The Death Penalty, its Pros and Cons, When and Why it Can Be Justified (A Field Study for Students of the Faculty of Arts, Al-Ahliyya Amman University)

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Abstract

The aim of this research was to identify the death penalty in terms of its pros and cons, and when and why it can be justified, through a field study on students of the Faculty of Arts at Al-Ahliyya Amman University, using the descriptive approach, and by applying it to a sample of (450) male and female students who were chosen randomly, With the design of a questionnaire to collect information, the research concluded that the positives of the death penalty are attributed to the benefit of males, while the negatives are attributed to the benefit of females. Also, when the death penalty is justified is attributed to the benefit of married people, while why the death penalty is justified is attributed to the benefit of the educational stage.

Keywords: *Punishment - Death Penalty, Positives of the Death Penalty, Negatives of the Death Penalty, Justification for the Death Penalty.*

Introduction

Actions in general have reward and punishment, and the death penalty may be a type of punishment that is imposed as a result of the action, as the law believes that every action has a reaction. The death penalty is a punishment equal to an act committed in light of satanic oppositions. In Islamic societies, the legal punishment is applied by the fact that whoever kills is killed, even after Then, according to the words of God Almighty ((And there is life for you in retaliation, O people of understanding)).

But the world today rejects the death penalty, and always demands an end to such a punishment, compared to the punishment of amputation of the hand for theft. Here, this punishment must end so that those who support ending this punishment feel that there are defendants who may be innocent, so life ends unjustly and sinfully. Here, the death penalty becomes not a punishment, but a punishment. A dark reality for innocent people, as the circumstances and legal evidence put them in the position of being accused of crimes that have nothing to do with them. (Raji, 2016)

In 2009, there were a number of countries that abolished the death penalty, but none of them were Arab countries, because the Arab countries adhere to the teachings of Islamic Sharia in that whoever kills shall be killed, but there is a significant decrease in the opportunities and implementation of the death penalty. (Al-Saqqaf, 2018, p. 77)

The death penalty is a punishment as old as the Greek and Pharaonic civilizations. It is a punishment that carries within it a set of positives and negatives that may have meanings regarding the application of that punishment. It creates clear lines that are placed under the implementation of that punishment, which enables societies to support or oppose the reality of the punishment, However, we cannot ignore the justification of the death penalty, as it is sometimes considered to be the best and just for the reality of the crime, especially if the crime may include unlawful killing of oneself, or trafficking in human lives and bodies. The death penalty is considered the best justification for these crimes, and it is also a strong deterrent to anyone who begs. He commits many crimes that end the lives of individuals and groups. (Talal, 2016, p. 23)

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From that standpoint, our interest in the topic of our current research came: the death penalty, its pros and cons. When and why can it be justified?

First: Research Elements

Search Problem

The death penalty is considered one of the shocking punishments in international and local law, as it is responsible for ending a person's life and has as many positives as it has negatives. Despite the fact that many countries tend to look into ending the death penalty and some other countries tend to reduce the punishment as much as possible, but There are justifications that explain the necessity of the death penalty, The study (Al-Faris, 2023) explained the justifications for the death penalty through the application of the teachings of Islamic Sharia, while the study samples explained through the opinion poll that the majority saw it as preferable to replace the death penalty with life imprisonment, justifying this by the fact that it is ending the lives of individuals and not a clear punishment for the individual himself, The study (Steven, 2022) also expressed the death penalty as a brutal reaction within Arab societies, which is compared to European countries in excluding the death penalty because it is rejected within American legislation. The death penalty does not correct the wrongdoer, but it almost terrorizes society by avoiding mistakes, but at the expense of eliminating a person with his life. Through a group of studies that focused on the death penalty, the researcher found that the death penalty carries both positives and negatives, and that it has justifications that necessitate its implementation.

Here lies the necessity of our current research on the pros and cons of the death penalty when and why it can be justified, through an attempt to answer the following set of questions:

What are the advantages of the death penalty?

What are the negatives of the death penalty?

When can the death penalty be justified?

Why can the death penalty be justified?

The Following Stems from These Questions

Is there a statistical relationship between the pros and cons of the death penalty and the gender variable?

Is there a statistical relationship between the pros and cons of the death penalty and the educational stage variable?

Is there a statistical relationship between the pros and cons of the death penalty and the marital status variable?

