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Political Culture and its Impact on University Student Behavior

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Abstract

This research aims to study the pivotal role of political culture and its impact on social behavior within the university campus. This culture is shaped through socialization, the individual's surrounding environment, and the media. For university students, political culture is a crucial factor in shaping their awareness and behavior. Therefore, it is essential to integrate these elements and understand the relationship between them. The researcher employed several methodologies, including the descriptive approach. In preparing the theoretical aspect of the research, the analytical method was used to analyze and interpret the statistical results. The deductive method was also used to draw conclusions based on the statistical indicators. A sample of 136 students from the College of Arts and the College of Islamic Sciences at the University of Babylon was selected. A questionnaire consisting of 29 questions was prepared, and the researcher used the SPSS program To analyze the questionnaire data, several statistical indicators were used, including descriptive statistics, the arithmetic mean, standard deviation, correlation coefficient, and regression. The study revealed a correlation and influence of the independent variable, political culture, on the dependent variable, university students. The study recommended paying close attention to university student behavior, especially given the current political circumstances in Iraq, and urged senior faculty members to conduct workshops and awareness seminars on these two dimensions

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Introduction

The concept of political culture is a crucial dimension in analyzing political systems. Every political system is founded on specific patterns of orientations that govern the interactions within the social system. Therefore, it is important as it represents the foundation of the political system upon which the state is built and upon which social and political relations are based, This means that political culture is the unregulated organization of political interactions, and it is part of the general culture of society, although it is characterized by some independence within it. The values contained in this type of culture are the result of the interaction of historical experience, geographical situation, religious beliefs, and social and economic conditions, and they affect members of society through the process of socio-political socialization, through which cultural values are introduced into the value system of members of society, The student body represents one of the most important and active groups in society targeted by political culture, which consequently influences their political behavior and all aspects of life .Based on this premise, our study examines the role of political culture in developing the behavior of university students, following a structure that includes an introduction and two chapters

Section One: Scientific Research Methods

First: The Research Problem

Political culture is one of the most important concepts influencing individuals' attitudes towards political issues. Its reality for the individual is realized through its reflection on their socio-political stances, and in the way that motivates them to engage in behavior that addresses a specific political phenomenon that has occurred in their society. This means that political culture is fundamentally linked to the reality of the individual's political participation and qualifies them to engage in activities that enhance their social standing. This matter has the greatest impact on all segments of society, especially young people, and specifically the student group, which is considered the most active group in society today, as the cultural value of the university has been reflected in the way the student thinks about the current political situation.

Secondly: The Importance of the Research

This study derives its importance from its attempt to interpret and analyze the extent to which political culture is reflected in the political orientation of university students. Political culture is significant for students because of its connection to their mental state. The latter pushes him to show interest in political participation in a political behavior that achieves for him a goal that enjoys a special status with him. On the other hand, political behavior is a positive reflection of what the individual thinks and in a way that confirms himself through political participation, which thus enhances his roles and status.

Third: Research Objectives

This study aims to:

1. Understand political culture, including its concept, origins, and related issues.
2. Identify the role of political institutions, particularly universities, in shaping politically engaged students.
3. Recognize the importance of universities in promoting general culture among university students.
4. Identify the obstacles that prevent political culture from influencing university students' participation in political life

Theoretical Aspect

Second Section: Defining the Scientific Concepts and Terminology of the Study

First: Culture

Culture in language: It comes from the past tense verb (thaqafa): to refine something, to cultivate it, and to make it skillful. A man who is learned and knowledgeable is called a "thaqif" or "thaqif." They followed this and said "thaqafa" means to be intelligent, perceptive, and knowledgeable about what is needed. In the hadith of Umm Hakim, the house of Abd al-Muttalib: "I am handsome, but I do not speak, and cultured, but I do not know." (Ibn Manzur, 2005, p. 28) ^[1]

Culture, technically speaking, is the set of elements of life, its problems and manifestations in a society. It is defined as the technologies of life that humans have produced throughout history, both apparent and latent, rational and existing at a particular time, preferring and aspiring to behavior. Thus, it means that complex whole that consists of everything we think about or possess as members of (Ma'an Khalil Omar and 3004: p. 177.)

