

The Role of The Jordanian Senate in The Educational Policy-Making Process during The Period 2000-2020

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Abstract

The study aimed to measure the role of the Jordanian Senate in the educational policy-making process during the period (2000-2020). The study population consisted of the members of the Jordanian House of Senate, number twenty –seven. The study sample consisted of (65) members of the Jordanian Senate. (65) questionnaires were distributed. The statistical package (SPSS) program was used to analyze the study data.

The study reached the results that the economic role of the Senate had a medium degree of importance, with an arithmetic mean of (3.61), and that the social role of the Senate had a high degree of importance, with an arithmetic mean of (3.74), and that there are no significant differences in the economic and social roles of the Senate in Jordan due to (the educational qualification and the number being selected as a Senate) variables. **Results showed also that** the Senate contributed to the qualification and development of the teacher in terms of career progression, and to directing the educational process to develop and improve the personality of the Jordanian citizen. The study recommended improving attention to educational policies that contribute to the labour market, contributing to building Jordan's external role, achieving economic development, building economic personality, and increasing the interest in emphasizing the concept of comprehensive experience (professional and technological expertise).

Keywords: educational policies making, the Jordanian Senate, Jordan.

دور مجلس الأعيان الأردني في عملية صنع السياسة التربوية خلال الفترة (2000-2020)

الملخص

هدفت الدراسة إلى قياس دور مجلس الأعيان الأردني في عملية صنع السياسة التربوية خلال الفترة (2000-2020). تكون مجتمع الدراسة من أعضاء مجلس الأعيان الأردني (رقم 27)، وبلغ حجم مجتمع الدراسة (65) فرداً. تم توزيع (65) استبانة وتم استخدام برنامج (SPSS) الحزمة الإحصائية لتحليل بيانات الدراسة.

توصلت الدراسة إلى أن الدور الاقتصادي لمجلس الأعيان كان بدرجة متوسطة من الأهمية وبمتوسط حسابي (3.61)، وأن الدور الاجتماعي لمجلس الأعيان كان بدرجة عالية من الأهمية وبمتوسط حسابي (3.74)، وأنه لا توجد فروق ذات دلالة إحصائية في الأدوار الاقتصادية والاجتماعية لمجلس الأعيان في الأردن تعزى لمتغيري (المؤهل العلمي والعدد الذي يتم اختياره به لعضوية مجلس الأعيان). أظهرت الدراسة ايضاً

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أن مجلس الأعيان ساهم في تأهيل المعلم وتطويره من حيث التدرج الوظيفي، وتوجيه العملية التعليمية لتنمية شخصية المواطن الأردني وتحسينها. وخلصت الدراسة إلى مجموعة من التوصيات أبرزها: تحسين الاهتمام بالسياسات التربوية التي تساهم في سوق العمل، والمساهمة في بناء دور الأردن الخارجي، وتحقيق التنمية الاقتصادية وبناء الشخصية الاقتصادية، وزيادة الاهتمام بالتأكيد على مفهوم التجربة الشاملة والخبرة المهنية والتكنولوجية.

الكلمات المفتاحية: صنع السياسات التربوية، مجلس الأعيان الأردني، الأردن.

Introduction

The educational policy provides the official positions taken by responsible authorities on issues involving the educational system. Within the societal political, economic, social, and cultural framework, it defines priorities for education. It uses extensive educational strategies to address important educational issues and directs the educational strategy, which forms the basis for the creation of programs (Luke, 2018).

According to Arthur, Kristjánsson, Harrison, Sanderse, and Wright (2016), one of the most important effects of educational policy is that it directs the educational process toward developing the personality of the citizen in terms of their ability to analyze, critique, spark creativity, and engage in productive conversation. In light of this, it is crucial to bear in mind that every society's educational policy must be directed, built in light of the objectives, and connected with other policies. It must also be mobile and flexible, applicable, and directed. Its execution's components must be readily available, have a social component, stand out for being thorough and economically viable, clear, and promoted.

The topic of educational policy received little attention from researchers in the Arab world. However, when the severity of the problems and the level of the impediments increased, they began to make improvements. Aiming to develop these policies in their institutions so that they are founded on essential components like connecting their plans to the needs of society and collaborating with the private sector, integrating the efforts of educational institutions, and developing the necessary financial resources, educators have drafted public policies in light of the significance of educational institutions' policies and their connection to development plans and the needs of society (Piazza, 2017).

The Hashemite Kingdom of Jordan's official forces control the process by which ministerial institutions translate orders from the highest leadership (the head of state) or books assigning governments to policies, programs, and laws before referring them to the Jordanian Parliament's two chambers (the Senate and the House of Representatives) for approval in the

form of enforceable legislation (Patai, 2015). Governments frequently make significant changes to educational policy outside the legislative institution, despite the fact that the legislative authority, which is made up of the Senate and the House of Representatives, is a component of the official powers that set educational policy.

