



The Role of Prince Sattam bin Abdulaziz University in enhancing its Students' Awareness of the Democratic Culture and Human Rights Concepts

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The study aimed at exploring the role of Prince Sattam bin Abdulaziz University (PSAU) in enhancing the students' awareness about the concepts of democratic culture and human rights and the mechanisms for their application. The study used a descriptive method and a questionnaire, consisting of 36 items distributed on three dimensions, was designed and administered on a sample of 224 female students. The results of the study showed that the degree of PSAU's practice for its role in enhancing its students' awareness about the concepts of democratic culture and human rights is quite high degree. The results further showed that there were no statistically significant differences in the degree of the role of PSAU in enhancing the awareness among students about the concepts of democratic culture and human rights regarding the variable of specialization. However, differences in the variable of the academic level existed among the students of second, third and fourth years. The GPA variable showed differences in favor of an excellent, the study ended with the introduction of procedures whereby PSAU's role in enhancing its students' awareness about the concepts of democratic culture and human rights.

Key words: *Democratic culture; human rights; Prince Sattam bin Abdulaziz University; Saudi students*



1. Introduction

All international texts related to the protection of human rights are based on the concept of human dignity mentioned in the preamble to the Universal Declaration of Human Rights declared by the United Nations General Assembly on the 10th of December 1948. This declaration gives great recognition to the individuals' inherent dignity allowed for the drafting of the first and most famous human rights article ever which states that "All human beings are born free and equal in dignity and rights. They are endowed with mind and conscience, and they must treat each other in a spirit of brotherhood" (United Nations, 1948, Article 1).

Democracy is one of the universally recognized ideals and the United Nations' basic values, as the International Covenant on Economic, Social, and Cultural Rights issued in 1966 defends the international legitimacy of human rights with priority given to linking the education process with development as stated in the text of Article 13 (United Nations, 1966). Also, the International Covenant on Civil and Political Rights 1966 guarantees the creation of conditions to enable every person to enjoy their civil, political, economic, social, and cultural rights by the Universal Declaration of Human Rights (United Nations, 1966, Article 18). Further, the special recommendation emerged in 1974 (UNESCO, 1974) concerning education for international understanding, cooperation and peace, and education in the human rights field and fundamental freedoms.

In this context, democracy has emerged as a cross-cutting issue in the outcomes of United Nations conferences and summits since the 1990s and in the internationally agreed development goals that have emerged from them, including the Millennium Development Goals (MDGs) (United Nations Department of Economic and Social Affairs, 2010). The 1995 Declaration on Peace, Education, Human Rights and Democracy called for the education of the citizens upholding the principles of peace, human rights, and democracy as stated in the Universal Declaration of Human Rights (UNESCO, 1995). The World Summit of the United Nations General Assembly in September 2005 affirmed the commitment of states to support democracy, promote human rights and encourage the participation of all the groups in democratic processes (United Nations General Assembly, 2005).

To promote a culture of human rights and democracy in education, the United Nations General Assembly declared the World Program for Human Rights Education on December 10, 2004. The global program was built on a series of successive stages. The first stage (2005-2009) focused on human rights education in the primary and secondary educational systems (UNESCO, United Nations High Commissioner for Human Rights, 2006). The second stage of the program (2010-2014) emphasized human rights education in higher education and training programs in the field of human rights for teachers, educators, civilians, law enforcement officials, and the military (UNESCO, Office of the High Commissioner for Human Rights, 2012). The third stage (2015- 2019) aimed at strengthening the endeavors



made in previous years with a focus on training media professionals and journalists on matters related to human rights (Office of the High Commissioner for Human Rights, UNESCO, 2017).

The culture of human rights and democracy is one of the fields that the Kingdom of Saudi Arabia paid more attention to when the National Society for Human Rights was established in the Kingdom in 2004. Supporting the dissemination of human rights culture, the Ministry of Education and the Human Rights Commission in the Kingdom of Saudi Arabia signed a memorandum of cooperation to embody the means of cooperation between the two parties in building a strategy to spread the culture of human rights and its values in the educational community that highlights the Kingdom's efforts in education and human rights (Ministry of Education, Human Rights Commission, 2017).

