Jordanian Public University Student Voter Participation in Parliamentary Elections

Sean Hyland
SIT Graduate Institute - Study Abroad

Follow this and additional works at: https://digitalcollections.sit.edu/isp_collection

Part of the Civic and Community Engagement Commons, Other Social and Behavioral Sciences Commons, and the Political Science Commons

Recommended Citation
https://digitalcollections.sit.edu/isp_collection/2530

This Unpublished Paper is brought to you for free and open access by the SIT Study Abroad at SIT Digital Collections. It has been accepted for inclusion in Independent Study Project (ISP) Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.
Jordanian Public University Student Voter Participation in Parliamentary Elections

Hyland, Sean
Academic Advisor: Dr. Ashraf Alqudah
Project Advisory: Ismaiel Abu Amoud
Franklin and Marshall College
Government and Public Policy

Submitted in partial fulfillment of the requirements for
Jordan: Modernization and Social Change, SIT Study Abroad, Spring 201
Acknowledgments

The author would like to extend his greatest gratitude to all of the staff at SIT Jordan for assistance in all aspects of the project. Within the SIT staff, special thanks is given to Professor Riham for her assistance in translating and interpreting surveys, as well as Dr. Abdulkareem Lasassmeh for his assistance with logistics for research travel outside of Amman. The author would also like to recognize the many ways in which Academic Director of SIT Jordan Ashraf Alqudah assisted with the project. Finally, the researcher would like to thank his advisor at the University of Jordan, Dr. Ismaiel Abu Amoud, for all of his assistance in planning the project, collecting data, and analyzing data. The study and the findings of this study would not have been possible without the help of all the individuals listed above and many more.
Abstract

Many researchers have studied the association between Jordanian parliamentary elections participation and influential factors such as national origin, and tribe. Although scholars have identified the clear relationship between tribal heritage and voter decision making, such a distinction has not been studied amongst university students specifically. The purpose of this study is to identify and quantify the correlations between various factors of student life and the decision to participate in Jordanian parliamentary elections. Specifically, this research focuses on the potential influences of national origin, tribal affiliation, and current living environment (including school environment). Data was collected at six Jordanian public universities located in the southern, central, and northern regions of the country. Specifically, the researcher collected data through observation, professor and student interviews, and surveys. Throughout all aspects of the study, the researcher operates with the null hypothesis that there is no relation between various aspects of student personal and public life and the decision to vote. The research is conducted with the alternative hypothesis that there is a relation between personal and public factors and the university student’s decision to vote.

Codes: Social Science, Political Science, Education
# Table of Contents

Introduction ................................................................. 5  
Literature Review .......................................................... 7  
Methodology ............................................................... 13  
Findings ........................................................................... 16  
  Survey Findings ............................................................... 16  
  Student Interview Findings .............................................. 23  
  Professor and Administrator Interview Findings ............ 26  
  Observation Findings ...................................................... 29  
Conclusion ......................................................................... 34  
Recommendations for Further Research ......................... 35  
Bibliography ....................................................................... 37  
Appendices .......................................................................... 38  
  Appendix A: Interview Guides .......................................... 39  
  Appendix B: Surveys (English, Arabic) ............................ 47  
  Appendix C: Consent Form (English, Arabic) ................. 59
Introduction

The Hashemite Kingdom of Jordan is currently suffering from low voter turnout in parliamentary elections. Many studies have been completed in the United States and Jordan to examine the reasons people decide to participate in national and local elections. However, few studies have explored the specific reasons why Jordanian students choose to participate or not participate in elections. Research on this topic is often conducted by governmental and non-governmental entities in order to identify methods of increasing population political participation.

Many scholars have sought to identify a singular theory or equation that answers the question “why does one vote?” An individual’s decision to vote can potentially be influenced by a large array of factors including: Family background, tribal affiliation, religion, economic status, education, and many more. Rather than focusing on the entirety of the Jordanian population, one must isolate various groups to control as many variables as possible. In order to identify possible methods of increasing voter participation, it is necessary to identify the strongest relations between independent variables such as the variables mentioned above, and an individual’s decision to vote.

A total of 36.1 percent of registered voters casted ballots in the 2016 Jordanian Parliamentary election. (The Hashemite Kingdom of Jordan, Final Report, 2016, p. 45) Although Jordan reformed the nation’s election laws in 2016 to increase participation, some researchers argue that the reforms did not cause any meaningful change. (Wehler-Schoeck, 2016, p. 2) There have been many studies and polls conducted by governmental and non-governmental organization in Jordan to determine voters’ primary motivations for electoral participation. Tribal affiliation is one of many explanations for electoral patterns. According to a poll conducted by
the Phenix Center for Economic and Informatics Studies prior to the 2016 parliamentary election, 32.6% of all voters intended to vote in order to support a relative or member of their tribe. (Phenix Center Poll, 2016, p. 7) Some researchers believe that participation based on tribal affiliation is one of the primary explanations for trends in election participation and results.

This research will explore the question of why university students choose to participate or abstain during parliamentary elections. The objective of this research is not to prove or disprove a specific hypothesis, but rather to expand the field of knowledge and data available related to the subject of university student voter participation in Jordan. This research is more specifically interest in explaining the relationship between reasons for electoral participation and student national origin, tribal relationship, and current place of residence. The researcher operates under the null hypothesis that all independent factors (i.e. variables that are not the student’s decision to vote or reason for voting) are unrelated to the students eventual voting decision. The researcher operates under the alternative hypothesis that independent factors are correlated with a student’s decision to vote.

---

1 The Phenix Center poll was taken with a sampling size of 1200 Jordanian citizens. The poll was taken in the span of five days in August 2016. The results of the poll were reported with 95% confidence and +/- 3% standard error. The results of the question regarding Jordanian reasons for participation in the upcoming parliamentary election can be seen in full published online.
Literature Review

Many people believe that the act of voting is irrational. One way in which to determine the reasons voting is through an argument of economic rationality. Economist Anthony Downs argued in his prolific work *An Economic Theory of Democracy* that an individual decides to vote based on theories of absolute rationality, “Ceterus peribus i.e. he acts in his own greatest interests.” (Downs, An Economic Theory of Democracy, 1957) Any theoretical analysis of voter decision making must defend against the irrationality argument presented by Downs. One central theme to Downs’ analysis are the concepts of “perfect” and “imperfect” knowledge. (Downs, An Economic Theory of Political Action in a Democracy, 1957). Although Anthony Downs’ work represents the base for voter decision making theory, the political economic models used in Downs’ analysis fail to explain many instances of high voter turnout in elections around the world.

The rationality theory created by Anthony Downs fails to account for election scenarios outside of systems with strong political parties and powerful representative governments. The Hashemite Kingdom of Jordan neither fits the theoretical model created by Downs nor the general economic model of voter decision making. Additionally, the model does not account for the unique perspectives of University Students. The following review examines the political economic theories of voter participation offered by authors such as Downs, Riker & Ordeshook, as well as Forejohn & Fiorina within the context of Jordanian Student participation.

Theories of Participation

In *An Economic Theory of Democracy* Downs attempts to create a formula that accurately explains the rational decision making process that any individual uses to determine their decision to vote. Downs writes that “citizens act rationally in politics. This axiom implies
that each citizen casts his vote for the party he believes will provide him with more benefits then any other” (Downs, 1957, p. 36) The base of Downs’ formula for political participation is his concept of the “party differential” (Downs, An Economic Theory of Democracy, 1957, p. 39).

Downs describes the party differential as a means through which an individual decides to vote by comparing his level of utility for electing one party over a second party.

Comparing one’s hypothetical future utility level between two parties is not a simple task for any given voter. Downs states that a voter makes their decision by “comparing future performance he expects from the competing parties” (Downs, 1957, p. 39). In order to simplify the decision making process, a rational voter can either compare “(1) two hypothetical future utility incomes or (2) one actual present utility income and one hypothetical present one” (Downs, 1957, p. 38). In this statement, Downs states that a rational voter would not simply compare the hypothetical future of electing two parties, but rather he would compare his current utility based on the performance of the incumbent party to the hypothetical utility of the party not in power.

Although Downs’ writing is primarily based upon theories within a two party system, he argues that the same theories can be expanded to a multi party system with minor alterations. When considering the concept of the multi party system, Downs states that there is merely one “eventuality in the multiparty system that does not arise in a two party system.” (Downs, An Economic Theory of Democracy, 1957, p. 46) When people choose to vote, they often consider the extent to which other people are voting. Downs writes that “an important part of the voting decision is predicting how other citizens will vote by estimating their preferences” (Downs, An Economic Theory of Democracy, 1957, p. 48). In a multi party system, a voter must not only determine the extent to which his vote will make a difference between electing two candidates. In
some cases, individuals vote for parties that do not offer them the greatest potential utility, however a vote for that party would be more likely to block the least favored party from winning.

Downs creates a base for political economics theories on voting, however many would consider his writing out of date and out of touch with true voting trends. Ferejohn and Fiorina in their writing, “The Paradox of Not Voting; A Decision theoretic Analysis” endeavor to rectify the shortcomings of previous authors such as Downs, Riker, and Ordeshook.² In their attempt to revive the theory of voting calculus proposed by the aforementioned theorists, Ferejohn and Fiorina at the variable “D” or “sense of citizen duty” to the customary variables considered. (Ferejohn & Fiorina, 1974, p. 525) The two authors propose this variable within the broad argument that, “it is rational for many citizens to vote even if they neither distort their individual impact nor place a direct value on the act of voting” (Ferejohn & Fiorina, 1974, p. 526) In proposing this argument, Ferejohn and Fiorina define voting as a decision making process that can be made under conditions of uncertainty. In this context, uncertainty means probabilities are unknown or unknowable.” (Ferejohn and Fiorina, 1974, p. 527) With the inclusion of the variable “D” and other considerations, Ferejohn and Fiorina create a model of voter decision making more accurately adjusted to the reality of election turnout.