Legislative resistance is frequently overcome by government legislation passing through Parliament, which may be the cause of certain efforts' failure and unforeseen consequences (Bani Salameh, Aanzah, 2015).

In addition to performing its oversight role over the executive branch through inquiries, interrogations, and follow-up, the Jordanian Parliament, which is made up of the Senate and the House of Representatives, contributes to the formulation of educational policy through the legislation and laws it enacts, the public discussions it holds, and the educational committees. Government research institutions support the development of educational policies by conducting educational studies and research. Examples of informal forces include faculty clubs in public or higher education, labor unions, federations, student unions and parties, interest groups and financial organizations, and outside influences.

The House of Representatives participates actively in the creation of laws. It starts by receiving draft laws and occasionally temporary laws from the government and presenting them to House members. After that, the House decides whether to discuss, respond to, or send the laws to committees for further study with the help of academic and legal experts. The bill is then forwarded to the Senate, where it follows the same process as in the House of Representatives, before being reintroduced to the House of Representatives. The document is legally binding after both parties have signed it (The Senate of Jordan, 2021).

The Jordanian Parliament, particularly the Senate, has come under intense scrutiny for its decisions regarding general public policy and, specifically, educational policy. This is a special circumstance that necessitates an unbiased assessment of the Senate's involvement. The goal of this study is to clarify, via analysis, the role played by the Jordanian Senate in the development of educational policy in Jordan from 2000 to the present (2020 AD).

The Problem Statement

Political institutions like the Jordanian Senate are under increasing scrutiny for their role in forming educational policies because of the inextricable link between these plans and

national development plans, as well as the recognition of educational policies as a potent tool for inclusive development and societal transformation. The cornerstone of educational policies is legislation and legal frameworks, and through its legislative and supervisory roles, the Jordanian Senate is integral to the creation, modification, and supervision of these frameworks. This covers taking part in committee work, holding open forums and investigations, assessing the effectiveness of the government, and forming investigation committees.

Inspired by this fact and the Senate's constitutional mandate to support national development, this study looks into the role of the Jordanian Senate in making policies for education from 2000 to 2020 AD. The study will specifically look into:

- How the Jordanian Senate participated in the different phases of formulating educational policies. This entails pinpointing the precise instruments and systems that the Senate used to impact the creation, application, and assessment of policy.
- How much the Senate's participation in educational policy-making demonstrates its dedication and involvement to promote inclusive growth in Jordan.
- What are the main determinants of whether the Senate can effectively influence the formulation of educational policy? Examining internal elements like the Senate's educational qualifications and number of times each being selected as a member.

This study aims to provide a thorough and nuanced understanding of the Jordanian Senate's role in making educational policy in Jordan for inclusive development by examining these issues. Policymakers, educators, and researchers who wish to improve the efficacy and inclusivity of educational policies in Jordan and elsewhere will find great value in the findings.

The Study Questions

The study aimed to analyze the role of the Jordanian Senate in educational policy-making process during the period (2000-2020 AD) by answering the following questions:

1. What is the economic role of the Senate in Jordan in the educational policy-making process during the period (2000-2020 AD)?
2. What is the social role of the Senate in Jordan in the educational policy-making process during the period (2000-2020 AD)?

3. Are there significant differences at ($\alpha \leq 0.05$) in the economic role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member)?
4. Are there significant differences at ($\alpha \leq 0.05$) in the social role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member)?

The Study Importance

The significance of this study stems from the fact that, to the best of the researcher's knowledge, it is the first in its field, as nothing in the theoretical literature refers to an investigation on educational policies or legislative action that specifically dealt with the involvement of the Jordanian Senate in educational policy-making, or examined and matched this role to the effects of such policies on the ground, since the emergence of parliamentary systems.

As a consequence, it is anticipated that this study will be the first of its kind in this sector, opening the door for other large-scale studies to fill a research need in this area, as it will be examining a key official institution that impacts political choices, including educational policy.

This study is anticipated to result in a scientific paper from which the following parties will benefit:

1. The legislative institution, due to the fact that this study will evaluate the Senate's role in formulating educational policies, will contribute to the development of Senate and parliamentary work aimed at formulating and discussing educational policies, as well as verifying, evaluating, and tracking their effects on the ground.
2. The Ministry of Education and the Ministry of Higher Education, by applying the Senate's educational legislation and employing the study results, which will contribute to the growth of educational work.
3. Academics and researchers, since this is the first study of its kind, it will serve as a research reference, allowing researchers to approach the topic from new and complementary angles.