Education is an essential element for the future of humanity. So, educational institutions must include the principles of democracy and human rights. It must be inculcated in the students that human rights and democracy are not merely knowledge but they must translate in the form of behaviors, skills, and values that contribute to creating a democratic citizen capable of effective participation in society. The role of PSAU in strengthening the culture of democracy and human rights is very crucial. By introducing the Universal Declaration of Human Rights and the relevant legal references, the students can be made conscious of the culture and concepts of democracy, justice, and human rights, and the possibility of learning the experiences of the advanced countries. Therefore, the human rights and democratic culture are promoted through a comprehensive approach, which includes the content of the curriculum, educational methods, and faculty members, in addition to the student activities that are practiced within the Educational Faculties.

2. Literature Review

Several survey-based studies in various cultural and national academic contexts have been conducted in line with the main objectives of the present study. For instance, Al-Qaraan and Al-Taweel (2011) identify the reality of human rights and the extent of the practice of these rights in Jordanian higher education institutions and the role of these institutions in disseminating them. The results of the study show that the extent of practicing human rights in higher education institutions is average, while their contribution in spreading the culture of human rights is quite low.

In connection with the above, the aim of the report issued by the UN Office of the High Commissioner for Human Rights and the International Institute for Democracy and Elections (2013) on Democracy and Human Rights, the role of the United Nations is to recognize the mutual interdependence between democracy and human rights. The link between democracy and human rights is reciprocal.



Abu Shari'a's study (2014), on the other hand, deals with establishing citizenship in the culture of democracy and demonstrating its effectiveness among citizens. It concludes that good citizenship has a major role in building the culture of democracy. Al-Saleem (2014) evaluates Jordanian university students for the role of a faculty member in providing them with a culture of democracy and global citizenship values. The results reveal that the level of a faculty member's role in providing Jordanian university students with a culture of democracy is average and the frequency of the teaching staff's role in developing the values of global citizenship is low.

Al-Hasani and Salman (2015) highlight the extent to which university contributes to raising awareness of social and cultural human rights among students and identify the challenges and obstacles that prevent the delivery of human social and cultural rights to students. The results show that the role of the university in raising awareness of social and cultural human rights among students is still below the required level, in addition to the obstacles related to the university environment, the most important of which is the human rights curriculum that needs to be developed. Al-Zakri (2016), on the other hand, aims at proposing a vision for teaching human rights and integrating information technology into its learning during university education. The study found that there is nothing to contradict human rights in these curricula. However, the degree of their availability or how they are received is not sufficient to build knowledge of rights.

Also, Al-Zuboon and Khalid (2017) proposed a strategy to develop a democratic culture among the student union members in public Jordanian universities. Senturk and Oyman (2018)^[19] aim at identifying the university students' orientations towards the concept of democracy and revealing its role in promoting political work. The study finds that the students define democracy as human rights and that democracy contributes positively to creating good citizens through their education.

Lastly, Murphy (2019) examines the manuals of geography textbooks taught at California University faculties which used geography textbook guides as an analytical method for human rights concepts. The study found that human rights issues are not covered and there is a clear insufficiency in discussion on human rights issues.

3. Material and Methods

3.1 The Sample of the Study

To achieve the aims of the study, the analytical descriptive method, and its procedures were used which include designing a questionnaire and using the Statistical Analysis. The population of the study was the community of students of the Education Faculties at PSAU from Al-Dilam, Al-Kharj, and Al-Aflaj campuses. The sample consisted of 224 students from

various specializations. Table 1 illustrates the distribution of the study samples in terms of their specialization, academic year, and cumulative rate.

