

A Proposed Educational Strategy for Promoting Political Participation among Jordanian University Graduates

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Abstract

The study proposes an educational strategy to promote the concepts of political participation among graduate students of faculties of arts and education in Jordanian universities. Political participation is proven to be the result of socio-economic, cognitive, political and moral factors that differ according to Arab Jordanian culture. The study ends in proposing ways to activate political participation of youth in Jordan, pointing out ways to implement the educational strategy, mainly through reform in education to promote political participation, through promoting political youth initiatives, in addition to supporting government policies in Jordan to promote youth political participation.

Keywords: Educational strategy, political participation, Jordanian university, Arab Jordanian culture

1. Introduction:

Political, social and economic participation is characterized by a set of characteristics. Participation is voluntary behavior. It is an acquired behavior and process that individuals learn through life interactions with other individuals and institutions in society. Participation is positive behavior, with practical actions.

Participation is a comprehensive, integrating, multidimensional social process aiming at engaging every member in society at every stage of development in knowledge, understanding, planning, implementation, management, participation, evaluation, initiatives, and participation in benefits. Participation is a right, duty and commitment. It is the right of every member in society. Participation is a reflection of a proper state of democracy; so that there is no democracy without participation. Every citizen is required to fulfill his/her social obligations and responsibilities towards society to make the necessary change for development. Participation is both a goal and means. It aims to ensure that a healthy democratic life requires participation of people with social responsibility, promoting society towards prosperity and development.

Political participation takes different forms. It may reflect political interests, showing mere attention, follow-up to public issues, and political events; some individuals tend to participate in political discussions with their family members, or among their co-workers, especially when the time of crisis increases, or during election campaigns. Alternatively, it may reflect political knowledge, which knows political personalities, on a national level, such as council members, parliament members, and national figures like ministers. Political participation may also be through political voting. Participation in electoral campaigns, campaign financing, and assistance to candidates. Another form is manifested in contacting official bodies, for complaints or petitions, and participating in voluntary parties and associations.

Participation in public life is therefore determined and influenced by several changes, the most important of which are the political and social influences, the effectiveness of institutional channels for political expression and action. Political participation has some positive effects on individuals, so that it affects individuals and public policy of any state positively. Participation develops a sense of dignity to individuals. Participation brings the greatest benefit to the largest number of individuals, as it drives the governor to respond to citizens' demands and contribute to a more equitable redistribution of society's resources. The Universal Declaration of Human Rights affirms that recognition of inherent dignity and the equal and inalienable rights of human beings is the foundation of freedom, justice and peace in our world.

2. Importance and Objectives of the Study

The study investigates the level of political participation of university students in Jordan. Thus, the importance of this study comes from the fact that we need better participation in Jordan by youth, and great part of them are in universities. And this study aims at:

- 1- Identifying the level of political participation among university students in Jordan.
- 2- Identifying the difference in the level of political participation among university students due to the variables: gender, age, and level of education.

3. Problem Statement and Study Questions

In order to promote political participation among Jordanian university graduates; educators should work hard and smartly on preparing students to be active members in community. It is important that the educational institutions must play a key role in promoting their political participation, and this will not work unless education specialists together with political activists work on developing a strategy to promote that, mainly through programs and plans well handled in the curricula and strategies on both levels of schools and universities. Therefore, that for our university students to reach a level of active political participation, more work is to be dedicated in terms of educational strategic planning. This study is an attempt to shed light on the level of political participation among university students.

The study tries to propose an educational strategy to promote university students' political participation through trying to answer the following questions:

The first question: What is the level of political participation among graduate students in Jordanian universities?

The second question: Is there a statistically significant difference in the degree of political participation among university students due to the variables: gender, age, level of education?

The third question: What is the proposed educational strategy to promote their political participation?

4. Methods and Procedures

4.1 Study Population

The research population consists of students from Jordanian universities for the academic year (2017-2018). The total number of students is (66800), (30200) male, (36600) female, distributed in (8) humanities studies colleges and (5) scientific colleges, making (40500) in the humanities colleges and (26300) students in the scientific colleges, and table (1) shows this.

