The Impact of Teaching Political Science on Political Awareness of Petra University Students: a Jordanian Case

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Abstract

The study aimed at identifying the impact of teaching political science on the political consciousness of Petra University students, and to answer the study questions , a sample of the 131 students was selected , those enrolled in three sections in the first quarter of the academic year 2012/2013 ,a questionnaire was developed to collect information ;it was built of 30 paragraphs and distributed , but only 87 of these were valid and analyzed . Results showed that the degree of political awareness among students was high with a mean of (3.70), in addition to the presence of statistically significant differences in the degree of impact of teaching political science on the political awareness of those students from their point of view, in terms of the gender variable, while no statistically significant differences appeared in terms of faculty, nor in terms of the variable grade point average –GPA. In the light of the results, the study recommended further studies on the subject, in order to disseminate the teaching of politics to be included in all universities that do not teach or enlist this topic within their programs.

Key words: political awareness, the principles of political science, political participation, political education.

1. Introduction

Universities are considered the most important educational institutions, which work on raising the student' level of awareness, so that universities have a significant role in the influence on generations in terms of forming the mentality and frame of scientific knowledge and education, which is consistent with the principles of the society. Thus, the university is an important tool to address the problems and imbalances that may be problematic in the community, and in order for the university to play its role, it should take into account the adequate philosophical, psychological and cognitive foundations. And when developing academic plans and courses , one should not ignore the importance of the social basis on the approach of developing courses as being influential on tutors , so that every society has its own peculiar habits, traditions and values as well as of the problems they are suffering. The educational system is therefore responsible for preparing the necessary cadres to work in all social institutions, and the more attention given to the educational preparation of educators, the better learners and members of the community appear. This means that the curriculum plays a major role in the preparation of generations in consistent with the philosophy of the community by helping learners to understand the nature of society and its institutions, and that is surely affected by the understanding of the nature of society in terms of philosophy, culture and ambition, therefore curricula vary from one society to another, and may also differ in the same society in different times.

The degree of awareness of individuals in any community affects the development of the state. Man is both the means and purpose for development, the more the individual in the community is aware of his abilities and potentials, so that the more contribution is manifested in the field of development. Awareness has a regulatory framework that influences educational institutions as having a leading role in the development, aiming at the creation of national development on a scientific basis. (Moussawi, 1990)

The study of political awareness is needed for any democratic political construction that respects human rights and fundamental liberties. Hence, the study of the impact of teaching principles of political science as affecting the degree of political awareness of university students, training them to be leaders of tomorrow, and this is an important prerequisite for the success of the development plans. (Mohammad, 1999)

This study may be considered the lead in examining the impact of teaching political science course on the political awareness of an important segment of the Jordanian society, which is a university student. Noting that the Jordanian State pursues many of the constitutional and legal imbalances through reform, including the amendment of some articles of the Constitution, also launched a new electoral law for 2012 that included for the first time two votes for every citizen on both the district and the national levels, and elections took place in 23/01/2013 involving 57% of Jordanians. This all happened in the complexity of the political scene in the region and the difficulty of the economic and political conditions, in addition to the Arab spring that seriously affected

Jordan.

2. The study problem

For the preparation of the citizen to be an active member in the service of his community and his country, it is necessary to create a good tutorial system, which promotes students to have a good level of political awareness that enables them to understand reality objectively, and absorb the events of instability in the region, according to Arab Spring, that makes it necessary to focus on raising the level of political awareness among students through reformed curricula plans, so as to reflect positively on the community, so that both the political and economic and social challenges make it necessary to begin the process of evaluation of acting study plans, including the education policy, as principles of political science, forming the basis and foundation in the dissemination of political awareness among students, and promote the concept of political participation and democracy, facilitating students' reflections on their behavior when dealing with such issues as political participation and national duty. This study is a serious attempt to shed light on the impact of teaching political science course , affecting the degree of political awareness among the students of the University of Petra (in Jordan), evaluating their public understanding of the nature of the current political issues and events in the region . The problem of the study poses the following major question:

 What is the impact of teaching the principles of political science on the degree of political awareness among the students of the University of Petra?

3. Questions of the study

The study attempts to answer the following two questions:

The first question: What is the degree of influence of teaching the principles of political science curricula on political awareness among the students of the University of Petra from their point of view?

Second question: Are there any significant differences at the level of significance (= 0.05α) in the degree of influence of teaching the principles of political science political on awareness among the students of the University of Petra from their point of view ,due to the variables of gender, faculty, and their grade point average –GPA as academic achievement ?