4. Students, as this study could potentially benefit them by providing them with an insight into policy-making processes, enhancing their participation and enabling them to actively participate in determining their own education and the direction of their nation's educational system.
5. Jordanian society, this study helps the Hashemite Kingdom of Jordan's society by encouraging openness, responsibility, and thoughtful selection of educational policies. The study promotes transparency and makes sure that society is aware of how policies are created by thoroughly examining the Senate's role in policy formulation. By highlighting the positive and negative aspects of the policy-making process, it improves accountability by empowering stakeholders to address issues and build on gains. Additionally, it encourages informed decision-making and active participation in educational discussions, which ultimately helps Jordan's education system advance and become better overall.

Theoretical benefits:

- Improved comprehension of legislative involvement in educational policy: The research advances theoretical knowledge of how legislative bodies, such as the Jordanian Senate, impact the formulation of educational policies. Additional study on the legislative-executive relationship and the function of institutions in the governance of education can benefit from this.
- Creation of a theoretical framework for assessing the extent, kind, and efficacy of legislative influence on educational policy: the study can aid in the creation of this theoretical framework. This framework is a useful tool for scholars and policymakers because it can be applied to different legislative bodies and contexts.
- New perspectives on inclusive development: The study looks at the connection between inclusive development as a goal and the Senate's role in determining educational policy. This may help to advance our understanding of the more complex ways that educational policies may be developed and put into practice.

Practical benefits:

- Better policymaking: The study can help stakeholders and policymakers create more inclusive and successful educational policies by shedding light on the Senate's role in the process. Better educational outcomes for all Jordanian people may result from this.
- Enhanced advocacy: By using the study, educators, civil society organizations, and other interested parties will be better equipped to push for educational policies that are consistent with their objectives and values. This may help create an educational system that is more responsive and engaged.

Definition of Terms

Parliament of Jordan

It is the legislative body with the power to draft and enact laws on behalf of the Jordanian people. It is in charge of making laws, providing oversight, and making decisions on a variety of issues that have an impact on the whole country. It is the highest representative institution in the political system of the nation (Abu-Shanab, Al-Dalou' & Talafha, 2018). The Jordanian Parliament was established in 1952 as the national parliament of Jordan. This council, which represents the legislative authority of the nation, comprises of the Senate and House of Representatives. Members of the Senate are appointed by the king directly, whilst members of the House of Representatives are chosen by the people. Both houses have membership terms of four years (Abu-Shanab, Al-Dalou', Talafha, 2018). The legislative position of the Jordanian parliament entails formulating draft laws and endorsing draft laws received from the executive authority, where the Parliament of Jordan's authority is limited to the ability to accept, reject, or modify projects; and the supervisory position entails overseeing the executive authority's activities in terms of carrying out the constitutionally granted powers. The Prime Minister and ministers of Jordan are responsible to the Jordanian Parliament for the country's general policy, and the Jordanian Parliament has the constitutional power to examine the constitutionality of current laws and regulations. The Jordanian Parliament also has financial duties, including approving the draft national budget bill and monitoring taxes and concession contracts (Lucas, 2012).

The Jordanian Senate

The term refers to the Jordanian Parliament's upper chamber, which represents the nation's various interests. It functions as a body tasked with reviewing proposed legislation from the lower house (House of Representatives), offering suggestions, and taking part in the legislative process. The House of Senate serves as a forum for discussion and the development of an agreement while ensuring balanced representation (McKenzie, 2019). It is a component of the legislative authority (Senate and Representatives), which is the highest legislative body in Jordan, and it is one of the three principal functions specified in Chapter Three of the constitution. The Senate, including the president, is comprised of no more than half the number of Representatives, and its members are nominated directly by His Majesty the King in accordance with the constitution's requirements. The period of Senate membership is four years, and the King may reappoint those whose terms have ended. According to the articles of the Constitution and Senate rules, the Senate has two primary functions: the legislative role and the oversight function (The Jordanian Constitution, 1986).

In addition to responding to the speech of the Supreme Throne and plenary sessions, discussing ministerial statements and the general budget, posing questions, submitting suggestions, interrogations, and asking discussion, complaints and petitions, Senate investigation committees, memoranda, and field visits, the Senate and the Education Committee study all laws, matters, and proposals pertaining to education and higher education (Vatikiotis, 2017).

Educational Policy-Making Process

A government-established and implemented educational policy with many phases from genesis to end. These phases consist of agenda development, formulation, adoption, implementation, evaluation, and conclusion. It is also defined as the political and administrative practices and procedures carried out by formal (higher political leadership, government, and parliament) and informal (parties, trade unions, student unions, interest groups, financing, and external forces) institutions, as well as the laws, regulations, and directives issued by them pertaining to education, as well as the amendments and changes that occur on them within the institutional frameworks of the state (Gerston, 2014).

The Study Delimitations

The following are the delimitations of the study:

- Human limits: this study will be restricted to only accessible members of the Jordanian Senate who specialized in education committees and who held leadership positions related to education and the formulation of educational policies.
- Time limits: the study only addresses the educational policies by the members of the Jordanian Senate from 2000 until 2020.
- Limited access to data: due to the classified nature of the research data, the researcher's accessibility to major documents was limited to the only available and accessible documents published to the public by the Senate House, or those delivered to the researcher directly through direct contact with the Senate members either directly or through the study tools.
- Lack of previous research on the topic. To the best of the researcher's knowledge, there are no research papers on the same subject except for what was mentioned in this research.

