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## THE IMPACT OF THE SYRIAN CRISIS ON THE EDUCATIONAL ELEMENTS IN NEIGHBORING COUNTRIES

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### Abstract:

This study aimed to identify the impact of the Syrian crisis on the educational system elements in the neighboringcountries- Jordan as a model. To achieve the objective of the study, the researcher used the descriptive and analytical approach. The study sample consisted of (90)

teachers, assistant teachers, educational supervisors, school principal, and school agents) in the schools affiliated to the Education Directorate in the Northern Al-Mazar District. A questionnaire was developed consisting of 40 items distributed into five educational fields: (students, teachers, classroom climate, facilities school, educational administration). The questionnaire was distributed to school staff affiliated with the Education Directorate in the Northern Al-Mazar District in the Governorate of Irbid that is near to the Syrian border, during the first semester of the year 2017/2018. The overall results showed that the Syrian crisis has a high impact on educational elements teachers, school facilities, and the educational administration. It also shows that it has a moderate impact on students and the classroom climate. The results also show that the impact of the Syrian crisis is "high" on the items of the elements of the education as follows: (educational administration, teachers, school facilities, the classroom school climate, students), while it has a "moderate" effect on the items of the elements: (students, school climate, school facilities, teachers, administration) respectively. The study recommended more international attention to get better educational opportunities for Syrian children.

**Keywords:** Syrian crisis- educational system- neighboring countries- educational staffs.

## 1. Introduction

Wars are widely considered to be one of the most devastating humanitarian disasters over time, and their terrifying effects extend to all facets of life and may affect generations who have no guilt. Their repercussions are not limited to a specific time or geographical scale, but rather extend to different eras and places including neighboring countries of conflict region. In a matter of fact, the education system is the most affected sector by these conflicts because the regularity of education primarily requires achieving security, and then providing schools and teachers, which is, unfortunately, unavailable in many Arab countries that are witnessing wars and conflicts including Syria, Yemen, Libya, and Iraq.

Clausewitz (1997) pointed out in his book "The Sixth War" that the factor of savagery and aggression remains a very basic factor in wars, since violence is the common factor of every war, and then it has many consequences, which are often disastrous on all aspects of normal life. Wars are usually classified according to their motives and goals; It is either for economic reasons (commercial or financial) or religious reasons. It can be also classified according to the breadth of its geographical area because if it does not exceed the national borders of the state, it is considered a civil war, and when it broke out between two states, it is considered international, regional, or national war, but when it is spread globally, it becomes an all-out war and its effects encompass all areas of life especially education (Qaswari, Fahima, 2014). The war in Croatia (1991-1995) has had many adverse effects on the country and the economy as a whole, in particular on education, employment, and compulsory conscription to the armed forces. The study stated many negative effects on educational outcomes compared to Slovenia and other neighboring countries (Kecmanovic, 2013). Therefore several studies such as the study of Kyuchukov&New, (2016) stressed the need to use concepts and practices derived from peace education to assist in the treatment and education of refugees suffering from post-war trauma.

And since education is the foundation for the growth of nations, no nation can develop without providing its people with proper education and effective preparation of cadres that support the advancement of society. The educational process system includes a set of elements and tasks that form interactive relationships between them to eventually form an integrated educational system that seeks to achieve the goals of the educational system, as well as to create an educated generation who are capable to keep pace with scientific and cultural development and can serve its community effectively (Hamdaoui, 2006).

The educational system consists of three basic elements which are inputs, processes, and outputs, the most important inputs are learners and teachers, where the process includes the coordination processes and procedures for organizing teaching and learning process. Output concerned with graduating learners who mastered advanced skills. The elements of the

educational process are composed in a way that each of them influences the other, and obviously, the learner is at the center of the educational process, and the educational process is oriented to attain his benefit. Educational institutions, therefore, pay particular attention to learners and set their individual cognitive, emotional, and ability needs as benchmarks for the commitment and coordination of the outcomes of the educational process.

Undoubtedly, teachers have a fundamental and effective role in the educational process, as they can, with their experience and competence, determine the quality of the teaching materials and its trends and can simplify introduce it according to the learners' level and types of his learning. Educational content is the facts and ideas that constitute the dominant culture in a particular society, such as scientific, literary, philosophical, religious, technical, and other acquisitions. The method of teaching is the communicative and reporting method. It is also a practical procedure that seeks to achieve the educational goals of the learning process. Where the school environment represents the factors affecting the education process and contributes to achieving a good environment for the learner in which interaction takes place between the teacher and the learner. It increases the learner's pride in his school and loyalty to his community. Educational Administration is the body that supervises the learning process and its affairs and facilitates the function of the previous elements (Ozzy, 2006).

Schools provide a qualitative educational system for society so that it becomes able to face the challenges with all its changes, developments, and surprises. Every school has an integrated team of leaders aware of their expected roles and plan effectively to serve their community, as well as creative teachers who keep up with new techniques and teaching methods and qualified to build a creative and innovative generation. Schools also have managers and employees who contribute to the progress of the education process in achieving its objectives. Effective schools strengthen their relations with the local community, parents, and provide services to develop the surrounding environment (Al Naji, 2000). Education actively seeks to integrate, adapt individuals into society, and to develop the individual personality and strengthening his fundamental rights and freedoms. Despite this fact, several obstacles appear that constitute a major barrier to the development of the education system, and one of these barriers is the war (Kahil, 2015).

Educational functions influenced and changed during wars and educational institutions were incapable of performing their expected role. There is no doubt that the outbreak of the First World War had a strong influence on German schools, in the past, schools were just socializing institutions that did not contribute to supporting or interfere in any way in the war. But this role woefully changed during the German wars; Research has shown that the emergence of the concept of "war education" was to conduct potentially aggressive propaganda in the classroom; Enthusiasm for the war

that engulfed teachers and students in schools, and the rest of the population. The madness of war ignored the fact that schools could not easily turn into institutions of war, yet during the first few months of the war, unsatisfactory results and challenges within schools had quickly emerged and affected the different elements of education (Scholz; Berdelmann, 2016).