Theories on Students
Before making the theoretical transition to examine the compatibilities and incompatibilities of Jordanian elections with the established theoretical framework, the researcher will define the significance of student voter participation generally. Youth voter participation, specifically university youth participation, is a research topic that has been explored extensively in the United States. In order to make a distinction between students and the

² Although Riker and Ordoshook are not discussed in detail throughout this literature review, the researcher notes their significant contribution to the field of economic political voting theory through their writing “The Theory of Calculus of Voting”
rest of the electorate, scholars Jesse Richman and Andrew Pate attempt to reveal the unique costs American university students face for making their decision to vote. Although the costs mentioned in Richman and Pate’s article “Can the College Vote Turn Out?: Evidence from the U.S. States, 2000–08” are specifically oriented toward US elections, the theories drawn from this writing can be applied internationally.

Theories associated with the unique voter participation costs faced by university students in the US often revolve around the fact that most US university students live away from home. Richman and Pate state that in addition to the costs associated with the students returning home to vote, “information costs are likely to be higher. For at least some students, becoming informed about the distant hometown races is harder than becoming informed about a contest occurring in the college town.” (Richman & Pate, 2010, p. 51) The preface for Richman and Pate’s theories of voter participation costs are based upon the costs of registration and filing absentee ballots, therefore the study is clearly based upon the experiences of US university students. As this concept is applied to Jordanian University students, one must consider the ways in which the information costs for commuting students are similar to and differ from those of residents.

While studying the decisions of students to participate in national government elections, one cannot overlook the significance of university student government elections. Most universities in the United States and Jordan have some form of student government elected by their student bodies. Mathew Lewis and Tom Rice, the writers of “Voter Turnout in Undergraduate Student Elections”, argue that if “we want to be able to speak more generally about turnout (and speak more specifically about turnout in elections other than state and national contests), then we need to study more types of elections.” (Lewis & Rice, 2005, p. 723) The majority of studies on voter trends focus on the student voter’s choice between national or
state political parties and leaders. Lewis and Rice contend that it is also necessary to examine participation in student elections. One cannot make accurate hypotheses or conclusions regarding the political engagement of students without considering the way in which they interact with fellow students within and between their respective student bodies.

Jordan and Student Participation

Although the turnout in the 2017 Jordanian Parliamentary elections were overall very low, the participation of younger age groups does not differ significantly from the normative level of participation. Per an EU Election Observation Mission report, 35% of the total vote was cast by those under 30 years of age (The Hashemite Kingdom of Jordan, Final Report, 2016). According to a poll conducted by the Phenix Center for Economic and Informatic Studies based in Jordan, the percentage of youth who intended to vote in the 2016 parliamentary election did not differ significantly from other age groups. (Phenix Center Poll, 2016, p. 7) Research associated with youth voter representation in the US often emphasizes the historic trend of youth “under-voting” in elections. Youth in the US under-vote by casting proportionally fewer ballots than all other age groups. (DeSilver, 2016) Jordan does not experience the same issue of proportionally low youth participation.

Many researchers argue that some youth do not participate in elections because they are restricted from holding parliamentary office until 30 years of age. Critics of the Jordanian government 2016 election reforms argue that the government did not address “how to increase participation of Jordanian youth in the political process” (Esber & Hussainy, 2016) Some argue that the electoral reforms did not address the issue of age restrictions or parliamentary candidacy. The 2016 EU election report states that lowering the voter eligibility age for parliamentary seats

---

3 The results of the question regarding Jordanian attitude toward participation in the upcoming parliamentary election can be observed divided by age group in the Phenix Center Reported cited.
would “enhance participation in elections, in particular by youth.” (The Hashemite Kingdom of Jordan, Final Report, 2016) Theories of youth electoral participation primarily focus on tribal affiliation and restrictions of parliamentary candidacy.

**Methodology**

As is evidenced by the research title, the researcher endeavored to present an accurate study of all possible relations between the background of Jordanian University students and the decision to vote. The researcher recognizes that the stated objective is impossible to complete within the month time period allotted by the SIT study abroad program. Despite the logistical limitations of the research period, the researcher endeavored to present a more accurate study than has been completed by other scholars with similar limitations. After multiple discussions with university professors, it was decided to set an ambitious goal of surveying between 300 and 500 students. The researcher planned to supplement the survey data with qualitative data from interviews of students and professors at the surveyed institutions. Qualitative data has the benefit of offering causes to variable correlations found on student surveys. All surveys were translated from English to Arabic.\(^4\)

The researcher originally planned to travel to three universities, however upon a reevaluation of the project’s scope, the researcher decided to study six universities in southern, central, and northern Jordan. Although the project was expanded to increase survey and interview sample size, the researcher was only able to interview 6 students during the study\(^5\). The researcher’s lack of interviews with students was a result of two factors: (1) the researcher lack of experience with the Arabic language forced the researcher to work with interpreters or students who poses a high

---

\(^{4}\) See appendices A-1 and A-2 to view the Arabic and English copies of the student survey. The questions in this survey are referenced extensively by question number, therefore it may be necessary to become familiar with the structure and questions of the survey.

\(^{5}\) See appendix A-3 for a template of the original student interview design
English fluency (2) the researcher chose to focus primarily on survey data to maintain the possibility of further trend analysis and research following the close of the research period. The researcher also interviewed 11 university professors who specialized in various fields of study. All surveys and interviews were originally split into four themes to group variables (excluding demographic information) significantly related to a student’s decision to vote. It was later found that the four chosen variable groups held limited significance. Additionally, the researcher found certain interview questions were only applicable to professors of subjects in the humanities, therefore questions pertaining to student discussion of political issues in class were limited to professors who taught subjects with some relation to government actions.

The lack of student interview data negatively affects the researcher’s ability to present strong hypotheses explaining correlations between survey variables. Although increasing the number of students surveyed provides a stronger sample of the university student population, surveys are unable to provide the qualitative data necessary to interpreting trends. Although the increase of survey sample presents a more accurate representation of the entire University population, tests of the surveys significance reveal a lack of correlation between a portion of the selected themes and the decision to vote.

Before the researcher began collecting data, he identified a number of ethical considerations that are necessary throughout the course of the data collection and analysis period. The four primary ethical considerations are the following:

1. **Anonymity**

   Before all interviews, participants in the study were presented with a form of consent through which they had the option to specify how they wish to be identified in the

---

6 See appendix A-4 for a template of the original professor interview design
7 See “Thematic Theme Testing” in “findings” for more information on the variable groups or dimensions
study. In addition to anonymity as specified by the subject, the researcher chose to keep the identity of all students anonymous unless requested otherwise by the student.

2. **Data Collection Permission**

Before the collection of surveys, it was necessary for the researcher to request permission from either a professor or a school administrator. Adherence to this consideration resulted in the researchers inability to collect surveys at University of Jordan Aqaba branch.

3. **Expertise**

Some professors interviewed during the data collection process cannot present an expert opinion on political science trends. The researcher notes all cases in which a professor should not be considered an expert in the information given in order to account for this consideration.

4. **English Proficiency**

In order to present and accurate study of Jordanian student motivations for political participation, as well as an accurate study of Jordanian student culture, the researcher made every attempt to ensure that interviews and surveys were conducted in a way that would allow the subjects to express their opinions as truthfully as they wished. Any instances in which language presents a barrier to understanding are noted in the findings section.

The researcher committed to following all of the above ethical considerations throughout the data collection process. If any part of the data collection process did account for the above ethical considerations, the data was not included in the final research.
Findings

Data in this research was collected through four primary methods: Surveys of university students, interviews with university students, interviews with university professors, and observations made around universities. The data collected through the four aforementioned methods will be presented in four sections. All sections include categorized summaries of important data collected as well as sectional analyses. The first section will include an analysis of significant and insignificant data collected through a survey of 292 university students. The second section will include a presentation and analysis of information gathered through interviews with university students from the central and northern regions of Jordan. The third section will include a presentation and analysis of interviews with university professors and administrators. The final section will include a presentation and analysis of observations made while visiting campuses.

Survey Data Analysis

Surveys were administered to classes in a variety of subjects at five of the six universities visited throughout the study period. Surveys were administered at the following universities in the order that they appear: Hashemite University in Zarqa, Jordan University of Science and Technology (JUST) in Irbid, Yarmouk University also in Irbid, Al-Albayt University in Mafraq, and University of Jordan in Amman. All surveys were distributed in university classrooms with the permission of the class instructor and/or a school administrator.

---

8 Observations made at Jordanian Universities only include observational analysis from outside of the university campus, with the exception of the elections at Jordan University. This choice was made based on the ethical consideration of permission. The student did not seek permission or have permission granted by university administrators to conduct observations of student body and culture on campus grounds.

9 See appendix B-1 Chart 1. for more information on distributions of student majors of study

10 From this point forward Jordan University of Science and Technology shall be referred to as JUST

11 See appendix B-1 Chart 2. for more information on the distribution of surveys collected from the five universities mentioned above.
The researcher distributed and collected 308 surveys in total. The researcher discarded 16 surveys before analyzing the results due to incomplete responses. From the 292 surveys analyzed, 146 students self identified as male and 146 students self identified as female.\textsuperscript{12}

Surveys were comprised of 28 questions total. The questions were split into the following structural themes: (1) Past political participation, (2) influence of school culture, (3) influence of family, (4) future political engagement.\textsuperscript{13} Survey questions 17 through 27 were considered demographic data. Question 28 on the original survey was replaced with “school of study” in the data analysis. The university of study question was not asked on the survey based on the assumption that all students completing the survey within university classes are matriculated students at these universities.

The original research question included both a broad and specific focus which are accounted for in this survey. The broad focus of the survey and the research in general was to identify the reasons for student participation or abstention from parliamentary elections. Specifically, the survey sought to identify trends regarding student national origin, tribal and family relations, and current place of residence. To test the above broad and specific questions, the researcher ran all survey data through an SPSS data processing software to measure significance between variables.

Demographic Variable Significance Testing

Statistical significance was determined through tests of linear regression. Question number one was considered dependent in all regression tests. Additionally, questions two and

\textsuperscript{12} The precise 50/50 gender split was not discovered until all data was cleaned and the 16 incomplete surveys were discarded. Data was in no way manipulated in order to obtain an exact gender split.

