

## Business like Solutions suggested for Two World Problems in a Developing Nation (Analytical Study)

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### Abstract

With overpopulation, surrounding wars, incoming refugees, insufficient natural resources and dependent on aid for survival, Jordan possesses tourism and an educated population as assets to strategies. Based on the ideal of social justice, this developing nation can utilize the concept of corporate social responsibility to encourage businesses, provide land and employ its educational assets for their benefit. It can thus commodify its educational facilities; pair with neighboring lesser educated nations for educational provision, and exercise Ministerial powers in government administration to set up “brain-drain” scholarships, joint international tertiary universities with subsequent employment and regional development. Half the population (women) could be empowered by allowing and providing employment by protected internships, if social mores of patriarchy could be loosened. This would begin female emancipation, increase social justice, profits and consumption, consequently improving sustainable economic benefits.

**Keywords:** World problems, corporate social responsibility, (social justice), commodified education, empowering women, Jordan

### 1. Introduction

The world’s greatest problem is overpopulation of a planet finite in resources to sustain the human race. Our exponentially increasing numbers are inexorably gobbling up the means to sustain both the global environment and the out-of-control cause of its destruction. In the tiny, low resourced kingdom of Jordan, a man-made problem is added to this global phenomenon as hundreds of thousands of refugees pour in, seeking one scarce resource in the Middle East – peace and stability. The root economic cause of this local and global migration, added to increasing scarcity of resources for basic survival, is the need of the military industrial complex in weapons-producing countries for markets to consume their materiel against all beliefs of social justice: “Justice in terms of the distribution of wealth, opportunities, and privileges within a society” (Oxford dictionary, 2014 online). Profit from arms sales is satisfied but at what human and infrastructure cost in countries where war is perpetuated? The solution would be global corporate social responsibility of the weapons’ manufacturers in reducing or even controlling this trade in death and destruction on both sides of any war by use of ethical judgment. The problems in Jordan are to build up its economic sustainability, given the existing resources of an educated population and underused women power, in an ethical and responsible way to benefit its population.

Some other global risks: air pollution by burning fossil fuels, longer term climate change, overfishing the oceans, destruction of the world’s rich limited arable land beside rivers with urbanization and desertification by overgrazing will not necessarily be corrected by business solutions or political will, nor are they relevant in the Jordanian context, although the greatest contributor to reducing the above risks globally lies in education – a renewable resource. This can help by spreading knowledge of cause and effect in reducing the birth rate, saving the planet by reduced consumer demands and adjusted lifestyle; and in Jordan by empowering women, and providing better likelihood of employment for the increasing numbers of unemployed youth and women; thereby providing a basis for expanded business.

## 2. Problem Statement

Current problematic issues of the international business world begin with the demands of industry for constant growth despite limited resources. Greed for increased profits for shareholders by the capitalist system is inimical to maintaining an environment capable of sustaining present consumption levels, so the destruction of precious species and over-consumption of declining resources continues. At the extreme, giant monopolies spawned by globalization seek cheap labor, amounting sometimes to slavery in say, Bangladesh; their policies willfully widen the gap in living standards between have and have not nations; they avoid their corporate responsibilities by using overseas tax havens and in the name of greater profit, continuing to exploit and plunder man and material resources unchecked by moral restrictions. Increased education by contrast, does not consume resources but improves human life, it should also be wisely utilized both nationally and globally. This paper will suggest ways, using corporate social responsibility and generally wider social justice as its principles, to improve the economic and social welfare of Jordanian people by policy suggestions for both business and government in a global environment of business risk in a stable nation with useful adjoining markets although still surrounded by local wars.