Is there a statistical relationship between the justification of the death penalty and the gender variable?

Is there a statistical relationship between the justification of the death penalty and the educational stage variable?

Is there a statistical relationship between the justification of the death penalty and the marital status variable?

Research Objectives

The current research strives to achieve the following set of goals:

Identify the pros and cons of the death penalty.

Access to justifications for the death penalty.

Arriving at a statistical relationship between the pros and cons of the death penalty and the gender variable.

Arriving at a statistical relationship between the pros and cons of the death penalty and the educational stage variable.

Arriving at a statistical relationship between the pros and cons of the death penalty and the marital status variable.

Arriving at a statistical relationship between the justification of the death penalty and the gender variable.

Arriving at a statistical relationship between the justification of the death penalty and the educational stage variable.

Arriving at a statistical relationship between the justification of the death penalty and the marital status variable.

Importance of Research

The importance of the research lies in the topics it addresses, namely the death penalty, its pros and cons, when and why it can be justified. Perhaps this aspect has great importance, whether from a theoretical or practical standpoint, which is represented in the following points:

First: From A Theoretical Standpoint

The study is considered an extension of the studies of some previous researchers who studied the death penalty and its role in societal balance.

There is a correlation between the death penalty and reducing crimes within societies.

The importance of this study is that it is considered the first, to the researcher's knowledge, that dealt with the death penalty through a field study.

This research may give indications about the future role of death penalty laws.

It also gives an indication of the impact of the theoretical and cognitive role of directing crime investigation authorities to benefit from knowledge.

The results of the study enrich the criminal and social role from a cognitive standpoint.

Second: From the Practical Aspect

This study may provide the opportunity to develop effective programs in the field of issuing laws.

Directing the role of investigative authorities in providing attention to the death penalty law in investigations.

Researchers at universities and researchers in the criminal field and the field of criminal sociology in general may benefit from the study.

Search Parameters

*Human Determinants***:** (450) male and female students from Al-Ahliyya Amman University.

Spatial Determinants: Al-Ahliyya Amman University.

*Time Limits***:** It was applied in the period between 2023 and 2024 AD.

Search Terms

Our current research relied on a set of terms that we address through the following:

Punishment

The concept of punishment is based on the penalty imposed for a criminal act. The punishment here is a successive result of a specific act, as a reaction to the same act. We can also consider it the type of action, as it moves with the crime at an equal pace in the actual direction. (Muhammad, 2019, p. 50)

Punishment is also a set of consequences that are created through actions that are in conflict with society's behavior. They may be legislated by divine religions, or are considered to be texts of legal articles. They are designed to parallel the commission of the act itself. (Muhammad, 2022, p. 123)

But we can define it procedurally during our current research as the punishment that supports the death penalty by studying a set of pros, cons, and justifications through a field study on students at Al-Ahliyya Amman University.

Death Penalty

The death penalty is defined by the text of the law as murder, as it is a major crime. The death penalty is a type of criminal punishment, but it is the most severe and largest type, as this punishment applies to a group of crimes related to murder or leading to it. (Muhammad, 2019, p. 8)

The death penalty is known as the end of an individual's life or as the eradication of a corrupt member within society. It aims to achieve balance and security and end the crime of eliminating individuals' lives in any way. It is a punishment whose goal is to achieve societal stability. (Ali, 2018, p. 77)

We also know it procedurally during our current research as a set of positives and negatives achieved during the death penalty along with a set of justifications for the punishment through a field study of students at Al-Ahliyya Amman University.

Justifications for the Death Penalty

The set of justifications or support for a reaction to killing or taking the life of an individual, expressed by a range of different viewpoints. (Mahmoud, 2023, p. 112)

It is defined procedurally as the set of justifications that students of Al-Ahliyya Amman College see regarding the implementation of the death penalty.

Second: Previous Studies

The study (Al-Farris, 2022) focused on criminology by knowing the opinions of jurists in Iraqi society in an attempt to abolish punishment in Iraqi society, using the descriptive approach, relying on a questionnaire as a research tool, and normalizing it on a sample of judges, lawyers, and university professors at the Faculty of Law. The results of the study concluded that punishment The death penalty is a necessary evil, as the justification for the death penalty lies in restoring the benefit to society as a whole.