4. Importance of the study:

This study may be considered from the perspective of researchers one of the few studies that is looking at the impact of teaching principles of Political Science in curricula on the degree of political awareness of university students , and this will hopefully contribute to benefit researchers, and will open the door to the decision makers in universities to give more attention to teaching principles of political science as a curricula specially prepared to contribute to the enrichment of the students' thoughts and consciousness of political issues. Petra University is the only one among national universities in Jordan that proposes the politics course without having a specialty of political science at the university, so maybe this study will encourage the rest of the Jordanian universities where there is no specialization in Political Science to launch such a course as a free or compulsory course according to each university policy.

5. Objectives of the study

This study aimed at the following:

1. Identifying the impact of teaching the principles of political science in curricula on the degree of political awareness among the students of the University of Petra.

2. Identifying the differences in the impact of teaching principles of political science on political awareness among the students of the University of Petra as attributable to the variables: (gender, faculty, and grade point average -GPA).

6. Definitions

The linguistic definition of awareness: It is cognitive understanding and the right recognition (Jamal al-Din, 1970).

The operational definition of awareness: It is political consciousness, recognizing the political systems and political authorities, being capable of evaluating them at the local, Arab and international levels, and the ability to absorb and respond to and understand the political events, and the impact of teaching political science on the degree of awareness, measured through the answers of the student on a questionnaire measuring awareness on the scale prepared for this purpose.

Curriculum of principles of political science: It is the information introduced to students as part of the academic plan, recognizing the student through classroom lectures, it is a University non- obligatory course taken as three

credit hours that provide students with a range of knowledge and information, which aims to raise political awareness among students.

7. Limits of the study

This study is limited to Petra University students enrolled in the classes of political science in the first quarter of the academic year 2012/2013 as enlisted in three sections, with a total of (131) students.

8. Theoretical Background &previous studies

Awareness in the original Latin means knowing things on an ongoing basis. Francis Bacon was the first to use this word in 1600; it was also used by Locke in his Philosophical Disputes. Awareness is interpreted as ideas that pass in the human mind, and in the early nineteenth century, and in psychology, it has emerged into existence, which was identified as science of Consciousness, and thus used the term to include all the sensations and mental images, thoughts, desires and emotions.

Political awareness is the result of social development due to the human need to prepare the tools to interact with nature, so that man was able to distinguish between what is essential and non-essential and demonstrate causes of the phenomena, being aware of the relationship with the environment. (Majid, 1995)

Political awareness is considered as a necessity to life in the Middle East in the current period, where people live a state of intellectual stagnation , they are no longer interested in political participation and political decision-making, which is one of the main concerns of political awareness, whereas the bulk of the attention of youth is oriented to secondary issues, perhaps interpreted in terms of difficult economic conditions, which diverts their attention to songs as priority, at the expense of joining institutions such as social associations. (Barwari, 2006)

Political consciousness helps individuals to analyze the political reality away from emotional perception. A lot of political concepts were spread to Europeans realizing democracy through the help of Greek civilization which contributed philosophically in the evolution of political thought. (Ibrahim, 1994)

The criticism philosophy unites consciousness with existence, considering consciousness as equal to being, so that people are producers of their perceptions and ideas, and consciousness can' t be anything else but being as conscious, and the presence of people is their actual existence . Awareness starts by the natural feeling of human imperfection, and this feeling would push man motivated for the search of knowledge (Freir, 1998).

Social awareness, therefore, includes three aspects: The first represents the cognitive set of ideas and principles and information possessed by the individual about political matters, and the second is emotional and appears in values, attitudes and emotions toward political matters, transforming the first and second behaviorally into actions and activities of effective political participation; the third aspect is that dealing with the technical skill part. (Alqani & Al- Jamal, 1996)

The concept of political socialization is associated mainly to the subject of study of students' political awareness; and the concept of socialization refers to the process of formation of the political community configuring differences in terms of values, norms and patterns of behavior that are the outcome of a citizen with a certain political consciousness, so that the concept of political socialization is the basic way in which the individual acquires cultural and political consciousness; and the political education system participates in creating the political legitimacy and achieving development that promotes political participation.

