

## Attitudes of Female Students at The Higher School Of Professors "Talab Abdel Rahman" in Laghouat towards Political Participation

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### Abstract

This study aimed to reveal the nature attitudes of female Arabic language students for the primary level at the Higher School of Teachers "Talab Abdel Rahman" in Laghouat towards political participation.

The descriptive approach was adopted on a sample of 53 female students pursuing their studies at the Higher School during the 2024-2025 academic year.

A questionnaire designed by Khaidir Mahdi Saleh was used to verify the study's objectives.

The results indicated:

- female students at the Higher School of Teachers in Laghouat hold positive attitudes towards political participation;
- There are no statistically significant differences exist in these attitudes attributable to academic level;
- There are no statistically significant differences attributable to age;
- There are no statistically significant differences attributable to residential area in favor of urban-dwelling students.

**Keywords:** Psychological attitudes, female students, political participation

### Introduction

Political participation is considered one of the voluntary activities undertaken by the individual, through which they engage with other members of society, either in directly or indirectly selecting the ruling elite, participating in decision-making, directing public policies of the state, or overseeing their implementation.

Democracy requires political participation from all members of society. Indeed, its application is not restricted to a particular group nor excludes any group; however, some groups may exhibit greater abstention than others, including women, who appear less prominently in political life compared to men. Restoring balance thus necessitates broader participation by women. Although laws and legislation may not discriminate between genders in this domain, they often remain mere theoretical official rhetoric that does not fully align with the actual distribution of power by gender. Moreover, the constitutions of many countries may lack explicit discrimination in the realm of political participation, yet they simultaneously fail to include guaranteeing mechanisms for implementing those provisions. Furthermore, some constitutions explicitly omit texts ensuring women's right to political participation.

From the aforementioned framework, this study emerged as an attempt to identify the nature of attitudes held by female students toward women's political involvement. The study's problem statement is as follows:

## 2. Research Problem:

Our study seeks to reveal the nature of the sample participants' attitudes toward political participation. Building on the aforementioned, a series of sub-questions emerged, namely:

To integrate it smoothly into the previous English introduction, here's an updated version with this sentence added at the end:

Algerian women were a cornerstone of the War of Liberation against French colonialism (1954-1962), contributing courageously to armed struggle and diplomacy, making them a symbol of national resistance. However, post-independence, their political involvement has notably declined despite advances in education and the economy. This paradox—between their prominent historical role and current modest political representation—highlights a central issue in contemporary Algerian society.

Despite significant legal reforms, such as the 30% electoral quota system introduced in 2012 and reinforced in the 2021 legislative elections, women's actual representation in parliament remains at around and in top executive positions, it is under 10%. This gap is exacerbated by socio-cultural factors like gender stereotypes, lack of family support, and structural barriers within political parties, limiting their effective participation in decision-making. How do socio-cultural barriers impact Algerian women's political participation despite legal reforms, and what mechanisms can enhance their effective representation? Our study seeks to reveal the nature of the sample participants' attitudes toward political participation. Building on the aforementioned, a series of sub-questions emerged, namely:

- What is the nature of the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation?
- Are there statistically significant differences in the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to age?
- Are there statistically significant differences in the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to academic level?
- Are there statistically significant differences in the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to residence?

## 3. Hypotheses:

- Female students at the Higher School of Teachers in Laghouat hold negative attitudes toward political participation.
- There are no statistically significant differences in the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to age.
- There are no statistically significant differences in the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to academic level.
- There are no statistically significant differences in the attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to residence, in favor of those residing in the city.

## 4.

### Research

The research aims to:

### Objectives:

- Identify the nature of attitudes of female students at the Higher School of Teachers toward political participation.
- Reveal the influence of certain factors—such as age, place of residence, and academic level—on the attitudes of female students at the Higher School of Teachers toward political participation.

5.

### Conceptual

Definitions:

**5-1. Psychological Attitudes:** An acquired affective predisposition (not innate), relatively stable, that determines an individual's behavior and feelings toward their surroundings. Attitudes may take a negative form (hatred or aversion) or a positive form (affection or inclination) and can be implicit or explicit.