UNICEF has issued a report to raise alarm for the consequences of the war in the Middle East and North Africa that deprived 13.7 million children (or 40% of children) of the right to education and the opportunity to go to school due to the destruction of the school facilities. Some assert that this figure would soon exceed 50%. The number of schools that are no longer fit for education in Syria, Iraq, Yemen, and Libya has reached about 9,000, with 214 attacks hit schools in Syria, Iraq, Libya, the Palestinian Territories, Sudan, and Yemen in 2014. Psychologically, children feel the impact of the conflict in the region, and the damage is not only limited to material sources such as buildings but it also extended to the despair felt by an entire generation of children who saw their hopes dwindle and their future wasted. Meanwhile, human rights and international organizations such as Save the Children warned that children in Syria suffer highly from psychological and physical violence (Al-Mustafa, 2018).

In addition to the factors related to the school dropout phenomenon among refugee children registered in refugee camps, some of these factors intersect with those related to the dropout of non-refugee students. Research in Lebanon has shown the existence of several factors to the dropout of Palestinian children from UNRWA schools (Sirhan&Ugland, 2009). Bilagher (2006) pointed out three main reasons for school dropout that confirmed by Ghosn (2010) research results which revealed that the most common reasons are the need for a job, weak educational performance, and engagement or early marriage. The results also found secondary factors related to high school dropout rates, including the average age of teachers, the experience of teachers, class size, and the student-teacher ratio. Where the success rates for the Brevet exam, the school size, and the type of school (the one-shift system versus the two-shift system) did not show a significant statistical difference (Al-Hurob, 2013).

Majeed (2012) pointed out the results of (Raundalon&Adyregrov, 2011) study which investigated the conditions of Iraqi children who witnessed the bombing and bombing events of the Amiriya shelter, whose ages ranged between (6--18) years of children which indicated that those children suffered from a fear of losing their families, depression, crying, and feeling anger and instability. In addition to anxiety, sleep problems, the anticipation of ill health, poor attention, memory, schoolwork completion, social isolation, lack of enjoyment of playing with friends, and lack of participation in sports activities. Chalabi and Al-Tamimi (1994) conducted a study on a sample of Iraqi children who witnessed the events of wars and bombings. The results showed that the most important psychological symptoms that children encountered were fear, anxiety, irritability, depression, lethargy, lack of activity, desire to get things, lying, feeling of threat, danger and behavior

Aggression, thumb sucking, speech problems, and physical illness, such as headache, stomach pain, dizziness, fainting, jaundice, anemia, and others (Damrah & Abu Eita, 2013).

According to UNICEF, the protracted civil war in Syria deprived over 3 million Syrian children of education, including 800 thousand refugees in neighboring countries, while the damage to the education sector was estimated at more than 250 billion Syrian pounds, where 7400 schools were damaged or became unusable. During the war years, about 1900 schools were used as centers to accommodate displaced families, while some were turned into military headquarters for military uses. To this day, dismissal decisions against hundreds of teachers continue, and the losses and calamities of the education system in Syria are remarkably based on international reports year after year, the last of which was issued in August 2018 (Fayyad, 2018). As a result of the growing threats to the life of Syrian people and the ongoing war in Syria, many Syrian refugees have fled internally or externally to neighboring countries, such as Turkey, which is one of the countries that have provided assistance to Syrian refugees and worked to meet their numerous demands, including education, as the most prominent needs of displaced refugee children. Some reports indicate that 80 percent of refugee children living in camps attended private education, while only a small number of children living outside camps enrolled in schools. Although the number of Syrian students has increased, the quality of educational service decreased, forcing many governmental and non-governmental organizations to request aid (Hos, 2016).

Educational institutions in territories that have suffered from wars and their neighboring countries have been affected greatly by the war consequences and they were unable to provide adequate educational services. Most of these challenges were the high rates of children drop out of schools because of children's involvement in civil conflict, or because of being displaced to neighboring countries with their families, and their inability to obtain effective educational services in refugee camps. The impact of wars on education varies between drop out of education which represents (2.7 million) children living in Syria, Jordan, Lebanon, Turkey, and Egypt, and (2 million) children in Libya. Wars contributed to the destruction or misuse of educational facilities as some schools and universities were utilized for military usage, and to displace persons from unsettled areas, which has led to putting more pressure on the remaining educational facilities (Al Four, & Abu D a'a, 2017 and Christiane, 2015).

In early 2015, a report issued by the Syrian Center for Human Rights confirmed the destruction of at least 3,994 schools in Syria. Among the other effects of the war on the education sector is its effect on teachers, as a result of the unstable situations and the closure of schools in hotspots, teachers flee to safer areas that guarantee them the minimum basic needs. In Syria, no less than 52,500 teachers and 523 educational advisors left their work. Another effect is the shortage of resources, as numerous Arab countries are under rising pressure on the financial resources allocated to education in the light of

refugee flows from the war territories to neighboring countries, resulting in a very overcrowded school population and a deterioration in the quality of education in host countries (Regional Center for Strategic Studies, 2015). Press reports indicated that more than one million children in Syria are not enrolled in school, which threatens to deteriorate the level of educational performance of children.

The migration of experienced people is one of the effects of the Syrian crisis on the higher education system in Syria, and as a solution, technology-based educational courses have been proposed as an alternative to formal education, but one of the challenges it faces in this regard is the acceptance of this kind of education. Ramadan (2016) studied the extent of the success of applying digital lectures in postgraduate programs at the Faculty of Tourism at Damascus University. The results showed that performance, expected effort, personal innovation, and satisfaction with the quality of services had a major impact on accepting digital lectures. The students considered the use of digital lectures as an alternative plan to continue their higher studies abroad within the current restrictions imposed on Syrians, but infrastructure constraints prevented the use of digital lectures in university studies due to the migration of experiences and similar crises, and it recommended trying other solutions.

Wars are not only a human disaster for the countries that are suffering from them, but their fires can also spread to neighboring countries. The devastating war is raging in Syria, which is one of the most recent violent war, caused hundreds of thousands of dead and wounded, the displacement of more than ten million Syrians, and forced five million others to flee the country as refugees in neighboring countries (Al-Sayed, 2014). Rasheed & Munoz (2016) study examined the plight of Syrian refugees in Dohuk in the Kurdistan region of Iraq in terms of obtaining education and promote peacebuilding and development, from the perceptions of the residents of the Dohuk and the Syrian refugees of it, and the perceptions of refugees towards the host community and attitudes towards higher education, personal views on inter-group relationships and the role of higher education. Field research conducted in 2013 was compared as a qualitative study, and field research by a team representing Duhok University and New York University.