Literature Review

As appeared in educational literature in the Western world in general, and the United States in particular, educational policies have gained global attention, which has acquired the largest share of educational studies and research. However, Arabic studies related to educational policy were few and perhaps the same at times, and there is no study - as indicated elsewhere - that has dealt (in particular) with the role of the Jordanian Senate in making educational policies. In this section, the researcher presents the related previous studies, Foreign and Arabic, related to the subject of the current study. The studies were arranged according to their chronology, from the oldest to the newest, as follows:

A- Arabic Studies

Al-Emian (2004) conducted a study aimed at identifying the educational policy for vocational education and its reality in the Ministry of Education, through official documents and the viewpoint of teachers and students of vocational education and building a model for developing a vocational education strategy in accordance with the educational policy. The researcher followed documents related to government laws and regulations since the year (1921) and up to (2003). The researcher also conducted a field research using two questionnaires. After analysing the information he obtained, the researcher reached a proposed

strategic model for developing a vocational education strategy in the Ministry of Education was utilised.

In a study conducted by (Al-Soud, 2008) that aimed to analyse the role of the Jordanian parliament in making educational policy during the period (1989-2007) in the field of general education, the researcher adopted the content analysis methodology, using an estimate of the specific weights, the relative importance of the various elements of the educational policy, and the comparison was made during the sub-study periods. The study concluded that: the impact of political, economic, and social changes in determining the nature of educational policies was clear; the study defined paths of the educational system, noting the most prominent impact of political changes in this field; the clarity of compatibility between educational parliamentary discourse with educational trends that were mentioned in speeches of The Throne was clear; the educational approach to presenting initiatives by issuing educational legislations in accordance with the constitutional characterization of the role of the parliament was evident. Also the study revealed that the speech of the Throne was limited to providing general visions without proposing strategies, and, finally, that the gap between the theory and the application of educational policies is clear.

Al-Bakheit's (2011) study aimed at investigating the impact of political factors on educational planning and policy making in the state of Gezira in Sudan, due to the direct impact of these factors on educational planning, in various ways, and in various aspects. To reach this, the researcher used the descriptive approach. The study asked a set of questions, and to answer them the researcher designed a questionnaire containing six axes. The researcher conducted all the scientific methods that make it a valid tool for field application. After its arbitration by a group of educational experts, it was distributed to a random sample consisting of (92) managers and directors who represented the original study community in the state of the island. In addition to the questionnaire, the researcher designed an interview form that contained six questions, through which an intentional sample of (35) individuals were representing the administrative and technical staff in the seven Wilaya localities. The results of the study indicated that there is a direct impact of political factors on educational planning in the state of Gezira in Sudan, and that political and social globalization affects educational planning and policy making in Sudan, and that the state's open admission policies blamed the public effort on financing education.

Al- Kayed's study (2017) explained the role of the Senate in terms of composition and terms of reference, in the light of the provisions of the Jordanian constitution issued in 1952, and the amendments that occurred to it to this day. The study justified the introduction of the two-chamber system in Jordan, and the scrutiny, analysis and criticism of the provisions of the Jordanian constitution. The results showed that, despite the positivity of many of the constitutional texts mentioned in the Jordanian constitution, the constitutional legislator did not get right in the provisions pertaining to the formation of the parliament and in granting the appointed Senate many of the legislative powers that made it the upper hand in the legislative process in Jordan. Therefore, the study stated that the constitution still needs substantial amendments to limit these broad powers in the formation and legislative jurisdiction of the Senate at the expense of the elected parliament. The study ended with results and recommendations that are modest attempts to solve this problem.

B- Foreign Related Studies

Kahne (1993) conducted an evaluation study in Stanford University of the status of various social theories and their secrets in the formulation of educational policy. The study aimed to evaluate educational policy as a system by focusing on specific issues such as form and content, and discussing educational policy according to basic principles, where the results showed a relationship between the school or the faculty and that the continuation of educational policy discussions and their containment of various social theories helps in evaluating flexible models for educational policy to respond to changes and pressures, as well as in selecting the desired philosophy and policy that is consistent with change.

(Kirby, Laris & Rolleri, 2005) conducted a study on the development of the broad outlines in the educational policies in schools regarding AIDS in the United States, especially after the expulsion of a number of students with the disease in schools. The case was referred to the judiciary that ordered the return of students to their schools. The study aimed to outline the education policy in schools for dealing with this issue, as (57) articles were studied on the topic. The general outlines of the educational policy related to health education were drawn, as well the role of school doctors and nurses, parents, car drivers, dependants, administrators and popular health agencies for cooperation and participation in awareness, guidance and follow-up to reduce the impact and spread of disease among students.

