

## Rationales of a Shift towards Knowledge Economy in Jordan from the Viewpoint of Educational Experts and Relationship with Some Variables

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### Article excerpt

The purpose of the present study was to identify rationales underlying a shift towards knowledge economy in education as perceived by the educational experts in Jordan and relationship with some variables. The random stratum sample (n=90) consisted of educational experts representing faculty members in the Jordanian universities and top leaders in the Ministry of Education. To ascertain validity and reliability, a questionnaire was shown to a number of expert judges. The overall correlation was (0.80). The study questions were analyzed statistically. Findings showed that the general mean for the overall reasons to shift towards knowledge economy was (4.26) out of (5) degrees, indicating how conscious were the educational experts regarding a shift to knowledge economy in Education. The implications also revealed variance in overall mean reasons to shift towards knowledge economy attributed to position. Statistical significant differences were also found that are attributed to education as a whole, where F-value was (4.837) at (.=0.010) with differences among BA, MA, and Ph.D. holders being in favor of the MA and Ph.D. holding subjects.