .82 | High |
| 4 | Low level of the scientific culture of the society . | 4.13 | .82 | High |
| 5 | The process of acquiring knowledge is limited to the educational institutions. | 4.12 | .82 | High |
| 28 | The lack of the necessary infrastructure of communication and communication technology.. | 4.11 | .83 | High |
| 27 | Weak correlation of the comprehensive development plans with the knowledge production's process | 4.11 | .83 | High |
| 23 | Limits of using internet. | 4.07 | .89 | High |
| 19 | Educational institutions' methods that depend on domination and memorization. | 3.48 | .89 | High |
| 20 | Bad distribution of the national fortune between the categories of the society. | 3.47 | .88 | High |
| 30 | Domination of consumption culture in the society. | 3.43 | .87 | High |

| | | | | |
|---|---|---|---|---|
| 15 | Lack of providing information technology and communications. | 3.42 | .87 | High |
| 29 | Rearing family methods represented by control and extra protection. | 3.34 | .81 | Moderate |
| 12 | Jordanians' brain drain | 3.32 | .91 | Moderate |
| 16 | Unfair distribution of individuals' income. | 3.30 | .81 | Moderate |
| 18 | Absence of qualified administration that provides organizational environment, social atmosphere that courage creativity. | 3.29 | .76 | Moderate |
| 14 | Delay in activating the role of thee-government. | 3.27 | .76 | Moderate |
| 13 | Weak spending on scientific research. | 3.20 | .73 | Moderate |
| 8 | Weak of translation is a challenge hinders constructing knowledge society. | 3.17 | .78 | Moderate |
| 21 | Shortage of labor is a challenge hinders constructing knowledge society. | 3.15 | .99 | Moderate |
| 26 | Inactive culture and following the good previous people. | 2.82 | .85 | Moderate |
| 25 | Low level of cooperation between public and private sectors. | 2.70 | .70 | Moderate |
| 9 | Difficulties of transformation from pattern of producing the products to pattern of producing knowledge. | 2.60 | .80 | Moderate |
| 7 | Security entities' interference in recruitments in the scientific or intellectual positions. | 2.51 | .37 | Low |
| 1 | Ignoring the citizen's role and prevent him from taking part in the political life. | 1.80 | .78 | Low |
| 17 | No equality between males and females in having knowledge. | 1.80 | 1.02 | Low |
| 3 | The weak practice of the democratic principles that modern country adopts. | 1.77 | .77 | Very low |
| The tool as a total | | 3.42 | .75 | High |

It is illustrated from table (2) that the challenges which hinder building knowledge society in Jordan from the educational experts' perspective ranged (very high to very low) where the means also ranged between (1,77 – 4,50). The most important challenges were in the items (10,6,22) and it is noted that the educational challenges got the highest means. Item (22): "Deterioration of education quality is a challenge hinders constructing knowledge society", obtained the highest mean (4.50) with a very high degree and this may due to the Arab education's failure to keep up with international developments; shape and content. our curricula are far away from scientific and intellectual issues so the outcomes of education do not suit the necessary human development to construct knowledge society in Jordan and our education suffers from the absence of rational thinking and dialogues with the other. It ignores creativity and the spirit of challenging. And the degree of item: "Weakness of attitudes towards long life learning as a way of thinking," was very high with a mean (4.49) and this may attributed to the limited of knowledge acquisition to the educational institutions place and time. And this problem increases in light of the weakness of the attitudes towards long life learning as a way of thinking and learning.

The degree of Item (Weak relation between education and labor market) was very high with a mean ( 4.45) and this may due to the fact that the educational institutions in Jordan still separate between reality and education which mean separation between theoretical side and practical one. There is no connection or relation between education outcomes and the requirements of the labor market. So the educational institutions have to consider education not as a reason to make any progress but to consider it as a part of progress, production, and comprehensive development. Therefore, these items were considered the most challenges that hinder constructing knowledge society in Jordan.

But the least challenges which hinder building the society of knowledge was represented by item (3):"the weak practice of the democratic principles which the modern state adopted", and this may due to the democratic atmosphere which the citizen have in Jordan; he has the freedom in participating in all of the activities of knowledge that produce knowledge.

**Results of question (2):** " Do the contemporary challenges that hinder building society of knowledge in Jordan vary according to the variables of the study; place of work, job, scientific qualification and the educational experiences ?

The appropriate statistical treatment was taken to each variable to examine its effect and to reveal the differences attitudes . The following tables ( 3,4,5) illustrates this :

**First : place of work variable:**

To know if there were significant differences at the level of significance (a=0.05) in the means of the contemporary challenges that hinder building knowledge society in Jordan attributed to the place of work variable ,One Way ANOVA test was used and table (3) illustrates this:

**Table (3) Results of One-Way ANOVA of the means of the challenges that hinder building society of knowledge in Jordan attributed to the place of work variable**

| Source of variance | Total of sec. | D .freedom | Means of seq. | F | Sig. |
|---|---|---|---|---|---|
| Between groups | 3376.21 | 6 | 562.70 | 9.27 | .000 |
| among groups | 13831.08 | 228 | 60.66 | | |
| Total | 17207.29 | 234 | | | |

Table (3) Showed That There Were Significant Differences At The Level Of Significance (A=0.05%) According To The Place Of Work Variable; The Value Of F Is (9.27) And To Know The Differences' Attitudes And In Favor To Place Of Work , Scheffe' Test For Post Hoc *Comparisons Between The Means Was Used As It Is Illustrated In Table (4).*