Table 1. The study population reflecting gender and specialization variables

<i>Students</i>		<i>Faculty</i>	<i>Total</i>
<i>Male</i>	<i>Female</i>		
8330	9305	Literature	17635
4630	5682	Education	10312
2255	3456	Management and economy	5711
3870	4877	Basic Education	8747
1220	2363	Law	3583
488	544	Political science	1032
259	594	Physical education	853
297	578	Tourism and Hotels	875
3704	3356	Engineering	7060
2962	3257	Sciences	6219
855	948	Medicine	1803
710	879	Pharmacy	1589
620	761	Dentistry	1381
30200	36600		66800

4.2 Study Sample

The sample is selected by the method (the statistical sample). The sample is used in the case of heterogeneous statistical societies, i.e. the selection of units from each category is subject to the control of the researcher, and thus forming the total sample size is required. The researcher tested (200) students from the Faculty of Science, and Law Faculty from the University of Jordan with (95) male students and (105) female students, distributed by specialization, (200) in scientific stream and (200) human stream, and table (2) shows that.

Table 2. The study sample distributed by the specialization and gender variables

Faculty	Humanities		Scientific		Total
	Female	Male	Female	Male	
	54	46	51	49	100
Total	100		100		200

4.3 The Study Tool

For achieving the objectives of the study, the researcher built a measurement tool to measure the level of graduates' political participation.

4.3.1 Description of the scale of political participation measurement

There are four levels of participation. The first level is manifested in political activism. This level includes three conditions: membership of a political organization, donation to an organization or candidate, frequent attendance at political meetings, participation in election campaigns, political leaders, and political dialogue. The second level includes those interested in political activity. This level includes those who vote in elections and generally follow up political news. The third level refers to those marginalized in political work. It refers to those who do not care about political matters and are not interested in political action and do not allocate any time or resources for politics. The fourth level refers to political extremists who resort to violent methods.

Political participation Level Scale consists of (4) items as shown above, divided into (4) areas reflecting the level of political participation.

- Believing in political participation, which is measured in items (13, 14, 15, and 16).
- Assembly in political organizations is measured in items (17, 18, 19, and 20).
- Political participation legislations as measured in items (21, 22, 23, 24, and 25).
- Independence of political participation is measured in items (26, 27, 28, 29, and 30).
- Participation in the electoral process is measured in items (1, 2, and 3).
- Accepting pluralism for participation is measured in items (4, 5, 6, 7, and 8).
- Government and institutions promoting political participation is measured in items (9, 10, 11, and 12).

The scores were pointed in light of a Likert five-point scale starting with the first response (always applied to me), taking the highest score (5) and (mostly applying) with a score of 4, and (sometimes applying) with a score of 3, then (rarely applicable) with a score of 2, and finally (not applicable at all) with a score of 1.

4.3.2 Survey Study

The objective of the survey is to know the level of clarity of the items in terms of formulation and meaning, as well as to know the effectiveness of the scale alternatives and the difficulties that the respondent may face, for avoiding that problem before applying the meter in its final form. The researcher applied the scale on a sample of (20) students, (10) female and 10 male, from both faculties of Science and Arts at the University of Jordan, so that the items of the scale and instructions were both valid.

4.3.3 Correction of the scale

That is technically pointing out the degree of response of the examinee on each item of the scale, then collecting these scores to find out the current score, and the items were corrected to reach (30) items, so that the total score of the scale was (150) and the lowest was (30).

Procedures to measure the level of freedom:

4.3.4 The method of the two extreme groups

After applying the freedom level measurement on the sample of the study of (200) students, divided into (93) males (107) females, and correcting the questionnaire to extract the discriminatory force of the items, as follows:

- Correct the answers, determining the total score for each respondent.
- The forms are arranged in descending order from the highest score to the lowest score.
- Twenty-seven percent of the top-level responses were designated, top-level, and 27% of the lower-score forming the lower- score group. Thus, the total number of members in each group was 54, so that we have two groups with the largest volume of its distribution according to natural distribution and with maximum variation.
- The cut point was determined by applying the following equation $0.27 \times 200 = 54$ degree.
- The t-test is applied to two independent samples to test the difference between the upper and lower groups in each item. After calculating the means and deviation for both the upper and lower groups, the T calculated value represents the discriminant force of the items between the two groups by comparing them to the critical T value of (1.96) at the level of significance (0.05), and the degree of freedom (106). All the items were ok and distinct, and thus the measure consists of (30) distinct items, as table (3) shows.