\textsuperscript{13} For a description of this process, see the section on “thematic significance testing.”
three were also considered dependent with non-responses excluded. In order to test the overall significance of the model, the researcher ran the first regression test with all independent variables against the dependent variable Question 1. The linear regression test was run with 90% confidence, therefore \( \alpha = 0.10 \). The results of the aforementioned test were inconclusive, leading the researcher to accept a null hypothesis that the results of the survey as a whole do not have any significant relation to a student’s decision to vote.

The second cycle of linear regression tests were performed testing each demographic questions individually (independent variables) against the student’s decision and reasons to vote individually (dependent variables). Linear regression tests were performed with a 90% confidence interval, therefor \( \alpha = 0.10 \). The results of the tests have been compiled below (table #1) displaying significance values (P) and Pearson Coefficients (T) for all linear regressions.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td>Question 17</td>
<td>1.6</td>
<td>-1.4</td>
</tr>
<tr>
<td>Question 18</td>
<td>0.968</td>
<td>0.04</td>
</tr>
<tr>
<td>Question 19</td>
<td>1.44</td>
<td>-1.464</td>
</tr>
<tr>
<td>Question 21</td>
<td>0.412</td>
<td>-0.821</td>
</tr>
<tr>
<td>Question 22</td>
<td>0</td>
<td>3.962</td>
</tr>
<tr>
<td>Question 23</td>
<td>0</td>
<td>-3.846</td>
</tr>
<tr>
<td>Question 24</td>
<td>0.279</td>
<td>1.119</td>
</tr>
<tr>
<td>Question 25</td>
<td>0.991</td>
<td>-0.011</td>
</tr>
<tr>
<td>Question 26</td>
<td>0.052</td>
<td>-1.978</td>
</tr>
<tr>
<td>Question 28</td>
<td>0.619</td>
<td>0.497</td>
</tr>
</tbody>
</table>

Table 1. Linear regression displaying significance of correlation and strength of correlation between independent demographic variables tested individually against dependent variables of student decision to vote, reason for voting, and reason for not voting.

---

14 One might be inclined to consider these variables as “moderate” rather than dependent considering their dependence upon the answer to questions one in addition to other variables. The researcher chose to only compare the variables as dependent considering the time limitations of the project, however the variables can conceivably be tested through additional means as moderate.

15 As a result of logistical constraints, the researcher did not have the opportunity to run additional non-linear and quadratic regression tests on variables either individually or in groups.

16 Frequency diagrams and tables for each of the stated dependent variables (Questions 1, 2, and 3) can be found in appendix B-2 Charts 3-5
Although the results of the first regression test showed that the overall survey proved to be inconclusive in predicting a student’s decision and motivation to vote, the second cycle of regression tests show five instances of significance.\textsuperscript{17}

In all linear regression tests (show in table 1) with insignificant levels of correlation (p>\(\alpha\)=0.10) the researcher fails to reject the null hypothesis that these independent variables have no relation to student decision to vote, reason for voting, or reason for not voting. In all cases where linear regression tests proved significant (p\(\leq\) \(\alpha\)=0.10) the researcher rejects the null hypothesis described above. In these cases, the researcher examines the strength of correlation through analysis of the Pearson Coefficient (\(t\)).\textsuperscript{18} Based on the examination of \(t\), the researcher finds that all statistically significant correlations between demographic variables and the three dependent variables are weak. Depending on the scale of measurement used, the strength of correlations exhibited in the relations between Question 22 and Question 1 as well as Question 23 and Question 1 may be considered moderate.

Although the results of five linear regression tests above proved significant, the researcher is only currently concerned with the results of tests for Question 19 and Question 22 as these variables relate to the influence of education and residence. There are multiple ways in which the significant correlations can be interpreted, from which the researcher will offer some possibilities.

Linear Regression Test 2 Conclusions

Regarding the relation between Question 19 and Question 2, it must be noted that the majors of study were not ordered numerically based on a specific theme. With this taken into consideration, the researcher still notes that a relation between certain majors and an individual’s

\textsuperscript{17} See appendix B-3 for the full ANOVA results and correlation tests not included in the table above. The additional variables were excluded from the above table to simplify the data presentation.

\textsuperscript{18} The strength of the significant correlations can be examined numerically and visually through paired tables and scatter plots in appendix B-3 charts 6-10.
reason for voting is significant. If the researcher were to consider question 2 an indicator of a student’s experience in their current geographical environment i.e. their university, the hypothesis can be proposed that a student’s current university experience has an effect on their reason for voting.

Regarding the relation of question 22 with questions 1 and 2, the researcher concludes that there is a significant moderate or weak linear relationship between the amount of time an individual has lived in their University City and their decision to vote. In addition, the researcher concludes that there is a significant weak linear relationship between the amount of time the student has lived in their university city and their reason for voting. 19

Thematic Significance Testing

The researcher conducted a third cycle of regression tests to evaluate the significance of the three independent variable dimensions when correlated linearly to the dependent variable Question 1. 20 The linear regression test was completed with 90% confidence or \( \alpha = 0.10 \) with an ANOVA test included in order to evaluate the overall significance of each dimension. In addition, the researcher has noted the significance levels and Pearson Correlation Coefficients for any questions within the variable dimensions that proved to be significant. The researcher created a table (Table #2) in order to clearly summarize the results of the multiple linear regression analysis. Although the researcher notes again that the results of the overall survey were inconclusive, the third linear regression test cycle shows that certain variable dimensions or theme groups show significant correlations with a student’s decision to vote. 21

---

19 Potential confounding variables are discussed in the overall data conclusion following the description of all other data collected.
20 The four themes referred to are described in the second paragraph of the data analysis question. The first theme was comprised of dependent variables that are logically related to one another, therefore this theme was not tested.
21 See appendix B-4 charts 11-13 to view the full results of each linear regression test with variable questions and question descriptions included.
Table 2. Linear regression and ANOVA analysis between three dimensions of independent non-demographical variables and dependent variable Question 1. Individually listed variables (Q10, Q11, Q16) represent questions that proved significant within each dimension.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 2: Influence of school culture (Q4, Q5, Q6, Q7, Q10)</td>
<td>0.227</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q10</td>
<td>0.047</td>
<td>1.99</td>
<td></td>
</tr>
<tr>
<td>Dimension 3: Influence of family (Q8, Q9, Q11)</td>
<td>0.003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q11</td>
<td>0.001</td>
<td>-3.261</td>
<td></td>
</tr>
<tr>
<td>Dimension 4: Future political engagement (Q12, Q14, Q15, Q16)</td>
<td>0.036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q16</td>
<td>0.048</td>
<td>1.995</td>
<td></td>
</tr>
</tbody>
</table>

Dimension 2, entitled “Influence of school culture”, failed to reject the null hypothesis that there is no relation between the chosen group of variables and the students decision ((p=.227)>(α=0.10)). Although the entirety of dimension 2 is considered insignificant based on the ANOVA test results, individual question 10 shows a significant correlation with Question 1 ((p=.047)<(α=0.10), t=1.99).

Dimension 3, entitled “Influence of family”, rejected the null hypothesis that there is no relation between the chosen group of variables and the students decision to vote ((p=.003)<(α=0.10)). However, Question 11 was the only variable within Dimension 3 to show significant correlation with Question 1 ((p=.001)<(α=0.10), t=-3.261).

Dimension 4, entitled “Future political engagement”, rejected the null hypothesis that there is no relation between the chosen group of variables and the student decision to vote ((p=.036)<(α=0.10)). Similar to Dimension 3, although Dimension 4 shows a significant correlation with Question 1, Question 16 is the only variable within the dimension that shows significant linear correlation with the students decision to vote ((p=.048)<(α=0.10), 1.995)

Linear Regression Test 3 Conclusion
The third cycle of linear regression tests showed that Dimension 2 failed to reject the null hypothesis, while the other pre-determined Dimensions rejected the null hypothesis. The results
of these tests have multiple implications for the variable groupings originally determined by the researcher. The failure of Dimension 2 to reject the null hypothesis means that the combination of all variables in the dimension did not have a significant effect on a student’s decision to vote. However, these results do not necessarily mean that a student’s education environment has no influence on the student’s decision to vote as the dimension rejection might imply. This result may simply mean that Dimension 2 does not present a related group of variables. Dimensions 3 and 4 prove to be significantly correlated to the results of Question 1, however this does not necessarily mean that the two dimensions created by the researcher prior to the analysis are the best representations of “Influence of Family” and “Future Political Engagement” themes.

Only three variables, one variable within each dimension analyzed, proved to be significant when correlated with student’s decision to vote within their respective dimensions. In order to verify this correlation, it was necessary to test each of the aforementioned variables individual for a correlation with the students decision to vote. The results of the individual testing show that Question 10, which determines whether a student’s political opinion has changed since arriving at university, shows a significant weak positive correlation with a students decision to vote \( (p=0.002) \leq (\alpha=0.10), t=2.040 \). The individual correlation testing of Question 11 with Question 1 showed that Question 11 has a significant weak negative correlation to a students decision to vote \( (p=0.017) \leq (\alpha=0.10), t=-3.054 \).

---

22 See appendix B-5 charts 13 and 15 to view the results of the individual testing in full. Due to time constraints using the SPSS data analysis software, Question 16 was not analyzed individually. In future studies, it would be necessary to complete this analysis in order to verify the Dimension test findings.

23 One can state with 90% confidence that students who believe their political opinions have changed since arriving at university are significantly more likely to have voted in the last election.

24 Based on the way in which Question 11 is scaled (from strong connection to university city to no connection with university city), a negative correlation with the decision to vote would mean that the more disconnected a student feels from their current university city, the less likely a student would have voted in the last parliamentary election.
Student Interview Findings

Student interview results will be summarized together rather than partially or fully recounted individually. The researcher has chosen to report the findings in this way based on the large quantity of interview data collected. Student Interview results were organized and summarized within five themes determined by the original interview question template. The organization themes are: (1) Personal background, (2) Jordanian participation in national elections, (3) Personal decision to participate or abstain from participation in the 2016 general election, (4) Influence of family background and origin, (5) University culture and decision to vote.