Political socialization is therefore a process by which individual recognizes the political system with certain reactions about the political phenomena; it is also the evolutionary processes by which the individual acquires political orientations and behavior political patterns. (Abdali, 2003)

Political socialization is a process that makes the individual acquires knowledge, values and feelings about the political system, which in turn, makes the individual engaged in political life, interacting within the political institutions, such as (family, educational institutions, religious institutions, and media) .It contributes to the formation of the image of a citizen (Prewitt & Dawson, 1977).

Al-Omari (1997) studied the impact of socio-economic variables on the political education of the university professors of Jordan; the study examined the concept of political education. The main variables of the study that may affect the formation pattern of political education were mainly the academic rank, place of residence, place of graduation, gender, and profession of the father; results showed no significant statistical indication of variables as age, religion, specialization and university of graduation.

Al-Gharaibeh (1994) studied the prevailing pattern of culture among the students of the University of Yarmouk ; variables were studied to test the influence of certain factors on culture , such as gender, religion, income and profession of the father, place of study and specialization, and the results indicated that the pattern of political education of university students were mainly of an integrated pattern, and that there is a margin of difference imposed by factors as religion, the level and nature of education, though the most important factors that influenced the political education is religion and specialization.

On the other hand, much more specialized studies were conducted in this area in other countries where democracy is in rule.

Some studies have addressed this issue, discussing the most important positive factors influencing political participation, where researchers focused on the two sides of the issue: The intellectual and humanitarian. Eliseev (2011) focused on the humanitarian side and the positive impact on political participation; his study showed relationship between the level of participation and the degree of political tolerance among the youth. Zelenický (2010) focused on the psychological side and the impact of the feeling of alienation among young people on the weakness or lack of political participation.

Quintelier (2008) pointed out in his study on the role of organizations and the volunteer work as associated necessarily with political participation; the study showed that more volunteer work leads to more political participation among young people, and the organizations that allow membership of young people encourages an increased degree of political participation of youth. McFarland (2006) pointed out the social class impact on political participation, showing its link with political participation, and how volunteering services would increase the level of youth political participation. Southwel (2003) studied both cognitive and economic factors as affecting the level of political participation, so that the low level of education and income of the individual would lower levels of political participation, so that to live in a climate of poverty and lack of opportunities and resources will adversely affect political participation. Other studies have also dealt with the factors affecting political participation, and perhaps the most important of which is that study conducted by Walker (2002) showing the relationship between public service and political participation, and that the service is a matter of citizenship.

Stroupe (2002) in his study entitled "The missing link for Civic Education", evaluating youth political leadership in the United States, aiming at measuring the political knowledge, attitudes, and values of the students at the secondary level in American schools, measuring the degree of their participation in community in both political and non-political activities. Political participation is part of the courses in national education; the study confirmed that the course of Civic Education is missing its core, which implies the existence of training on civil rights in U.S. ,and that is one of the reasons for the lack of youth participation in civic life; the results of this study indicate the interactive process of civic education and the interaction that occurs in the classroom. Mutch (2002) has shown that the best way to teach citizenship and political participation is through rights education, teaching duties, responsibilities, and citizenship education within groups and different cultures. While Golombek (2002) showed that the best way to teach citizenship and political participation is through intellectual education on applications of values and behaviors of democracy, teaching responsible leadership and values of social justice, showing that positive and decision-making is the best way to promote political participation among young people through positive actions at the local, national and global levels. Russell (2002) has pointed other forms of participation, showing the impact of leaders on the youth, while previous researchers focused on the moral side of leaders, he focused on the communicative side of leaders and its impact on youth participation as increasing the level of political participation, showing the importance of the changing role of the internet in the process of political participation. Soule (2001) also showed the role of some political variables as knowledge as affecting the process of political participation. Stoll (2001) showed the impact of attitudes towards the political participation on the actual political participation. While some studies focused on the factors affecting the political participation. Other studies have attempted to address the cognitive aspects, as well as psychological and even economic factors affecting political participation. Some studies were interested in the pedagogical aspect and the educational guideline for the values of political participation. Whereas Gibson (2001) showed the need to develop multiple methodology and curriculum areas to increase political participation through activities and learning tools and sources of information to be set available for the youth, concentrating on means of communication used by young people more broadly. Carpini (2000) has focused on the form of political participation, where the young people will not vote for their conviction that politicians are corrupted. On the other hand, Bedolla (2000) was interested in more social and economic sides for political participation, where the economic situation variable has the weakest effect on political participation, pointing out that social service helps in the academic development of students and increases their sense of civic responsibility.