Second: Politics

The word "politics" in Arabic is derived from the past tense verb "sasa" and the present tense verb "yasusu." It means to manage something in a way that improves it. It also means to tame and train someone in a specific situation. Linguistically, it has been understood in various forms and ways. It is the art of governance, and a politician is one who knows the art of governance (Al-Mousawi: 2000, p. 15.)

Politics in its technical sense is the management of general social affairs related to governance and authority. It has been defined as the art of maintaining and consolidating power in the hands of rulers, regardless of the means used to achieve it

Third: Political Culture

Political culture is the beliefs, attitudes, values, ideals, and emotions of a people regarding the political system in their country and the role of the people in that system (Diamond, 1994, p. 16) ^[4]. It has also been defined as the emotional, psychological, and value-based climate within which political systems and structures operate (Muhammad Ali, 1977, p. 124) ^[5].

Operational definition of political culture: It is the whole that includes the values, principles, and beliefs that guide the individual in dealing with political issues in their society

Fourth: Behavior

Linguistically, behavior (or conduct) comes from the root (s-l-k), meaning to follow a path, to traverse a place, to be on it, and to be made to follow it (Ibn Manzur, 2004: 237) ^[1].

Technically, behavior is defined as the external manifestation of a living organism's activity, expressed as movement, resulting from internal and external changes called stimuli (Abd al-Salam, 1977: p. 6.)

Operationally, behavior is defined as an intentional movement performed by an individual to achieve a specific goal of significant value to them

Fifth: The University Student

The university student is the person who enters the university after passing the ministerial exam in the preparatory stage in its various branches and after obtaining the required conditions for admission to obtain a certain score for the college, which sometimes some colleges in the university conduct admission tests in the abilities to ensure the student's ability to keep up with this type of study (Tahseen Ali, 1979: p. 27) ^[7]. The operational definition of the university student is: He is the person whose status and role within the educational institution affiliated with higher education is determined and who specializes in a branch of study that qualifies him to obtain a bachelor's degree

Third Section: Political Culture in Social Structure

First: The Emergence of the Concept of Political Culture

The concept of political culture emerged within the broader context of studying the political system in Poland. Following the American political scientist Gabriel Almond G. Almond, the first to highlight the concept of political culture was in an article titled "Advanced Political Systems," published in the journal *Politics*, issue 18, in 1956. While Almond presented this clear

concept this morning, it is important to note that there was an earlier reason for its emergence in the late 18th century. Which was limited to identifying values, symbols, and emotions and their role in British, French, and American politics, by both Bagot and Tocqueville. It should be noted that political culture as a concept was used in a systematic scientific way by Gabriel Almond and Sedi Feria in 1963 and Lucien Pye and Sedi Feria in 1965 by linking political culture to political development in society. Systematic social studies emerged at the beginning of the sixties using social research methods and tools, and a comparison was made between cultures through the data collected, with the emergence of Lucien Pye's call for the importance of having a theory of political culture. (Nashat Adwar Adib, 2009: p. 15) ^[8], Talcott Parsons's work focuses on producing a social order based on shared values, achievement versus conquest, and specialization versus interconnectedness in relationships. This is why his ideas have become widespread, with a clear understanding of the terminology used. Many economic studies and policies rely on specific requirements and depend on the selection of credible and clear ideas presented by Almond (Ali Hassan Al-Yaha, 2011, pp. 8-12), within the first indicator as a useful design. This work is part of transnational efforts in the future (Raad Hafez Salem, 2012, p. 41) ^[10], His approach of rejecting injustice, despotism, tyranny, and deviation, rejecting humiliation, and calling for reform by saying, "I did not go out arrogantly or boastfully, but rather I went out to seek reform in the nation of my grandfather, the Messenger of God," and his famous saying, "Far be it from us to accept humiliation," and "One like me does not pledge allegiance to one like him." These are the contents of the true Islamic political culture, and not the culture of terrorism, aggression, killing, and despotism (Al-Amiri, 2011: p. 76) ^[11]