The study of Nieto (2005) aimed to shed light on the state of education and its future in the United States of America in the twentieth century and beyond. The researcher indicated that improving education needs to make changes in the demographic situation (population) and public schools, and these changes include: ethnic and social changes that help shape education to make it available to all ethnic groups, because that will determine how the future of the country will be. The researcher presented a set of aspirations and obstacles facing public education from kindergarten to twelfth grade, focusing on the impact of ethnic difference, social level, and language on the quality of education. The study concluded that the student composition (society) must be changed to make greater use of the educational opportunities available in public schools, and the democratization of education should be applied in line with the prevailing differences between students in terms of ethnic, social, cultural, language, and economic levels, in order to achieve justice in education.

A study issued by the European Union (Wikipedia, 2007) aimed to clarify the most important educational policies and initiatives related to them in the countries of the European Union, as these countries developed a ten-year plan (2000-2010) to improve the educational level in the member states of the Union known as the (Erasmus Program). This plan includes stressing the importance of education in achieving social and economic goals, as those countries began to work together to achieve thirteen specific goals in the field of education, through the implementation of successful policies and exemplary activities. Twenty seven countries entered this program to achieve the basic goal in what was described as a "general challenge", which is to make the European Union countries the highest in the level of education, by setting a set of goals in 2003, which are: the number of those who leave school before completing their school education does not exceed (10%) of the students, that (85%) who reach the age of (22 years) should complete the secondary education, the participation rate for the age group (25-64) in what is known as continuing education, "completion of education, training in certain skills while working" is not less than (12.5%). This program is within the European Union countries and extended to include countries outside the European Union such as the republic independent of the Soviet Union, the countries of the Mediterranean basin, the Balkan Republics, and Costa Rica.

The Study Methodology

The study aimed to measure the role of the Jordanian House of Senate in making educational policies in the period (2000-2020). To achieve this goal, the researcher used the descriptive approach, which is considered the most appropriate for this type of study because, in light of the previous, similar literature such as (Mills and Gay, 2016) and as per the descriptions in the books of the scientific research, it works to measure the reality of the role of the Jordanian Senate in making educational policies during the study period and is the most appropriate for collecting data and answering the study questions.

The Study Population

The study population consisted of the members of the Jordanian Senate number (twenty-seven). The size of the study population was (65).

Data Collection Tools

The study tool (questionnaire) was designed for the purpose of this study with reference to previous studies related to the topic, and some items were modified and deleted to suit the nature of this study.

The questionnaire:

For the questionnaire, a five-point Likert scale was used with grades being determined from (1, 2, 3, 4, 5), where the grades represent the following answers, respectively: Strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire consisted of two parts and was as follows:

- The first part: included the demographic (personal) variables of the study community, which were (educational qualification, and the number of times selected as a member of the Senate), in order to describe the characteristics of the study sample.
- The second part: is related to measuring the role of the Jordanian Senate in making educational policies in the period 2000-2020. Two main dimensions were used with: the economic role which comprises of 10 items, and the social role which comprises of 12 items. They were measured through (22) items, divided as follows:

Table 1: Questionnaire: The role of the Jordanian Senate in making educational policies

The role of the Jordanian Senate in making educational policies	Economic role	Social role
The number of items	10	12

The questionnaire validity

Content Validity is used by the researcher to determine the validity of the questionnaire through arbitration of their items by a group of specialists and experts from university professors. Seven skilled and very qualified professors from the University of Jordan, who are specialized in educational leadership served on the questionnaire arbitration committee. Their academic positions were (university professor, associate professor, and assistant professor). Their opinions and concepts revolved around the questionnaire items, and dealt with the research variables and dimensions. The required adjustments have been made, the items' suitability for the study objectives and linguistic integrity were validated, and, therefore, the questionnaire's items were reformulated to achieve their final form.

The questionnaire reliability

As shown in table 3, the value of Cronbach's Alpha Coefficient was determined to highlight the degree of the internal consistency of the tools' items, as well as to reflect how well the items were designed, and the strength of their cohesion. The economic role had an alpha value of (0.899), whereas the social role had an alpha value of (0.839). As alpha is equal to or greater than (0.60) acceptable in previous studies, this indicates that the value of alpha has exceeded the minimum acceptable ratio for statistical analysis. Table (3) shows the values of Cronbach's Alpha for each dimension in the questionnaire.

Table 2: The Values of Internal Consistency Coefficients for Dimensions of the Questionnaire

No.	Dimension	The number of items	Cronbach's Alpha
1	The economic role of the Senate	10	0.899
2	The social role of the Senate	12	0.839
	Total	22	0.919

It is clear from Table (3) that the value of the Cronbach alpha coefficient was (0.899) for the economic role of the Senate in Jordan, and the value of the Cronbach alpha coefficient was (0.839) for the social role of the Senate in Jordan and a total value of (0.919) with a total number of items (22) which is a high value.