**5-2. Female Students:** Those pursuing their studies at the "Abdel Rahman Taleb" Higher School of Teachers in Aghwat.

**5-3. Political Participation:** The involvement of women in political parties and associations with a political character.

Here's the continuation of the precise, academically rigorous English translation of the provided Arabic text, maintaining the same scholarly tone, structure, and terminology as the previous section for seamless integration into research documents.

## 6. Previous Studies

### 6-1. First Study:

- Study by (Zahraa Baamar, 2016): "Women's Attitudes Toward Political Participation in Light of Certain Demographic Variables." This study sought to answer the question: What is the nature of general women's attitudes toward political participation according to certain demographic variables? The study's hypothesis was as follows:
- It is expected that the nature of general women's attitudes toward political participation, among the majority of female categories, will be negative.

The study sample consisted of 500 women selected via the survey method, with the following distributions:

- Urban: 62.40%, Rural: 37.60%
- Employed: 24.80%, Unemployed: 75.20%
- Married: 20.80%, Unmarried: 79.20%
- Over 40 years: 11.60%, Under 40 years: 88.40%
- High education level: 32.80%, Medium education level: 39.40%, Low education level: 11.40% (Note: Percentages may not sum to 100% due to original data.)

This study employed the descriptive approach and relied on a questionnaire consisting of 9 items on women's attitudes toward political participation, each with five response alternatives. Its psychometric properties were verified.

The researcher used the chi-square ( $\chi^2$ ) statistical method to examine differences. The results were as follows:

- There were substantive differences between the frequency of positive attitudes and the frequency of negative attitudes, favoring negative attitudes toward political participation among those with low education levels and those over 40 years old, at a significance level of 0.01.
- No substantive differences were found between the frequencies of positive and negative attitudes among:

- Urban and rural residents.
- Those with medium and high education levels.
- Unemployed women, married and unmarried women, those under 40 years, and the total sample. (Zahraa Baamar, 2016, p. 60)

### 6-2. Second Study:

- Study by (Safa'a Naimat Al-Shuwaikhat and Muhammad Mahmoud Al-Khawaldeh, 2013): "University Students' Attitudes Toward Political Participation." This study sought to answer the following questions:
  - What is the level of understanding of Jordanian university students regarding the concept of political participation?
  - What is the level of evaluation by Jordanian university students of the reality of youth political participation in Jordanian society?
  - What are the reasons for some Jordanian university students' abstention from voting in general parliamentary elections?
  - What are the expectations of Jordanian university students' participation in political life from the students' perspective?

The descriptive approach was used, with a sample of 515 students from 8 Jordanian universities. The questionnaire consisted of 59 items distributed across four questions.

The study revealed the following results:

- Students' perceptions were not at the required level, with 72.7% indicating meanings of political participation.
- Moderate turnout for elections due to lack of information about candidates and low student knowledge of the parliamentarian's role.
- Statistically significant differences in the means of the sample according to family political interest variable, favoring those whose families have political inclinations.
- Statistically significant differences in the evaluation of the reality of Jordanian youth political participation by gender, favoring females.
- Statistically significant differences at the 0.05 level in students' attitudes toward political participation attributable to gender, study of national education, residence, and parents' political orientation. (Al-Shuwaikhat and Al-Khawaldeh, 2013, p. 20)

### 6-3. Third Study:

- Study by (Ramadan, 2006) titled "Political Participation of University of Mosul Students," which aimed to identify the nature of political participation among University of Mosul students and the factors influencing it. The study included a purposive sample of 150 students from the University of Mosul registered in the 2004/2005 academic year. The researcher used a form consisting of 19 statements. The results were as follows:
  - No differences in students' responses between scientific and humanities faculties.
  - Students' political participation inside the university was higher than outside for females, and the opposite for males.
  - No effect of the economic factor on students' political participation. (Ramadan, 2006, p. 56)