Table 3. The arithmetic means, the standard deviation, and the calculated T value of the freedom level and field scale, according to the two extreme groups

Field	Item	Highest group		Lowest group		T value	significance
		Means	Standard Deviation	Means	Sid. Deviation		
Participation in the electoral process	1	3.63	1.40	2.70	1.44	3.44	significant
	2	3.50	1.11	2.37	1.21	5.03	significant
	3	3.70	1.00	2.31	1.87	6.59	significant
	4	3.90	1.05	2.75	1.28	5.07	significant
Accepting pluralism for participation	5	3.53	1.19	2.64	1.11	3.99	significant
	6	3.85	1.12	3.31	1.06	7.31	significant
	7	3.53	1.09	2.31	1.04	5.94	significant
	8	3.66	1.13	2.29	1.03	6.55	significant
Government and institutions promoting political participation	9	3.59	1.22	2.31	0.98	5.98	significant
	10	3.62	0.93	2.29	1.19	6.46	significant
	11	2.77	1.50	1.81	0.89	4.05	significant
	12	3.09	1.12	2.12	0.95	4.81	significant
Believing in political participation	13	3.90	1.16	2.20	1.03	8.01	significant
	14	3.81	1.19	2.44	1.23	5.84	significant
	15	3.68	1.17	2.18	1.02	7.04	significant
	16	3.94	0.94	2.25	1.08	8.62	significant
Assembly in political organizations	17	3.75	1.19	2.40	1.03	6.27	significant
	18	3.62	1.15	2.44	1.23	5.14	significant
	19	3.18	1.16	1.83	0.92	6.66	significant
	20	3.37	1.32	2.29	0.94	4.85	significant
Political participation legislations	21	3.59	1.25	1.92	1.16	7.16	significant
	22	4.62	0.78	2.87	1.50	7.16	significant
	23	3.68	1.22	2.40	1.15	5.56	significant
	24	3.25	1.34	2.07	1.06	5.07	significant
Independence of political participation	25	3.38	1.20	2.27	1.10	4.99	significant
	26	4.05	1.03	2.59	1.12	7.03	significant
	27	4.18	0.91	2.92	1.30	5.82	significant
	28	3.22	1.11	2.29	1.15	4.23	significant
	29	4.09	1.06	2.68	1.25	6.27	significant
	30	3.14	1.26	2.07	1.13	4.65	significant

4.4 The Statistical Validity of the Questionnaire Items

Relation of the degree of the item to the total degree of the scale and the internal consistency of the scale based on the relationship between the degree of the item and the total degree of the scale. Using Pearson correlation coefficient, using (200) forms, that are the same forms were subject to statistical analysis in light of the excellence of the item scale. The correlation was statistically functional when compared to the correlation value of the correlation coefficient reaching (0.14) at the significance level (0.05) and the degree of freedom (198) and table (4) shows that.

Table 4. Calculated value coefficients of correlation for the freedom level scale items

<i>Item</i>	<i>Coefficient of correlation</i>	<i>Item</i>	<i>Coefficient of correlation</i>
1	0.36	18	0.41
2	0.41	19	0.45
3	0.50	20	0.39
4	0.41	21	0.49
5	0.33	22	0.49
6	0.46	23	0.42
7	0.37	24	0.41
8	0.41	25	0.38
9	0.42	26	0.45
10	0.42	27	0.34
11	0.33	28	0.34
12	0.34	29	0.33
13	0.50	30	0.38
14	0.41		
15	0.47		
16	0.56		
17	0.45		

Moreover, the relation of the item to the value of field to which it belongs, the study uses Pearson correlation coefficient. The correlation coefficients ranged from 0.84 to 0.52. All correlation coefficients were statistically functional when compared to the correlation coefficient of 0.14 at the level of significance (0.05) and the degree of freedom (198). Table (5) shows that.