The Study Procedures

The researcher took the following steps to achieve the objectives of this study:

- The researcher revised the theoretical background and the previous studies relevant to the subject of the study.
- The researcher prepared and verified the validity and reliability factors of the questionnaire, and finalized the study tool.
- The researcher obtained a formal letter from the educational sciences faculty to the Senate House of Jordan to facilitate obtaining information about the study population.
- The researcher identified the study sample.
- The researcher distributed the questionnaire to the study sample.
- Questionnaires were retrieved and then prepared.
- The data were statistically processed using the Statistical Package for Social Sciences SPSS software.

Statistical analysis

To answer the study questions, the researcher used the following:

- **To answer the first and second questions:** the researcher used the:
 - Arithmetic mean: to measure the average of the study responses to the questionnaire items.
 - Standard Deviation: To measure the extent of the dispersion of the answers from their arithmetic mean.
- **To answer the third and fourth questions:** the researcher used the Two-Way ANOVA test to find differences at level ($P \leq 0.05$) in the economic and social role of the Senate in Jordan due to two variables: Educational qualification and the number of times selected as a Senate.

Results of the Study

The results of the characteristics of the study population

In this part, the personal information of the study sample is described according to their personal variables (Educational qualification & number of times of selection as a member of the Senate).

The results of the first question: Which stated “What is the economic role of the Senate in Jordan in the educational policy- making process during the period (2000-2020 AD)?”

To answer this question, the results, see table (3), showed that there is an economic role of the Senate which had a medium degree of importance, with an arithmetic mean of (3.61). Also, as shown in table (3), the highest item was number six with an arithmetic mean of (3.89) and standard deviation of (0.959). The item stated: “The educational policies approved by the Senate contributed to the qualification of teachers.” The lowest item was number two with an arithmetic mean of (3.11) and standard deviation of (1.283). The item stated: “The Senate contributed to controlling and directing population growth through educational policies.”

Table 3: Arithmetic means and standard deviations of the respondents' answers to the items of the economic role of the Senate

Item	Rank	Item	Mean	Standard deviation	Level
6	1	The educational policies approved by the Senate contributed to the qualification of teachers.	3.89	0.959	High
8	2	The educational policies in the Senate contributed to the development of the job hierarchy for teachers in the Ministry of Education.	3.84	1.044	High
10	3	The educational policies of the Senate contributed to directing the educational process to develop the citizen's personality and his ability to analyse, criticize, and take initiative, creativity, and positive dialogue.	3.78	0.902	High
7	4	The educational policies of the Senate contributed to the development of school buildings and equipment.	3.71	0.843	High
4	5	The Senate approved a set of educational policies that contributed to the labour market.	3.69	1.019	High
5	6	The Senate had, through educational policies, a role in building Jordan's external role.	3.64	1.004	Medium

1	7	The Senate contributed to the development and improvement of the educational process, which led to economic development.	3.60	0.986	Medium
9	8	The educational policies in the Senate contributed to confirming the concept of comprehensive expertise (professional and technological experiences).	3.51	1.141	Medium
3	9	The Senate contributed through educational policies in building the economic personality.	3.36	1.228	Medium
2	10	The Senate contributed to controlling and directing population growth through educational policies.	3.11	1.283	Medium
Total			3.61	1.041	Medium

The results of the second question: Which stated “What is the social role of the Senate in Jordan in the educational policy- making process during the period (2000-2020 AD)?”

To answer this question, the results, see table (4), showed that there is a social role of the Senate which had a high degree of importance, with an arithmetic mean of (3.74). Also, as shown in table (4), the highest item was number four with an arithmetic mean of (4.04) and standard deviation of (0.825). The item stated: “There is a clear role for the Senate in implementing compulsory and free education.” The lowest item was number seven with an arithmetic mean of (3.58) and standard deviation of (1.118). The item stated: “The educational policies of the Senate played a role in quantity and quality in the educational process.”

Table 4: Means and standard deviations of the respondents' answers to the items of the social role of the Senate

Item number	Rank	Item	Mean	Standard deviation	Level
4	1	There is a clear role for the Senate in implementing compulsory and free education.	4.04	0.825	High
1	2	The educational policies of the Senate contributed to guiding the educational system to be more compatible with the needs of the individual and society and establishing a balance between them.	3.93	0.939	High
5	3	The educational policies of the Senate contributed to building the human personality.	3.78	0.823	High