Second: Types of Political Culture

Jerel Almond G. Almond and Sidney Verba Verba have identified three patterns of political culture, which are summarized below (Abdullah Muhammad Al-Rahman, 2006: 44) ^[12]

1. Propaganda or narrow culture

This type of politics means that people know very little about the political goals or objectives that exist in political life, and they cannot make any kind of correct judgments about these goals or public policies that exist in their society. These people cannot offer any kind of support or opposition to public policies or even to the political leadership that exists in the political system

2. The Culture of Submission

This type of political culture cannot constitute a national culture because it shapes a certain set of feelings, emotions, and awareness, and issues value judgments that are linked to the political system as a whole. This type of culture also contributes to understanding the political decision-making process and the nature of both the structures and the inputs and outputs of the political process, as well as the inputs and outputs of the political system. Various analyses and studies have emerged to reveal this phenomenon, which manifests itself among large organizations in terms of hargeorization, restricting freedoms, and working to exclude active opposition forces (Sulaiman Al-Rayashi *et al.*, 1999: p. 169) ^[13]

3. Participatory Culture

This type of popular movement, unlike the previous two, relies on the fact that they have a greater opportunity in political life and the political system, and that they have been able to change and modify this system through their various activities or practices of democratic life. This is evident through the means of political participation such as: elections, demonstrations, requests for information from voting members, and elections regarding their participation in popular popular movements or monthly campaigns, or direct marketing (Abdullah Muhammad Al-Rahman, p. 441) ^[12]

Second: The Role of Socialization Institutions in Political Culture

Socialization refers to the process of learning, teaching, and upbringing based on social interaction, aiming to equip the individual—from childhood to adolescence to adulthood to old age—with appropriate behaviors, standards, and attitudes for their roles. Therefore, the relationship between political socialization and political culture is evident through the role that political socialization plays in shaping political values, concepts, and beliefs, which collectively constitute political culture.

Political socialization undertakes three main roles

Political culture is passed down from generation to generation.

The formation or shaping of political culture.

Political culture changes to align with the political system (Hamam Baqir Jamoudi, 2008, pp. 28-30) ^[14]. This is due to its role in instilling in individuals the values, beliefs, and orientations of the political system, which together constitute the culture of society. In reality, no political socialization process can reproduce a political culture without change, alteration, or development. Furthermore, no generation accepts, culturally and politically, a culture that is a carbon copy of the political culture of previous generations. Each generation possesses a unique political culture stemming from a political socialization influenced by the specific historical, political, and geographical circumstances and factors of that generation (Aliwa Al-Sayed, 2000, p. 67) ^[15]

Section Four: The Impact of Political Culture on University Students

First: The University in Shaping the Political Culture of University Students

The university stage is a crucial phase in preparing young people to bear responsibility and acquire genuine knowledge of the requirements of the modern age in terms of science and technology. It is a period of informing and qualifying the individual to think about solving societal problems and advancing the production process (Al-Tikriti, 1990: p. 115) ^[16]. University students are the culmination of educated youth entrusted with undertaking important tasks in society after graduation and completion of their studies. On this basis, they are the builders of progress and the true hope for citizenship rights. Consequently, it is a means of building their character, developing their mental and physical abilities and talents, satisfying their psychological needs, and raising their morale (Ahmed Abdel Halim, 1982: p. 84) ^[17], These activities will undoubtedly contribute to achieving several

social, educational, and often moral and security goals. In doing so, students, through their political conduct, will contribute to instilling in members of society the values and experiences necessary for societal progress and development. On this basis, the credibility of society's need for the university in its growth and development will be confirmed. The university, through its role and activities, will play a fundamental part in this field. Through its knowledge, research, and the preparation of its personnel, including students, it will contribute to making decisions related to the advancement of society and its transition from one state to another. Therefore, it has become imperative for the university to build and refine the student's character and prepare them socially, health-wise, and psychologically, with the aim of developing a well-rounded university student, perhaps as a sound responsibility in light of contemporary developments, to become a good citizen. (Walid Abdul Aziz, 2004: p. 89.)