Table 5. Coefficients of correlation between the degree of the item and the degree to the field it belongs to

<i>The field</i>	<i>Total No. of items</i>	<i>No. of items</i>	<i>Coefficients of correlation between item and field</i>
		1	0.84
Participation in the electoral process	3	2	0.79
		3	0.78
		4	0.58
		5	0.59
Accepting pluralism for participation	5	6	0.68
		7	0.59
		8	0.63
		9	0.62
Government and institutions promoting political participation	4	10	0.61
		11	0.63
		12	0.64
		13	0.68
Believing in political participation	4	14	0.71
		15	0.61
		16	0.66
		17	0.66
Assembly in political organizations	4	18	0.63
		19	0.59
		20	0.62
		21	0.55
Political participation legislations	5	22	0.68
		23	0.67
		24	0.69
		25	0.65
Independence of political participation	5	26	0.59
		27	0.62
		28	0.54
		29	0.62
		30	0.52

4.5. Statistical Virtual Validity of the Scale

The virtual validity of the scale has been verified by presenting the scale to a group of experts and specialists in the field of development, political science, and measurement and evaluation specialists, asking them to evaluate the validity of the scales and fitness with the subject of evaluation. The researcher accepted a percentage of agreement that is (80%) and above for the validity of the scale, taking into consideration the opinion of experts to modify some items rather than deleting them, so that the standard has finally become reliable.

4.6 Reliability of the Scale

The reliability of the scale is derived by *laVa Cronbach method of evaluation*. This method is used to calculate the coefficient of reliability with α coefficient, and it is used in finding the reliability coefficient for the testing the objective and subjective clauses. This parameter is used when the objective is to estimate the coefficient of reliability

of the scale in the emotional and personal aspects, since they include degrees in measures that do not have correct or wrong answers. The coefficient of reliability in this equation was 0.84. The reliability degree was also retrieved in a retesting manner, where 40 random forms were withdrawn, forming (20) male and (20) female, and then the scale was applied once again for the second time after a period of (2) weeks, on the same sample from the Faculty of Science, and the Faculty of Arts, where the correlation coefficient was (0.74).

5. Literature Review and Previous Studies

Political participation is the result of interacting socio-economic, cognitive, cultural, political and moral factors. Political participation is a democratic principle that is exercised in modern states based on equal rights and citizenship. Rights and freedoms are the basis for thinking about political participation, which is the peaceful means of expressing the legitimate interests of social groups' participation. Thus, political participation is conditional for the transition from the state of "natural community" to the civil society, and from (traditional society) to (modern society). Political participation is linked to the concept of political awareness. Political awareness reflects levels of political knowledge and concepts that the individual uses and practices to deal with political problems. Political education is part of the general culture of any society, including opinions and attitudes towards politics, governance, state, power, loyalty, belongingness, legitimacy, participation, political system, and political values. Individuals form a set of convictions about the roles, rights and duties of the political system, and the political beliefs that influence political behavior.

The concept of political participation is a modern concept. Hence, it was necessary to rethink ways of assimilation of the values of political participation to reach a proposed strategy for education for better effective political participation. Political participation is more effective in the context of a modern civil society. Positive political participation also allows freedom and basic civil and political rights condition political opposition. Political participation. To be neutral, one should admit that generally speaking, there is no actual political participation in Arab countries, unless criticism is accepted. So that the new generation in Arab countries should be trying to redefine political concepts such as homeland, nationalism, nation, state and politics, based on new foundations, in an attempt to contribute to the rethinking of social awareness and political awareness towards political participation.

It is mainly demanded in Arab countries seeking equal opportunities, and self-determination. The individual is normal keen to have a positive role in political life through voluntary exercise of the right to vote, to stand for elected bodies, or to discuss political issues with others by joining intermediary organizations. (Baz, 2002, p. 358) Political participation is part of the collective activities affecting the better functioning of the political system (Bro, 1998, p. 301).