While nearly half of the school-age refugees do not receive any education, the number of those enrolled in official education programs does not exceed 340,000. This number is greatly reduced in some areas. In Lebanon, which has taken the largest number of refugees, 78% of Syrian children do not receive an education. As for the education that some receive, it is sporadic and insufficient. Unfamiliar curricula, language barriers, crowding, and racism against Syrian children are all obstacles preventing them from obtaining an education. Most refugee children live outside formal camps in host communities or informal settlements. Their access to education is undermined by a limited capacity for government education systems in host countries and by the enormous financial pressures that families struggle with. For refugee families who have lost all their possessions, earning a living may

push their upbringing into child labor and early marriage, which keeps them away from school and reduces the chance of their return to it (Save the Children, 2015).

In addition to the efforts made to save education in war zones, such as the establishment of camp schools, the interruption of refugee children from education has led to some charitable institutions to establish schools for refugees in the camps, and for example of these initiatives, the Generation Not Lost initiative has been launched: With the support of the United Nations, non-governmental humanitarian aid organizations and donors International. This initiative aims to protect children from the repercussions of wars. And the UNICEF-sponsored return to education initiative entitled "Return to Education" in some Arab countries. These campaigns are based on establishing alternative education centers and reforming educational institutions affected by internal conflicts. Also, a reconstruction initiative was launched, where some charitable institutions in the Arab countries built new schools in the burning areas that were settled as part of the reconstruction process. However, these initiatives are characterized by limited scope, lack of capacity to absorb children affected by internal conflicts, as well as weak funding, and weak returns (Regional Center for Strategic Studies, 2015).

A study was conducted in the newly established host community school for Syrian refugee children in the Turkish city of Gaziantep during the 2014-2015 academic year to evaluate the experiences of principals, teachers, and parents who participated in the establishment of the schools. The study used a qualitative case study methodology that included interviews, focus groups, field notes, and data sources. The results of the study indicated that there were different methodological challenges involved in activating the school, however, teachers, administrators, and parents were eager to have the opportunity to participate in this effort. The curriculum used in the school provided students with cultural relevance and made their transition into an easier context. Although the school was founded with support from the municipality for that year, there were no robust plans to provide the school with sustainability. This study provided a unique insight into the current situation of Syrian refugee children living in Turkey and should serve as a bridge for policymakers in designing educational programs for refugees (Hos, 2016).

The Hashemite Kingdom of Jordan is one of the countries that most receive displaced people and refugees, as it has received refugees and displaced persons from Palestine, Iraq, Syria, and others. The influx of asylum to Jordan leads to the depletion of limited local resources and pressure on infrastructure and services. In the education sector, (14) thousand students were received. Syrians distributed among public schools and (700) students in private schools since the outbreak of the crisis. Reports showed that the cost of studying for a single student ranged between (850-1000 dinars) annually in 2011, and therefore the total cost for 2011 is (3.257.100) million dinars. For the year 2012, the government bore the cost of (25) thousand students, at a



total cost of (10.968,000) million dinars, which is an additional financial burden on the education sector budget. (Smiran, Smiran, 2014).

The education system was the sector most affected by the Syrian refugee situation in the Kingdom of Jordan and, according to reports, overcrowded schools were ordered to accept both Syrian and Jordanian students, which decreased the chances of accepting Jordanian students and contributed to conflict between parents and the school administration. Several opinions stand for separating Syrian students and opinions calling for their inclusion with the rest of the students, and as a result, many classrooms have become overcrowded. Therefore, many schools resorted to a two-shift system, and the classroom period was reduced by 35 minutes instead of 45 minutes, and despite the teachers working additional hours, they were not compensated for that, even in light of enduring pressure and accepting refugee students, the dropout rate increases, the learning outcomes are weak, the lack of focus among students, and the control and coordination processes between schools were weak (Jordanian Association for Human Rights, 2013).

The Jordanian governorates close to the Syrian border, such as Mafraq and Irbid that are among the governorates most affected by the Syrian refugee situation, as the number of displaced Syrians is about (220) thousand Syrians, (20)% of them are settled in the official camps, while nearly 80% of them are distributed over the governorates of the Kingdom which constituted a sudden demographic pressure that led to a sudden population growth of 3% of the population. In terms of overcrowding in health centers, frequent demand for water, and overcrowding of students in schools in the morning and evening shifts, and others. The negative effects on both Jordan and the refugees have increased as a result of these difficult circumstances, which have constituted psychological pressure (Al-Anani, 2012).

Jabbar and Zaza (2014) conducted a study to investigate the impact of the conflict in Syria on Syrian refugee children. The study sample from "Zaatari" camp in Jordan and two samples of children was chosen as control groups, one from the Jordanian "Al Ramtha" area, close to the Syrian border, which feels indirect consequences from the Syrian conflict, and the second group from Amman, the capital of Jordan, which is somewhat far from the borders. The study compared the three groups, "Zaatari–Al Ramtha - and Amman" in terms of symptoms of anxiety and depression. They were also compared concerning gender and age. The results of the study indicated that children in Zaatari camp felt more distressed than others, and some of them suffered from suicide symptoms - "thoughts of ending your life"-. AL-Ramthagroup also showed symptoms of distress because of their indirect experiences of violence, which underscores the difficult conditions for children inside Syria who find themselves trapped between the fighting groups. In addition to the many problems that have emerged such as the deterioration of the education system and the services provided to children (Al Fouri & Abu D a'a, 2017).

## **The problem of the study**

The UNICEF report "Education in the Line of Fire" in September / 2015 indicated that there are more than 13 million children (40% - 50%) children in the Middle East and North Africa who are deprived of the right to education in a school, of whom 2.7 million Syrian children do not receive Education (BBC, 2015), while the number of children deprived of education reached three million, as well as 800,000 refugees in neighboring countries (Al-Mustafa 2018). Although refugees consider the education of their children their top priority, many countries in the region cannot afford this basic human right. However, the transformation of most schools into shelters for refugee families or bases for fighters eliminated their hopes and aspirations for a better future. Despite the efforts made by neighboring countries to change that reality, the impact of wars may extend to all components of the educational system that may affect both citizen and the refugee. Therefore, this study seeks to identify the impact of the Syrian crisis on the educational system in neighboring countries such as Jordan.