6	4	The educational policies of the Senate contributed to the eradication of illiteracy.	3.78	0.850	High
3	5	The educational policies contributed to the development of the educational and social process.	3.75	1.037	High
8	6	The educational policies of the Senate contributed to the promotion and development of educational curricula in the Ministry of Education.	3.71	1.014	High
10	7	The educational policies of the Senate contributed to establishing the values derived from the Arab and Islamic civilization in the educational curricula.	3.69	1.019	High
12	8	The educational policies of the Senate confirmed that education is a message and a profession that has its own moral and professional rules.	3.67	1.044	Medium
2	9	The educational policies of the Senate contributed to the expansion of education patterns in educational institutions to include special education programs for the gifted and those with special needs.	3.64	1.171	Medium
11	10	The educational policies in the Senate contributed to confirming the importance of politics in the educational system and to the consolidation and practice of participation, justice and democracy.	3.64	1.090	Medium
9	11	The educational policies of the Senate contributed to improving the work environment in schools.	3.62	1.007	Medium
7	12	The educational policies of the Senate played a role in quantity and quality in the educational process.	3.58	1.118	Medium
Total			3.74	0.995	High

The results of the third question: Which stated “Are there significant differences at ($\alpha \leq 0.05$) in the economic role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member)?”

To answer this question, the results showed, see table (5), there are no significant differences at ($P \leq 0.05$) in the economic role of the Senate in Jordan due to the educational qualification variable. Also, as seen in table (5), the mean values between Diploma, Bachelor, Master, and PhD were (3.950, 3.515, 3.590, 3.720), respectively, and the value of F (0.261) is not significant (0.853), which is greater than 0.05.

Table 5: The results of the third question - educational variable

The Economic Role				Two-Way ANOVA		
Qualification	Frequency	Mean	Standard deviation	Degree of freedom	Value t	Statistical significance
Diploma	2	3.950	0.636	3	0.261	0.853
Bachelor's	13	3.515	0.992	41		
Master's	20	3.590	0.772	44		
Ph.D.	10	3.720	0.385			

The results also showed, see table (6), there are no significant differences at ($\alpha \leq 0.05$) in the economic role of the Senate in Jordan due to the variable number of elective times as a member. Also, as seen in table (6) the average values between (once, twice, 3 times, 4 times or more) were (3.431, 3.350, 3.779, 3.950) respectively, and the value of F (1.120) is not significant at (0.352), which is greater than 0.05.

Table 6: The results of the third question - the number of times selected as a member variable

The Economic Role				Two-Way ANOVA		
Number of times as a member	Frequency	Mean	Standard deviation	Degree of freedom	Value t	Statistical significance
Once	16	3.431	0.726	3	1.120	0.352
Twice	9	3.350	1.164	41		
3 times	19	3.779	0.684	44		
4 times or more	4	3.950	0.342			

The results of the fourth question: Which stated “Are there significant differences at ($\alpha \leq 0.05$) in the social role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member)?”

To answer this question, the results showed, see table (7), there are no significant differences at ($P \leq 0.05$) in the social role of the Senate in Jordan due to the educational qualification variable. Also, as seen in table (7), the mean values between (diploma, bachelor's, master's, doctorate) were (3.917, 3.462, 3.854, 3.825), respectively, and the value of t (1.322) is not significant at (0.280), which is greater than 0.05.

Table 7: The results of the fourth question - educational variable

The Social Role				Two-Way ANOVA		
Qualification	Frequency	Mean	Standard Deviation	Degree of freedom	Value t	Statistical significance
Diploma	2	3.917	0.471	3	1.322	0.280
Bachelor's	13	3.462	0.839	41		
Master's	20	3.854	0.460	44		
Ph.D	10	3.825	0.449			

The results also showed, see table (8), there are no significant differences at ($P \leq 0.05$) in the social role of the Senate in Jordan due to the variable number of elective times as a member. Also, as seen in table (8), the average values between (once, twice, 3 times, 4 times or more) were (3.542, 3.847, 3.807, 4.021), respectively, and the value of F (1.014) is not significant at (0.396), which is greater than (0.05).

Table 8 The results of the fourth question - the number of times selected as a member variable

The Social Role				Two-Way ANOVA		
Number of times as a member	Frequency	Mean	Standard Deviation	Degree of freedom	Value t	Statistical significance
Once	16	3.542	0.506	3	1.014	0.396
twice	6	3.847	0.569	41		
3 times	19	3.807	0.710	44		
4 times or more	4	4.021	0.300			

Discussion of Results

The Discussion Related to The Results of The First Question, Which Stated: What is the economic role of the Senate in Jordan in the educational policy- making process during the period (2000-2020 AD)?

As indicated in Table (3), the results of the statistical analysis of the study revealed that there is an economic role of the Senate and that role had a medium degree of importance, as the mean was (3.61), and this indicates that there is an economic role for the Senate in making educational policies in the period (2000-2020), but it is not to a sufficient degree. This is evident through the fact that a set of educational policies approved by the Senate did not contribute to the labour market, and the Senate did not play a role in building Jordan's external role. It did not contribute to the development and improvement of the educational process, which might lead to economic development, or confirm the concept of comprehensive experience (professional and technological expertise), or build an economic personality, or control and direct population growth through educational policies.