Second: The University's Role in Developing and Enhancing University Students' Political Participation

Political sociology acknowledges that educational institutions play a significant role in the political participation process through education, and that the latter plays a crucial role in politically activating the individual. A more educated individual is generally more capable of engaging in various forms of political participation. The role of educational institutions in political culture and the participation process can be analyzed in light of the following

A. Transfer of Political Knowledge

The transfer of political knowledge and concepts is a highly important process. Formal educational institutions and curricula play a significant role in this regard, particularly in understanding the requirements of citizenship, including rights and duties, and in understanding the formal structure of government, its role, and the nature of political inputs and outputs.

B. Instilling and developing political values.

Educational institutions can undertake this process, alongside renewing and replacing undesirable values. The nature of the educational tool and its relationship with the student, as well as the role of teachers, all contribute to instilling and teaching political values related to authority, loyalty, and patriotism.

C. Developing Political Participation Skills.

Participation is the foundation of democracy, which creates opposition and helps to consolidate democracy. The wider the opportunity for political participation, the more it leads to the realization of the values of equality and freedom. It becomes a vital force playing an active role in the development and progress of society, striving to move it towards a better life (Abdul-Munim Al-Hassani, 2000: p. 5)^[20]. This means that the university plays a significant role in the political socialization process, instilling political values and attitudes not spontaneously (as in the family), but systematically and methodically through curricula, textbooks, and the various activities in which students participate. Therefore, the content of academic courses undoubtedly influences students' political participation, as these courses, through the socialization

process, instill in them the values and attitudes related to participation

1. Acquiring diverse knowledge about different political systems, the concept of the state and its borders, the concept of physical force and its role in preserving the state's existence and rights from external enemies, and its social order.
2. Acquiring the intellectual and practical skills that enable individuals to reach a level of political awareness, belonging, and self-criticism.
3. Developing the inclinations that drive individuals towards political participation and the ability to defend their viewpoints in their current form and structure

On this basis, education is one of the variables most closely linked to political participation, as it partially contributes to developing a sense of national duty (Al-Taher Ali Mahoub, 2017: p. 135). Therefore, university culture—that is, the culture that the university possesses and promotes in form and content—is distinguished by its connection to all forms of knowledge and civilization through ties that, while not entirely beneficial to them, remain unique in their characteristics, contributing to the formation of a culture unlike any other.

Third: Obstacles to reducing the impact of political culture on university students' participation in political life.

The lack of influence of political culture on students' attitudes toward political issues and their participation in them can be attributed to the following:

The general political climate. The nature of the political system, its ideological framework, its organizational structure, its capabilities, and the social forces involved have a significant impact on an individual's attitude toward political issues. If political power is concentrated in the hands of a single class or specific group, participation becomes limited to that class or group, and political culture and participation are limited to citizens outside that class. Or, if the group is deemed insignificant, these citizens feel frustrated, negative, apathetic, and alienated. This is in addition to what the ruling class or elite describes as obstacles and restrictions preventing others from participating in political life.

1. The public loses faith in the political beliefs adopted by political systems. This is evident in the discrepancy between what the systems create and the reality they experience, and in the increased pressure of economic problems on them with the emergence of new consumption patterns. All of this has led citizens to focus solely on their basic living needs. (Abdul Wahab, 2017: p. 22.)
2. A decline in the sense of belonging to its lowest point, a struggle to grasp the concept of citizenship, and a feeling of alienation and estrangement in one's homeland lead to a loss of motivation to participate. In other words, a weakening of national sentiment and a lack of a sense of responsibility among expatriate communities.
3. The suppression of opposition and the undermining of

the nascent democratic process lead to a lack of political participation.

4. Low educational and economic standards lead to apathy or indifference towards political participation. The spread of illiteracy, the decline in educational standards, and the low economic conditions in which citizens live impose a difficult life that makes them less interested in political participation. (Amal Hindi Al-Khazali, 2006: p. 129) ^[18]
5. Most organizations, such as political parties, originate from the political or intellectual elite and then spread through the local elite, keeping the masses outside the organization's sphere. Even if the organization attempts to include these masses, this is done superficially. This separation stems from differing political objectives; the political elite seeks to consolidate its position while maintaining the party's organizational structure, Participation in voting, for example, is either legally mandated or self-serving, such as supporting a known individual or someone seeking personal gain. This means that elite groups direct politics in society in a particular direction, and they have their own understanding of political organizations, their functions, and their goals. The masses, on the other hand, have their daily lives and practical problems, which often do not translate into political participation.
6. Fear of politics, authority, and those associated with it. This fear stems either from specific circumstances that subject citizens to harm—such as imprisonment, beatings, or fines—for political reasons, or from a weak personality and a feeling of inability to bear responsibility, even at the level of expressing an opinion. (Mahmoud Muhammad Saleh Al-Shami, 2011: p. 1248) ^[19]