Using education While solutions to the comprehensive world risks enumerated above are beyond the scope of this paper, three practical responses are possible in the nation of Jordan, based on utilizing an existing intangible and renewable resource: (1) its educated population as labor for industry, and (2) new education industry creation, and (3) exploiting a largely untapped social and economic resource: giving equal opportunity for work to the educated and general female portion of the population. The latter follows social justice and incorporates and embodies the theories and principles of CSR in business, and by means of government policies this move could help change social mores. The first solution involves inviting business investment from richer or developed nations to enable an existing relatively cheap but enthusiastic young labor force with a high knowledge levels to find employment. The second lies in commodifying education for the Middle Eastern market, a solution already successfully pursued by developed Western nations to benefit students in the developing world. However, the third solution is more difficult. This requires a cultural shift in social mores and attitudes in a patriarchal society to enable the female the educated half of the population, the opportunity gradually to work at least part-time and so contribute to the national economy, and to their families' benefit for their own emancipation and for that of their daughters. This example, if successful, might carry beyond Jordan to other Moslem countries, with education and employment alleviating some social, economic and humanitarian problems long existing in Middle Eastern and North African (MENA) countries. Distribution of opportunity, wealth and privilege is presently unequal by gender (Roudi-Fahimi & Moghadam, 2003). This third solution incorporates Corporate Social Responsibility (CSR) from business theory into an ethical and profitable means for government of coping with social and economic problems translated to unusual and different fields by using this intangible but existing renewable education resource, which is ecologically sustainable.

## 3. CSR Background

Corporate Social Responsibility involves that a business identify its stakeholder groups and incorporate their needs and values within the strategic and day-to-day decision-making process (Arasile et al., 2005b), therefore such needs and values become means of analyzing the inter-dependent relationships that exist between businesses, the economic systems and their communities. Such relationships vary in response to market forces, globalization, consumer and civil society pressures, corporate objectives, etc. The activities of these firms are therefore very visible because of their global reach and brand recognition (Tanta, Kalim, & Lee, 2006). As such, there is a higher incentive to protect their reputations and investments through Corporate Social Responsibility. The Corporate Social Responsibility activities in this sector are mainly focused on remedying the effects of their business activities on the local communities, and on education. So, the firms operating in this sector have often provided pipe-borne water, hospitals, schools, and such to advertise their responsible contributions.

## 4. Jordan and Education

### 4.1 Regional Position

Batarseh (2011) quotes *Nature* journal (2007) which found Jordan, with 11% of Arab world universities, ranked first out of 57 member countries comprising the Organization of Islamic Conference (OIC) with 3 030 researchers per million population, Tunisia was next with 1588, thereafter numbers drop to Morocco with 647 and so on. Among other Gulf Country nations who employ Jordanian graduates: Qatar had 588, Oman (252), Kuwait (166), Saudi Arabia (41) and Yemen had 23 researchers. (UNESCO Institute for Statistics database, 2010); for Oman, Qatar and Yemen (Saleh, 2008; S&T Indicators in the Arab States). Gender equality in Jordan's education is ranked 18th worldwide by UNESCO; CIA's Social Progress Index shows Jordan as 30th out of 49

listings in *European Journal of Business and Management*. The 2004 Global Competitive Report ranked Jordan 14th of 110 countries for the most number of scientists and engineers per population. World Bank Development Indicators (2010) for 2008 found Jordan third in the number of publications per million Middle East inhabitants out of 17 nations, led by Kuwait (222), Tunisia (196) then Jordan (157) (Batarseh, 2011). Consequently, Jordan plays a leading role in Middle Eastern education by providing graduates both nationally and regionally.

#### 4.2 Higher Education in Jordan

In 2001 the Ministry of Higher Education and Scientific Research was re-established by King Abdullah II. Within this, a Board of Higher Education assents to strategic planning, approves study fields at all program levels, while supervising universities, funding allocation, admission criteria and numbers of students admitted annually; it also appoints private university Boards of Trustees and Presidents of public universities. A separate unit, the Scientific Research Support Fund promotes and supports Jordanian research including connecting universities to businesses; and another, the Higher Education Council supervises admission policies, curricula and student plans, accreditation and quality assurance, developing university management, funding, finance and legislation. It oversees all programs in public and private universities to evaluate how effective is their implementation of the vision, mission and objectives of higher education at international levels. Gross tertiary enrolment (not regarding age) as a percentage for this education level in the corresponding age group (including community colleges) was 39.3% in 2004 (National Tempus Office, 2014).