While the study (Mahmoud, 2022) investigated the death penalty between supporters and opponents, through a descriptive study of the concept of the death penalty and the most important positives and negatives related to the death penalty, by extrapolating texts related to the death penalty, and the results of

the study concluded that the death penalty is an obligatory punishment. To deter society and it is impossible to cancel it due to Sharia law and the societal view of the necessity of a deterrent response to crimes that carry the death penalty.

While the study (Rami, 2023) expressed the death penalty as a punishment that affects the lives of individuals, it is one of the most important criminal laws. The research aimed to study the position of criminal legislation and divine laws on the death penalty while researching the feasibility of maintaining or abolishing the death penalty through a descriptive study of a group Egyptian and Arab legislation ,The results of the study reached a conflict of opinion between supporters and opponents of the death penalty, since the justification for the death penalty is that it is part of Islamic law, which calls for murder, where the free is for the free and the slave is for the slave, And you have life in retaliation, O people of understanding.

While the study (Al-fekey, 2023) directed attention towards the justifications for abolishing the death penalty for some crimes in Egyptian legislation, through a descriptive study of some of the crimes for which the death penalty was abolished, relying on some legislation in Egyptian law issued regarding the abolition of the death penalty compared to With some Arab legislation, The results concluded that the justifications for abolishing the death penalty may be the result of unlawful killing of oneself or the use of drugs as a cause of the loss of a human life. However, there are some crimes for which the death penalty was dropped, such as the punishment for disobeying orders and the Weapons and Ammunition Law.

Comment on Previous Studies

Previous studies had an important orientation towards justifications for the death penalty, and those justifications had a clear impact in building the theoretical framework of the current study while predicting the results. Previous studies also relied on the descriptive approach, which serves the use of our current research, and the results also played a servant role in the results of our current research, The results also played a servant role in the results of our current research, such as the study (Rami, 2023), which reached the opinion between supporters and opponents of the death penalty, since the justification for the death penalty is that it is part of Islamic law, which calls for murder, where the free is for the free and the slave is for the slave, and you have life in retaliation, O people of understanding, as Our study is the only field study on students at Al-Ahliyya Amman University, which confirms the importance of the current research.

Third: Research Literature (Theoretical Framework)

The First Axis: The Death Penalty

First: Theories Explaining the Death Penalty

Psychological and legal theories have explained the death penalty through the following:

The Theory of Punishment as Entitlement

This theory views the death penalty as an entitlement resulting from the criminal act, as it is a natural response to murder, for the killer to be killed. Here, social justice is required in line with the teachings of Islamic Sharia, which supports retaliation in murder. Here, justice is at the tip of the scale, not referring to one side or the other. Here, social justice is achieved and balanced. Souls within communities and security and peace spread. (Raji, 2016, p. 16)

The Theory of Punishment as A Benefit

This theory views the death penalty through the set of positives that occur to society as a result of achieving justice. Whoever kills is killed. Here, deterrence is formed for those who attempt to commit such crimes, creating in individuals the fear of committing the crime, with an attempt to avoid receiving punishment, so crimes that carry punishment are reduced. The death penalty, and the role of the religious preacher is

widespread, using the punishment of preparation as a means of directing towards preventing the commission of brutal crimes that lead to the death of people. (Mahmoud, 2018, p. 100).

Constructivist Theory

This theory is concerned with the death penalty through the structural form of society, as it is a punishment that maintains the cohesion of society and the strength of its structure. It constitutes a preacher against the commission of the most severe crimes in all criminal crimes, so it is a supportive factor in championing societal constructive righteousness and strengthening the arms of its children in building and construction. (Abdul Wahhab, 2017, p. 54)

Cognitive Theory

This theory explains the concept of the death penalty as being knowledge of the extent of committing a criminal crime and being the deterrent solution to refrain from committing a total of crimes. It views the punishment as being the appropriate penalty for the criminal act that ends a total of lives for individuals. It is knowledge of the amount of return from the crime that leads to refraining from committing it. (Ali, 2018, p. 23)

Second: Characteristics of the Death Penalty

The death penalty is characterized by:

Implementing Islamic law, which specializes in retaliation for murder.

The largest penalty in criminal law.

A deterrent to the spread of many crimes that have the greatest impact on societal security.

Opposing the spread of security and social peace.