Section Five: The Field Aspect

First: Research Methodology

The researcher determines the type of methodology to be followed in their research based on the nature of the phenomenon or problem to be studied, in order to arrive at the most in-depth and comprehensive results possible (Nabil Omran Moussa, 2016: p. 57). The researchers used the following methodologies in their study:

1. The Historical Method

The historical method is the method that helps to interpret social phenomena by referring to their historical backgrounds to trace their origin and historical development. This method is the tool of the science of history in achieving itself, as well as in reaching generalizations or laws that are useful for predicting the future. It is the path that the researcher keeps in collecting his information about past events and facts, and in examining, criticizing, analyzing, and verifying their accuracy, and in presenting, arranging, organizing, and interpreting them, and then drawing generalizations and general results from them (Sadiq Al-Aswad, 2015: p. 52). Therefore, it was necessary for us to use this method to know the historical dimension of the phenomenon of political culture, the stages it went through, and the most important changes that occurred to it.

2. The Social Survey Methodology

This is a systematic attempt to obtain information from a specific audience or a sample thereof, through the use of survey forms or interviews. The primary function of the survey is to provide information about the attitudes of a society or group (Al-Dulaimi, 2011: p. 130) ^[22]. This method is employed in descriptive research and focuses on studying phenomena present in a specific group. It is useful in studying existing social problems, determining their impact on society, and identifying individuals and groups interested in solving these problems (Abdul-Basit Muhammad Hassan, 1982: p. 339). There are classifications of social surveys based on the human domain, namely:

- **Comprehensive Survey:** This method involves a comprehensive study of all members of the population through a complete enumeration.
- **Sampling Survey:** This method is often used by researchers when the study population is large. The researcher selects a limited number of individuals from the population (the sample) and attempts to generalize the results to the entire population. We adopted the sampling method, where a systematic random sample was drawn from the total research population.

2. The comparative method

The comparative method is used in sociology to compare a social phenomenon with other phenomena in the same society and in other societies, to identify the differences and similarities between them and the factors leading to them (Ihsan Muhammad Al-Hassan, 2004: 130). The researchers used this field method for the study and also described the general characteristics of the phenomenon of types of political culture represented by demographic and social characteristics such as: gender, age, and marital status. In addition, this method was used to make comparisons between the results of previous studies and the results of the current studies in the chapter on presenting and analyzing the data.

Second: Research Areas

There is a great need for the researcher to define the scope of the sample in order to obtain a wealth of information and facts that the theoretical aspect has not addressed or discussed. This requires defining the temporal, spatial, and human areas. Defining these areas is not only beneficial for limiting the researcher's efforts to this research, this topic, this place, and this period only, but it also restricts them to realize, through this definition, the possibility of applying the research results here (Saleh Muhammad Al-Assaf, 1995: p. 52) ^[25]. These areas can be clarified as follows:

1. **Timeframe:** This refers to the time the researchers spent on all aspects of the research. The timeframe for this study extended from collecting the questionnaire to analyzing and interpreting the data related to the phenomenon under study, from January 17, 2016, to April 1, 2016.
2. **Spatial Scope:** This refers to the location where the research was conducted. This location was the University of Karbala,

specifically the Colleges of Law and Veterinary Medicine.

3. **Human Scope:** This refers to the unit of study. The human scope of this study was defined as individuals, with 136 students selected from this university.
4. **Hypotheses:** Among the most important hypotheses addressed in this research are:
 - There is a relationship between gender and economic income
 - There is a relationship between place of residence and interest in political programs.
 - There is a relationship between socialization institutions and parliamentary and legislative council elections.
 - There is a relationship between the family's role in political participation and interest in political issues.