The Syrian crisis has cast a shadow not only on Syria but also on many neighboring countries. The war caused the displacement of thousands of families to flee the ravages of the war, who unfortunately were experienced during the trip several types of torment until they settled in the neighboring countries. This experience affected all areas of the life of Arab families, especially educational fields. Therefore, the study tries to investigate the impact of the Syrian crisis on the educational process in neighboring countries - Jordan, as a model from the viewpoint of those working in the educational process, and to present some recommendations and it also seeks to propose some solutions to reduce the expected impact. The study problem is summarized in answering the following main question:

### **What is the impact of the Syrian crisis on the educational system in Jordan from the viewpoint of education staff?**

This question is divided into the following sub-questions:

- 1- "What is the impact of the Syrian crisis on students in Jordan"?
- 2- "What is the impact of the Syrian crisis on teachers in Jordan"?
- 3- "What is the impact of the Syrian crisis on the educational climate in Jordan?"
- 4- "What is the impact of the Syrian crisis on educational facilities in Jordan?"
- 5- "What is the impact of the Syrian crisis on educational administration in Jordan"?
- 6- What is the impact of the Syrian crisis on the relationship between the components of the educational process in Jordan?

### **The importance of the study**

The importance of this study lies in:

- Providing scientific data diagnosing the actual reality of the impact of the Syrian crisis on the educational process in Jordan.
- Drawing the attention of officials of local and international organizations to support the governorates of the Syrian neighborhood to reduce the burden on them.
- The results of the study may benefit human rights organizations and international organizations interested in refugee rights.
- The questionnaire prepared may be useful to researchers in assessing the impact of the Syrian crisis on neighboring countries other than Jordan.

### **1.2. Study limits**

- The study is limited to the viewpoint of education staff because of their experience regarding this field.
- A questionnaire was used that included five components for the educational process.
- The questionnaire was applied during the first semester of the 2017/2018 academic year.
- The application of this study was carried out in the schools affiliated with the Education Directorate in the Northern Mazar District in Irbid Governorate, Jordan.

### **1.4. Study terms:**

**Wars:** The political encyclopedia defines the concept of wars as being associated with "the use of violence and coercion as a means to protect interests, to expand influence, to settle a dispute about conflicting interests or demands between two groups of people" (Al Hassan, 2014).

**Neighboring countries:** These are the countries that have geographical borders with Syria such as Turkey, Lebanon, Iraq, and Jordan.

## **2. Methods and procedures**

**Study approach:** The descriptive and analytical approach was used for its relevance to the nature of the research.

**Study population:** All the staff of the schools of the Education Directorate in the Northern Al-Mazar District (Der Yusuf School - Jahfiya School - Irehaba Elementary School - Zobia School) in Irbid Governorate.

**Study sample:** (90) teachers, assistant teachers, educational supervisors, school principal, and school agents) in the schools affiliated to the Education Directorate in the Northern Al-Mazar District (Dery Youssef School - Jahfiya School - Irehaba Elementary School - Zobia School) in Irbid Governorate.

## Study instrument

A questionnaire consisting of (40) items was designed, it includes five areas that represent the elements of the educational process, namely: students, teachers, classroom climate, school facilities, and educational administration. The purpose of the questionnaire is to identify the impact and repercussions of the Syrian crisis on each element of the educational process. The 3- point Likert scale was used to clarify the degree of impact (high - moderate - low).

### A. The validity and reliability of the study instrument:

Content validity of the tool was verified by presenting it to five faculty members at the College of Education, the University of Dammam, to determine the appropriateness of the items for each field, the inclusion of each field, the technical and linguistic accuracy, and to modify any inappropriate item. The suggested modification was considered. The reliability coefficient of the items was calculated by using the Cronbach alpha method, and it reached 0.89, which is deemed an acceptable value for such tools. The final form of the questionnaire consisted of (40) items.

### Study procedures:

- The literature and previous research in the field of this research have been examined to determine the effect of the Syrian crisis in general and in the field of education through educational literature, papers, international and local reports in this field.
- Studying and analyzing the elements of the educational process in Jordan before the Syrian crisis to identify the education system and the quality of available educational services.
- Preparing a questionnaire to determine the views of the participants on the impact of the Syrian crisis on the educational process.
- Checking the questionnaire validity by presenting it to a group of arbitrators.
- Distributing the questionnaire to the participants during the first semester of 2017/2018.
- Checking the views of the participants and excluding incomplete questionnaires, where the completed questionnaires reached (90) questionnaires.
- Entry and analysis of data and statistical processing of study data.
- Concluding results and setting recommendations.

## 3. Results and Discussion

The statistical approach was used to estimate the frequency and percentage of participants' responses to the impact of the Syrian crisis on all elements of the education process. The range of percentages assessing the degree of

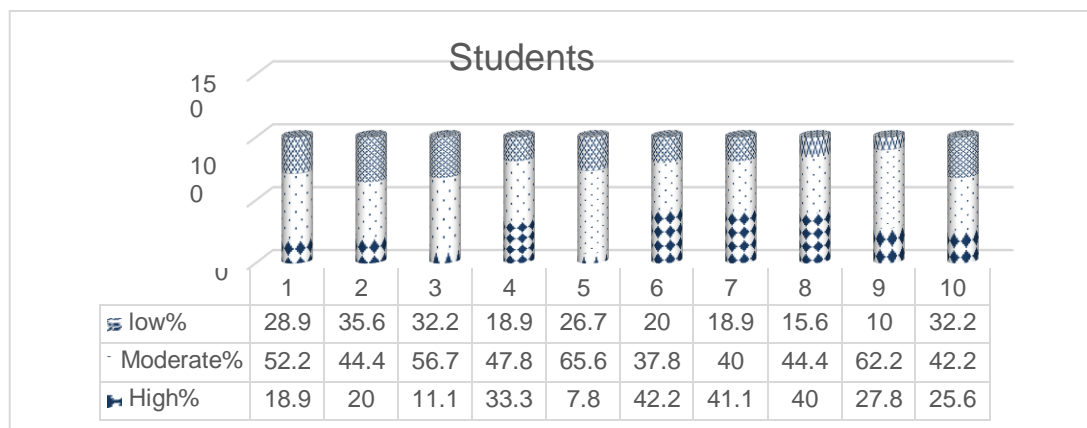
assessment was as follows: (higher than 70 per cent "excellent") (60-69 per cent "good") (50-59 per cent "appropriate") (40-49 per cent "acceptable") (30-39% "low") (less than 30 percent "weak").