Submission to the principle of legality of punishment.

The ruling is issued by the court with unanimous opinions and clarity of evidence. (Kamel, 2021, p. 122)

Second Axis: Positives of the Death Penalty

The death penalty is characterized by a group of positives that are described as follows:

Application of the teachings of Islamic Sharia, which only brings societal benefits and achieves justice and equality.

Community guidance to avoid committing crimes for fear of losing life by the death penalty.

The death penalty is considered one of the most appropriate punishments for dangerous criminals.

Supports various monotheistic religions: Judaism, Christianity and Islam.

It works on societal reform by providing strict punishment that leads to fear of committing crime, which provides security and peace.

Preserving national identity by preventing crimes such as treason, espionage, and supporting the nature of Arab-Islamic societies.

It has applications that distinguish it from other criminal punishments. The death penalty is one of the punishments that creates motivation to avoid various crimes that end the lives of innocent people. (Kamal, 2021, p. 44)

Third axis: Disadvantages of the death penalty

The death penalty has a number of negatives that supporters of abolishing the death penalty talked about, including the following:

The death penalty creates a type of cruelty, and societal reform does not require harsh treatment in order for different cultures to be aware of it. There are individuals who do not recognize cruelty as a type of behavioral modification and consider it a type of equality.

The death penalty is considered a type of murder, so the crime itself is not valid, as the action and the penalty are not equal. Here, society is incited to commit the act, so how can murder be criminalized and murder be carried out at the same time as a punishment?

Punishment represents a violation of human rights. Punishment does not mean taking away human life.

The death penalty does not serve as a means of reform, but rather serves as an immediate amputation without reform.

The punishment is characterized by slow procedures and implementation.

Application status errors cannot be corrected, and application errors cannot be corrected. (Talal, 2016, p. 88)

Fourth Axis: Justifications For the Death Penalty

In conjunction with the statistical procedures that showed the most important positives of the death penalty with a survey of data that explained the positives from the point of view of the applied sample of the research with the points of view of some of the theoretical studies, it was shown that the justifications for the death penalty are as follows:

An important application of Islamic law that is compatible with the reality of our Arab society.

The death penalty protects our daughters from crimes of rape and trespassing on the sanctity of homes.

The punishment enables the nation to be protected from crimes such as espionage.

The death penalty enables young people to avoid committing multiple crimes such as murder, sexual assault, and others.

One of the most important justifications for the death penalty was that it was a protection of social status and a strong qualification for the spread of security and safety. (Fakhry and Khaled, 2019, p. 234)

Fourth: Practical Framework for Research

Methodology

The methodology included research design, research tool, research sample, validation process and the data analysis.

Research Design

Descriptive analytical method.

Research Sample

The population of the research are students of the Faculty of Arts at Amman Ahliyya University, and a sample of (450) male and female students who were randomly selected.

Research Tool

Data will be collected with a questionnaire designed to collect information. The questionnaire consisted of two sections. The first section included the demographic data of participants. The second section consists of three main axes, which are: The positives of the death penalty, The negatives of the death penalty, and Justifications for the death penalty.

The Validity of Research Tool

Face Validity

 After the completion of the preparation of the questionnaire and the formulation of the statements, the initial questionnaire was presented to the supervisor of the research and a group of professors to ascertain the extent to which each statement was related to the factor to which it belongs and also to check the clarity and integrity of the formulation of the paragraphs until the questionnaire became in their final form.

The Internal Consistency

We calculated internal consistency by calculated Pearson correlation coefficient between each phrase and the axis that belonged to it as shown in the following:

Table (1). The Validity of the Items of The Questionnaire

The positives of the death penalty		The negatives of the death penalty				Justifications for the death penalty	
N	correlation coefficient	N	correlation coefficient	N	correlation coefficient	N	
1	.569**	1	.891**	6	.757**	1	.833**
2	.582**	2	.841**	7	.833**	2	.770**
3	.769**	3	.857**	8	.626**	3	.731**
4	.628**	4	.867**	9	.800**	4	.684**
5	.715**	5	.874**	10	.786**	5	.659**

**. Correlation is significant at the 0.01 level (2-tailed).

From the above table we conclude that all Pearson correlation coefficients between each item and the axis that belonged to it come with high degree and significant (where significant value less than 0.05) Which indicates a high degree of validity of the internal consistency of the terms of the questionnaire.