Table 1. Distribution of the study samples in terms of specialization, academic year, and cumulative rate

Variables	Variable categories	Frequencies	Percentage
Specialization	Theoretical	147	64.4
	scientific	77	35.6
Academic year	First-year	14	5.7
	Second-year	80	32.8
	Third-year	68	27.9
	Fourth-year	62	25.4
Cumulative rate	Excellent	67	30
	Very good	102	45.5
	Less than good	55	24.5
Total		224	100.0

3.2 Research Tool

A questionnaire was administered as the main research tool. It was constructed and developed based on the previous studies, the theoretical framework of the study, and consultations with the experts. The respondents' answers to the questionnaire items were later classified according to a five-point Likert scale, wherein the responses were determined in line with their performance as follows: *very large degree* (5 points), *a large degree* (4 points), *a moderate degree* (3 points), *a low degree* (2 points), and *a very low degree* (1 point) (Allen & Seaman, 2007).

3.3 Validity and Reliability of the Research Tool

To ensure the validity of the main research tool, it was given to a number of faculty members as referees to verify the suitability of its items to the goals. Its reliability coefficient was further measured according to Cronbach's alpha method to ensure internal consistency in its final form. The value of the reliability coefficient reached (0.92) while it was 0.89, 0.87, and 0.85 for the first, second and third dimensions respectively. These ratios were high, indicating consistency in the research tool items.

3.4 Statistical Analysis

In order to address the research questions, descriptive and analytical statistical methods were employed, using SPSS and the following methods.

- Frequency and percentage (to describe the characteristics of the study samples)
- Arithmetic mean and standard deviation (SD)

4. Results and Discussion

4.1 Results Related to the First Research Question

- **What is the degree of practice of PSAU's role in promoting the concepts of democratic culture and human rights among students?**

Table 2 shows that the degree of practice of PSAU's role in enhancing its students' awareness of the democratic culture and human rights concepts is generally high as the overall average for the three dimensions is 3.85. The table reveals the extent of the dimensions' average convergence as a whole, as its score ranges from 3.53 to 4.03, and this result indicates the homogeneity of the sample answers. In terms of the mean score, the dimension of "curricula and academic courses" stands at the top with an average of 4.03. It means democratic culture and human rights concepts make an essential element of the educational process in the school curricula in line with its aims. This result is in agreement with the findings of Al-Hosni and Salman (2015) which shows that university curricula can contribute to achieving democracy and human rights for students through respect for self, others, and all the humanity, understanding different peoples and cultures and forming trends in the peace process and international understanding. Whereas "the faculty member" dimension falls second with an average of 3.90. It is the next role that follows the curriculum role in promoting the democratic culture and human rights concepts among female students. Giving the faculty member the opportunity for his/her students in dialogue, debate and positive criticism consolidates the positive trends towards the desired values that affirm democratic and participatory concepts. This result differs from what Al-Salim (2014) finds in his study. The findings show a low role of the faculty member in gaining democratic culture and global citizenship values among students. The dimension of "the students' activities" falls last with an average of 3.53, indicating that the students' activities in promoting the democratic culture and human rights concepts are the lowest. This finding also differs from Mu`laq (2014) who proves that there is a positive effect of students' activities on their attitudes towards democratic practices. The result on this dimension does not meet the high expectations of these programs designed to prepare students psychologically and educationally to acquire the concepts of democracy and human rights and their application which PSAU considers its main objective through the Students Affairs Deanship.

Table 2. The general arrangement of the study dimensions according to the arithmetic mean

Item no.	Dimensions	Arithmetic mean	SD	Arrangement t	Acceptance degree
2	Curricula and courses	4.03	0.61	1	High
1	A faculty member	3.90	0.46	2	High
3	Students' activities	3.53	0.39	3	Medium
	Overall average of the dimensions as a whole	3.85	0.38		High

4.1.1 The first dimension: The role of curricula and courses to enhance student awareness of the democratic culture and human rights concepts:

Table 3 shows that the averages range from 3.61 to 4.13. Item 13 is at the top with an average of 4.13 showing a high degree of application as the curricula offered by PSAU are consistent with its mission and goals that it seeks to achieve by relying on promoting the values of democracy, justice, and equality among students. However, this result differs from Ibrahim and Nasr's (2015) findings that educational programs in Arab countries such as Egypt are not interested in developing educational programs that entrench the democratic culture and human rights principles in curricula and academic subjects. The lowest two items were 21 and 22 with averages of 3.80 and 3.61 respectively. This can be attributed to the fact that there is a disconnection between the courses and the reality of the students' lives. Further, there is interest in the theoretical aspect of knowledge at the expense of its applied side in the curricula and courses.