Third: Research Tools

A tool refers to the means used by the researcher to collect data and information that organizes the study in order to examine the phenomenon from all its aspects. One tool may be more prominent than another depending on the nature of the data being collected. Therefore, researchers have used more than one tool to obtain the greatest possible accuracy and data. These tools are:

Questionnaire (also known as survey): This is a series of questions and situations that include psychological, objective, educational, or personal data. It is administered to individuals and groups to obtain information about them or some of the problems they face. The questionnaire form is a template containing a set of questions directed to individuals to obtain information related to a specific topic, problem, or situation.

The form included (29) questions and consisted of primary data about the students and data related to the phenomenon under study. The form was reviewed by a group of experts to ensure its validity.

T	the name	workplace
1	Prof. Dr. Mouh Arak Alawi	University of Babylon, College of Arts, Department of Sociology
2	Dr. Nazim Jawad Kadhim	University of Babylon, College of Arts, Department of Sociology
3	Dr. Ghani Nasser Hussein	University of Babylon, College of Arts, Department of Sociology
4	A.M. Zahir Mohsen Hani	University of Babylon, College of Arts, Department of Sociology
5	Dr. Ammar Salim Abdul	University of Babylon, College of Arts, Department of Sociology
6	Dr. Salwan Fawzi Abd	University of Babylon, College of Arts, Department of Sociology
7	Dr. Hamza Jawad	University of Babylon, College of Arts, Department of Sociology
8	A. M. Aqeel Khalil Nasser	University of Babylon, College of Arts, Department of Sociology
9	M. Muhammad Abdul Rasoul	University of Babylon, College of Arts, Department of Sociology
10	M. Muhammad Abdul Rasoul	University of Babylon, College of Arts, Department of Sociology
11	M. M. Ahmed Jassim Matrud	University of Babylon, College of Arts, Department of Sociology
12	M.M. Anas Abbas Ghazwan	University of Babylon, College of Arts, Department of Sociology

3. Simple Observation

This is one of the tools of social research through which the researcher can observe social phenomena of all kinds and understand many of the relationships that govern them and the reasons behind them. The researcher can choose hypotheses. Simple observation is carried out by the researcher without participating in any of the activities of the study group; the researcher simply observes and listens in a specific situation (Jamal Zaki, 2003: 1968^[26])

Sixth: Statistical Methods

After completing the data entry and coding stage, percentages and figures were assigned to statistical tables. These tables are used to present the evidence and results obtained. These tables are of two types: simple tables and compound tables. Several statistical methods were used, including:

a) The ratio is calculated using the following formula:

$$100 \times \frac{\text{---}}{\text{---}} = \text{---} (\text{---})$$

b) The mean

$$\left(\frac{\text{Sum of values}}{\text{Number of values}} \right)$$

c) Chi-square test

$$\chi^2 = \frac{\sum (O - E)^2}{E}$$

Section Six: Presentation of the Research Data Analysis

First: Primary Data on the Respondents

Second: Presentation of Data on the Investigated Phenomenon

Statement: Primary Data

Type of Research College

Table 1: shows the type of research college

Type of college	number	ratio
Scientific	20	27%
Humanity	80%	109
the total	100%	136

The table above shows that (109) research papers out of a total of (136), representing (80%), represent humanities colleges, while (27) papers, representing (20%), represent science colleges.

4. Academic Studies for Research

Table 2: Representation of Academic Stages for Research

Stage type	number	ratio
the first	33	22%
Second	36	26%
Third	34	25%
Fourth	32	22%
Fifth	4	0
the total	136	100%

The table above shows that (36) respondents out of a total of (136), representing (26%), are in the second stage of their studies, while (34) respondents, representing (25%), are in the third stage, (32) respondents, representing (24%), are in the fourth stage, (30) respondents, representing (22%), are in the first stage, and (4) respondents, representing (3%), are in the fifth stage.

5. Gender of Respondents

Table 3: shows the gender of the respondents.