The Reliability of Tool

The reliability of the questionnaire calculated by Cronbach's alpha Coefficient, as shown in the following table.

Table (2). Cronbach's Alpha Coefficients

Axis	N of Items	Cronbach's Alpha
The positives of the death penalty	5	.845
The negatives of the death penalty	10	.872
Justifications for the death penalty	5	.832
Total degree	20	.886

From the above table we conclude that the reliability coefficients value of all axes of questionnaire were all high scores approaching the correct one and the total degree of reliability was (.886) which is high value and approaching the correct one and it refers to the reliability of the questionnaire for the application

Data Analysis

After the collection of data, the variables will be checked and entered a computer, and statistical analyses will be conducted by appropriate methods using Statistical Package for Social Sciences (SPSS) version (24.0). the results were extracted according to the following statistical methods: Pearson correlation coefficient, and Cronbach's alpha coefficient: (Cronbach's Alpha- α), Frequencies, Percentages, the Mean and Standard Deviation

Results & Discussion

Study Demographic Data

The frequencies and percentages of the sample were calculated according to professors Characteristics as the following:

Table (3). Demographic Data

Variable	Category	Frequency	Percent
Gender	Male	342	76.0
	Female	108	24.0
Educational stage	Undergraduate Student	174	38.7
	Graduate Student	276	61.3
Social statues	Single	177	39.3
	Married	159	35.3
	Divorced	93	20.7
	Widowed	21	4.7

From the above table we conclude that (76%) of participants are males, and (24%) of participants are females, (61.3%) of participants are Graduate Students, and (38.7%) of participants Undergraduate Students, (39.3%) of participants are single, (35.3%) of participants are married, (20.7%) of participants are divorced, and (4.7%) of participants are widowed.

Second answer the question of the study

The first question: What are the positives of the death penalty?

To study the positives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University, mean and standard deviation was calculated to the items of the first axis as the following.

Table (4). The Positives of The Death Penalty

No	Statement	M	SD	Rank	Degree
1	The reason for the death penalty is proportionate to the act of murder.	4.02	.788	5	Agree
2	Ending the life of the murderer will prevent him from committing new crimes and serve as an example to anyone who would dare to approach such serious crimes.	4.30	.642	1	Strongly Agree
3	The families of the victims feel justice as they are not subjected to retribution or revenge themselves.	4.20	.715	3	Agree
4	It reduces heinous crimes such as: terrorism, treason, sexual abuse, and drugs	4.28	.594	2	Strongly Agree
5	The death penalty is a deterrent as it deters criminal thinking from committing serious crimes	4.13	.779	4	Agree
General mean		4.19	0.70	Agree	

From the above table we conclude that the positives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with degree (Agree) , mean (4.19) and standard deviation (0.70) low value, indicating the Homogeneity opinions of the study sample on the items of this axis

The standard deviation values are ranged (0.788: 0.594) where all values with low value, indicating Homogeneity opinions of the study sample on all items.

In the first order (Ending the life of the murderer will prevent him from committing new crimes and serve as an example to anyone who would dare to approach such serious crimes.), with mean (4.3), a standard deviation of (0.642) and a degree of (Strongly Agree).

In the second order (It reduces heinous crimes such as: terrorism, treason, sexual abuse, and drugs.), with mean (4.28), a standard deviation of (0.594) and a degree of (Strongly Agree).

While in the last order (The reason for the death penalty is proportionate to the act of murder.) with mean of (4.02) and a standard deviation (0.788) with a degree of (Agree)

From the results we conclude that the positives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with high degree where Ending the life of the murderer will prevent him from committing new crimes and serve as an example to anyone who would dare to approach such serious crimes and It reduces heinous crimes such as: terrorism, treason, sexual abuse, and drugs.

The Second Question: What Are the Negatives of the Death Penalty?

To study the negatives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University, mean and standard deviation was calculated to the items of the second axis as the following.