### 6-4. Fourth Study:

- Study by (Bashar Tililan Al-Salim, 2016) titled "Level of Democratic Practices and Attitudes Toward Political Practice Among Student Councils in Jordanian Universities." This study aimed to identify the level of democratic practices and attitudes toward political participation among student councils in Jordanian universities, reveal differences in these levels by gender, university type, specialization, and academic year, and uncover the relationship between democratic practices and attitudes toward political participation among students. The sample consisted of 280 male and female students from elected student councils in Jordanian universities. The study used a questionnaire with 33 items for democratic practices and 30 items for attitudes toward political participation. Ultimately, the results highlighted:
  - High level of democratic practices among student councils in Jordanian universities.
  - Medium level of attitudes toward political participation.
  - No statistically significant differences attributable to gender in democratic practices.
  - Statistically significant differences attributable to university type (favoring public universities), faculty (favoring humanities faculties), and academic year (favoring fourth-year students).
  - Statistically significant differences in attitudes toward political participation attributable to gender (favoring males), university type (favoring public), faculty (favoring humanities), and academic year (favoring fourth-year students).
  - A statistically significant correlational relationship between democratic practices and attitudes toward political participation.  
(Bashar Tililan Al-Salim, 2016)

## **7. Attitudes:**

### **7-1. Definition of Attitudes:**

Allport, F. defined attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." (Abu Al-Nil, 2009, p. 353)

Thurstone stated, "Psychological attitude is a generalization of the individual's responses, a generalization that pushes his behavior away from or toward a given object." (Al-Sayyid Abdul Rahman, 1999, p. 251)

(William, Lambert, and Wallace A. Lambert) defined it as "an organized, consistent style of thinking, subconscious, and reacting toward people, groups, social issues, or any event in the environment in general. The main components of attitudes are thoughts, beliefs, feelings, emotions, and tendencies to react." (Lambert and Lambert, 1993, p. 114)

The attitude is the state in which an individual directs and interprets their behaviors. (Kouidri, 2021, p. 87)

### **7-2. Characteristics of Psychological Attitudes:**

From the preceding definitions, the following characteristics can be inferred, summarized as:

1. Psychological attitudes are acquired, not hereditary; the individual acquires them during life as a result of numerous experiences.
2. Attitudes form and associate with social stimuli and situations, shared by groups of individuals or collectives.
3. Attitudes do not form in a vacuum but always involve a relationship between an individual and an environmental object.
4. Attitudes vary and differ according to the stimuli they associate with.

5. Attitudes indicate a relationship between the individual and the attitude object.
6. They include an affective component expressing the individual's evaluation and degree of affection or emotional response to the attitude object.
7. They include a cognitive component expressing the individual's beliefs or intellectual knowledge about the attitude object.
8. They include a behavioral component expressing the individual's overt behavior directed toward the attitude object.
9. Attitudes result from prior experience, relate to present behavior, and indicate future behavior.
10. Attitudes manifest in the consistency and agreement of the individual's responses to social stimuli, allowing prediction of responses to specific social stimuli.
11. They are dynamic, meaning changeable, though this requires deliberate effort and takes a long time.
12. They are not transient or incidental but characterized by relative stability; once formed, they settle and persist. (Al-Jabali, 2003, p. 240)

Hamed Zahran views the functions of psychological social attitudes as follows:

- Attitudes determine and explain the direction of behavior.
- Attitudes organize motivational, emotional, perceptual, and cognitive processes around certain aspects in the individual's living field.
- Attitudes reflect in the individual's behavior, statements, actions, and interactions with others in various groups within their culture.
- Attitudes enable the individual to behave and make decisions in multiple psychological situations with some consistency and unity, without hesitation or independent rethinking in each situation.
- Attitudes crystallize and clarify the image of the relationship between the individual and their social world.
- Attitudes direct the individual's responses to people, things, and topics in an almost fixed manner.
- Attitudes predispose the individual to feel, perceive, and think in a specific way toward external environmental objects. (Abu Jado, 2017, p. 194)