As Samuel Huntington defines it as the activities of certain citizens influencing government decision-making. (Huntington, 1975) According to McClusky, political participation is the voluntary activity through which members of society contribute to the selection of rulers, and to the formation of public policy, whether directly or indirectly. (Hoffman, 2011) According to Franca Loewener, any successful or unsuccessful, organized or unorganized, transitional or continuous voluntary action, assumes the use of legitimate or illegitimate means, aiming at influencing political choices or managing public affairs or election of rulers and leaders at all levels of government. (Lindemann, 2018) Weiner, on the other hand presented a more refined definition as any voluntary, successful work, organized or unorganized, by different means used to influence political choices, in public affairs, and election of leaders. (LaPalombara, 2015)

The term participatory democracy emerged in 1980, when the idea of participatory democracy was introduced into academia by the thinker James S. Fishkin who introduced the term. The World Bank has addressed these experiences in participatory democracy in cities such as Brazil. Studies by Professor Fishkin showed that democracy tends to produce superior debates on ordinary parliamentary democracy. (1997) There is clearly a relationship between democracy and political participation, however the question that arises is whether democracy is an end in itself or is it a means? Why do people need democracy? The practical test of the credibility of democracy is not that the citizen directly participates in governance or does not participate, but that the will of the nation is embodied in the ruling class, and that the rulers express the interests of the governed and respect their will and opinion. So that the idea of ideal democracy has been criticized.

Both Socrates and Plato have criticized the idea of inclusive and direct political participation, Plato called it the rule of the mob. In the era of the industrial revolution, the democracy of the elite, was considered true, where the ruling minority, monopolizing the most important political and social positions. One of the most important theoreticians is the Italian economist Pareto, who believes that the elite are those who excel in their fields of work. He used the concept of social elite to express the ability of those who excel to perform political or social functions that create a ruling class that

does not need the public support, and this is what distinguishes them and qualify them to monopolize positions. (Kelly, 2017) Whereas the Sociologist Mosca adds to Pareto's definition, believing that one of the main reasons for the distinction of the ruling class from the governed class is the power of the organization of the first, and the existence of a certain motive and objective to be sought encountering an unorganized majority, emphasizing the importance of the approval and satisfaction of the public, contrary to what Pareto concluded. (Della Porta, 2013).

Michel Roberto (Gallagher, 2005) defines the political elite by understanding the reality of the work of political parties, to discover that there are different factors that determine the nature of the work of organizations, whether a party or a state. He believes that the democratic emergence of parties is subject to the rule of a few individuals, over time because the party needs a minority to organize, and this minority acquires power through its position in the decision-making center, and that is the so-called minority that Marx did not pay attention to in his political studies. In his study of the US structure, Meles sees the connection between the elite and its ability to control decision-making position. It is a product of the institutional structure of the state. Political participation is one of the indicators of political and cultural maturity of a society. The high participation rate in a society indicates its progress and awareness of its political rights, indicating a high level of political culture. (Zenawi, 2006) Political participation is affected by the surrounding environment of individual development. Individuals and communities are actively involved due to the availability of favorable environmental conditions with a climate of democracy and viability of political system. The levels of participation increase with the increasing desire to influence those who have political power, and thus attempt to use unconventional ways to influence public policy, through the so-called new social movements, as a kind of lobbying or interest.

6. Terminology

To capture the theme of the study, one must start with main concepts discussed, particularly the following:

Political Culture: The definitions of this concept are vary in political literature. To Sydney, it represents "beliefs, expressions and values that determine the situation in which the political act takes place." (Furet, 2015).

Political education: According to Herbert Hyman, Political education is the education of the individual to accept social norms helping in tolerance and co-existence. (Dudley, 2002) Whereas Kenneth Langdon thinks that political education is the process that helps in moving the society from one generation to another. (Saladin, 1982).

Social participation: A social phenomenon that is a result of interaction of individuals with society and institutions. Social participation is defined as those activities aimed at overcoming some daily practical problems and contributing to a degree of solidarity among the members of society by voluntary efforts, solving problems that may arise between individuals or groups in society (Adger, 2010).

Economic participation: Participation of the public in economic development projects by contributing to development, financing and implementation of decisions. These activities are carried out to support national economy through payment of taxes and fees, and by contribution of individuals to support national economy (Hinz, Holzmann, Tuesta & Takayama, 2012).

Political participation: It is defined in terms of practices of monitoring, implementing, and evaluating political decisions, so that citizens have rights and roles to play in decision-making process. Political activities are affected by decision-making and taking, including expression of opinion on public issues, party membership, cooperating with non-governmental organizations, participating in elections, and holding executive and legislative posts. Political participation can be defined as a set of practices that lead citizens to contribute to development, implementation, monitoring, and evaluating political decisions (May & Finch, 2009).