9. Methods and procedures

9.1. Methodology

The researchers used the descriptive method which describes the phenomenon as it is in fact (Ex-post factor), in order to elucidate the effect of the principles of the political scientific material on the degree of the political awareness among the students of Petra University

9.2. Sample and study population

The population of the study includes the students enrolled in three groups attending the principles of political

science course, as an elective course for the students of the University of Petra in the first quarter of the academic year 2012/2013, and the number of students enrolled in these groups was (131).

The questionnaire was distributed and the percentage of recovered questionnaires suitable for the analysis were (87) questionnaires, forming the final study sample. This study was conducted on the students of the University of Petra for being the only national university that puts this course without the need of specialization in political Science.

Table (1): Distribution of the study sample by gender, college and GPA variables

Variable		Number	Percentage level
Gender	Male	47	54.0%
	Female	40	46.0%
	Total	87	100%
College	Scientific	49	56.3%
	Humanitarian	38	43.7%
	Total	87	100%
GPA	From 2 to less than 2.5	17	19.5%
	2.5 and less than 3	24	27.6%
	3 and less than 3.5	33	37.9%
	From 3.5 to 4	13	14.9%
	Total	87	100%

9.3. Study tool

To achieve the objectives of the study and the right collection of data in answering the questions, the study tool was developed by following these steps:

1. Reviewing the theoretical literature on the degree of political awareness, its importance and its influences on the environment, educational institutions, the political system and the prevailing social systems.
2. Developing the questionnaire to include (36) paragraphs, and to ensure the validity and the reliability it was revised by a group of arbitrators. It is consist of two parts: first covering the information the targeted group, such as college, gender and GPA, and the second part covering the measurement tool for the degree of political awareness among students, and consisted of (30) paragraph, each paragraph included five levels upon the Likert scale quintet to choose one of the following options: strongly Agree (5), Agree (4), NA (3), Disagree (2), strongly Disagree (1).

9.4. Validity and reliability of the study tool

To ascertain the reliability of the study tool was revised by ten arbitrators from the Jordanian Universities to verify the validity and reliability of the content of the paragraphs, and to express their comments and views on the paragraphs and its harmony with the theme of the study. After reviewing the comments of the arbitrators the resolution was adopting the paragraph which got a unanimous 8 arbitrators minimum of 80% or higher, and based on the observations of the arbitrators some paragraphs were deleted, modified or added; the finalized questionnaire was consisting of (30) paragraph, then the internal consistency of the paragraphs and upon the Cronbach's alpha, with a reliability coefficient of (0.89), and this value is acceptable for the purposes of this scientific research.

10. Statistical treatment

The asthmatic means, standard deviations and ranks were used to answer the first question, and to answer the second question the t.test was used for the gender and college variables, and for the GPA variable the variance analysis test was used.

This section includes a presentation of the findings of this study by answering questions, as follows:

First: the results related to the first question, what is the degree of influence of the principles of political science political awareness among the students of the University of Petra from their point of view? To answer this question the arithmetic means and the standard deviations were calculated for the degree of influence of the principles of political science material on political awareness among the students of the University of Petra from their point of view, in general, and each paragraph of the study tool, as shown in table (2).

Table (2): The arithmetic mean, standard deviation, rank and level of the effect of the principles of the political science awareness among the students of the University of Petra from their point of view