Personal Background
The personal background of the individuals interviewed varied significantly. The students interviewed attend school in two primary areas, the north and central regions of Jordan. Some of the students gave permission for their universities to be identified, while others did not. For this reason, the researcher has chosen to keep all university affiliations anonymous. All students attended schools with 20,000 or more undergraduate students. The family origin of all students were either Jordanian or Palestinian. The student attending a university in the Central Region currently lives in the city of Amman, while the students attending school in the northern region live in multiple areas including Amman, Mafraq, and Zarqa. The student from the central region studied political science, while the students from the northern region held varying concentrations in education, nursing, geology, law, and engineering.

Jordanian Participation in National Elections
The student stated that reasons for participation do no vary between students and non students regarding parliamentary elections. The primary reason for participation and election
preface, the student explained, is related to the tribal system in the students opinion. The student also cited the lack of debate culture as a significant influence on participation.

The students from the north cited many issues when asked why they chose not to participate in the 2016 parliamentary election and why other students may have chosen to do the same. The first reason referenced was that the government simply does not have the resources necessary, based on the place of the lower house of government within the overall structure, to implement significant change. Another reason cited by one student was that most students simply don’t have the necessary knowledge of parties or candidates to make an informed decision if they choose to vote.

Personal Decision to Participate or Abstain

The student attending school in the central region of Jordan was the only student to have voted in the 2016 parliamentary election within the interview sample. The student stated that he supported a party which he believed had a more progressive agenda. The student stated that the parties agenda possessed some communist themes, however the party was by no means anti government. The student stated that he did not vote based on the policies proposed by the party’s candidates, but rather the parties broad ideological platform.

All students attending school in the norther region chose not to participate in the election. Other than the reasons previously cited in Theme 3, the students were very concerned about the fact that there was no youth representation in the parliament due to the age restrictions. One student stated this fact, and upon the statement of this reason other students nodded their heads.

The Influence of Family Background and Origin

All students interviewed mentioned the significance of tribes in the election process. The student from the central region sighted this topic as one of the primary influencers in
parliamentary elections amongst students and other population groups. When the student was
asked for his general opinion on trends in voter participation, the student stated that the system of
politics is grounded in the nations founding with the Arab revolt. The student cited the
significance of quid pro quo arrangements between tribal leaders in order to encourage
participation in the revolt. The student said such behavior can also be seen in the actions of what
he called “service MPs.” These members of parliament, the student explained, are elected based
on the promises they make to their constituents, and to fulfill those promises, the member of
parliament complies with the will of the majority. The student also stated that he does not discuss
politics very often with his family, and his family have a specific tribal identity.

The students from the northern region stated that tribes are a significant determinant of
student decisions to vote and who to elect. Some of the students, none of whom participated in
the recent parliamentary election, stated that the tribal culture influenced their decision to abstain
from participation.

University Culture and Decision to Vote
The student attending school in the central region stated that his political opinions were
mostly formed before attending university, and that his attendance at university did not
significantly change his views. The student also believed that there is a lack of what he called
“debate culture” amongst all Jordanians. When the student was asked to elaborate on the
meaning of this term, he stated that by “debate culture” he means a general norm of civil dispute
regarding the exchange of ideas. The student also stated that many modern political issues are
not discussed within the classroom setting or around campus in his experience. When the student
was questioned regarding student elections, he stated that he would not participate.
The students attending university in the north disagreed on the extent to which politics and government issues are discussed within the school setting. One student stated that many students have discussions surrounding government topics, while another disagreed. All students in the group agreed to one statement made by an individual regarding student participation, which was that all students have a general level of political awareness and desire to make change.

**Student Interview Analysis**

The topic of most tension and disagreement was the extent to which political topics are discussed between university students both within and outside of the classroom. One student in the northern region university group interview as well as the political science student from the central region expressed the observation that political issues are not often discussed. One must also note that the opinions heard during these interviews were representative of a diverse group of majors. All students expressed the opinion that elections are influenced by tribes, and that members of parliament are often unable or unwilling to generate significant change in society.

**Professor Interview Findings**

Due to the large number of professor interviews, the researcher will present a thematic summary of all results based on the themes originally established for interview questions. The four themes will be summarized in the order they are listed here: (1) Personal background (2) The Issue of participation in parliamentary elections (3) University Education and Voting (4) Experience on campus.

**Personal background**

Most professors and administrator, with the exception of one administrator at Al-Albayt University, were educated in the United States for at least part of their graduate degrees.
Professors interviewed held the following subject area experience: Higher education administration, Computer Information and Technology, Engineering, Environmental Studies, management and tourism, and Political Science. Some professors and administrators taught in their positions for more than 10 years, while others were in their first year of teaching. All professors interviewed were fluent in English.

Issue of Participation in Parliamentary Elections
A political science professor at Jordan University, Dr. Bader Al-Madi, state that one reason for low participation rates in elections is the fact that the government does not rely on direct public participation to operate. Another political science professor at the University stated that one potential reason for lack of participation is due to the age gap between most students and elected officials. One school administrator from a university in the northern region stated that student elections and general elections at the administrator’s university of employment are similar in their influence from tribal factors. Another professor from the central region stated that the lack of education or experience restrictions contribute to an overall poor quality of candidates to choose from in some elections.

University Education and Voting
Both political science professors interviewed at Jordan University stated that discussions regarding modern political topics can be observed in the classroom setting. When one professor was pressed further to give examples of such discussion, he sighted the concept of feminism and the lively class discussion that ensued around the topic during lecture. A professor in a field
unrelated to political science at the Aqaba branch of Jordan University stated that the majority of discussion he hears is related to government corruption.25

Experience on Campus
Professors were primarily questioned on their observations during their tenure regarding political activity related to campus and non campus issues. Most professors stated that there is very little representation of off campus government related issues on campus. Student activism regarding government related issues is generally restricted. This information was reported by professors at all five universities where interviews were conducted. One school dean, who asked not to have their identity or institution revealed, stated that students are fully permitted to express their political opinions via signage, articles of clothing, or discussions with friends. The administrator stated that such acts of personal expression are always permitted by law. In addition, the dean expressed the belief that levels of university student activism increase over time. The administrator believed that the more institutional knowledge accumulated, the stronger the activism on campus, whether that activism be political or non-political.

A professor of political science at Jordan University emphasized that students are encouraged to express themselves and participate in the election process. However, permission must always be granted by the university for any kind of demonstration held on campus. Dr. Bader Al-Madi stated that he believes that student political activism is stronger at Jordan University because of a diverse student population. One professor from a university in the northern region stated that students may be less politically active because they are more removed from the day-to-day activities of the government.

25 As stated in the description, this professor was not a professor of political science, therefore the class discussion heard was not a part of the school curriculum, rather it was the professors observations upon listening to students in his class.
Professor Interview Analysis

The majority of professors interviewed were offered opinions in agreement with and contrary to those expressed by students. The political science professors interviewed, though only representative of Jordan University, argued that Jordan University encourages student engagement and involvement. Other professors refer to Jordan University as an exception in terms of student political engagement levels. In regards to student engagement, professors were able to offer important insight into the extent to which students participate in elections, as well as how elections have changed over time. Although the professors interviewed in no way represent the voices and opinions of their students, they helped identify long term trends in participation that students are not able to observe. The general consensus among professors seemed to be that universities are not the place where opinions on government and political topics are expressed.

Campus Observations

Professor interviews and campus observations will be summarized rather than partially or fully recounted. The researcher made this decision in consideration of the significant number of interviews conducted with professors as well as the number of universities visited. University observation summaries will appear in the order that universities were visited: Jordan University, Hashemite University, Jordan University Aqaba branch, JUST, Yarmouk University, and Al-Albayt University.

Jordan University

Jordan University is located in Jordan’s Capital city of Amman. The University is entirely surrounded by retail stores, businesses, and apartments. The University has three primary entrances, with the main entrance located in the center of the campus. Outside the main entrance, like most universities observed throughout the period of study, buses line up
throughout the day to transport students to and from the university. The entire campus is gated off from the outside community, and all entrances are staffed by campus police.

The researcher had the unique opportunity to observe the student body elections while at Jordan University, which were described by multiple interviewed professors as the most intense student body elections in Jordan. The researcher was able to observe a number of student activities related to the election including: The distribution of political advertisements around polling places, entrance gates, and other locations around the campus, varying attire of candidates and campaign supporters including symbols applying support for specific political lists, and student political movement in the form of marches between various polling places. Outside many polling places there were gatherings of large groups of students. Occasionally, students could be heard chanting the name of a specific election list or candidate. The term “list” in this political context is similar to the meaning associated with the term in the parliamentary election context.

Hashemite University

Hashemite University is found in Zarqa Governorate, however the University is not located in the center of the city like schools such as Yarmouk and University of Jordan. The university was located in a somewhat barren area that seemed only accessible for most by car and bus. The researcher arrived at a back entrance to the university designated entirely to students arriving on buses from other areas with some spaces for individual parking. While the researcher waited for his interview, he walked around the campus observing the different schools and buildings.
Jordan University Aqaba Branch

Aqaba University is a branch of Jordan University in Amman. Jordan University is the only school in the nation with more than one campus. The Aqaba branch is small, and concentrated primarily in one building, with some exceptions for certain majors. The campus population is comprised of approximately 1500 students. The Aqaba branch of Jordan University was the smallest of all the universities to which the researcher traveled. There were no shops surrounding the university. The majority of students live in the nearby city of Aqaba, which is only a 10 minute bus or cab ride from the campus. In order to travel to the university, the researcher traveled on a bus from the city of Amman. After one night in an Aqaba hotel, the researcher traveled to the University via taxi in the morning. The researcher spent approximately 6 hours at the university speaking to various people regarding the research topic before returning to Amman.

JUST

In order to gain a more complete perspective on the experiences and opinions of students at all Jordanian Universities, the researcher traveled to Jordan University of Science and technology (JUST) in Irbid governorate. The researcher traveled to JUST with the professor he would interview later that day. The campus is split into two large complexes with a large amount of open space on the southern end of the campus. The norther complex is considered the medical complex, which is home to all classes pertaining to medicine. The southern complex is home to all departments not associated with medicine such as mathematics and engineering.