### The Results of the first question

To answer the study's first question, "What is the impact of the Syrian crisis on students in Jordan?" The frequencies and percentages of participants' responses were calculated on all fielditems as shown in Table(1).

**Table (1):** Frequencies and percentages of the participants' responses on the impact of the Syrian crisis on student field

Items	High%	moderate	Moderate%	low	low%
1. The academic level of the students is influenced by the psychological effects.	18.9	47	52.2	26	28.9
2. Bad student achievement due to overcrowding	20.0	40	44.4	32	35.6
3. The student is not able to grasp the study materials in a good way	11.1	51	56.7	29	32.2
4. A lot of students dominated the feeling of depression and lack of motivation.	33.3	43	47.8	17	18.9
5. Some students and their teachers have been detained in Syria.	7.8	59	65.6	24	26.7
6. Some students are forced to leave school to support their families.	42.2	34	37.8	18	20.0
7. A disparity in the accommodation between males and females in schools	41.1	36	40.0	17	18.9
8 Decrease in the number of weeks of study achieved by students due to asylum conditions	40.0	40	44.4	14	15.6
9 Insufficient social and health care for students	27.8	56	62.2	9	10.0
10. Exploiting certain students to do illegal work	25.6	38	42.2	29	32.2
Total	26.8	44.4	49.3	21.5	23.9



**Figure (1):** The percentages of the responses on the impact of the Syrian crisis on student field statements

Table (1) and Figure (1) indicate that the overall responses on the impact of the Syrian crisis on the student field ranged between high to a moderate degree as items (6) “Some students are forced to leave school to support their families,” and Item (7) “A disparity in the accommodation between males and females in schools.” show a high impact of the Syrian crisis on students as one of the elements of the educational process, and they show a percentage of (42.2) and (41.1) respectively. While the items stating some students and their teachers have been detained in Syria, insufficient social and health care for students, the student is not in a position to grasp the study materials in a good way, the academic level of the students is influenced by the psychological effects, a lot of students dominated the feeling of depression and lack of motivation, bad student achievement due to overcrowding, decrease in the number of weeks of study achieved by students due to asylum conditions, exploiting certain students to do illegal work and bad student achievement due to overcrowding shows a “moderate” effect of the Syrian crisis on students by a percent of (65.6, 62.2, 56.7, 52.2, 44.4, 44.4, 42.2%) respectively. The results of responses on the statements did not suggest any “ low “ impact of the Syrian crisis on students. The views of education staff regarding the impact of the Syrian crisis on students are of a moderate degree of (49.3%), a high degree of (26.8%), and a low degree of (23.9%). Therefore, the impact of the Syrian crisis on students, in general, is moderate.

#### **Results of the second question:**

**To answer the second study question, "What is the impact of the Syrian crisis on teachers in Jordan?"**

Table (2): Frequencies and percentages of the participants’ responses on the impact of the Syrian crisis on items of teachers’ field

Items	High%	moderate	Moderate%	low	Low%
1 Teachers are doing extra hours	82.2	12	13.3	4	4.4
2 Raise the pressure on teachers by teaching many students.	80.0	12	13.3	6	6.7
3 Trouble working with students with various psychological impacts	42.2	43	47.8	9	10.0
4 Challenge of teaching Student level heterogeneity in the classroom	36.7	38	42.2	19	21.1
5 Teachers are not paid for overtime fees	34.4	45	50.0	14	15.6
6 Teachers and other faculty members need to take training courses.	45.6	32	35.6	17	18.9
7 Limiting the right of certain teachers to take part in periodic leave	48.9	29	32.2	17	18.9
Total	52.9	30.1	33.5	12.3	13.7

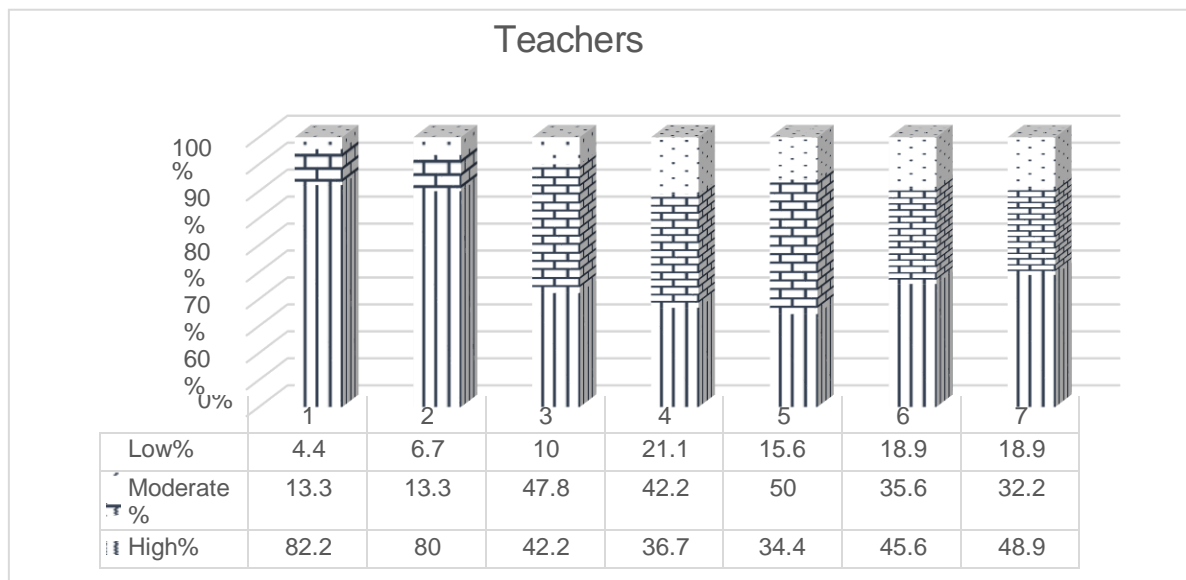


Figure (2) the percentages of the study sample's views on the impact of the Syrian crisis on teachers' field statements