Answer type	number	% Percentage
male	81	60%
feminine	55	40%
the total	136	100%

The table above shows that (36) respondents out of a total of (136), representing (26%), are in the second stage of their studies, while (34) respondents, representing (25%), are in the third stage, (32) respondents, representing (24%), are in the fourth stage, (30) respondents, representing (22%), are in the first stage, and (4) respondents, representing (3%), are in the fifth stage.

6. Gender of Respondents

Table 4: shows the gender of the respondents.

age groups	number	% Percentage
20-18	30	22%
23-21	70	52%
or more 24	36	26%
the total	136	100%

The table above shows that (30) respondents out of a total of (136), representing (22%), are between the ages of (18-20), while (36) respondents, representing (26%), are aged (24 and over), followed by (70) respondents, representing (52%).

7. Marital Status of Respondents

Table 5: shows the marital status

Type of answer	number	ratio
bachelor	110	81%
married	26	19%
widow	0	0
absolute	0	0
the total	136	100%

The table above shows that single individuals represent 110 out of a total of 136 respondents, or 81% of the total number of participants, while married individuals number 26, or 19%. We can conclude from this table that the percentage of single individuals is the highest found, at 81%, which is more than half of the total number of respondents.

8. Income adequacy for the respondents' economic needs.

Table 6: illustrates economic income.

Income level	number	% Percentage
Less than needed	6	4%
It meets the need	114	84%
Excessive	16	12%
the total	136	100%

The table above shows that (114) respondents out of a total of (136), representing (84%), had a monthly income sufficient to meet their needs, while (16) respondents, representing (12%), had a monthly income exceeding their needs, and (6) respondents, representing (4%), had a monthly income insufficient to meet their needs.

We conclude from the table that the percentage (84%) represents the income level that meets needs, which is greater than half of the total number of respondents.

9. Place of Residence

Table 7: shows the place of residence of the respondents.

Place of residence	number	% Percentage
Governorate Center	71	25%
judiciary	25	18%
District	23	17%
village	17	13%
the total	136	100%

The table above shows that (71) respondents out of a total of (136), representing (52%), reside in the governorate, while (25) respondents, representing (18%), reside in a district. (23) respondents, representing (17%), reside in a sub-district, and (17) respondents, representing (13%), reside in a village.

We conclude from this table that the percentage of residents in the governorate center is more than half of the total, amounting to (52%).

Secondly: Data related to the studied phenomenon

Table 8: illustrates the orientation and interest in political topics.

Answer	number	% Percentage
Yes	73	54%
both	63	46%
the total	136	100%

The table above shows that 73 out of 136 respondents (54%) have an interest in political topics, while 63

respondents (46%) have no interest in political topics. We can conclude that 54% have an interest in political topics, while 46% have no interest in political topics.

Table 9: illustrates the level of knowledge of political culture.

Type of answer	number	% Percentage
Very strong	29	21%
Fairly strong	61	45%
weak	46	34%
the total	136	100%

The table above shows that 61 out of 136 respondents (45%) have a fairly strong understanding of the culture, while 46 respondents (34%) have a weak understanding, and 29 respondents (21%) have a very strong understanding.

Table 10: Illustrates the Source of Political Culture

Answers	number	Percentage
the university	34	27%
political organizations and parties	17	13%
Books	20	14%
Prominent figures	19	14%
media	43	32%
Other mentions	0	0
the total	136	100%

The table above shows that (43) respondents out of a total of (136), representing (32%), represent the media; (37) respondents, representing (27%), represent the university; (20) respondents, representing (14%), represent books; and (17) respondents, representing (13%), represent political organizations and parties.

Table 11: Illustrates the role of the family in developing political culture.

Answers	number	Percentage
Yes	80	59%
both	56	41%
the total	136	100%

The table above shows that (80) out of (136) respondents (59%) reported that their families played a role in developing their political culture, while (56) respondents (41%) reported that their families did not play a role in developing their political culture.

Table 12: Illustrates the family's stance on participation in political work.

Answers	number	Percentage
Preparation and encouragement	47	35%
Non-acceptance and warning	34	25%
They don't care	55	40%
the total	136	100%

The table above shows that 55 out of 136 respondents (40%) are not interested in participating in political work, 47 respondents (35%) are willing to be motivated and encouraged, and 34 respondents (25%) are opposed and wary.