Table (5). The Negatives of The Death Penalty

No	Statement	M	SD	Rank	Degree
1	The death penalty is an inhuman punishment.	4.27	.635	1	Strongly Agree
2	The death penalty violates the human right to life.	4.13	.712	4	Agree
3	The death penalty has no deterrent effect and does not prevent people from committing crimes.	3.80	.910	8	Agree

No	Statement	M	SD	Rank	Degree
4	Countries that implement the death penalty do not have a fair judicial system.	4.00	.812	5	Agree
5	It may be applied incorrectly by the justice authorities and if the convicted person is innocent, he has committed an irreparable mistake after killing an innocent soul.	4.18	.626	2	Agree
6	The death penalty is revenge and not justice.	3.83	.987	7	Agree
7	The death penalty reinforces the idea of killing instead of working to combat it.	3.70	.925	9	Agree
8	The death penalty is contrary to the right to life and the importance of the human being in society.	3.65	.853	10	Agree
9	The death penalty is discriminatory and arbitrary. The death penalty is not applied equally and fairly to all people.	3.88	.811	6	Agree
10	The execution of juvenile offenders, or those who were under the age of 18 at the time of the crime, is a gross violation of human rights.	4.17	.809	3	Agree
General mean		3.96	0.81	Agree	

From the above table we conclude that the negatives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with degree (Agree) , mean (3.96) and standard deviation (0.81) low value, indicating the Homogeneity opinions of the study sample on the items of this axis

The standard deviation values are ranged (0.987: 0.626) where all values with low value, indicating Homogeneity opinions of the study sample on all items.

In the first order (The death penalty is an inhuman punishment.), with mean (4.27), a standard deviation of (0.635) and a degree of (Strongly Agree).

In the second order (It may be applied incorrectly by the justice authorities and if the convicted person is innocent, he has committed an irreparable mistake after killing an innocent soul.), with mean (4.18), a standard deviation of (0.626) and a degree of (Agree).

While in the last order (The death penalty is contrary to the right to life and the importance of the human being in society.) with mean of (3.65) and a standard deviation (0.853) with a degree of (Agree)

From the results we conclude that the negatives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with high degree where The death penalty is an inhuman punishment , may be applied incorrectly by the justice authorities and if the convicted person is actually innocent, he has committed an irreparable mistake after killing an innocent soul ,and The execution of juvenile offenders, or those who were under the age of 18 at the time of the crime, is a gross violation of human rights.

The Third Question: Why The Death Penalty Be Justified?

To study the reasons of the death penalty be justified from the point of view of the students of the Faculty of Arts at Amman Ahliyya University, mean and standard deviation was calculated to the items of the third axis as the following.

Table (6). Justifications for the Death Penalty

No	Statement	M	SD	Rank	Degree

1	The death penalty deters future murders.	4.19	.645	3	Agree
2	Discourages potential criminals from committing illegal acts	4.31	.584	1	Strongly agree
3	Regards for the greater interest of society in preventing murder	4.25	.603	2	Strongly agree
4	The death penalty ensures that the most dangerous and violent criminals are permanently removed from society	4.06	.711	4	Agree
5	The death penalty protects public safety by preventing convicted murderers, rapists, or terrorists from harming innocent people again	4.00	.734	5	Agree
General mean		4.16	0.66	Agree	

From the above table we conclude that the reasons of the death penalty be justified from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with degree (Agree) , mean (4.16) and standard deviation (0.66) low value, indicating the Homogeneity opinions of the study sample on the items of this axis

The standard deviation values are ranged (0.734: 0.584) where all values with low value, indicating Homogeneity opinions of the study sample on all items.

In the first order (Discourages potential criminals from committing illegal acts), with mean (4.31), a standard deviation of (0.584) and a degree of (Strongly Agree).

In the second order (Regards for the greater interest of society in preventing murder), with mean (4.25), a standard deviation of (0.603) and a degree of (Strongly Agree).

While in the last order (The death penalty protects public safety by preventing convicted murderers, rapists, or terrorists from harming innocent people again) with mean of (4.0) and a standard deviation (0.743) with a degree of (Agree)

From the results we conclude that the reasons of the death penalty be justified from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with high degree where discourages potential criminals from committing illegal acts and Regards for the greater interest of society in preventing murder.

Third Study the Hypotheses

Study The Normality of Data

To study the normality of data (Kolmogorov-Smirnova - Shapiro-Wilk) tests was used and the results as the following

Axis	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The positives of the death penalty	1.892	450	.074	1.938	450	.088
The negatives of the death penalty	1.102	450	.211	1.974	450	.057

From the table we conclude that all axes were significant where significant values more than (0.05) means that the data follows the standard normal distribution, so to study the hypotheses parametric tests were used as the following

The first hypothesis: There are statistically significant differences in the attitudes of the participants towards the positives and negatives of the death penalty according to gender.