Yarmouk University

The researcher walked the entire board of the University Campus, observing where there were and were not stores present. The west and north sides of the campus are bordered entirely by shops and residential areas. The east side of the campus was occupied by a more residential
area and business area which included few shops. The campus is split into two parts by a larger public road that runs through the southern half from East to West. Students move between the two campuses by using a long bridge built above the road. The campus is surrounded by fencing in some parts and a wall with barbed wire in others. All entrances to the campus are gated and monitored by security guards who often check student identification.

Al-Albayt University

The researcher traveled to the University from Amman via bus. Buses to the university were crowded. Many students wait at the bus station for the buses to arrive, and when a bus arrives students push one another to take a seat. After attempting to board six buses, the researcher was finally able to find an open seat. The majority of the bus passengers were students, however some passengers were traveling to the city of Mafraq. The university itself was isolated from any surrounding shops or towns, although both Mafraq and Zaatari village were both short car or bus rides away.

Observation Summary and Analysis

Observations of student activity outside of the university were not originally included in the methodological structure of this research, however throughout the course of the project, the researcher found the information learned through experience helpful in analyzing other data. Observations regarding student transportation and levels of university isolation are especially important when considering the influence of geographic areas on student voter decision. Schools such as Yarmouk and Jordan University are exceptional because of their placement inside a large metropolitan area. Universities such as JUST, Hashemite University, Aqaba University, and Al-Albayt are all isolated, to an extent, from large urban areas.
Conclusion

The theoretical framework of this study was centered on the question of “Why does one vote?” and more specifically on trends of voter participation in the Hashemite Kingdom of Jordan. Many scholars attempt to narrow the reasons for participation to a few key factors, such as national origin or tribal affiliation. As a university scholar, the researcher sought to explore the relations between various influential factors and student decisions to vote. The quantitative and qualitative data collected through surveys, interviews, and observations present several potential explanations for university student voter behavior. The data collected from student surveys and the subsequent analysis of data resulted in the researcher often accepting the null hypothesis of no significant relation between variables. Qualitative data offered potential some explanations for university student voter trends that fill the gaps left by the student survey.

The student survey offered significant data despite the overall linear insignificance of the survey. Some questions regarding length of residency in university city and major of study were correlated to student’s decision to participate in the previous parliamentary election. In some cases of linear correlation, the correlations created were not accurate representations of specific trends. One example of inaccurate correlation was between the variables of province of residency and decision to vote. Although the results of this test may seem significant, the lack of meaningful number coding for governorates means that the correlation cannot be explained.

The survey data collected offers evidence to the significance of tribal culture as well as the importance of origin and student conversation in the decision-making process. All students and most professors interviewed mentioned the strong influence of tribal culture throughout all elections whether local, national, or student council elections. Although professors and students disagreed on the extent to which students discussed topics of politics within the classroom and
on campus, most agree that campus was rarely a place for public political demonstrations of any kind. In addition to the significance of tribal culture and student discussion, many professors identified the differences between campuses located in city centers and more rural settings. The distinctions between campus location often resulted in different campus environments of political engagement.

This study accounts for the influence of a number of variables outside of the original three variables admitted as the project focus. As a result of the researchers use of broad hypotheses and variable examinations, a significant correlation was found between student level of identification with their university city, as well as the number of years students have lived in that city before beginning classes. The above correlations, though weak, showed a linear relationship with question 1, meaning the more closely individuals identified with their university city and the longer they lived in that city, those students might be more likely to vote. Based on this knowledge, one might argue that it is necessary to add an additional variable to the economic theory of democracy which includes the extent to which an individual is connected with their current area.

**Recommendations for Future Study**

All results found within this study, whether the data was found significant or insignificant, are important to the overall field of voter participation study. This study was limited by a one month research period, which also limited the extent to which the interviewer was able to collect an accurate sample size for the Jordanian student population. The first recommendation for future research would be to increase the survey and interview sampling size in order to present a more accurate description of university life.
Although the researcher would recommend that future studies increase the sample size of their studies, the research collected through surveys and interview in this study can be analyzed further. As cautioned previously in the paper, additional tests of partial linearity and quadratic correlation should be completed in order to test the overall significance and correlation between various variables. In addition, the association between many independent variable questions 4 through 16 were not tested for linear correlation with dependent variable questions 2 and 3. Finally, the researcher believes that large portions of the qualitative data can be quantified in order to create a more convincing research argument regarding traditionally qualitative information. Such a quantification would be achieved by determining the frequency at which certain explanations of voter turnout are heard from interview subjects.
Bibliography


Appendices

Appendix A --- Methodological information
- A-1 --- Student questionnaire (English)
- A-2 --- Student questionnaire (Arabic)
- A-3 --- Student interview template
- A-4 --- Professor interview template

Appendix B --- Data and charts
- B-1 --- Survey respondent general information
- B-2 --- Frequency responses to dependent variable questions
- B-3 --- Linear regression correlations
- B-4 --- ANOVA thematic dimension tests
- B-5 --- Non-demographic linear regressions

Appendix C --- Interview Consent Form Templates
- C-1 --- English informed consent form
- C-2 --- Arabic informed consent form
APPENDIX A-1

Student Questionnaire Design

• **Question 1:** Did you vote in the 2016 election cycle?
  - Yes
  - No

• **Question 2:** If you answered “yes” to the previous question, what was your reason for voting? Please select one of the following reasons that best applies:
  - I wanted to elect candidates with policies I supported
  - I wanted to support a candidates that I knew personally (a close friend or member of my family) and had policies I supported
  - I wanted to support a candidates that I knew personally (close friends or members of my family), but I did not know much about their policies
  - I wanted to vote only because I believe voting is important, I did not support specific candidates because of their relation to me or because of their policies

• **Question 3:** If you answered “no” to the previous question, what was your reason for not voting? Please select one of the following reasons that best applies:
  - It was inconvenient (No time, no transportation, etc.)
  - I lacked knowledge of the candidates (I did not feel I could make an informed decision)
  - I did not like the policy of any candidates (I had the ability to visit the polls, and I had at least a general knowledge of candidate policies)
  - I did not believe my vote would truly effect the results of the election (I did not believe my vote mattered)
  - I did not believe that any elected members of parliament could change public issues (I did not believe any of the officials would have the power to make changes)

• **Question 4:** How often do you engage fellow students in discussions regarding current issues such as the national or local economic situation, Jordan’s relation with other nations, and other government related phenomena?
  - Very often (Every day or every other day)
  - Often (A few days a week)
  - Not often (Once a week)
  - Rarely (Once every couple of weeks)
  - Not at all

• **Question 5:** How often do you see demonstrations, signs, meetings, or meeting advertisements on campus related to decisions made by the school administration or faculty? (i.e. a demonstration related to a change in the grading system)
  1. **Very often** (Every day or every other day)
  2. **Often** (A few days a week)
  3. **Not often** (Once a week)
  4. **Rarely** (Once every couple of weeks)
5. Not at all

- **Question 6:** How often do you see demonstrations, signs, meetings, or meeting advertisements on campus related to decisions made by the local or national government? (i.e. a demonstration related to a change in taxes)
  1. Very often (Every day or every other day)
  2. Often (A few days a week)
  3. Not often (Once a week)
  4. Rarely (Once every couple of weeks)
  5. Not at all

- **Question 7:** How would you describe the level of student political awareness on campus? (awareness of government related topics)
  1. Very high (Nearly all students are aware of changes in government related policies)
  2. High (The majority of students are aware of changes government related policies)
  3. Low (A minority of students are aware of changes in government related policies)
  4. Very Low (Few students are aware of changes in government related policies)

- **Question 8:** With whom do you currently live?
  - Family (I live with family or family and friends)
  - Friends (I live with friends only)
  - Alone (I live with on other people)

- **Question 9:** How often do you engage your family in discussions regarding current issues such as the national or local economic situation, Jordan’s relation with other nations, and other government related phenomena?
  1. Very often (Every day or every other day)
  2. Often (A few days a week)
  3. Not often (Once a week)
  4. Rarely (Once every couple of weeks)
  5. Not at all

- **Question 10:** Have your political opinions changed since your arrival at University?
  - Yes
  - No

- **Question 11:** If you are originally from another area, do you identify more closely with the culture and lifestyle of your university city or your previous residence? Select the answer that best applies:
  1. I have a strong connection with my university city and consider it my true home
  2. I have a strong connection with my university city, but I do not consider this city my only home
  3. I feel some connection with my university city, but I do not consider this my home
  4. I do not feel any connection with my university city

- **Question 12:** Have you ever thought of becoming an elected official?
  1. Yes
2. No

• **Question 13:** If you answered “yes” to question eight, what elected office do you aspire to hold, or if you do not know precisely, what area of government interests you?