### **7 Theories of Explaining Attitudes:**

Many theories have attempted to explain attitudes as one of the important, complex, and multifaceted topics. Among them are:

#### **7-3-1 Psychoanalytic Theory**

This theory emphasizes that an individual's attitudes play a vital role in forming their "Ego" (الأنا), which passes through various and changing stages of development from childhood to adulthood. This is influenced by the outcomes of the attitudes the individual forms as a result of reducing or failing to reduce tensions. An individual's attitude toward objects is determined by the role those objects play in reducing tension arising from the internal conflict between the instinctual demands of the Id (الهو) and social norms, standards, and values. Thus, a positive attitude forms toward objects that reduce tension, or a negative attitude toward objects that hinder tension reduction or prevent it. (Shuamra, 2014: 153)

An individual's attitudes can change if their defense mechanisms and the solutions they provide are studied, as well as the symptoms through which they reduce tensions. This is achieved

by subjecting the individual to psychoanalysis to make them aware of the artificial accommodations and the accompanying attitudes of acceptance or rejection. (Abdul Latif, 2001: 52)

### **7-3-2 Behavioral Theory**

This theory posits that the formation and change of attitudes occur through classical conditioning based on repeated pairing between the desired attitude and feelings of comfort in various situations. A negative attitude toward certain topics forms as a result of accidental reinforcement of this attitude. (Al-Zubaidi, 2003: 120)

The behavioral theory employs principles derived from learning theories, whether conditional association theories or reinforcement theories. Attitudes are typically learned from the environment according to the laws of association and need satisfaction. Rosnow extracted from conditioning experiments that attitudes can be formed and modified using verbal reinforcement. (Shuamra, 2014: 154)

It holds that the behavior or response of a living organism that is reinforced increases the likelihood of its repetition. Thus, reinforced attitudes are more likely to occur than those that are not reinforced. (Abu Jado, 2017: 202)

### **7-3-3 Cognitive Theory**

The cognitive consistency theory of Rosenberg and Ebeslone states that an attitude is an affective state toward or against an object or category of objects with a logical psychological structure. If a change occurs in one of the components or elements, it will necessarily lead to a change in the cognitive component, and vice versa. (Shuamra, 2014: 154)

Rosenberg describes the dynamics of attitude balance: If the affective and cognitive elements of the attitude are in a state of consistency, the attitude is stable and steady. However, if these elements are in a state of inconsistency exceeding the individual's tolerance limits, the attitude becomes unstable. (Abdul Latif, 2001: 52)

The cognitive approach follows these stages:

- Identifying the attitudes to be formed or modified.
- Providing individuals with feedback about the targeted attitude.
- Highlighting contradictions regarding the merits of the desired attitude and the drawbacks of the undesired one through questions and discussion.
- Reinforcing the desired attitude. (Abu Jado, 2017: 202)

### **7-3-4 Social Learning Theory**

Scientists of this theory, including Bandura and Walters, emphasize that attitudes are learned through social models and imitation. Parents are the clearest models that children imitate and identify with from early ages, followed by peers and school, and then various media. (Abdul Latif, 2001: 53)

The researchers focused on the importance of two concepts in the process of forming and modifying attitudes: Reinforcement and Imitation/Modeling. There are conditions for learning attitudes using the observational imitation method:

- The observer perceives the model's behavior, as one cannot imitate behavior they do not see.
- The observer's interest in observing and imitating the seen behavior when it satisfies a need.
- Availability of a model with specific characteristics that exhibits behavior.
- The observer perceives, directly or through media, that the model's behavior is reinforced. (Al-Zubaidi, 2003: 123)

## **8. Political Participation:**

Political participation is considered one of the democratic practices and is often synonymous with it. The Egyptian National Center for Women's Rights defines political participation as the direct or indirect behavior through which an individual plays a role in their society's political life, with the opportunity to influence decision-making, setting general societal goals, and achieving them. (The Egyptian Center for Women's Rights, 1996: 10)