#### 4.3 Admission and Numbers

Secondary school certificates (Tawjihi) for successful students allow about 8000 students annual entry to university tertiary education (2013) and non-university institutions (private and public community colleges) are also provided. There are three types of degree: four to six year Bachelor degrees, (four for business administration) one and a half to two years for Masters at selected universities; Doctoral degrees are limited to specializations and particular numbers for specified universities. Thirty-four Private or Public universities cover all 12 governorates and study programs, of which 32 include business studies (Al Adwan, 2013; Mustapha, 2010). Importantly, this national tertiary enrolment of 39.3% includes 51% female university enrolment (Jordanian Ministry of Education, 2014). This last 51% figure is germane to the third solution.

### 5. CSR and Education

Today, public education faces the mounting challenges of standardized testing, strained budgets, teacher retention, and global workforce competition. At the same time, corporate America is experiencing added pressure to prove itself to consumers, investors, and government regulators. These demands have given way to new opportunities for businesses to support education in a win-win situation that benefits everyone (Arasile et al., 2005a). Businesses have begun to take a more targeted approach in their corporate social responsibility programs and are seeking to impact areas that have a correlation with their own business goals. For many businesses, education is an important part of their plans, since the needs exist in all geographic areas, across all subject areas, and for all kinds of people. The bottom line is that educational outreach efforts (generated by CSR policies) have the potential to make a real and lasting difference for all players involved (Osman et al., 2009). This is where the Jordanian nation offers a fertile field for investment, given its educational resources.

Students, schools, and the general public can benefit from the experience and expertise that corporations bring to the table, particularly if the groups work together to ensure the right needs are being met on both sides. Companies looking to contribute to Western public school education, for instance, must consider the many demands that schools and educators face daily – time constraints, tight budgets, technology access, standardized testing, and explicit curriculum standards – as well as the unique places where outside help is needed. As long as they address the right needs, businesses have the ability to make a tremendous impact. By providing highly engaging resources, (Alafi et al., 2014) by building in strong connections with instructional needs, and by effectively marketing the resources, more and more companies are simultaneously meeting educational goals and their own business goals. Parents are enthusiastic about the industry involvement, too, so long as it is positive and productive. A Michigan survey conducted in April 2007 by *The Detroit News*, The Skillman Foundation, and *Your Child* showed that 77% of parents think businesses should play a role in education, particularly by providing additional resources.

Actual examples of two US corporations practicing this follow. General Electric (GE) has a five-year, \$100-million “College Bound” program to boost the number of high school students who go to college in certain school districts. The program encompasses math and science curricula, professional development, management capacity, and the involvement and expertise of GE officials. One school super-intendent said the initiative combines “high academic standards, best educational practices, collaborative relationships, and the expertise of a

longstanding partner and global technology leader”(Al-Adwin, 2013). In 2004, Citigroup announced the formation of its Office of Financial Education, along with a 10-year, \$200-million commitment to financial education. Since then, the company has developed curriculum programs for aspiring entrepreneurs, college students with questions about credit, and pre-scholars who are just starting to learn about money, among others (Rod et al., 2009). Thousands of Citigroup employees volunteer their time to teach these programs, which have reached people in more than 60 countries. Beyond curricula, some businesses get involved in the education world to train a new generation of employees. This is an idea which can be easily adapted to the Jordanian environment in businesses established here.

## **6. Proposed Solutions**

### *6.1 Effecting CSR by Investment*

#### **6.1.1 Encouraging Business Investment Enables CSR**

Because Jordan is historically peaceful, it provides local business, industrial and manufacturing knowhow as a result of national high education levels. This resource can be utilised for Jordan. Multinational corporations who can be enticed by favorable tax treatment and cheap development land can be invited to invest and establish industries because they know an educated employment pool is available. An example is Qualifying Industrial Zones in Jordan. These are free trade zone business parks recognized collaboratively by US, and as a result of QIZ investments and productivity Jordan moved up the US trading partner table among Middle-East-North-African entities from 13th in 1998 to 8th in 2005. Such proven economic investment provides employment so helps Jordanian financial profits, increases consumption, provides a field for CSR policy thus furthering social justice while utilising educational resources. There are other opportunities available for further investment in Jordan, given the present success of this venture.