Table 3. The arithmetic averages and SD of the items related to the curriculum and courses dimension in descending order

Item no.	Items	Arithmetic mean	SD	Arrangement	Acceptance degree
13	The values of democracy and social justice are entrenched among students	4.13	.740	1	High
14	Promote universal values of human rights, international understanding, tolerance, and non-violence	4.11	.720	2	High
15	It creates a space for dialogue and change	4.09	0.79	3	High
16	Emphasizes gender equality and equal opportunities for students	4.08	.910	4	High
17	It promotes respect and understanding for diversity, especially among different nationalities, races, religions, minorities, and societies	4.07	.850	5	High
18	It provides a special course on human rights and democracy	3.98	.810	6	High
19	Enrich human dignity and develop self-respect and fundamental freedoms	3.92	.970	7	High
20	Developing behaviors that lead to respect for the rights of others	3.85	1.01	8	High
21	It is related to issues of Society and its problems	3.80	1.09	9	High
22	Curricula and curricula include contemporary issues	3.61	0.99	10	Medium
	Courses and curricula	4.03	0.61		High



4.1.2 The second dimension: The role of the faculty member in enhancing the students' awareness of the democratic culture and human rights concepts.

Table 4 shows that the averages range from 3.83 to 4.04. Item 5 is at the top with an average of 4.04 showing a high degree of application. It may be attributed to faculty members' encouragement to their students to express and share their opinions to reach the truth and their belief in the students' awareness, and the awareness about their reality as to what is going on around them. Item 2, which is second in the list with an average of 3.84, reflects that a high degree of application of teaching human rights at the university is not limited to teaching knowledge and perceptions about human rights alone, but the faculty members also aim to encourage female students to raise issues and topics related to the democratic culture recognizing universal human values that are represented by freedom, dignity, equality, and justice. These values are consistent with respect for pluralism, diversity, and the right to be different. This result is consistent with the findings of Senturk and Oyman (2018) that spreading the culture of democracy and human rights is mainly based on educating citizens, strengthening their perceptions and awareness of their rights, guiding them to the means that lead to the recognition of these rights, and providing conditions that make them able to enjoy them. On the other hand, items 10 and 4 were found yielding the lowest averages of 3.85 and 3.83 respectively. This result can be attributed to the fact that the faculty members do not play their role in educating female students on human rights sufficiently. Informing female students of their rights is one of the most important principles governing the development of university education. The democracy of university education is based on it. This result is consistent with the findings of Ali (2016) who identifies the inadequacy of the role of PSAU in teaching and observing the human rights of students as well as the reluctance of those in charge of teaching at the university.

Table 4. The arithmetic averages and SD of the items related to the faculty member's role dimension, arranged in descending order

Item no.	Items	Arithmetic mean	SD	Arrangement	Acceptance degree
5	Students are allowed to express their opinions	4.04	0.89	1	High
2	Students are encouraged to raise issues and topics in pursuit of imparting students to the culture of democracy	4.03	0.90	2	High
1	Students are urged to respect the rule of law	4.02	0.91	3	High
3	Apply regulations and instructions to students without discrimination	4.00	0.97	4	High
7	Students encourage pluralism and acceptance of the other	3.99	0.84	5	High
8	Clarifies students' responsibility towards the nation's interests	3.97	0.13	6	High
12	It enhances students' knowledge of basic human rights	3.95	0.85	7	High
6	It realizes the principle of equal opportunities for equality among students	3.93	0.11	8	High
9	Clarifies students' responsibilities towards any violation in the field of human rights.	3.90	0.94	9	High
11	Establishes the principles of freedom, equality, and justice	3.88	0.18	10	High
10	Students acquire skills in resolving disputes in the right way	3.85	0.91	11	High
4	Students acquire the concept of the right to human rights charters	3.83	0.97	12	High
A faculty member		3.90	0.46		High

4.1.3 The third dimension: The role of student activities in enhancing students' awareness of the concepts of democratic culture and human rights.