Table (2) and Figure (2) illustrate that participants' responses to these statements “ Teachers are doing extra hours, raise the pressure on teachers by teaching many students, limiting the right of certain teachers to take part in periodic leave and teachers and other faculty members need to take training courses” show a “high” degree with the percentage of (82.2, 80, 48.9, 45.6%) respectively. Where their responses to these statements “Teachers are not paid for overtime fees, Trouble working with students with various psychological impacts and Challenge of teaching Student level heterogeneity in the classroom,” indicates a "moderate" effect of the Syrian crisis on students by a

percentage of (50, 47.8, 42.2) respectively), while there is no noticeable low impact. In general, the opinions of education staff about the impact of the Syrian crisis on teachers came to a high degree by 52.9%, to a moderate degree by 33.5%, and to a low degree 13.7 by 23.9%. Therefore, the impact of the Syrian crisis on teachers, in general, is high compared to other fields.

**Results of the third question**

**To answer the study third question, "What is the impact of the Syrian crisis on the educational climate in Jordan?"**

**Table (3):** Frequencies and percentages of the study sample views on the impact of the Syrian crisis on the terms of the educational climate field

Items	High%	moderate	Moderate%	Low	%Low
1. The class length becomes 35 minutes instead of 45 minutes	31.1	44	48.9	18	20.0
2- Lack of educational balance within the classroom and school	35.6	45	50.0	13	14.4
3- Education opportunities vary between the morning and evening periods	41.1	44	48.9	9	10.0
4. Some students face racism against Syrian children	18.9	42	46.7	31	34.4
5- The educational achievement gap between reality and what it should be	32.2	50	55.6	11	12.2
6. Decreased educational opportunities and the gap between classes compared to neighboring cities	54.4	32	35.6	9	10.0
7. Learn some unequal or unfamiliar curricula	43.3	48	53.3	3	3.3
8. The education that some receive is sporadic and insufficient	34.4	49	54.4	10	11.1
Total	36.4	44.3	49.2	13.0	14.4

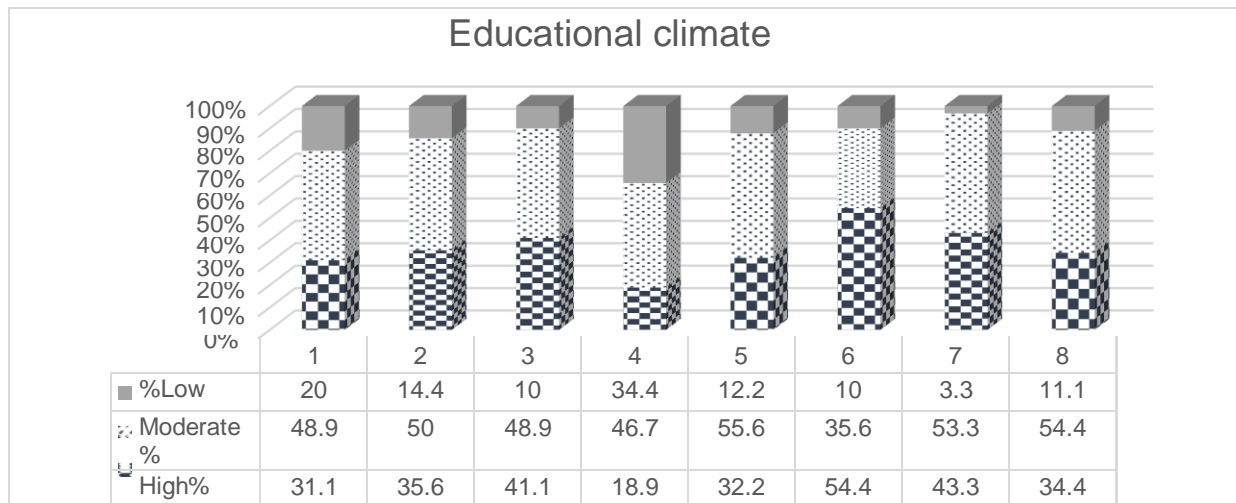




Figure (3) the percentages of the study sample's views on the impact of the Syrian crisis on the terms of the educational climate field

Table (3) and Figure (3) show that some Items show the “high” impact of the Syrian crisis on the classroom educational climate as one of the elements of the educational process, namely: Item (6) that states “the decrease in educational opportunities and the gap between classes compared to neighboring cities” which records (54.4%), while there are some items that indicate a “moderate” impact of the Syrian crisis on students, namely: (the educational achievement gap between reality and what it should be, the education that some receive is sporadic and insufficient, learn some unequal or unfamiliar curricula, lack of educational balance within the classroom and school, the disparity in educational opportunities between the morning and evening periods, making the class time 35 minutes instead of 45 minutes and some students face racism against Syrian children” which show a percentage of (55.6, 54.4, 53.3, 50, 48.9, 48.9, 46.7%), respectively. No items showed a “low” impact of the Syrian crisis on the classroom climate. Generally, the estimate of education staff regarding the impact of the Syrian crisis on the classroom climate came to a high degree (= 36.4%), to a moderate degree (=49.2%), and a low degree (=14.4%). Accordingly, the impact of the Syrian crisis on the school climate field, in general, is moderate.