#### **6.1.2 Improving Local Industrial Expertise**

Following encouragement of overseas investment in industries, arrangements could be made with investors for business support of education and training while furthering their own business goals. New industries could provide apprenticeships for tertiary students and on-the-job training for business students to increase home-grown expertise, such as that pattern already demonstrated by the German-Jordanian University at 2001 both in Jordan and in Germany for one semester final training. While providing useful connections with tertiary practical instructional needs, this policy would result in the training of a new generation of knowledgeable prospective employees both for new industries and to expand local existing industry.

#### **6.1.3 Increasing New Investment**

Some helpful ideas for government and governorates recreation of more special economic zones, tax breaks for international investors, free or cheap land for factories, free trade agreements: all these allow more investment for infrastructure and minimize economic risk and expenditure for investors while reducing Jordanian unemployment as some of the educated population would be soaked up and further up-skilled.

## **7. Co-Modifying Education**

### *7.1 Exploiting Existing Educational Resources*

Because developing Jordan is physically poor in resources (phosphates, potash and shale oil and under 2% arable land) but rich in intangible and renewable educational resources, its education brainpower could be co modified for the national benefit. The well-developed educational system described above provides higher education services for many surrounding oil- rich nations. The pick of its graduate nationals are immediately lured away by neighboring lesser-educated countries, and their national benefits are lost.

### *7.2 Brain-Drain Tax Scholarship Penalty*

Because this large proportion of highly-educated Jordanians are poached by surrounding Saudi Arabia, Kuwait, Bahrain, Yemen, Qatar and possibly UAE, there is a possible remedy. If the Ministry of Education kept track of tertiary graduates by controlling the issue of visas to these nations through requiring educational qualification sections on passports, and requiring external employment to be notified (usually temporary and involving sending money to family in Jordan), this Ministry could impose an annual “up-front” tax on employers before the employees leave. This tax from outside sources would recover part of the nation’s expenditure spent on the soon-to-be-expatriot’s education, and then use this to contribute towards scholarships for the best and brightest school graduates in government universities. By calibrating this tax carefully by qualification and ensuring it was paid by the employer, not the employee, the educational resource could be commodified and more social justice achieved.

### 7.3 New Subsidized Tertiary Educational Institutions

Because these oil-rich nations have very limited educational infrastructure or, for example, personnel educated in business and government administration knowledge, insufficient medicine and other professionals, they can presently afford to offer very high salaries out of a desperate need for such professionals. They might consequently be induced to improve their internal situation. What better CSR policy than to suggest these nations, who have sufficient oil resources, can pay for establishing new buildings or construct colleges attached to existing tertiary institutions with accommodation to house their nationals requiring further education? The faculty of new provision for non-national students could be arranged according to the subject demand and needs of the specific country's students, with higher degree Jordanians hired and paid at the going rate of the nation for which they teach, lecturing in either Arabic or English to meet international standards. This would better satisfy the demand for well-educated professionals in these nations, and simultaneously provide further development and employment in an existing and thriving Jordanian industry. Class size could be determined according to fees paid, while an existing skill base could be utilized and the best lecturers rewarded. It is possible some institutions could be built closer to say, the borders of Saudi Arabia or Iraq, thereby reducing travel distance to home and furthering Jordanian regional development; such additional development would echo the present education policy of CSR. Social justice would again be well served, and the pressure on some Jordanian universities would be partly relieved, though with appropriate fees in Jordanian universities ensuring a sufficient number of fee-paying neighboring nationals remain. Again education is commodified for the benefit of all, giving a socially just outcome.

These policies are innovative, they benefit both government and business in Jordan as well as its neighbours, bringing more profits to Jordan, providing more employment and in turn, more consumers as well as reducing overcrowding in Jordanian institutions, better infrastructure and development, with more education places for both Jordanian and other Middle Eastern countries.

### 8. Empowering and Emancipating Women

According to the MENA report (Roudi-Fahimi & Moghadam, 2003) the culture of conservative patriarchal societies rigidly enforces traditional unequal gender roles resulting in the present economic structure, against all social justice principles. This was noted earlier (Khoury, 2001; Moghadam, 1998) where women are confined to the home or allowed beyond only with a male relative protector. Usually they must have male permission for employment, travel, loans and in Jordan, inherit only half of a male share of family money, according to law. UNESCO (2002) reported from 19 developing countries (including Jordan) that for every year's rise in the average school level of the adult population, a nation's annual economic growth long-term increases by 3.7%. The gender gap is narrowed by increased literacy (UNICEF, 1993) and social stratification and poverty can be decreased by using female education (Arab Human Development Report, (UNDP) 2002).