• **Question 14:** Do you personally know any other college students who aspire to become elected officials?
  1. Yes
  2. No

• **Question 15:** If your answer to question 9 was YES, approximately how many students do you personally know that aspire to be elected officials?
  1. 1 student
  2. 2 students
  3. 3 students
  4. 4 students
  5. 5 or more students

• **Question 16:** Would you choose to participate in future elections?
  o Yes
  o No

Demographical Data

Question 17: Gender: Male Female
Question 18: Age: ___
Question 19: Major area of study: ________________________________
Question 20: Expected degree BA MA PH.d
Question 21: In what city do you currently live? __________________
Question 22: How many years have you lived in the University City before school? ______
Question 23: If you were born in Jordan, which governorate? _______________
Question 24: If you were not born in Jordan, what country? _______________
Question 25: Is your family from a different area than where you were born? YES NO
Question 26: If the answer to the previous question was yes, what area? _______________
Question 27: Would you like to be contacted for an interview on some of the topics above? YES NO
Question 28: If your answer to the previous question was yes, pleas write your
APPENDIX A-2

استبيان الطالب

السؤال 1: هل شاركت في التصويت للانتخابات النيابية لعام 2016

لا □
نعم □

السؤال 2: إذا كان الجواب نعم: الرجاء اختيار أحد الأسباب التالية للمشاركة:

اختيار مرشح يتبني سياسات ادعمها □
دعم مرشح أعرف شخصياً (مثل صديق، أو أحد أفراد عائلتي) ويتبنى سياسات ادعمها □
دعم مرشح أعرف شخصياً (مثل صديق، أو أحد أفراد عائلتي) ولكن ليس لدي علم بسياساته □
قمت بالتصويت لقناعتي باهمية التصويت ولم ادعم بسبب معرفة شخصية أو بسبب سياسات □

السؤال 3: إذا كان الجواب لا في السؤال الأول: ما هو سبب عدم المشاركة في الانتخابات؟ الرجاء اختيار أحد الأسباب التالية:

لم يتمكن بسبب عدم وجود وقت أو وسيلة نقل □
ليس لدي معرفة بالمرشح (ولم أشعر بقدرتي على تكوين معرفة عنه) □
لم تعجبني سياسة أي من المرشحين (لدي معرفة عامة مسبقة لسياسات المرشح) □
لا اعتقد بان تصويتي سيؤثر في التأثير في نتيجة الانتخابات (لا اعتقد بان صوتي مهم) □
لا اعتقد بان أي من المرشحين المنتمين سيكون له دور في التأثير في القضايا العامة □

السؤال 4: ما هي درجة وكرار مشاركتك لزملائك الطلبة في الدخول بنقاشات حول قضايا حالية مثل الوضع الاقتصادي، علاقات الأردن مع دول أخرى، أو السياسيات الحكومية؟

دائما (بمعدل كل يوم أو يوم بعد يوم) □
غالبا (بعض الايام في الأسبوع) □
حيانا (مرة كل اسبوعين) □
نادرا (مرة كل أسبوعين) □
نهائيا □

السؤال 5: كم مرة تشاهد تجمعات طلابية أو احتجاجات في الجامعة ذات طابع له علاقة بقرارات الجامعة (مثال احتجاجات)

لقرارات تتعلق بتعريف قرارات معينة في الجامعة أو قرارات جديدة □

دائما (بمعدل كل يوم أو يوم بعد يوم) □
غالبا (بعض الايام في الأسبوع) □
حيانا (مرة في الأسبوع) □
نادرا (مرة كل اسبوعين) □
نهائيا □

السؤال 6: كم مرة تشاهد تجمعات طلابية أو احتجاجات في الجامعة ذات طابع له علاقة بقرارات حكومية (مثال احتجاجات)

لقرارات تتعلق بزيادة الضرائب أو قرارات أخرى □

دائما (بمعدل كل يوم أو يوم بعد يوم) □
غالبا (بعض الايام في الأسبوع) □
حيانا (مرة في الأسبوع) □
نادرا (مرة كل اسبوعين) □
نهائيا □

السؤال 7: كيف تصف درجة الوعي السياسي لدى الطلبة في الجامعة؟
مرتفع جدا (تقريبا جميع الطلبة لديهم وعي بالسياسات الحكومية والتغييرات)
مرتفع (غالبية الطلبة لديهم وعي بالسياسات الحكومية والتغييرات)
منخفض ( أقلية من الطلبة لديهم وعي بالسياسات الحكومية والتغييرات)
منخفض جدا (عدد محدود قليل من الطلبة لديهم وعي بالسياسات الحكومية والتغييرات)

السؤال 8: مع من تقيم حالياً
- مع عائلتي (العائلة أو العائلة وأصدقاء)
- مع اصدقاء (اصدقاءي فقط)
- لوحدي (لا اقيم مع احد)

السؤال 9: كم مرة تدخل في نقاش مع عائلتك حول قضايا حالية مثل الوضع الاقتصادي، علاقات الأردن مع دول أخرى، أو اي قضايا حكومية
- دائما (بمعدل كل يوم أو يوم بعد يوم)
- غالبا (بعض الايام في الأسبوع)
- احيانا (مرة في الأسبوع)
- نادرا (مرة كل اسبوعين)
- نهائيا

السؤال 10: هل أفكارك السياسية تغيرت منذ دخولك للجامعة؟
- نعم
- لا

السؤال 11: إذا كنت بالاصل من منطقة خارج منطقة الجامعة، هل تعرف مدى قريب واندماج الثقافي ونمط الحياة مع مدينة عمان أو الهواء الجامعي؟ يرجى اختيار اقرب اجابة مما يلي:
- لدي ارتباط قوي مع المدينة الموجودة فيها الجامعة واعتبرها بيتى الحقيقي
- لدي ارتباط قوي مع المدينة الموجودة فيها الجامعة ولكن لا اعتبرها بيتى الحقيقي
- لدي ارتباط بسيط مع المدينة الموجودة فيها الجامعة ولكن لا اعتبرها بيتى الحقيقي
- لا اشعر بارتباط مع المدينة الموجودة فيها الجامعة

السؤال 12: هل فكرت بان تكون مرشح؟
- نعم
- لا

السؤال 13: إذا كان الجواب "نعم" ما هو الموقع الذي تطمح له، إذا كنت غير متأكد، ما هو مجال اهتمامك في الحكومة؟

السؤال 14: هل تعرف ان كان احد من زملاءك في الجامعة مهتم بان يكون مرشح؟
- نعم
- لا

السؤال 15: إذا كان الجواب نعم للسؤال السابق، ما هو عدد الطلبة الذين تعرفهم ولديهم طموح بان يصبحوا مرشحين?
- واحد
- طلاب
- 3طلاب
- 4طلاب
- 5طلاب
السؤال 16: هل ستشارك في الانتخابات في المستقبل؟

نعم ☐
لا ☐

معلومات ديموغرافية

17. الجنس
ذكر ☐
أنثى ☐

18. العمر

19. مجال الدراسة

20. الشهادة المتوقعة
☐ بكالوريوس
☐ ماجستير
☐ دكتوراه

21. في أي منطقة تسكن حالياً...

22. كم سنة سكنت في المدينة الموجود فيها جامعتك قبل الدخول للجامعة:

<table>
<thead>
<tr>
<th>عقود</th>
<th>0-7</th>
<th>8-15</th>
<th>16-21</th>
<th>22-31</th>
<th>32-41</th>
<th>42-51</th>
<th>52-61</th>
<th>62-71</th>
<th>72-81</th>
<th>82-91</th>
<th>92-101</th>
<th>كل حياتي</th>
</tr>
</thead>
</table>

23. إذا كنت مولود في الأردن، في أي محافظة؟

24. إن لم تكن مولودا في الأردن، في أي بلد...

25. هل عائلتك من منطقة/بلد غير البلد التي ولدت فيها انت؟

نعم ☐
لا ☐

26. إذا كان الجواب للسؤال السابق نعم، في أي منطقة/بلد...

27. هل تود الاتصال بك لإجراء مقابلة حول أي من المواضيع السابقة

نعم ☐
لا ☐

28. إذا كان الجواب نعم للسؤال السابق، اكتب رقم تلفونك هنا...
APPENDIX A-3

Student Interview Template

• Theme #1: Personal background
  o **Question #1:** What year are you at University
  o **Question #2:** Where did you live before coming to the University? Where did you live during your childhood?
  o **Question #3:** What motivated you to come to this University?
  o **Question #4:** What classes are you currently taking? Have you taken any courses in political science or international development?

• Theme #2: The issue of Jordanian youth participation in local and national elections
  o **Question #1:** What do you know about general participation in Jordanian elections?
  o **Question #2:** What is your knowledge of youth participation in Jordanian elections? Please feel free to elaborate on any specific experiences you have had that involve discussions of youth election participation.

• Theme #3: Personal decision to participate or abstain from the 2016 election
  o **Question #1:** Did you choose to vote or abstain from voting in the last election? Why did you make this decision?
  o **Question #2:** If you chose not to vote in the previous election, were you ever approached by fellow University Students who asked you to vote? If yes, what did they say?

• Theme #4: Influence of national and family origin
  o **Question #1:** What are the aspects of your family origin that you find most significant? Why is this significant?
  o **Question #2:** Did your family history influence your decision to vote or abstain from voting? Why or why not?

• **Question #5:** University residency and the decision to vote
  o **Question #1:** How has your personal experience in the city of Yarmouk/Amman influenced your decision to participate or abstain from elections?
  o **Question #2:** Has your perspective on electoral participation changed since arriving at University of Jordan / Yarmouk University? If so how has your perspective changed?
APPENDIX A-4

Professor Interview Template

- **Theme #1:** Personal History
  - **Question 1.1:** What are the classes that you currently teach?
  - **Question 1.2:** Where did you attend school? Where did you receive your doctoral degree? Have you worked at any other colleges aside from this college?

- **Theme #2:** The issue of Jordanian youth participation in local and national elections
  - **Question 2.1:** What do you know about general participation in Jordanian elections?
  - **Question 2.2:** What is your knowledge of youth participation in Jordanian elections? Please feel free to elaborate on any specific experiences you have had that involve discussions of youth election participation.

- **Theme #3:** University Education and Voting
  - **Question 3.1:** Were there discussions in any of your classes regarding the 2016 parliamentary election?
    - **Question 3.1.1:** If there were no discussions, why not?
    - **Question 3.1.2:** What did those discussions entail?
  - **Question 3.2:** From your perspective as a professor, how do students perceptions of politics change throughout their studies? Specifically some of those who had little knowledge of politics prior to your classes?