Participation is voluntary action taken by citizens, aiming at influencing public policies and management of public affairs. Some may be concerned with voluntary organizational efforts related to electing political leaders, policy-making, planning, and implementation of programs and projects. Public participation is mainly social, economic and political participation. Participation is subject to economic, political and educational factors.

7. Study limitations

The research deals with Jordanian university students for the academic year (2017-2018) in different gender, specialization and age. And that should be studied as affected by political and social factors.

8. Study Framework

8.1 Political Factors

Political factors affect the students’ political participation. In Jordan, politics is more complicated, mainly because of the chaotic situation of the Middle East and Arab countries in general. Here, students are exposed to political influences, where they are more likely not to participate in public life. However, exposure to political factors does not necessarily lead to participation, although they are motivated by mass media, election campaigns, public meetings, and public debates. They only participate theoretically for academic goals in universities during classes. Whereas on the actual level, political factors in the Arab world in general and in Jordan as such, affect youth political participation (Diamond, 2015).

8.2 Social Variables

The degree of political participation is affected by different variables that are affected within a social context, such as education, income, occupation, gender, age and other factors, where income is in certain occasions positively associated with participation. Studies show that people of middle income are more participatory than those with low incomes, and those with higher incomes are more involved in participation than those of middle-income.

The level of participation is also highly related to level of education. Illiteracy is one of the obstacles to participation in developing countries. Educated people are more aware of political issues, more sensitive to decision-making, participation in political debates. So that people with a high professional status tend to be more involved in political participation, although there is a difference between one community or profession and another. In addition to the previous factors, participation is also affected by the age factor, so that the level of participation gradually increases with age, reaching its peak in the 40s and 50s, and gradually declining after age of 60s. However, these social variables differ from one individual to another, and from one society to another.

9. Results and Discussion

The study tries to answer three main questions raised above. The following discussion tries to discover the answer.

The first question is to evaluate the reality of political participation of graduate students in Jordan. To evaluate that one should analyze the political framework for political participation in Jordan. And that is reflected as shown above. Participation in Jordan is generally linked to the political framework, which includes the vision of Jordan’s political leaders, Jordanian citizens’ roles, and levels of freedoms practiced within parties, organizations, and elected parliamentary councils in Jordan. And this differs in comparison with the case in the West. For example, participation of Western societies is partly due to having appropriate constitutional and institutional frameworks, mainly where pluralism, and freedom of press are practiced.

Youth and political participation. Analyzing youth and students’ political participation clarifies that the reasons for deterioration in youth political participation are attributed to many factors. So that the lower the educational and academic level is, the lower is the level of interest in public and political affairs. It is obvious that civic educational curriculum in Jordan does not focus enough on raising values and virtues of citizenship. It is also clear that there is no real enhanced domestic policy for youth political participation. And the majority of young people are convinced that it is useless to engage in the political process, with the absence of clear party programs. And the following results are presented based on the research objectives , trying to answer the questions:

The first objective: To measure the level of political participation in general from the perspective of graduate students.

To verify the first objective, the arithmetic means and the standard deviation was calculated for the performance of the sample on the political participation level scale ,and to see if there were statistically functional differences at (0.5) in the average of the performance of the sample considered for the scale as a whole. The t-test was used for one sample, where the calculated value was (0.05), which is smaller than the critical scale of (1.96), at the level of significance (0.05) and the degree of freedom (199). Table (6) shows this.

Table 6. The calculated T value of the sample as a whole on the Political participation level scale

Variable	Number	Arithmetic mean	Standard deviation	Hypothetical Mean	T-test		significance
					T-calculated value	Critical T - value	
Degrees of freedom	200	90.06	15.69	90	0.05	1.96	Non-Functional differences

From the table above, it is clear that the calculated T value is less than the critical value. In other words, there is no functional difference between the arithmetic means and the hypothetical means. Therefore, the level of freedom from the point of view of the university students is medium, which is described as semi-free. This can be interpreted according to Aristotle, so that there is no absolute freedom. While according to the behaviorist psychologist Skinner man is governed starting by family control then community and state. Man is controlled by law, institutions and all forms of social institutions, and if man is convinced that his behavior is controlled by environmental reinforcements, this can lead to a better life by designing identify better enhancement programs.

Second Objective: To identify the differences in political participation according to gender variable.