In 2000, Jordan recorded 76% male and 21% female workforce (UN Statistics, 2000). Current high general unemployment increases the difficulty for females in the male-dominated market. The MENA report suggests: Having invested in female education, Jordan must now exploit this achievement to achieve "economic and social development by enhancing human capital, slowing population growth, and alleviating poverty" (Farzaneh Roudi-Fahimi, 2003:7) since entrepreneurs seek skilled but relatively inexpensive labor available in this developing Jordan.

### 9. Applying CSR Theory to Socially Disadvantaged Females

An unexploited resource to offer international business is an employment pool of half the national population who are female, and employed only at home for cultural and religious reasons. Part-time day employment of high-school educated Jordanian Arab women would do three things: raise living standards, increase the tax base, possibly reduce the child population because families who are economically better off have fewer children. These children are often, as a result better educated. In this family-centered society, mothers can fulfill their nurturing obligations and utilize the extended family support system for child-care during school hours while they are working. Further tertiary vocational and technical education provision at colleges in a business world hungry for technicians is indicated such areas as hairdressing, beauty culture, retail assistants and hospitality. This innovation depends on the partial acceptance of developed world and UN values of gender equality in a strongly patriarchal society; but the social effects of an enlightened monarchy, overseas television values spilling over, widespread social media interaction together with opportunities and sustainable monetary gains from female employment may help open up the old conventional Arab social mores, giving individuals opportunities for raised living standards. This proposed increased freedom for women to work will bring effective tax profits for government, social and economic benefits to both women and their families as well as to the nation for

unpaid and paid female part-time or full-time jobs.

### **10. Appropriate Female Job Creation**

MENA Report (2003) suggests that developing job-creating programs, improving vocational training and abolishing obstacles both cultural and economic to female entrepreneurship would help to reduce the severity of female unemployment. This is a task for the highest level of government. Provision of technical and vocational training in colleges for courses in practice, for highly-educated females, jobs in the form of internships in government and private industry could initially be provided. A large number of young female university graduates do not immediately marry, or they wish to work before starting a family. The female graduate majority (51%) are mainly humanities graduates therefore ideally qualified to work, paid or unpaid, to gain experience as auxiliary teachers in schools, particularly in aiding computer literacy; helping nurses in community health centers and in the region's best private hospitals which serve the whole Middle East. They could also be employed as social workers, specifically for counseling in family planning, marriage breakdown and coping with domestic violence, as well as trying to place youth in local employment; and in administration in the important commercial tourism industry.

### **11. Personalizing Tourism and Its Value**

Jordan's second biggest export industry is tourism. Total contribution generated by tourism to GDP includes what is directly generated from: hotels, airlines, travel agents, passenger transport services, directly utilized leisure industries, operators and restaurants). Employment's total contribution consists of the number of jobs directly created within the Travel and Tourism (T & T) industry including indirect and induced contributions. These last include three things: money spent by all groups directly in T & T industry including new capital expenditure/investment for tourist use; collective government spending supporting the tourist industry at all levels: promotion, information services, administrative and public services; supply-chain effects covering direct purchase of internal services and goods by separate sectors of T & T used as inputs for final tourism output. Induced contribution broadens to include contribution to GDP use of spending by the direct and indirect employees affected by T & T. (Mustafa (2010).

The international tourism industry offers expansion as the rest of the Middle East is in flames and peaceful Jordan is well served by international hotels offering travelers many experiences such as biblical sites. The map locates some the key sites in Christian history which draw the tourist faithful and even recent Popes.

Old Testament sites: Abrahamic faiths were founded in Jordan and Israel, where Moses received the commandments. Most holy sites are now excavated: the claimed Garden of Eden is in the North Jordan Valley, Noah's shrine is at Kerak in the north, Lot's refuge cave is at Safi, Abraham passed through the Jordan Valley, and David fought the Moabs at Madaba, the site of the oldest Holy Land mosaic map. Moses finished his holy mission in the south at Mt Nebo where he glimpsed the Promised Land more than 3000 years ago, and his brother Aaron is buried at Petra.