The International Encyclopedia of the Social Sciences defines political participation as "administrative activities carried out by individuals of a specific society to select their ruler and contribute to making public policy, either directly or indirectly." (Shuwayhat, Khulud, 2013: 783)

Hulal Muawad defines it as "the individual's right to perform a specific role in the decision-making process through evaluation and monitoring after issuance by political institutions." (Muawad, 1983: 108)

### **8-1 Levels of Political Participation:**

Verba sees that levels of political participation are divided as follows:

- Passives, whose basic activity is voting.
- Localists, whose activity is limited to local issues.
- Limited horizon participants, whose activity is restricted to issues concerning them.
- Campaign participants, whose activity involves participating in campaigns.
- Active participants, who engage in all local and national events. (Verba et al., 1978: 310)

The political participation of Algerian women has evolved significantly since independence in 1962, reflecting broader shifts in gender roles within a patriarchal society influenced by Islamic traditions and post-colonial state-building. Despite constitutional guarantees of equality (Algerian Constitution, 2020, Article 33), women remain underrepresented in decision-making spheres. This article examines historical milestones, current barriers, and pathways forward, informed by empirical studies on gender quotas and civic engagement.

### **8-4 Current Status and Achievements**

Today, Algerian women hold key positions: in 2023, five women served as ministers, including in Interior and Justice portfolios (Algerian Government Portal). At the local level, the 20% quota for communal councils has empowered rural women, fostering grassroots leadership. Studies, such as those by the Algerian League for the Defense of Human Rights (LADDH), highlight increased voter turnout among women (58% in 2019 elections vs. 52% for men; National Independent Election Authority, 2019). Educational gains—female university enrollment at 60% (Ministry of Higher Education, 2024)—further bolster civic awareness.

### **8-5 Comparative Insights and Recommendations**

Compared to Tunisia (31% female MPs post-2014 quotas), Algeria lags due to weaker enforcement. Recommendations include:

- Strengthening quotas to 40% with placement rules.
- Gender-sensitive training for parties and media.
- Legal reforms to criminalize intra-family political barriers.

### **8-6 Reasons for Abstaining from Political Participation:**

- Dissatisfaction with the existing political system.
- Weak national sentiment and sense of responsibility.
- Feeling of futility from political participation.
- Fear of politics and power.

- The effect of political socialization, which reinforces the preference for staying away from politics. (Hamdan, 2006: 124)

**9-Research Methodology:**

The nature of the topic dictates the selection of the appropriate methodology. In this study, the descriptive method was used, which is one of the most common and important methodologies. Through it, we can describe the current phenomenon, identify its causes, and understand its nature.

**10. Study Population and Sample:**

The study population refers to "all units of the phenomenon under investigation by the researcher, as well as all individuals, objects, or persons that constitute the subject of the research problem. It includes all elements related to the study problem upon which the researcher seeks to generalize the study results." In this study, the study population consists of all female Arabic language students at the primary level in the Higher School of Teachers in Laghouat for the academic year 2024/2025. The distribution of the sample individuals was as follows:

**Table 1: Distribution of Sample Individuals by Age**

Age	Number	Percentage
19-20	17	31.5%
21-22	33	61.1%
23-24	4	7.4%
<b>Total</b>	<b>54</b>	<b>100%</b>

From Table 1, we note that the most prevalent age group in the sample is 21-22 years, at 61.1%, followed by the 19-20 age group at 31.5%, while the 23-24 age group has the lowest percentage at 7.4%.

**Table 2: Distribution of Sample Individuals by Academic Level**

Level	Number	Percentage
First Year	12	22.2%
Second Year	16	29.6%
Third Year	26	48.1%
<b>Total</b>	<b>54</b>	<b>100%</b>

From Table 2, we note that the most prevalent academic level in the sample is the third year at 48.1%, while the other two levels are relatively close, with the second year at 29.6% and the first year at 22.2%.

**Table 3: Distribution of Sample Individuals by Residence**

Residence	Number	Percentage
Urban	46	85.2%
Rural	8	14.8%
<b>Total</b>	<b>54</b>	<b>100%</b>

From Table 3, we note that the distribution of sample individuals by residence shows the highest percentage for urban residents at 85.2%, which is very high. In comparison, the rural residents have a very low percentage at 14.8%.