NO.	Paragraph	AM	SD	Rank	Level
5	I accept different views when i am asked about a political issue of interest to my homeland	4.55	0.57	1	High
23	listen seriously when discussing political issues of concern to the nation during a lecture of political science	4.44	0.74	2	High
9	Watch carefully when dealing with political problems, like the Arab hot spring	4.39	0.78	3	High
12	Listen fully to the new political information that arise during the political science lecture	4.30	0.70	4	High
16	I accept what poses in political science about the concept of democracy	4.25	0.85	5	High
15	I realize the reflection of events of the Arab neighboring countries on my country	4.24	0.88	6	High
24	I accept criticism when expressing my opinion on important political issues after studying political science	4.24	0.86	6	High
27	I am fully aware of the concept policy	4.24	0.75	6	High
4	Seriously listen to a lecture about the concept of the state	4.23	0.83	9	High
28	Expressed a desire to discuss the Arab Spring through the lectures of Political Science	4.23	0.97	9	High
10	I want to continue discussing the Palestinian merits through the political science course or media	4.22	0.93	11	High
30	Everlasting interest in political issues rose through the media after studying political science	4.22	0.89	11	High
8	I understand the political events going on around my country	4.15	0.96	13	High
21	looking for more discussions in political issues after studying political science	4.14	0.89	14	High
11	Looking to participate in the political dialogue revolves around the King's speech at the United Nations	4.13	0.87	15	High
13	Accepting most of the poses of political ideas after studying political science	4.11	0.81	16	High
19	Interested in the content of the political science theories on the origins of the state	4.10	0.94	17	High
26	Showing interest by comparing democracy in developed countries and the Third World through lectures of political science	4.10	0.86	17	High
18	Respond to the development of the political concept through my studies of political science	4.08	0.85	19	High
14	I'd often discuss more developments on the Arab national political scene	4.05	0.90	20	High
20	I understand the concept of foreign policy of the countries as an important theme in political science	4.00	0.94	21	High
22	I want to talk more in the development of political concept thought the study of political science	3.98	0.94	22	High
29	Completely aware of the role of philosophers and scientists in the development of the science of politics	3.98	1.00	22	High
25	Showing a great interest in all political topics of the political science course	3.97	0.87	24	High
17	I understand the concept of international order after studying political science	3.91	1.04	25	High
7	I accept the contradictory views regarding the current election law	3.87	1.00	26	High
6	Putting forward ideas about the recent constitutional	3.85	1.07	27	High

	amendments				
1	I'm interested in the presence of a symposium revolved around the theme of parliamentary elections	3.61	1.09	28	Medium
3	Expressed a desire to participate in the elections of local councils	3.61	1.15	28	Medium
2	Fully listen to seminars in the television with the participation of political parties	3.57	0.88	30	Medium
	Total	4.09	0.44		High

Table (2) shows that the degree of influence of the principles of political science in the political awareness among the students of the University of Petra from their point of view in general was high, with the arithmetic mean reaching (3.70) and standard deviation of (1.10).

The arithmetic mean ranged between (4.55 -3.57), and paragraph (5) "I accept different views when I am asked about a political issue of interest to my homeland " came the first in order with the arithmetic mean reaching (4.55) and standard deviation of (0.57), and paragraph (23) "listen seriously when discussing political issues of concern to the nation during a lecture of political science" came in second order with the arithmetic mean reaching (4.44) and standard deviation of (0.74), and paragraph (15)" Fully listen to seminars in the television with the participation of political parties" came at the last level with the arithmetic mean reaching(3.57) and standard deviation of (0.88).

The results of the second question, are there any differences at the level of significance ($\alpha = 0.05$) in the degree of influence of the principles of political science at the political awareness among the students of the University of Petra from their point of view upon the variables of gender, college, and GPA came as follows:

10.1. Gender

To answer this question, the arithmetic mean, standard deviations and the (T) test results were calculated for the degree of influence of the principles of political science at the political awareness among the students of the University of Petra, in their point of view upon the gender variable, and are shown in Table (3)

Table (3): Arithmetic means, standard deviations and t-test results upon the gender variable

Gender	Number	AM	SD	T	Significance
Male	47	3.98	0.45	0.665	0.009*
Female	40	4.23	0.41		

The results in table (3) are showing the presence of statistically significant differences at the level of ($\alpha \geq 0.05$) in the degree of influence of the principles of political science at the political awareness among the students of the University of Petra, in their point of view, depending on the gender variable, based on the value of (T) calculated reaching (0.665), and with a level of significance reaching (0.009).

10.2. College

The arithmetic mean, standard deviations and the (T) test results were calculated for the degree of influence of the principles of political science at the political awareness among the students of the University of Petra, in their point of view upon the collage variable, and are shown in Table (4)

(Table 4): The arithmetic mean, standard deviations and the (T) test results upon the collage variable.

College	Number	AM	SD	T	Significance
Scientific	49	4.06	0.39	0.861	0.392
Humanitarian	38	4.14	0.51		

The results in table (4) are showing the no statistically significant differences at the level of ($\alpha \geq 0.05$) in the degree of influence of the principles of political science at the political awareness among the students of the University of Petra, in their point of view, depending on the gender variable, based on the value of (T) calculated reaching (0.861), and with a level of significance reaching (0.392).

10.3. GPA

The arithmetic mean, standard deviations and the (T) test results were calculated for the degree of influence of the principles of political science at the political awareness among the students of the University of Petra, in their point of view upon the GPA variable, and are shown in Table (5)

(Table 5): The arithmetic mean, standard deviations and the (T) test results upon the GPA variable.