New Testament sites: John preached the coming of the Messiah and baptised Jesus in the Jordan in Bethany and was beheaded at Mukawir near Madaba; the Three Kings set out last from Petra; Jesus began his preaching at Bethany, travelled, performed miracles and healed illness in Transjordan (north); at Umm Quais the miracle of the swine (driving demented spirits from a madman) occurred; at Jerash, He turned water to wine; as well, Aquaba has the earliest Christian church (293-303AD) (Atlas Tours, 2014, online).

Other tourism Roman ruins and ancient cities include: Roman Jerash with hippodrome, theatre and gladiatorial re-enactments with a mile-long colonnaded boulevard leading to the monumental ruins. Kerak crusader castle (12<sup>th</sup> Century) is the largest in the Levant, built to control trade from Egypt and Mecca. Petra is a rose-red sandstone rock-cut city with Al Khazneh temple, a water conduit system, it is a complete Nabataean caravan trading city with a Roman theatre from second century AD. Wadi Rum or Valley of the Moon consists of a valley cut from the granite and sandstone 60km. east of Aquaba, which provides authentic Bedouin lifestyle experience.



Figure 1. Tourist Attractions and Cities of Jordan

Source: Jordan Map & Sites: At-last Tours: Jordan's tourist attractions map.

The young ladies working in tourism will need to work in relatively supervised environments with the permission of their male relatives at present; however these activities in the work world will permit them to meet a wider circle of work acquaintance and broaden their chances of finding a marriage partner, other than the usual cousin marriage arrangements made between many families. Economically Jordan would like to increase tourism investment. Its political stability, religious toleration, a higher quality of life, better healthcare and education compared with surrounding areas, its cosmopolitanism, exquisite cuisine, friendly and welcoming people, together with a reasonably liberal social and economic environment (CIA 2012), should help this policy: Jordan is called by the World Bank “an upper middle income country” (data.Worldbank.org.). Attractive local young female “meet and greeters” in national costume would personalize entry to the many tourist destinations for the benefit of visitors and Jordanian women.

These policies to provide employment empower women by providing proposed gradual social changes, suggesting ways to increase job creation in technical, vocational and professional fields, and propose broader use of female skills in tourism administration and face-to-face contact to improve business and exploit the unused female workforce in Jordan's second industry. The social benefit to the nation for female labor both paid and unpaid is as great as the personal freedom to the women involved.

## 12. Conclusion and Recommendations

Many general world problems introduced the paper, but some local solutions focused on defining and applying CSR and government-sponsored social justice to the major Jordanian problem of unemployment, achieving economic sustainability in a an under-resourced and developing country, by utilizing its existing intangible education resources. A job-ready labor force can encourage establishment of businesses and develop infrastructure which provides employment, trains further expertise and provides apprenticeships for future employees.

Co modifying education by taxing the brain-drain at source and inviting international assistance from other Gulf Countries to provide infrastructure while rewarding by employing top academics is an ethical means to benefit both Jordan's population and that of its neighbors. These are less well endowed educationally, but have more physical resources and thus greater monetary assets; this exchange fulfills mutual social responsibility requirements.

Empowering gender-disadvantaged women who suffer both socially and economically, and form a wasted resource could benefit Jordan using three measures. First, employment of women to increase the labor force together with additional technical and vocational educational provision for training in areas as all presently performed by males would provide further government tax. Second, creating female-specific jobs, both paid and unpaid, part and fulltime, would bring social and economic benefits to women and their families. Third,

encouraging female entrepreneurship by removing cultural and economic obstacles, particularly in vocational areas. Some of these enterprises could be conducted in the homes. Arranging internships for unemployed and willing professional graduates would allow such women to work and find fulfillment. All are social and economic imperatives to benefit a sustainable modern nation.

CSR provides the philosophy and theory to enable these policies by practically utilizing and exploiting existing educational resources in industry, and specifically suggests social and economic benefits for a developing nation in return.

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