**11. Study Tool:**

A questionnaire designed by (Khudair Mahdi Saleh) was used, consisting of 20 statements with three response options (Agree – Agree to some extent – Disagree). The response scores range from 20 as the lowest to 60 as the highest. The tool was applied to an exploratory sample of 30 individuals to verify its psychometric properties.

**11-1. Validity:**

Validity in this study was calculated using the following two methods:

**A. Construct Validity:**

In this method, correlation coefficients are calculated between each item and the total score of the tool.

**Table 4: Correlation Coefficients Between Each Item and the Total Questionnaire Score**

Item	Correlation Coefficient	Item	Correlation Coefficient
1	0.538**	11	0.508**
2	0.457**	12	0.563**
3	0.669**	13	0.494**
4	0.568**	14	0.562**
5	0.624**	15	0.542**
6	0.532**	16	0.677**
7	0.498**	17	0.664**
8	0.552**	18	0.571**
9	0.702**	19	0.635**
10	0.671**	20	0.621**

From Table 4, we note that the correlation coefficients of the questionnaire items are statistically significant, thus considering the questionnaire valid.

**B. Discriminant Validity:**

This method involves comparing the two extreme groups (upper and lower) and calculating the significance of differences between them using the independent samples T-test.

**Table 5: Independent Samples T-Test**

Groups	Mean	Standard Deviation	T (Calculated)	P-Value	Statistical Significance
Upper	40.6203	2.51167	17.177	0.000	Statistically Significant
Lower	30.5621	1.54761			

From Table 5, the mean of the upper group is higher than that of the lower group. Since the T-test result shows a p-value less than the significance level (0.05), we conclude that there are statistically significant differences between the means of the two groups in favor of the upper group. Therefore, the questionnaire has an acceptable level of discriminant validity.

**11-2. Reliability:**

Reliability in this study was calculated using the following two methods:

**A. Cronbach's Alpha Method:**

Reliability was calculated using the SPSS statistical package for social sciences, as shown in the following table:

**Table 6: Reliability by Cronbach's Alpha**

Tool	Number of Items	Number of Individuals	Reliability Coefficient
Attitudes Toward Political Participation	20	30	0.86

From Table 6, the reliability coefficient is high, making the tool suitable for application.

**B. Split-Half Method:**

In this method, the correlation coefficient between the two halves of the questionnaire items (odd-even) is calculated using Pearson, then corrected using Guttman.

**Table 7: Reliability Coefficient by Split-Half**

Items	Number	Coefficient Before Correction	Coefficient After Correction
Odd	10	0.715	0.82
Even	10		

From Table 7, the reliability coefficient after correction reached (0.82), which is high and thus reliable.

**12. Analysis of Results:**

**12-1. Presentation and Discussion of the First Hypothesis:**

- **Hypothesis Statement:** "Female students at the Higher School of Teachers in Laghouat have negative attitudes toward political participation."

To address the hypothesis, we calculated the weighted mean of the scale.

**First, calculate class interval:**

Highest scale value–Lowest scale value / Number of levels= $60-20=40/2= 20$

Thus, the class interval is 20 points. By adding this value to the lowest possible score, we obtain the following levels:

Attitude	Value Range
Negative	20 - 40
Positive	41 - 60

To calculate the hypothetical mean:

Number of items×Number of options/2 = $20 \times 3 = 60/2 = 30$

Using the one-sample T-test in the SPSS statistical package for social sciences, we obtained the following table:

**Table 8: One-Sample T-Test**

Variables	Sample Size	Hypothetical Mean	Arithmetic Mean	Standard Deviation	t	Degrees of Freedom	Significance Value
Total Scale Score	54	30	43.57	7.98	12.48	53	0.00

From Table 8, we note that the t-value is 12.48 with a significance value of 0.00, which is less than the 0.05 significance level, making it statistically significant. The mean is 43.57, falling in the positive attitude range. Based on these results, we reject the hypothesis stating that the research sample has negative attitudes toward political participation and accept the alternative hypothesis of positive attitudes.