- **Theme #4:** Experience on Campus
  - **Question 4.1:** What have you seen on campus relating to politics outside of the classroom?
    - **Question 4.1.1:** If you have seen any examples of political activism or conversation, what was that conversation and activism? And what were the themes present?
    - **Question 4.1.2:** If you have not heard conversation on politics outside of class, or seen any examples of political activism, why do you believe this has not been witnessed?
  - **Question 4.2:** What do you believe is the future of political activism on this campus, and general election participation?
APPENDIX B-1

Chart 1. Frequency of respondents within nine different majors of study

Chart 2. Distribution of respondents between the five universities surveyed
Chart 3. Distribution of answers to question one displayed on a pie chart.
## APPENDIX B-2

<table>
<thead>
<tr>
<th>الاجابة</th>
<th>ترتيب المرشح يتبنى سياسات ادعمها</th>
<th>دعم مرشح أعرفه شخصيا (مثل صديق، أو أحد أفراد عائلتي) ويتبنى سياسات ادعمها</th>
<th>دعم مرشح أعرفه شخصيا (مثل صديق، أو أحد أفراد عائلتي) ولكن ليس لدي علم بسياساته</th>
<th>قمت بالتصويت لفاعة سياسة اهمية التصويت ولم ادعم / بسبب معرفة شخصية او بسبب سياسات</th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td>34</td>
<td>11.6</td>
<td>24.8</td>
<td>24.8</td>
<td>136</td>
</tr>
<tr>
<td>اختيار مرشح يتبنى سياسات ادعمها</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>دعم مرشح أعرفه شخصيا (مثل صديق، أو أحد أفراد عائلتي) ويتبنى سياسات ادعمها</td>
<td>32</td>
<td>11.0</td>
<td>23.4</td>
<td>48.2</td>
<td></td>
</tr>
<tr>
<td>دعم مرشح أعرفه شخصيا (مثل صديق، أو أحد أفراد عائلتي) ولكن ليس لدي علم بسياساته</td>
<td>20</td>
<td>6.8</td>
<td>14.6</td>
<td>62.8</td>
<td></td>
</tr>
<tr>
<td>قمت بالتصويت لفاعة سياسة اهمية التصويت ولم ادعم / بسبب معرفة شخصية او بسبب سياسات</td>
<td>50</td>
<td>17.1</td>
<td>36.5</td>
<td>99.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136</td>
<td>46.6</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>لا اجابة</td>
<td>155</td>
<td>53.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>0.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>156</td>
<td>53.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>292</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Chart 4.* Bar chart frequency distribution to question 2, reason for voting in the last parliamentary election.
## APPENDIX B-2

إذا كان الجواب لا في السؤال الأول: ما هو سبب عدم المشاركة في الانتخابات؟ الرجاء اختيار أحد الأسباب التالية

<table>
<thead>
<tr>
<th>سبب عدم وصول وسيلة نقل وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>29</td>
<td>9.9</td>
<td>18.0</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td>18.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td>17.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>55.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>31</td>
<td>10.6</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td>19.2</td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td>36.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>55.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>16</td>
<td>5.5</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td>46.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>55.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>7</td>
<td>2.4</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td>50.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>55.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>79</td>
<td>27.1</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td>48.6</td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>55.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>44.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>129</td>
<td>44.2</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>55.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>44.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>44.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
<th>لم تتمكن بسبب عدم وجود وقت أو وسيلة نقل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>129</td>
<td>44.2</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Chart 5.** Bar chart frequency distribution of responses to question 3: Why did you not vote in the previous parliamentary election?
## APPENDIX B-3

### Coefficients\(^a\)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.413</td>
<td>0.193</td>
</tr>
<tr>
<td>مجال الدراسة</td>
<td>0.091</td>
<td>0.052</td>
<td>0.158</td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: إذا كان الجواب نعم: الرجاء اختيار احد الاسباب التالية للمشاركة.

---

*Chart 6. Linear regression of student major of study correlated to student for decided to participate in the last parliamentary election with accompanying coefficient table.*
### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>0.326</td>
<td>0.044</td>
<td></td>
<td>7.353</td>
<td>0.000</td>
</tr>
<tr>
<td>كم سنة سكنت في المدينة الموجودة فيها جامعتك قبل الدخول للجامعة</td>
<td>0.024</td>
<td>0.006</td>
<td>0.228</td>
<td>3.962</td>
<td>0.000</td>
</tr>
</tbody>
</table>

- **Dependent Variable:** هل شاركت في التصويت للانتخابات النيابية لعام 2016

---

*Chart 7.* Linear Regressions of student length of stay in their university city prior to beginning college and their decision to participate in the 2016 parliamentary election.
### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>2.324</td>
<td>0.182</td>
<td>12.766</td>
<td>0.000</td>
<td>2.023 - 2.626</td>
</tr>
<tr>
<td>كم سنة سكنت في المدينة موجود فيها جامعتك قبل الدخول للجامعة</td>
<td>0.047</td>
<td>0.022</td>
<td>0.179</td>
<td>2.112</td>
<td>0.037 - 0.085</td>
</tr>
</tbody>
</table>

a. Dependent Variable: إذا كان الجواب نعم: الرجاء اختيار أحد الأسباب التالية للمشاركة:

---

*Chart 8. Linear Regressions of student length of stay in their university city prior to beginning college and reason for participating in the 2016 parliamentary election*
APPENDIX B-3

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>0.657</td>
<td>0.057</td>
<td>11.495</td>
<td>0.000</td>
<td>0.563</td>
</tr>
<tr>
<td>إذا كنت مولود في الأردن، في أي محافظة؟</td>
<td>-0.045</td>
<td>0.012</td>
<td>-0.230</td>
<td>-3.846</td>
<td>0.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: هل شاركت في التصويت للانتخابات النيابية لعام 2016

Chart 9. Linear regression of student current residence location correlated to their decision to vote in the 2016 Parliamentary election. Number identification key is included below

<table>
<thead>
<tr>
<th>Area</th>
<th>Irbid</th>
<th>Ajloun</th>
<th>Jaresh</th>
<th>Mafraq</th>
<th>Balqa</th>
<th>Amman</th>
<th>Zarqa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number ID</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Area</td>
<td>Madaba</td>
<td>Karak</td>
<td>Tafilah</td>
<td>Ma'an</td>
<td>Aqaba</td>
<td>Palestine</td>
<td>Other Countries</td>
</tr>
<tr>
<td>Number ID</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
APPENDIX B-3

### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>0.764</td>
<td>0.158</td>
<td>4.832</td>
<td>0.000</td>
<td>0.500</td>
</tr>
<tr>
<td>اذا كان الجواب للسؤال السابق نعم، في أي منطقة/بلد</td>
<td>-0.027</td>
<td>0.014</td>
<td>-0.245</td>
<td>-1.978</td>
<td>0.052</td>
</tr>
</tbody>
</table>

a. Dependent Variable: هل شاركت في التصويت للانتخابات النيابية لعام 2016

**Chart 10.** Linear Regressions of student family origin correlated to their decision to vote with area identification code key included below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Irbid</th>
<th>Ajloun</th>
<th>Jaresh</th>
<th>Mafraq</th>
<th>Balqa</th>
<th>Amman</th>
<th>Zarqa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number ID</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Area</td>
<td>Madaba</td>
<td>Karak</td>
<td>Tafilah</td>
<td>مان</td>
<td>أقبة</td>
<td>Palestine</td>
<td>Other Countries</td>
</tr>
<tr>
<td>Number ID</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
**APPENDIX B-4**

### Chart 11.
Linear regression and ANOVA analyses of Dimension 2: Influence of school culture (Q4,Q5,Q6,Q7,Q10) correlated to student’s decision to vote in the last parliamentary election.

#### ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,721</td>
<td>5</td>
<td>345</td>
<td>1,392</td>
<td>.227b</td>
</tr>
<tr>
<td>Residual</td>
<td>70,572</td>
<td>285</td>
<td>.248</td>
<td>805</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72,296</td>
<td>289</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a. Dependent Variable: 2016*

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td>.041</td>
<td>.023</td>
<td>-3.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.029</td>
<td>.023</td>
<td>0.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.031</td>
<td>.023</td>
<td>0.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.013</td>
<td>.023</td>
<td>0.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.003</td>
<td>.023</td>
<td>0.22</td>
</tr>
</tbody>
</table>

*a. Dependent Variable: 2016*

### Chart 12.
Linear regression and ANOVA analyses of Dimension 3: Influence of family (Q8, Q9, Q11) correlated to student’s decision to vote in the last parliamentary election.

#### ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3,555</td>
<td>3</td>
<td>1,118</td>
<td>4.676</td>
<td>.003b</td>
</tr>
<tr>
<td>Residual</td>
<td>63,612</td>
<td>266</td>
<td>.239</td>
<td>805</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>66,967</td>
<td>269</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a. Dependent Variable: 2016*

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td>.640</td>
<td>.039</td>
<td>0.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.078</td>
<td>.023</td>
<td>4.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.056</td>
<td>.023</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.097</td>
<td>.023</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.000</td>
<td>.023</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*a. Dependent Variable: 2016*
# APPENDIX B-4

## Chart 13: Linear regression and ANOVA analyses of Dimension 4: Future political engagement (Q12, Q14, Q15, Q16) correlated to student’s decision to vote in the last parliamentary election.

### ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.546</td>
<td>4</td>
<td>.636</td>
<td>2.638</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>35.702</td>
<td>148</td>
<td>.241</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>38.248</td>
<td>152</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: هل شاركت في التصويت للانتخابات البرلمانية لعام 2016

b. Predictors: (Constant)

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>B</th>
<th>Std. Error</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.294</td>
<td>.177</td>
<td>1.665</td>
<td>.098</td>
<td></td>
<td>.002</td>
<td>.587</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.125</td>
<td>.109</td>
<td>.100</td>
<td>1.142</td>
<td>.256</td>
<td>-0.056</td>
<td>.306</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.020</td>
<td>.170</td>
<td>.010</td>
<td>.113</td>
<td>.906</td>
<td>-2.611</td>
<td>.302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.030</td>
<td>.031</td>
<td>.081</td>
<td>.965</td>
<td>.336</td>
<td>-0.211</td>
<td>.080</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.170</td>
<td>.085</td>
<td>.169</td>
<td>1.995</td>
<td>.048</td>
<td>.029</td>
<td>.311</td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: هل شاركت في التصويت للانتخابات البرلمانية لعام 2016

## Chart 13: Linear regression and ANOVA analyses of Dimension 4: Future political engagement (Q12, Q14, Q15, Q16) correlated to student’s decision to vote in the last parliamentary election.
### APPENDIX B-5

#### Coefficients\(^a\)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>(t)</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>0.388</td>
<td>0.045</td>
<td>8.606</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>هل افكارك السياسية</td>
<td>0.120</td>
<td>0.059</td>
<td>0.119</td>
<td>2.040</td>
</tr>
</tbody>
</table>

\(a\). Dependent Variable: هل شاركت في التصويت للانتخابات النيابية لعام 2016

*Chart 14.* Linear regression analysis of student change in political opinion while at university and decision to vote in the 2016 parliamentary election

#### Coefficients\(^a\)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>(t)</th>
<th>Sig.</th>
<th>90.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>0.648</td>
<td>0.068</td>
<td>9.550</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>هل كنت بالاصل من منطقة</td>
<td>-0.087</td>
<td>0.028</td>
<td>-0.182</td>
<td>-3.054</td>
</tr>
<tr>
<td></td>
<td>خارج منطقة الجامعة، هل</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>تعرف مدى قربك واندماجك</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>الثقافي ونمط الحياة مع مدينة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>عمان أو الحيات الجامعية؟</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(a\). Dependent Variable: هل شاركت في التصويت للانتخابات النيابية لعام 2016

*Chart 15.* Linear regression analysis of student identification with university city culture and decision to vote in the 2016 parliamentary election
APPENDIX C-1

Informed Consent Form

Title: Sean Hyland

Your Name/Homeschool: Franklin and Marshall College

School for International Training—Jordan: Modernization and Social Change

1. The purpose of this study is to identify and analyze the reasons for Jordanian student participation and non-participation in parliamentary elections.