GPA	Number	AM	SD
From 2 to less than 2.5	17	3.97	0.481
2.5 and less than 3	24	4.03	0.511
3 and less than 3.5	33	4.19	0.413
From 3.5 to 4	13	4.12	0.313
Total	87	4.09	0.445

table (5) is showing the existence of differences apparent between the arithmetical means on the effect of the principles of political science at the political awareness among the students of the University of Petra, in their point of view depending on the GPA variable, as the category of "from 3 and less than 3.5" reached highest arithmetic mean of (4.19), and the category of "from 2 to less than 2.5" came with the less arithmetic mean of (3.97), and to determine whether the differences between the arithmetic mean are statistically significant at the level of significance ($\alpha = 0.05$) the variance analysis (One way ANOVA) was applied and the results were analyzed as shown in the table (6).

Table (6): ANOVA differences in the responses of individuals upon the GPA variable

Source of variation	Sum of squares	Degrees of freedom	Average squares	P value	Level of significance
Between groups	0.657	3	0.219	1.114	0.348
Within the groups	16.336	83	0.197		
Total	16.993	86			

The results in table (6) are showing that there is no statistically significant differences at the level ($\alpha = 0.05$) on the degree effect of the principles of political science at the political awareness among the students of the University of Petra, in their point of view, depending on the GPA variable and based on the (P) value calculated of (1.114), and with the level of significance reaching (0.348).

11. Results discussion

Findings have revealed certain results using statistical calculations, the (T) for two independent samples, and analysis of variance, the following discussion is for these results analyzed according to the study questions.

Analysis related to the first question, which is stated as: What is the impact of teaching principles of political science on political awareness of students of Petra University?

Results of the first question showed the arithmetical averages of the degree of positive influence of the principles of political science course , presented in all the responses on paragraphs of the questionnaire ,where for example, the fifth paragraph that says "I accept the differing views tackling political issues concerning the homeland and the citizen", this paragraph was the first in rank, and this can be explained by the fact that the course of principles of Political science plays an important role in creating the appropriate environment for dialogue among the students , increasing their ability to express their views freely and their confidence in a healthy environment for dialogue, seeking political science course as a tool to enlighten students and expand their knowledge in the political affairs as on top of priorities, especially issues of national political affairs that have to be tackled through dialogues. This positive result is attributed to the contribution of the course of politics in educating Petra university students politically, seeking their role in political participation, and training them to be leaders in the future, raising their awareness, as the future generation, for Middle East issues, realizing the need to mainstream in curricula, and offering the experience of Petra University as an example for political education in universities.

 Results of the second question if there are any significant differences at the level of significance ($\alpha = 0.05$) in the degree of impact of teaching the principles of political science on the political awareness Petra University students from their point of view due to the variables of gender, faculty, and GPA?

The results shown in table no. (3) reflect the presence of statistically significant differences at ($\alpha \geq 0.05$) due gender. And this showed different results of Aduwaila study (2007), which indicated no differences due to the variable of gender , as all students ,no matter of gender, stated the absence of an influential role of the curriculum in higher education , as negatively affecting the development of political awareness .

As for the results of the second type of variables which is the faculty of students , as (t) test showed for the two separate samples , the   lack of statistically significant differences , in terms of the impact of teaching the principles of science course on political awareness of students of Petra University. So that all students participate equally in the class dialogues aiming at recognizing the political issues.

Results of the third variable of GPA .The results showed apparent differences between the arithmetical averages in the degree of political awareness among the students of Petra depending on the GPA. And to determine if there is any significant statistical difference, the (One Way ANOVAs) tool was applied. Results showed no statistically significant differences. So that students study the course of political science as an optional course, assuming increasing the degree of political consciousness.

In conclusion, the course of Political science helped positively in increasing the degree of awareness of Petra University students. So that students of both genders are equally positively affected by this course in raising their political awareness.

12. Recommendations

- Convincing other universities to enroll the course of politics adding it to its curricula plans , aiming at raising awareness among students in all Jordanian universities.

- Motivating students of both gender for better participation in the in classroom discussions to promote their political awareness of political concepts.

- Pay more attention to the teaching methods of the politics course seeking positive results in terms of learning outputs.

- Better allocation for greater roles of students to identify political issues, preparing them for more political role, making them analyze the current political issues.

- Conduct more specialized studies on the political awareness of students, especially in terms of political consciousness, the civil state, democracy, citizenship, political parties, and political participation.

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