This result can be attributed to changes in Algerian society, both socially and legally, which now mandate women's involvement in the political sphere.

Legally, the constitutional amendment explicitly requires enhancing women's representation in elected councils by obligating parties and candidate lists in elections to allocate a quota for women.

Education plays a crucial role in this change, as free and compulsory education without discrimination has motivated women to pursue leadership positions in sectors like medicine, education, and public administration. This has opened doors for union and then political participation.

Recent women's independence, resulting from economic empowerment programs (privileged loans, support for establishing institutions), and their effective presence in the army, police, judiciary, and higher education, has helped build self-confidence, impose themselves as successful models, and break traditional stereotypes. The historical and militant legacy cannot be overlooked, through women's participation in the liberation revolution via organizations like the Algerian Women's Union and the Association of Algerian Muslim Women, which established historical political legitimacy. Despite marginalization post-independence, this legacy was later invoked to justify political rights demands, leading government policies to adopt women's political inclusion. This result can also be explained by the impact of critical thinking training on the daily lives of the sample individuals.(Koudri.2025)

### 12-2. Presentation and Discussion of the Second Hypothesis:

- **Hypothesis Statement:** "There are no statistically significant differences in the nature of attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to academic level."

**Table 9: ANOVA Test for Differences Between Means**

Variables	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Political Participation * Academic Level					
Between Groups	196.215	2	98.10	1.57	0.21
Within Groups	3184.989	51	62.45		
Total	3381.204	53			

**Table 9** represents the responses of the study sample individuals toward political participation by academic level. Conducting one-way ANOVA yielded an F-value of 1.57 with a significance of 0.21, greater than the 0.05 level, thus not statistically significant. We accept the null hypothesis of no

statistically significant differences in attitudes attributable to academic level. This differs from Bashar Tilyan Salim's (2016) study, which found significant differences favoring fourth-year students.

This result from one-way ANOVA—no significant differences at 0.05 level—can be attributed to the homogeneity of the educational environment and prevailing cultural climate in the school. Attitudes are shaped more by external factors like socialization, media, and social networks than academic level. The absence of a political education course does not hinder attitudinal shifts, indicating that teacher training molds similar mindsets from the start.

**12-3. Presentation and Discussion of the Third Hypothesis:**

- **Hypothesis Statement:** "There are no statistically significant differences in the nature of attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to age."

**Table 10: One-Way ANOVA Test for Differences Between Means**

Variables	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Political Participation * Age					
Between Groups	292.325	2	146.162	2.41	0.100
Within Groups	3088.879	51	60.56		
Total	3381.204	53			

This table represents responses toward political participation by age. One-way ANOVA yielded an F-value of 2.41 with significance 0.100, greater than 0.05, not statistically significant. We accept the null hypothesis of no significant differences attributable to age.

This can be attributed to the close age range of higher school students (university youth, 18-24 years), characterized by similar psychological, cognitive, and social traits. Political maturity accumulates gradually, influenced more by general context than chronological age. Both 19- and 23-year-olds face the same media and political climate, producing similar attitudes. School selection creates an intellectually and culturally homogeneous sample, making age non-differentiating, unlike comparisons between youth and elders.

**12-4. Presentation and Discussion of the Fourth Hypothesis:**

- **Hypothesis Statement:** "There are no statistically significant differences in the nature of attitudes of female students at the Higher School of Teachers in Laghouat toward political participation attributable to residence (urban, rural)."

**Table 11: Independent Samples T-Test for Differences Between Means**

Study Variables	Statistical Variables	Residence	Sample Size	Arithmetic Mean	Standard Deviation	t Value	Degrees of Freedom	Significance Level
Political Participation * Residence		Urban	46	43.76	8.26	0.40	53	0.68
		Rural	8	42.50	6.54			

From Table 11, the total numbers for urban and rural residents show close arithmetic means (43.76 urban, 42.50 rural), with standard deviations of 8.26 (urban) and 6.54 (rural). The t-value for independent samples is 0.40, not significant at 0.05. We accept the null hypothesis of no significant differences attributable to residence. This differs from Khaled Rajab Shaban and Ghada Awda Hijazi's study, which found no significant differences among university students by urban, rural, or refugee camp residence.