To investigate the second objective, the mean and the standard deviation of the sample were calculated on the freedom scale. And to find out if there were functional differences between males and females in freedom, the t-test was used for two independent samples. The calculated T value was (0.81) which is less than (1.96) at the level of significance (0.05) with a degree of freedom as (198) , and table (7) shows that.

Table 7. The arithmetic means, the standard deviation, and the calculated and critical T value, to determine the significance of differences between males and females on the scale of political participation

Variable	Gender	Total	Arithmetic mean	Standard deviation	T-test		Significance
					T-calculated value	Critical T - value	
Political participation level scale	male	93	89.09	15.19	0.81	1.96	Non- Functional differences
	female	107	90.90	16.14			

From the table above, it is clear that the calculated T value is less than the critical. In other words, there are no statistically functional differences between males and females in political participation. This indicates that political participation is not related to gender.

The third objective: To identify the differences in freedom according to the variable of specialization (scientific, human studies).

To investigate the third objective, the arithmetic mean and the standard deviation of the sample performance was calculated on the freedom scale. To find out if there were differences between (scientific, human) in political participation scales, the t-test was used for two independent samples, where the calculated value was (0.29) which is less than (1.96) at the significance level (0.05) and the degree of freedom (1.96). Table 8 illustrates this.

Table 8. Arithmetic means, standard deviation, and T-test of two independent samples to determine the functional differences between (scientific, human) in the political participation scale.

Variable	Specialty	Total	Arithmetic mean	Standard deviation	T-test		Significance
					T-calculated value	Critical T - value	
Political participation level scale	scientific	104	90.37	17.27	0.29	1.96	Non- Functional differences
	Humanitarian	96	89.72	13.86			

Based on the table above, the calculated t-value is less than the critical T value, which means there are no functional differences in political participation level based on specialty. The interpretation of the result of the third goal as explained by the result of the second goal according to political participation literature shows that political participation is not related to a particular specialization.

Fourth Objective: To Identify the differences in the fields of political participation according to the variable of specialization (scientific, human).

In order to verify the fourth objective, the arithmetical averages and the standard deviations of the performance of the sample were calculated on the freedoms scale. To find out the significance of the differences in the fields of political participation that are (seven), showing the specialization variable (scientific, human), where the independent samples were used as shown in Table (9).

Table 9. Arithmetic means, standard deviations and T-calculated values, to identify differences in the fields of political participation, according to the specialization variable (scientific, human)

Field	Specialty	Total	Arithmetic mean	Standard deviation	T-test		Significance
					T-calculated value	Critical T - value	
Participation in the electoral process	Scientific	104	12.29	3.61	0.53	1.96	Non-significant
	Humanitarian	96	12.04	3.10			
Government and institutions promoting political participation	Scientific	104	10.97	3.23	0.32	1.96	Non-significant
	Humanitarian	96	11.11	2.99			
Assembly in political organizations	Scientific	104	15.94	3.81	2.73	1.96	significant
	Humanitarian	96	14.56	3.27			
Political participation legislations	Scientific	104	14.67	4.22	2.12	1.96	significant
	Humanitarian	96	15.93	4.19			
Accepting pluralism for participation	Scientific	104	16.00	3.71	2.47	1.96	significant
	Humanitarian	96	14.69	3.71			
Believing in political participation	Scientific	104	15.96	3.81	2.73	1.96	significant
	Humanitarian	96	14.56	3.27			
Independence of political participation	Scientific	104	15.94	3.81	2.73	1.96	significant
	Humanitarian	96	14.56	3.27			

From the table above, there are differences in the fields of political participation according to the variable of specialization, such as assembly in political organizations, accepting pluralism for participation, believing in political participation, independence of political participation, political participation legislations, that are in favor of scientific specialization. There are also differences in political participation legislations and in favor of human specialization. On the other hand, there are no differences between the scientific and human specialization in the field of Participation in the electoral process and Government and institutions promoting political participation.

The fifth goal: Identifying the differences in the fields of political participation according to gender variable.