Table 5 shows that the averages range from 2.81 to 4.34. Item 23 topped with an average of 4.34. It indicates that its degree of application is high because student activities are effective in developing social and moral relationships. The values inculcated through scientific expertise are inherent in group activities such as camps, theater representations, trips, field visits, local environmental service programs, and volunteer work. Student activities provide wide opportunities for relationship development and closer ties among students imbuing in them a culture of democracy, human rights, values of freedom, equality, justice, and global citizenship. This result is consistent with the findings of Abu Sharia (2014) who recommends that governments seek to spread the culture of democratic life and human rights through



student activities to achieve intellectual communication and cohesion in society and build citizenship free, active, and promoting national unity.

Item 24, which is second in the list with an average of 4.16, indicates the importance of the role of activities as one of the components through which university is keen to achieve balanced education and emphasizes the need to work with the local community by paying attention to religious and national events and occasions to educate its students about their various issues. It also encourages them to implement scientific research related to democracy and human rights. This result differs from Al-Hasani and Salman's (2015) findings that PSAU's role in raising awareness of human social and cultural rights among students is below the required level. They also highlighted the lack of cooperation between PSAU and civil society organizations. It is, however, consistent with Murphy's (2019) study which recommended that human rights increase students' awareness of their rights and allow them to discuss issues not presented in their curricula, and achieve a democratic environment.

Item 35, with an average of 2.87, falls towards the bottom of the list because PSAU focuses on educating its students about educational and academic issues such as choosing a specialization, passing the tests, etc. PSAU rarely holds seminars on the culture of democracy and human rights to introduce them to international conventions, charters, and treaties for the protection of human rights. This result is consistent with the study of Al-Qaraan and Al-Taweel (2012) which made it clear that the contribution to spreading a culture of human rights in higher education institutions is medium and does not rise to the standard.

Item 36, showing the lowest mean of 2.61, indicates PSAU's lack of interest in arranging field trips for students to associations and organizations interested in protecting human rights, and its limitation regarding individual visits and participation for students interested in global issues. This result is consistent with Al-Hasani and Salman (2015) who emphasize the lack of cooperation between PSAU and civil society organizations specialized in human rights.

Table 5. The arithmetic averages and SD of the items related to the dimension of student activities, arranged in descending order

Item no.	Items	Arithmetic mean	SD	Arrangement	Acceptance degree
23	Promotes the concepts of democracy and human rights (such as freedom, equality, and justice)	4.34	0.78	1	High
24	Societal events are used to introduce democracy and human rights	4.16	0.99	2	High
25	The participation opportunities for students without discrimination shall be taken into consideration	3.97	0.99	3	High
26	It provides opportunities for community institutions to participate in it	3.63	0.16	4	Medium
27	Promotes the value of rejecting violence and discrimination in all its forms	3.51	0.32	5	Medium
28	It is characterized by diversity, with the participation of the largest possible number of students	3.51	0.31	6	Medium
29	Increase students' awareness of social, political, and economic issues	3.34	0.24	7	Medium
30	Billboards are used to educate students about current events	3.32	0.46	8	medium
31	Provides students with sufficient information about their social reality	3.25	0.37	9	Medium
32	It develops students' ability to have freedom of opinion and accept the opinions of others	3.10	0.25	10	Medium
33	Educating students about democratic culture and human rights and how to practice them	3.07	0.59	11	Medium
34	Enable students to preserve the nation's gains and capabilities	2.99	0.63	12	Medium
35	It includes cultural seminars where democracy and human rights are invited	2.87	0.71	13	Medium
36	Organizing field visits for students to the national society for human rights	2.81	0.95	14	Medium
Students' activities		3.53	0.39		Medium