This result stems from similar attitudes toward politics among urban and rural students, due to diminishing digital and informational gaps via internet and social media, exposing both to identical content simultaneously. University integration melts differences; all experience the same academic environment, teachers, curricula, and student climate—a stronger "cultural melting" factor. School admission requires high academic and cultural levels, meaning rural students have overcome traditional barriers, matching urban peers in ambition and awareness. Thus, residence is no longer decisive for this educated elite; individual and university variables dominate.

### **Conclusion:**

Women's political participation in Algerian society is not new; history witnesses their role alongside men in liberating the homeland through political work before, during, and after the liberation revolution. This study examined attitudes of female students at the Higher School of Teachers in Laghouat. Results show positive psychological attitudes toward political participation, unaffected by age, academic level, or residence. Based on findings, we propose:

#### **First: Recommendations for the Higher School of Teachers:**

1. Capitalize on existing positive attitudes by creating citizenship and political participation clubs as practice and guidance spaces, not just theoretical lecturing.
2. Introduce short educational units on "political participation culture" and "electoral mechanisms," integrated into education and social sciences across all years, given attitudinal homogeneity.
3. Establish partnerships with local and provincial elected councils for field visits and short internships to transform positive attitudes into actual behavior.

#### **Second: Research Recommendations for Future Studies:**

1. Study converting "attitudes" to "behavior," given positivity and homogeneity; explore behavioral barriers like political alienation or low perceived political efficacy.
2. Examine new variables: specific academic major, associational affiliation, media exposure level, family background (parents' education, family political practice).
3. Conduct comparative studies between higher school students and other faculties (law, political science, literature) to check if homogeneity is teacher-training specific or generational.
4. In-depth studies with students to understand how this positive homogeneous attitude forms and their meaning of political participation.

#### **Third: General Policy Recommendations:**

1. Develop a national program to promote female students' political participation, tailored uniformly, enhancing women's political socialization in Algeria.
2. Provide safe, effective channels for practice and boost students' "political self-efficacy."

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**Annexe**

**Questionnaire on Attitudes Toward Women's Political Participation**

*Peace be upon you,*

Please answer all questions in this questionnaire completely by placing an (X) in the appropriate box. We assure you that your responses will be used solely for scientific research purposes. Thank you for your cooperation.

Age: ..... Academic Year: ..... Major: ..... Residence: .....

No.	Statement	Agree	Agree to Some Extent	Disagree
1	I believe women are better suited to raising children than working in politics.			
2	Women cannot withstand difficult situations, especially in political work.			
3	Women's political work will contribute to the country's progress and development.			
4	Women's work in politics complements men's work.			

No.	Statement	Agree	Agree to Some Extent	Disagree
5	Working in politics increases women's general culture and awareness.			
6	Women's political work will help solve political and economic problems due to their awareness.			
7	I find women's political participation neither objectionable nor harmful.			
8	Women's political participation helps solve women's issues in society.			
9	I believe women's political work greatly assists men in managing their political roles.			
10	I believe women represent other women's opinions if they work in politics.			
11	Women face life risks during political work. Women are not effective in politics because they are more emotional in decision-making.			
12	Women cannot bear heavy burdens in political work.			
13	Women's political work helps stabilize their presence and elevate their social status in human society.			
14	Women's work will affect her religious duties and social obligations.			
15	I believe society rejects women's work in politics.			
16	I believe women are not qualified to make political decisions.			
17	I believe women excel if they work in politics.			
18	Due to her biological makeup, I believe she will fall short in her work.			
19	Women gain boldness in political work to defend their rights.			
20	I believe women's political work makes her more empathetic toward society.			