Table 10. Arithmetic mean, standard deviations and T- calculated value to identify the sample on political participation scale (according to gender)

Field	Gender	Total	Arithmetic mean	Standard deviation	T-test		Significance
					T-calculated value	Critical T - value	
Participation in the electoral process	male	93	14.87	3.41	1.49	1.96	Non-significant
	female	107	15.63	3.77			
Government and institutions promoting political participation	male	93	10.93	3.23	0.44	1.96	Non-significant
	female	107	11.13	3.01			
Assembly in political organizations	male	93	11.34	2.95	1.70	1.96	significant
	female	107	12.07	3.09			
Political participation legislations	male	93	15.41	4.28	0.43	1.96	significant
	female	107	15.15	4.23			
Accepting pluralism for participation	male	93	14.87	3.41	1.49	1.96	significant
	female	107	15.63	3.77			
Believing in political participation	male	93	11.79	3.27	1.48	1.96	significant
	female	107	12.50	3.43			
Independence of political participation	male	93	14.87	3.41	1.49	1.96	significant
	female	107	15.63	3.77			

From the table above, it is clear that there are no statistically functional differences in terms of gender in all areas of political participation. This result was reinforced by the result of the second goal.

9.1 Characteristics of the Proposed Educational Strategy

The study tries to answer the second question to shed the light on the proposed educational strategy. The following shows the main characteristics of this proposed educational strategy.

The educational strategy should focus on the best methods to be followed in creating an educational strategy that aims at achieving human dignity through political participation. The most important achievement of political participation is protection of human dignity ensuring that the right of freedom is the basis of human dignity and the guarantee of freedoms of the individual to participate in the political process. So the right to participate as in article 25 of the International Covenant on Civil and Political Rights (ICCPR) affirms the citizen's right to public participation.

The proposed educational strategy should highlight the main rights of participation, so that citizens and the youth should be able to participate in public affairs either directly or through freely elected representatives. It should be emphasized that representatives should be elected through regular elections, on equal basis, guaranteeing free expression of will. Students should therefore have equal engagement in public service. It should also be clear that promotion of human dignity presupposes equality and non-discrimination. Discrimination is denial of universally accepted human rights. International conventions have ensured elimination of all forms of racial discrimination and right to equality.

The proposed educational strategy should rather guarantee that political participation that university students seek should fulfill the following requirements.

Participation requires a number of factors to increase its realization. The most important of these requirements are the need to ensure the basic requirements, such as food, clothing, adequate housing, health, education, employment opportunities, freedom of expression and other basic needs, which satisfy the physical and psychological well-being

of students, enabling them to participate effectively. Another requisite for better participation of university students comes through raising the level of public awareness of political, economic and social conditions. That's in addition to the students' awareness that their participation in the political, social and economic life is rather duty. It is also clear that their belief in usefulness of participation is effective.

Any proposed educational strategy should take into consideration educating students how effective political participation should be and what it requires to be practiced.

Participation requires transparency of public policies. Political leadership should really believe in the importance of public participation for implementing public policies, and should give others including students the opportunity to support such participation by guaranteeing political freedom and allowing them to express their hopes and aspirations. This also requires legislation that guarantees, and protects participation.

Those in positions of responsibility, both in government and in non-governmental organizations; and students as well, need to undergo training programs, particularly communication skills, to raise public interest and develop effective participation.

Students need good examples to follow, for wise selection of leaders that can encourage better participation.

It is important for promoting their participation to believe in youth potentials and its role in the development process. Participation needs taking care of the general environment, mainly working on decentralization of administration, increasing voluntary organizations raising its level of effectiveness.

Therefore that entails strengthening roles of social and political education institutions such as family, school, university, religious institutions, parties, and media.

Setting an educational strategy to enhance university students' political participation should study youth participation in general.

Finally, to activate youth political participation, an educational strategy should be implemented, and the following are some recommendations.

10. Study Recommendations

The following are some recommendations to be considered for enhancing students' political participation:

Reform education to promote political participation through a well-developed educational strategy. Governments should work more effectively on promoting youth political initiatives. On the other hand, more dedication should be given to supporting government policies to promote youth political participation. Governments should encourage establishing educational and training programs in schools and universities that are concerned with political education, human rights and public freedoms. High schools and universities should encourage establishing semi-parliaments, where students can practice being deputies, leaders and representatives. Universities should rather encourage holding seminars, training courses and lectures that allow students to express their opinions, concerns and aspirations more freely.

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