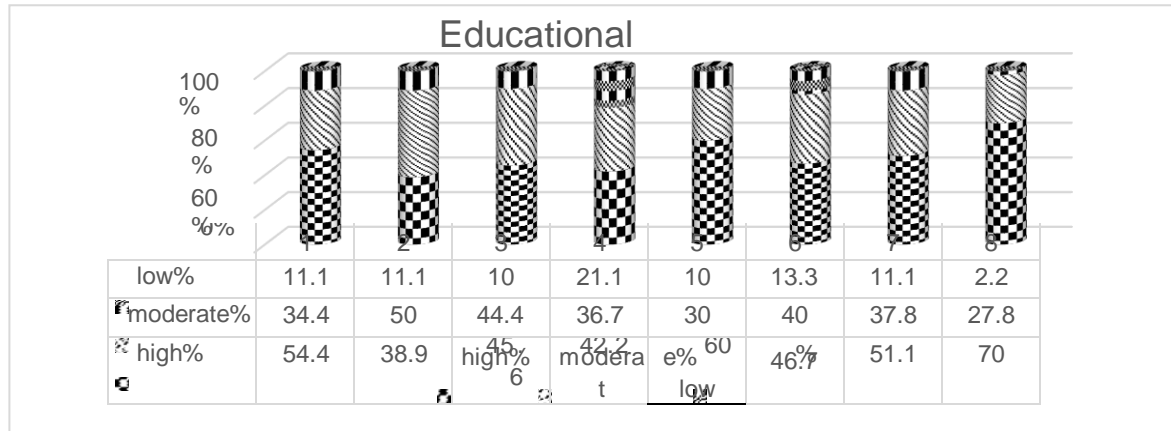
#### The results of the fourth question:

To answer the study’s fourth question, "What is the impact of the Syrian crisis on educational facilities in Jordan?"

**Table (4):** Frequencies and percentages of the participants’ responses on the impact of the Syrian crisis on the field of the educational facilities

Items	High%	moderate	Moderate %	low	low %
1. Over 50 students are in classrooms	54.4	31	34.4	10	11.1
2. Divide the study into two shifts, morning, and evening	38.9	45	50.0	10	11.1
3. The acute shortage of schools concerning the number of learners	45.6	40	44.4	9	10.0
4. Long distances between residential areas and schools	42.2	33	36.7	19	21.1
5. Insufficient facilities and the necessary educational resources	60.0	27	30.0	9	10.0
6. Some schools have been transformed into shelters for homeless families	46.7	36	40.0	12	13.3
7. Insufficient educational curricula, materials, and publications	51.1	34	37.8	10	11.1

8. Great pressure on vital school facilities	70.0	25	27.8	2	2.2
<b>Total</b>	<b>51.1</b>	<b>33.9</b>	<b>37.6</b>	<b>10.1</b>	<b>11.3</b>



**Figure (4):** the percentages of the study sample's opinions about the impact of the Syrian crisis on terms of educational facilities

Table (4) and Figure (4) show that the participants estimate for some items indicate that the impact of the Syrian crisis on school educational facilities came to a "high" degree, and these items are (the great pressure on vital school facilities, insufficient facilities and necessary educational resources, the overcrowding of students For more than 50 students, insufficient educational curricula, materials and publications, some schools have turned into shelters to accommodate homeless families, the severe shortage in the number of schools concerning the numbers of learners, the long distances between residential areas and schools with the percent of 70, 60, 54.4, 51.1, 46.7, 45.6 and 42.2% respectively, while one statement showed a "moderate" impact of the Syrian crisis on students which is dividing the school attendance into two morning and evening shifts by 45%, while there is no item showed a "low" impact of the Syrian crisis on school educational facilities.

In general, the education staff's response to the impact of the Syrian crisis on school education facilities was high by 51.1 percent, moderate by 37.6 percent, and moderately by 11.3 percent, and thus the impact of the Syrian crisis on school education facilities, in general, was high.

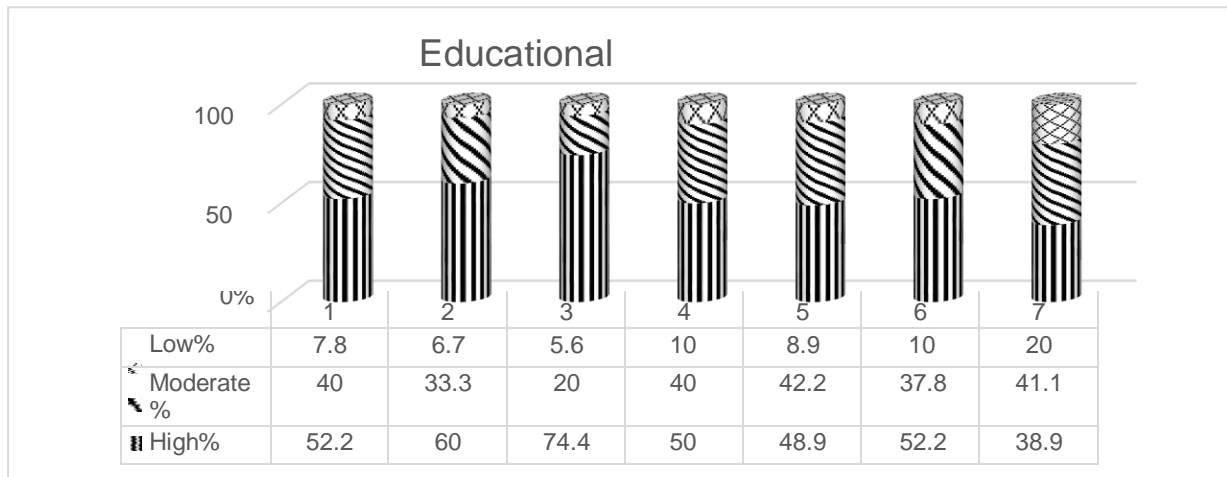
**Results of the fifth question:**

**To answer the study fifth question, "What is the impact of the Syrian crisis on educational administration in Jordan?"**

**Table (5):** Frequencies and percentages of the study sample views on the impact of the Syrian crisis on the educational administration field

Items	High%	moderate	Moderate %	low	Low %
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1. The impact on the chances of accepting Jordanian students	52.2	36	40.0	7	7.8
2. An additional financial burden on the budget for educational services	60.0	30	33.3	6	6.7
3 Students drop out due to poor living conditions	74.4	18	20.0	5	5.6
4 Some families are forced to incur additional expenses, even in government schools	50.0	36	40.0	9	10.0
5. Ambiguity in the admission policy due to the absence of identification documents	48.9	38	42.2	8	8.9
6. Great pressure on registration, monitoring, and evaluation processes	52.2	34	37.8	9	10.0
7. Conflict in the numbers of enrollments in official education programs	38.9	37	41.1	18	20.0
<b>Total</b>	<b>53.8</b>	<b>32.7</b>	<b>36.3</b>	<b>8.9</b>	<b>9.8</b>



**Figure (5):** the percentages of the participants’ responses about the impact of the Syrian crisis on the educational administration field