**Table (4) Results of Scheffe' Test for Post Hoc Comparisons between the means Of the challenges that hinder building the society of knowledge in Jordan according the place of work variable**

| Place of work | University of Jordan | Hashemite University | Yarmouk university | university of Hussein Bin Talal | Mu`ta university | Al-Bayt university | Ministry of higher education and scientific research |
|---|---|---|---|---|---|---|---|
| University of Jordan | | 7.7407(*) | 8.0604(*) | 8.9074(*) | 7.8122(*) | -1.2831 | -4.1470 |
| Hashemite University | | | .3197 | 1.1667 | .0714 | -9.0238(*) | 3.5938 |
| Yarmouk university | | | | .8470 | -.2482 | -9.3435(*) | 3.9134 |
| University of Hussein Bin Talal | | | | | -1.0952 | -10.1905(*) | 4.7604 |
| Mu`ta university | | | | | | -9.0952(*) | 3.6652 |
| Al-Bayt university | | | | | | | -5.4301 |
| Ministry of higher education and scientific research | | | | | | | |

(*significant at a=0.05)

Table (4) showed that the differences in the contemporary challenges that hinder building knowledge society in Jordan according the place of work variable is statistically significant at a=0.05 and in favor of University of Hussein bin Talal with a mean (10.19), followed respectively by Yarmouk University with a mean (9.34), Mu`ta University with a mean (9.09), and Hashemite University with a mean (9.02), and all the values were statistically significant. it is clear that the means of the universities were close which indicates the importance of the challenges that hinder building the society of knowledge according the place of work variable from the same sample's perspective in these universities and this may attributed to the universities' keeping up with the changes and the new developments where universities activate the attitudes towards the knowledge based economy for appreciating the value which human brain produced. And the public Jordanian universities care of linking their programs , curricula , tools and methods with the newest and latest things in the world in a way that serves the needs of the Jordanian society within its financial and physical abilities and to be compatible with what it should be provided by Jordanian academic education of labor to local, Arab and regional markets .

**Second : job variable**

To know if there were significant differences at the level of significance (a=0.05) in the contemporary challenges that hinder building knowledge society in Jordan attributed to the job variable, One-Way ANOVA was used, and table (5) illustrates this.

**Table (5) Results of One-Way ANOVA of the means of the challenges tha hinder building knowledge society in Jordan attributed to the job variable**

| Source of variance | Total of seq | d. f | Means of seq. | F | Sig |
|---|---|---|---|---|---|
| Between groups | 140.68 | 2 | 70.34 | .95 | .38 |
| Among groups | 17066.60 | 232 | 73.56 | | |
| Total | 17207.29 | 234 | | | |

Table (5) showed that there were no significant differences at the level of significance at (a=0.05) attributed to the job variable, and this may due to the academic and educational institutions' adaptation to an integrated educational strategy that supports the attitudes towards producing and employing knowledge.

**Third : scientific qualification variable:**

To know if there were significant differences at the level of significance (a=0.05) in the challenges that hinder building society of knowledge in Jordan attributed to the scientific qualification variable, One-Way ANOVA was used, and table (6) illustrates this.

**Table (6) Results of One-Way ANOVA of the means of the challenges that hinder building society of knowledge in Jordan attributed to the scientific qualification variable**

| Source of variance | Total of seq | F .d | Means of seq | F | Siq |
|---|---|---|---|---|---|
| Between groups | 49.31 | 2 | 24.65 | .33 | .71 |
| Among groups | 17157.97 | 232 | 73.95 | | |
| Total | 17207.29 | 234 | | | |

Table (6) illustrates that there were no significant differences at the level of significance (a=0.05) attributed to the scientific qualification variable , where the majority of the sample regardless their qualifications agreed that knowledge has a high economic value that exceeds the value of the goods and the natural resources .

**Fourth : educational experiences variable**

To know if there were significant differences at the level of significance (a=0.05) in the contemporary challenges that hinder building knowledge society in Jordan attributed to the educational experiences variable, One-Way ANOVA was used, and table (7) illustrates this.

**Table (7) Results of One-Way ANOVA of the means of the challenges that hinder building society of knowledge in Jordan attributed to the educational experiences variable**

| Source of variance | Total of seq | d. f | Means of seq. | F | Siq. |
|---|---|---|---|---|---|
| Between groups | 669.769 | 2 | 334.884 | 4.698 | .010 |
| Among groups | 16537.525 | 232 | 71.282 | | |
| Total | 17207.294 | 234 | | | |

Table (7) illustrates that there were significant differences at the level of significance (a=0.05) according to the educational experiences variable, where f was (.01). And to know the source of these differences , scheffe' test for post hoc *comparisons between the means was used as it is illustrated in table (8).*

**Table (8) Results of Scheffe' Test for Post Hoc Comparisons between the means Of the challenges that hinder building the society of knowledge in Jordan according to the educational experiences variable**

| More than 10 years | From 5-10 years | Less than 5 years | Educational experience variable |
|---|---|---|---|
| 3.20 | 3.86 (*) | - | Less than 5 years |
| -.66 | - | - | From 5-10 years |
| - | - | - | More than 10 years |

(*significance at the level a=0.05)

Table (8) showed that the differences between the challenges that hinder building knowledge society according the educational experiences at the level of significance (a=0.05) were in favor of the years of experience which are less than 5 years and this may due to the fact that the individuals in this category are more enthusiastic at work and so they feel more of these challenges during their application to what they learned theoretically on the ground.

**Recommendations :**

1. Facing the educational challenges by criticism of the educational system which leads to knowledge society.
2. The necessity to make strategic changes in the higher education system in Jordan that is compatible with the requirements of building knowledge society.
3. The necessity of keeping up with the huge accumulative of knowledge by activating the role of education in keeping up with the latest and newest changes .
4. Conducting further studies that addressed the challenges which hinder building knowledge society which appeared because of the change in knowledge ,how to face them educationally and their relation with other variables.

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