4.2 Results Related to the Second Research Question

- **Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the sample's estimates due to the variables (specialization, academic year, and cumulative rate)?**

Table 6 shows variation in the arithmetic averages and standard deviations of the role of PSAU in enhancing the students' awareness of the democratic culture and human rights concepts due to the different categories of the above variable. Triple analysis of variance was

used to explain the significance of statistical differences between the arithmetic averages as given in Table 7.

Table 6. Arithmetic averages and SD of PSAU's role in enhancing student awareness of the democratic culture and human rights concepts according to variables of specialization, academic year, and cumulative rate

Variables	Variable categories	No.	Arithmetic averages	SD
Specialization	Theoretical	147	3.89	0.79
	Scientific	77	4.01	0.61
	First-year	14	3.67	0.64
Academic year	Second-year	80	4.09	0.65
	Third-year	68	4.08	0.64
	Fourth-year	62	4.10	0.68
	Excellent	67	4.10	0.57
Cumulative rate	Very good	102	3.89	0.76
	Less than good	55	3.83	0.72

The results of the triple analysis presented in Table 7 indicate the following:

The calculated value F is 1.03, which is not statistically significant at the level of significance 0.05, where the value of the significance level was $0.310 > 0.05$. It means that there are no differences between the views of PSAU students in the degree of PSAU's role to enhance their awareness of the democratic culture and human rights concepts on the variable of specialization (theoretical & scientific). When democratic culture prevails in university and society, its positive effects are reflected on female students, and for this F value is not statistically significant. This study's results differ regarding the significance of differences in the university's promotion of democratic culture and human rights concepts among female students with that of Ali (2016) which clarifies that PSAU for Theoretical Faculties as a whole does not take into account the goals of developing human rights culture among students.

Statistically significant differences ($\alpha \leq 0.05$) are found in the degree of PSAU's role in developing student awareness of the democratic culture and human rights concepts regarding the variable of the academic year. In this regard, the calculated value of F was 14.17. To show the statistically significant double differences between the arithmetic means, the dimensional comparisons were made using Chiffé's method as shown in Table 8.

There are statistically significant differences ($\alpha \leq 0.05$) in the degree of PSAU's role in developing student awareness of the democratic culture and human rights concepts. It is likely due to the effect of the cumulative rate (i.e., excellent, very good, good, or less) where the F value was 15.28 and with a statistical significance of 0.000. To show the statistically significant double differences between the arithmetic means, the dimensional comparisons were used through Chiffé's method as shown in Table 9.

Table 7. Triple disparity analysis of the impact of specialization, academic year, and cumulative rate on the role of PSAU in developing the students' awareness of the democratic culture and human rights concepts

Source of variance	Sum of squares	Freedom degrees	Average of squares	F value	Statistical significance
Specialization	0.404	1	0.40	1.03	0.310
Academic year	18.876	3	5.96	14.17	0.000
Cumulative rate	13.192	2	5.65	15.28	0.000
The error	119.833	318	.390		
Total	135.387	324			

* The differences are statistically significant at the level of significance ($\alpha \leq 0.05$).

Table 8 shows that there are statistically significant differences in the degree of PSAU's role in enhancing the students' awareness of the democracy and human rights concepts between the first, second, third, and fourth years. The higher the academic year, the more the student becomes aware of PSAU's role in developing democratic culture and human rights concepts. The female students in the second, third, and fourth years have good mental capabilities that allow them to have dialogue and discussion with a faculty member on many contemporary intellectual and social issues, and this result is consistent with the study of Al-Quraan & Al-Tawil (2011), and with the recommendation of Al-Zakri (2016) in individualizing an independent course for teaching human rights at the undergraduate level in institutions of higher education.