As shown in Table (5) and Figure (5) all the items indicated a “high” impact of the Syrian crisis on the educational administration. As shown in Table (5) Item (3) which report that students drop out due to poor living conditions came to a (high degree=74.4%) followed by Item (2) additional financial burden on the budget for educational services with (high degree= 60.0%), Item (6) stating great pressure on registration, monitoring and evaluation processes (high degree=52.2),Item (1) the impact on the chances of accepting Jordanian studentsalso came to a (high degree=52.2), Item (4)some families are forced to incur additional expenses, even in government schools (high degree= 50.0%) and Item (5) Ambiguity in the admission policy due to the absence of identification documents (high degree= 48.9), The last high impacts were for the response for Item (7) which indicated that conflict in the numbers of enrollments in official education programs with a percent of (38.9%).The result shows that the Syrian crisis has no moderate or low impact

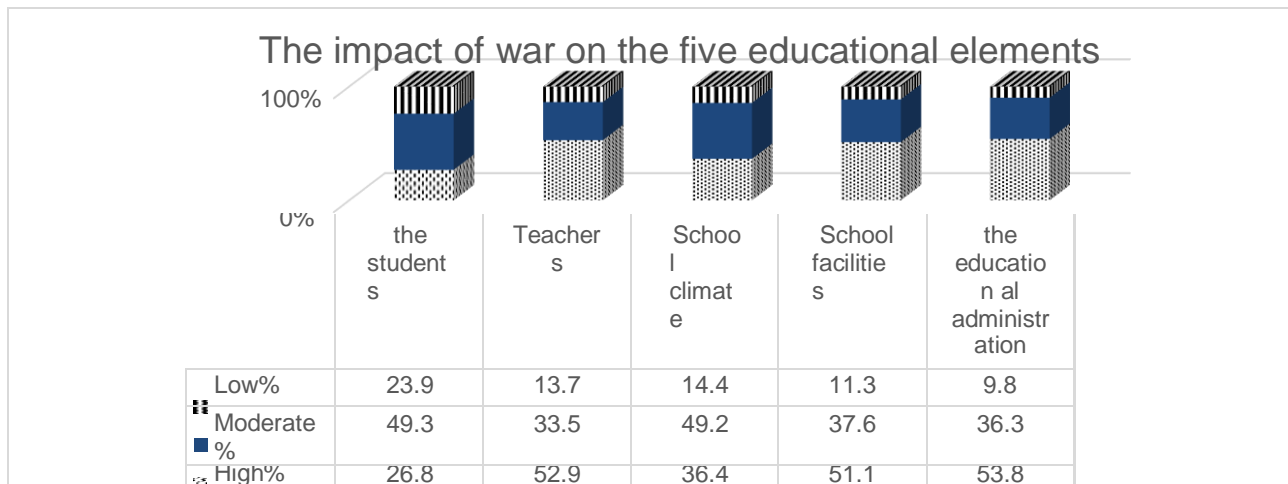
on educational administration. Generally, the overall degree of the impacts of the Syrian crisis on the field of educational administration was as follows: high =53.8%, moderate=36.3%, and the low degree=9.8%.

**Results of the sixth question:**

**To answer the sixth study question, "What is the impact of the Syrian crisis on the relationship between the educational process elements in Jordan?"**

**Table (6):** Frequencies and percentages of the sample views on the impact of the Syrian crisis on the relationship between the educational process elements

Fields	Rank	Impact degree					
		high	High%	moderate	Moderate%	low	Low%
Students	5	24.1	26.8	44.4	49.3	21.5	23.9
Teachers	2	47.6	52.9	30.1	33.5	12.3	13.7
School climate	4	32.8	36.4	44.3	49.2	13	14.4
School facilities	3	46	51.1	33.9	37.6	10.1	11.3
Educational administration	1	48.4	53.8	32.7	36.3	8.9	9.8



**Figure (6):**The percentages of the responses on the impact of the Syrian crisis on the relationship between the educational process elements

Table (6) and figure (6) show that the impact of the Syrian crisis on the educational elements ranged between (high- moderate degree). The results also show that the educational administration was the most affected elements by the Syrian crisis which its impacts constitute a high degree with a percentage of (53.8%), followed by the element teachers =52.9%, school facilities= 51.1%, school climate, and the last affected element is student= 26.8. The researcher attributed these results to the fact that the educational administration which is the most affected elements usually faces a lot of challenges in normal situations as it is responsible for the success of other educational elements and achieving the educational goals therefore in the war

it is the most affected elements as they supposed to achieve the educational goals as well as the maintaining the safety of the other elements especially the student, teachers and the school facilities. Teachers also are affected greatly by the Syrian crisis as they must work under stressful conditions. The overcrowded school facility in which refugee students are accommodated also has been affected by the war. The classroom climate does not have the requirement of a healthy educational atmosphere and the refugee students also face challenges as a result of the war as their education constitutes a burden on their families that try hard to provide educational opportunities for their children under conditions of war, asylum and hosting, and this effect is not limited to Syrian refugee families, but Jordanian families too in cities that are near the Syrian border which receive various Syrian families.

#### **4. Conclusion**

The Syrian crisis has a significant impact on all the educational elements, as the result shows that it has a high impact on overall educational elements teachers, school facilities, and the educational administration. It also shows that it has a moderate impact on students and the classroom climate. The results also show that the impact of the Syrian crisis is "high" on the items of the elements of the education as follows: (educational administration, teachers, school facilities, the classroom school climate, students), while it has a "moderate" effect on the items of the elements: (students, school climate, school facilities, teachers, administration) respectively.

#### **5. Recommendations:**

- Giving more attention to the conditions of Syrian families in neighboring countries.
- Providing better educational opportunities and finding alternatives to provide better education for all refugees.
- Providing students with health and psychological care to alleviate the effects of war.
- Strengthening the elements of the educational process in the countries of Syria's neighborhood.
- Improving teachers' work conditions as there are important factors in the educational process.
- Inviting Arab and regional organizations interested in educational affairs to provide real support to those affected by war.
- Conducting such a study showing students' point of view of the impact of the Syrian crisis on the educational elements.
- Conducting similar studies on students and their families to examine aspects of the Syrian crisis's impact on them
- Expanding the scope of application of the study to separate parts of Jordan and from the various neighboring countries.

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