The Discussion Related to The Results of The Second Question, Which Stated: What is the social role of the Senate in Jordan in the educational policy- making process during the period (2000-2020 AD)?

As indicated in Table (4), the results of the statistical analysis of the study revealed that there is a social role of the Senate and that role had a high degree of importance, as the mean was (3.74). This indicates that there is a social role for the Senate in making educational policies in the period (2000-2020) to a sufficient degree. This is evident through the role of the Senate in applying compulsory and free education, directing the educational system to be more compatible with the needs of the individual and society, establishing a balance between them, building the human personality through educational policies, such as literacy, developing and improving the educational and social process, and strengthening and developing educational curricula in the Ministry of Education.

The Discussion Related to The Results of The Third Question, Which Stated: Are there significant differences at ($\alpha \leq 0.05$) in the economic role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member)?

As indicated in Tables (5 & 6), the results of the statistical analysis of the study revealed that there are not significant differences at ($\alpha \leq 0.05$) in the economic role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member).

Possible explanations for the results include:

There are a few probable explanations for why there are no statistically significant differences in the economic role of the Senate House in Jordan based on educational qualification, and the number of times a senator has been elected as a member. One option is that these considerations are insignificant in affecting a senator's ability to influence economic policy. Another option is that the effects of these factors are mitigated by other factors, such as a senator's experience or political ties.

It is crucial to note, however, that these findings are based on a single survey and may not be typical of Jordan's total population of senators. It's also vital to realize that correlation isn't the same as causation. It is possible that other factors are accountable for the observation.

The Discussion Related to The Results of The Fourth Question, Which Stated: Are there significant differences at ($\alpha \leq 0.05$) in the social role of the Senate in Jordan due to the variables (educational qualification, and number of times a Senator was elected as a member)?

As indicated in Tables (7 & 8), the results of the statistical analysis of the study revealed that there are not significant differences at ($\alpha \leq 0.05$) in the social role of the Senate in Jordan due to the variables (educational qualification, and number of times Senator was elected as a member).

Possible explanations for the results include:

Senators of various educational credentials, and experience levels may have a variety of experiences and opinions that inform their approach to social concerns. This variety may lead to a more balanced and nuanced approach to policy-making.

Individual differences: Personality, personal values, and political philosophy may have a greater impact on a senator's social position than educational qualification, or experience.

The study may have concentrated on a relatively small range of educational qualifications, or experience levels among senators, limiting the capacity to identify statistically significant changes.

Additional considerations

Future research: Further research with a larger sample size and a more diverse range of senators could provide more definitive insights into the factors that influence the social role of the Senate in Jordan.

Interplay of factors: It is important to consider that the factors mentioned above may interact and influence each other in complex ways, shaping the overall social role of the Senate in Jordan.

Conclusion and Recommendations

Upon the results, the researcher recommended the following:

1. There is a need for an increased interest in educational policies that contribute to the labour market, building Jordan's external role, achieving economic development, building economic personality, and emphasizing the concept of comprehensive experience (professional and technological expertise).
2. House of Senates are recommended to stress critical thinking and practical skills, make sure that the school curriculum includes a strong emphasis on developing critical thinking abilities and practical skills. This will assist students be better equipped for the labour market, increasing their employability and economic success in the future. They should avoid putting too much focus on standardized testing, which can limit opportunities for creativity and critical thinking. The Senates are advised to encourage a well-rounded education that values a wide range of talents and abilities, while also developing students' problem-solving and analytical thinking abilities.
3. Prioritize education funding: Allocate a sufficient budget for education to effectively support the educational system. Adequate funding is essential for Jordan to deliver quality education and enhance educational outcomes.
4. Work to control and direct population growth through educational policies.
5. Establish the values derived from the Arab and Islamic civilizations in the educational curricula and confirm that education is a message and a profession that has its own moral and professional bases.

6. Expand education patterns in educational institutions to include special education programs for the gifted and those with special needs while stressing the importance of politics in the educational system, consolidating and practising participation, justice, and democracy and increasing focus on quantity and quality in the educational process.
7. Encourage collaboration and cooperation between the public and private education sectors: This can help to utilize resources, experience, and innovation from both sectors to improve Jordan's overall educational quality. Look into public-private partnerships in education to pool resources and knowledge from different sectors. Collaborations of this nature can serve to stimulate innovation, improve educational outcomes, and provide chances for social and financial growth.
8. Recognize the role of teachers in providing high-quality education and invest in their professional development. To attract and retain exceptional educators, improve teacher training programs, offer competitive pay, and provide chances for ongoing learning.
9. Improve infrastructure and safety measures: To create a conducive learning environment, improve school infrastructure, including buildings and facilities. Prioritize school safety measures as well to protect the well-being of kids and instructors, encouraging a sense of security and a focus on education.

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