Table 8. Dimensional comparisons of Chiffe's method for the impact of the academic year on the role of PSAU in enhancing the students' awareness of the democratic culture and human rights concepts

Academic year	Arithmetic mean	First-year	Second-year	Third-year	Fourth-year
First-year	3.67				
Second-year	4.09	.46*			
Third-year	4.08	.41*	.05		
Fourth-year	4.10	.48*	.02	.07	

*The differences are statistically significant at the level of significance whereby ($\alpha \leq 0.05$).

It is noticeable from the results of Chiffe's method that there are statistically significant differences in the degree of PSAU's role in enhancing the awareness of its students in the democracy and human rights culture concepts. It falls between the average of excellent, good and low. They are constantly aware of the school curricula, know their content, and realize the extent to which they promote the democratic and human rights culture concepts. This study conforms to the findings of Al-Quraan, Al-Tawil (2011) who showed that there is a relationship between the human rights practice in higher education institutions and their contribution to spreading a culture of human rights.

Table 9. Dimensional Comparisons using Chiffe's method of the cumulative rate effect on the role of PSAU in enhancing the students' awareness of the democratic culture and human rights concepts

Cumulative rate	Arithmetic mean	Excellent	Very good	Less than good
Excellent	4.10			
Very good	3.89	.18		
Less than good	3.83	.35*	.17	

* The differences are statistically significant at the level of significance ($\alpha \leq 0.05$).

4.3 Results Related to the third Research Question

- **How can the role of PSAU be activated in enhancing the students' awareness of the democratic and human rights concepts?**

Based on the results of the study, mechanisms are provided to advance the role of PSAU in enhancing the students' awareness of the concepts of democratic culture and human rights which include activating the components of the realization of democratic culture and human rights within the university. The most important of them are curricula and academic courses and the appointment of a member of the teaching staff to oversee the student activities.

First, developing mechanisms to relate the role of curricula with academic courses can contribute to enhancing the students' awareness of the democratic culture and human rights concepts in different ways. Curricula and academic courses should be provided with an independent course in democratic culture and human rights at all PSAU faculties. The content of these courses should be capable of inculcating human values and principles in students that promote justice, freedom, equality, democracy and human rights. The curriculum should include concepts of security, dialogue, rights, duties, peace and respect for others. Further, achieving integration between the cognitive and emotional aspects of the students' skills concerning democracy and human rights will help to form a holistic view of the contemporary and emerging human rights, peace, and intercultural dialogue issues.

Second, the role of faculty members is important in enhancing students' awareness of the democratic culture and human rights concepts. They can engage the students by direct them to read books related to universal human rights and openness to other cultures. They can further contribute by enhancing female students' confidence in the faculty members; organizing cultural seminars and conferences related to developing awareness of the democratic culture and human rights; providing tacit experiences in teaching performance and diversify the teaching methods to include dialogue and discussion, brainstorming, self-learning, and problem-solving.

Third, mechanisms related to the role of student activities should be developed to enhance student's awareness of the democratic culture concepts and human rights. The procedures



include providing books and methodological guides on the references related to democracy and human rights in international and regional conventions and agreements; aiming at diversifying student participation in sports, cultural, artistic, religious, and social activities; arranging field visits of the female students to the National Society for Human Rights in the Kingdom to get acquainted with its goals, vision, mission and specializations and holding workshops to help female students achieve their growth and creativity to enable them to achieve good citizenship and distance from intellectual fanaticism.

5. Conclusion

The study aimed to identify the practice degree of PSAU of its Role in enhancing the democratic culture concepts and human rights for its female students, and develop mechanisms to activate them. The results showed that the degree of the practice of PSAU's role in enhancing the awareness of its female students with the democratic culture concepts and human rights came to a high degree in terms of the role of each: curricula and courses, faculty members, the students' activities. The study recommends including democratic concepts and human rights in curricula for all university majors and coordination between PSAU and the national society of human rights to organize a number of events and activities to increase the awareness of students with these concepts and mechanisms of its achievements.

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