To study statistically significant differences in the attitudes of the participants towards the positives and negatives of the death penalty according to gender Independent Samples Test was used as the following

Axis	Gender	N	Mean	Std. Deviation	T	Sig
The positives of the death penalty	Male	342	2.9474	.76300	1.732	.001
	Female	108	1.1863	.60686		
The negatives of the death penalty	Male	342	1.2544	.63145	1.906	.000
	Female	108	2.9250	.50421		

From the table we conclude that

- There are a statistically significant differences in the attitudes of the study individuals towards the positives of the death penalty according to gender where significant value (0.001) less than 0.05 and this difference was to male with mean (2.9474)

- There are a statistically significant differences in the attitudes of the study individuals towards the negatives of the death penalty according to gender where significant value (0.00) less than 0.05 and this difference was to Female with mean (2.9250).

The second hypothesis: There are statistically significant differences in the attitudes of the participants towards the positives and negatives of the death penalty according to educational stage.

To study statistically significant differences in the attitudes of the participants towards the positives and negatives of the death penalty according to educational stage Independent Samples Test was used as the following

Axis	Educational stage	N	Mean	Std. Deviation	T	Sig
The positives of the death penalty	Undergraduate Student	174	2.9433	.74252	-.143	.887
	Graduate Student	276	2.9534	.71996		
The negatives of the death penalty	Undergraduate Student	174	2.7431	.60435	-.787	.431
	Graduate Student	276	2.7891	.60353		

From the table we conclude that

- There are no statistically significant differences in the attitudes of the study individuals towards the positives of the death penalty according to educational stage where significant value (0.887) more than 0.05

- There are no statistically significant differences in the attitudes of the study individuals towards the negatives of the death penalty according to educational stage where significant value (0.431) more than 0.05

The third hypothesis: There are statistically significant differences in the attitudes of the participants towards the positives and negatives of the death penalty according to social statues.

To study statistically significant differences in the attitudes of the participants towards the positives and negatives of the death penalty according to social statues one-way Anova Test was used as the following

Axis	Source	Sum of Squares	df	Mean Square	F	Sig.
The positives of the death penalty	Between Groups	5.930	3	1.977	1.800	.864
	Within Groups	232.006	446	.520		
	Total	237.935	449			
The negatives of the death penalty	Between Groups	5.769	3	1.923	2.434	.094
	Within Groups	157.812	446	.354		
	Total	163.580	449			

From the table we conclude that

- There are no statistically significant differences in the attitudes of the study individuals towards the positives of the death penalty according to social statues where significant value (0.864) more than 0.05

- There are no statistically significant differences in the attitudes of the study individuals towards the negatives of the death penalty according to social statues where significant value (0.094) more than 0.05

Conclusions

- The positives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with degree (Strongly Agree) , mean (4.22) and standard deviation (0.69)

- The negatives of the death penalty from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with degree (Agree) , mean (3.96) and standard deviation (0.81)

- the reasons of the death penalty be justified from the point of view of the students of the Faculty of Arts at Amman Ahliyya University with degree (Agree) , mean (4.16) and standard deviation (0.66)

- There are a statistically significant differences in the attitudes of the study individuals towards the positives of the death penalty according to gender and this difference was to male

- There are a statistically significant differences in the attitudes of the study individuals towards the negatives of the death penalty according to gender and this difference was to Female

- There are no statistically significant differences in the attitudes of the study individuals towards the positives and negatives of the death penalty according to educational stage

- There are no statistically significant differences in the attitudes of the study individuals towards the positives and negatives of the death penalty according to social statues.

Recommendation

- Society should care about prevention, which is better than cure, and if crimes are absent in the society, the application of non-existence is absent.

- The courts and the judiciary must be completely independent from any external or internal influences

- Ensuring all necessary guarantees for those sentenced to death, starting with a fair trial, passing through proving crimes with evidence and proof, and giving the convicts the opportunity to appeal the ruling or overturn it or other indispensable matters.

The trials should be fair and just because this punishment is not easy.

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