2. Rights Notice

   a. Privacy - all information you present in this interview may be recorded and safeguarded. If you do not want the information recorded, you need to let the interviewer know.

   b. Anonymity - all names in this study will be kept anonymous unless the participant chooses otherwise.

   c. Confidentiality - all names will remain completely confidential and fully protected by the interviewer. By signing below, you give the interviewer full responsibility to uphold this contract and its contents. The interviewer will also sign a copy of this contract and give it to the participant.

3. Instructions:

   Please read the following statements carefully and mark your preferences where indicated. Signing below indicates your agreement with all statements and your voluntary participation in the study. Signing below while failing to mark a preference where indicated will be interpreted as an affirmative preference. Please ask the researcher if you have any questions regarding this consent form.

   I am aware that this interview is conducted by an independent undergraduate researcher with the goal of producing a descriptive case study on trends in student voter participation.

   I am aware that the information I provide is for research purposes only. I understand that my responses will be confidential and that my name will not be associated with any results of this study.

   I am aware that I have the right to full anonymity upon request, and that upon request the researcher will omit all identifying information from both notes and drafts.

   I am aware that I have the right to refuse to answer any question and to terminate my participation at any time, and that the researcher will answer any questions I have about the study.

   I am aware of and take full responsibility for any risk, physical, psychological, legal, or social, associated with participation in this study.

   I am aware that I will not receive monetary compensation for participation in this study, but a copy of the final study will be made available to me upon request.

   I [ do / do not ] give the researcher permission to use my name and position in the final study.
   I [ do / do not ] give the researcher permission to use my organizational affiliation in the final study.
   I [ do / do not ] give the researcher permission to use data collected in this interview in a later study.

   Date: ____________________________        Participant’s Signature: ____________________________

   Participant’s Printed Name: ____________________________

   Researcher’s Signature: ____________________________

   Thank you for participating!

   Questions, comments, complaints, and requests for the final written study can be directed to:
   Dr. Ashraf F. Alqudah, SIT Jordan Academic Director
   Telephone (962) 0785422478

APPENDIX C-2
العنوان: مشاركة الطلبة الاردنيين في التصويت الانتخابات البرلمانية

الباحث: شون هايلاند - Sean Hyland

جامعة فرانكلين و مارشال - Franklin and Marshall College

مؤسسة التعلم العالمية: برنامج الحداثة و التغيير الاجتماعي

هـدف هذه الدراسة هو: التعرف على الأسباب التي تدفع الطلاب الاردنيين المشاركة ب/أو الامتناع عن المشاركة في التصويت الانتخابات البرلمانية

لك الحق في الانسحاب من المشاركة في هذه الدراسة في أي وقت شنت

1. كل المعلومات التي سيتم جمعها هنا ستستخدم فقط لأغراض البحث العلمي

2. لا يوجد أي مخاطر معروفة لدى الباحث تتعكس عليك نتيجة مشاركتك في هذه الدراسة

3. لا يوجد تعويض مادي لقاء المشاركة في هذه الدراسة

4. أنت تتفهم أن هذا البحث يجري طالب في مرحلة البكالوريوس لن يتم استخدام اسمك أو أي معلومات تعريفية أو إقرانها بإجاباتك على الأسئلة في هذه الدراسة

لديك الحق في رفض الإجابة على أي سؤال تفضل عدم الإجابة عنه

1. إذا كان الباحث بحاجة لاستخدام اسمي فإني أعطيه التصريح بذالك: نعم  لا

2. إنني أعطي الباحث التصريح باستخدام اسم مؤسستي التي ينتمي إليها في بحثه: نعم  لا

3. إنني أعطي الباحث تصريحاً باستخدام معلومات هذه الدراسة في دراسات مستقبلية محتملة له: نعم  لا

توقيع المشترك:

تاريخ: 

اسم المشترك:

(Researcher Signature)

توقيع الباحث:

شكراً جزيل الك لمشاركتك في هذه الدراسة

إذا كان لديك أي أسئلة أو استفسارات أو تعليقات، الرجاء توجيهها إلى الدكتور أشرف القضاة المدير

الأكاديمي للبرنامج 8109791601081

ashraf.alqudah@sit.edu
Access, Use, and Publication of ISP/FSP
Student Name: Sean Hyland

Email Address: shyland@fandm.edu

Title of ISP/FSP: Jordanian Public University Student Voter Participation in Parliamentary Elections

Program and Term/Year: Jordan: Modernization and Social Change, Spring 2017

Student research (Independent Study Project, Field Study Project) is a product of field work and as such students have an obligation to assess both the positive and negative consequences of their field study. Ethical field work, as stipulated in the SIT Policy on Ethics, results in products that are shared with local and academic communities; therefore copies of ISP/FSPs are returned to the sponsoring institutions and the host communities, at the discretion of the institution(s) and/or community involved.

By signing this form, I certify my understanding that:
1. I retain ALL ownership rights of my ISP/FSP project and that I retain the right to use all, or part, of my project in future works.

2. World Learning/SIT Study Abroad may publish the ISP/FSP in the SIT Digital Collections, housed on World Learning’s public website.

3. World Learning/SIT Study Abroad may archive, copy, or convert the ISP/FSP for non-commercial use, for preservation purposes, and to ensure future accessibility.
   • World Learning/SIT Study Abroad archives my ISP/FSP in the permanent collection at the SIT Study Abroad local country program office and/or at any World Learning office.
   • In some cases, partner institutions, organizations, or libraries in the host country house a copy of the ISP/FSP in their own national, regional, or local collections for enrichment and use of host country nationals.

4. World Learning/SIT Study Abroad has a non-exclusive, perpetual right to store and make available, including electronic online open access, to the ISP/FSP.

5. World Learning/SIT Study Abroad websites and SIT Digital Collections are publicly available via the Internet.

6. World Learning/SIT Study Abroad is not responsible for any unauthorized use of the ISP/FSP by any third party who might access it on the Internet or otherwise.

7. I have sought copyright permission for previously copyrighted content that is included in this ISP/FSP allowing distribution as specified above.

__________________________
Student Signature

4/30/2017

Date
Withdrawal of Access, Use, and Publication of ISP/FSP
Given your agreement to abide by the SIT Policy on Ethics, withdrawing permission for publication may constitute an infringement; the Academic Director will review to ensure ethical compliance.

☐ I hereby withdraw permission for World Learning/SIT Study Abroad to include my ISP/FSP in the Program’s office permanent collection. Reason: I do not withdraw permission

☐ I hereby withdraw permission for World Learning/SIT Study Abroad to release my ISP/FSP in any format to individuals, organizations, or libraries in the host country for educational purposes as determined by World Learning/SIT Study Abroad. Reason: I do not withdraw permission

☐ I hereby withdraw permission for World Learning/SIT Study Abroad to publish my ISP/FSP on its websites and in any of its digital/electronic collections, or to reproduce and transmit my ISP/FSP electronically. Reason: I do not withdraw permission

Student Signature: Sean Ueland Date: 4/30/2017

Academic Director has reviewed student reason(s) for withdrawing permission to use and agrees it does not violate the SIT Study Abroad Policy on Ethics.

Academic Director Signature: Date: May 10 2017

Note: This form is to be included with the electronic version of the paper and in the file of any World Learning/SIT Study Abroad archive.
**ISP Ethics Review**

(Note: Each AD must complete, sign, and submit this form for every student’s ISP.)

The ISP paper by Hyland, Sean does conform to the Human Subjects Review approval from the Local Review Board, the ethical standards of the local community, and the ethical and academic standards outlined in the SIT student and faculty handbooks.

Completed by: Ashraf F. Alqudah, Ph. D.

Academic Director: Ashraf F. Alqudah, Ph. D.

Signature:

Program: JOR Spring 2017

Date: May 10th 2017
**LRB/IRB ACTION FORM**

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Sean Hyland</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP Title:</td>
<td>Jordanian University Students and Electoral Participation</td>
</tr>
<tr>
<td>Date Submitted:</td>
<td>March 22, 2017</td>
</tr>
<tr>
<td>Program:</td>
<td>School for International Training</td>
</tr>
<tr>
<td>Type of review:</td>
<td>Expedited</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution:</th>
<th>World Learning Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB organization number:</td>
<td>IORG0004408</td>
</tr>
<tr>
<td>IRB registration number:</td>
<td>IRB00005219</td>
</tr>
<tr>
<td>Expires:</td>
<td>9 December 2017</td>
</tr>
</tbody>
</table>

**LRB members (print names):**
- Ashraf F. Alqudah, Ph. D. Chair
- Ismael Abu Aamoud, Ph. D.
- Badr AlMadi, Ph. D.

**LRB REVIEW BOARD ACTION:**

Approved as submitted

**LRB Chair Signature:**

Date: Mar. 28th 2017

---

Form below for IRB Vermont use only:

**Research requiring full IRB review. ACTION TAKEN:**

- approved as submitted
- approved pending submission or revisions
- disapproved

---

IRB Chairperson’s Signature

Date