Table 13: Illustrates the institutions of political socialization that have most contributed to the level of political awareness.

Type of answers	number	Percentage
Family	36	26%
the university	39	29%
Places of worship	19	14%
Political parties	25	18%
The clan	17	13%
the total	136	100%

The table above shows that (39) respondents out of a total of (136), representing (29%), consider the university to be the institution that most contributed to the development of political culture through political socialization. (36) respondents, representing (26%), represent the family, followed by (25) respondents, representing (18%), representing political parties, then (19) respondents, representing (14%), representing places of worship, and finally (17) respondents, representing (13%), representing the tribe

Table 14:

Type of answers	number	Percentage
Conveying opinions from professors to students	80	58,8%
Political discussions and seminars	56	41%
Other mentions	0	0
total	136	100%

Total 136 100%

The table above shows that (80) respondents out of a total of (136), representing (58.8%), answered by conveying opinions from professors to students, and (56) respondents, representing (41%), answered by participating in political discussions and seminars.

Table 15: This illustrates your friends' desire to discuss political matters.

Answers	number	Percentage
Yes	51	37.5%
both	85	62.5%
the total	136	100%

The table above shows that 85 out of 136 respondents (62.5%) did not wish to discuss political matters with friends, while 51 respondents (37.5%) did wish to discuss political matters with friends.

Table 16: Illustrates Discussing Political Topics with Others

Answer	number	Percentage
Yes	78	57%
both	58	34%
total	136	100%

The table above shows that 78 out of 136 respondents (57%) answered "yes," while 58 respondents (43%) answered "no".

Table 17: Are you a member of a particular political party?

Answer	number	Percentage
Yes	40	29%
both	96	71%
total	136	100%

The table above shows that 96 out of 136 respondents (71%) answered "no," while 40 respondents (29%) answered "yes".

Table 18: Illustrates the distinction between political parties and the reality of the masses in society.

Answer	number	Percentage
Yes	45	33%
both	91	67%
total	136	100%

The table above shows that 91 out of 136 respondents (67%) answered "no," while 45 respondents (33%) answered "yes".

Table 19: This table illustrates the extent to which your political leanings align with a particular political party or organization. Do you find yourself motivated to join?

Answer	number	Percentage
Yes	67	49%
both	69	51%
total	136	100%

The table above shows that 69 out of 136 respondents (51%) did not have political affiliation or orientation with any particular political party or organization, while 67 respondents (49%) did have political affiliation or orientation with any particular political party or organization.

Table 20: Illustrates interest in political programs and news adopted by the media.

Answer	number	Percentage
Yes	73	64%
both	63	46%
total	136	100%

The table above shows that 73 out of 136 respondents (64%) were interested in political programs and news broadcast by the media, while 63 respondents (46%) were not interested in political programs broadcast by the media.

Table 21: Illustrates the attitudes of Iraqi society towards political topics.

Answer	number	Percentage
A positive, participatory political culture	53	39%
A passive, dependent political culture	45	33%
Limited and ineffective political culture	38	28%
the total	136	100%

The table above shows that 53 out of 136 respondents (39%) had a positive and participatory political culture, while 45 respondents (33%) had a passive and dependent political culture, and 38 respondents (28%) had a limited and ineffective political culture.

Table 22: Illustrates the political culture adopted by the current ruling authority in Iraq.

Answer	number	Percentage
Yes	34	25%
both	56	41%
I don't know that	46	34%
the total	136	100%

The table above shows that 56 out of 136 respondents (41%) answered "No," while 46 respondents (34%) answered "I don't know," and 34 respondents (25%) answered "Yes."

Table 23: This table illustrates whether, in the event of a political crisis, you would be interested in expressing your opinion on it.

Answer type	number	Percentage
media	57	41.9%
your friends	12	8.8%
parties	25	18.3%
Other mentions	0	0
both	42	30.8%
total	136	100%

The table above shows that 57 out of 136 respondents (41.9%) tend to express their opinions on the political crisis through the media, while 42 respondents (30.8%) answered "no." 25 respondents (18.3%) expressed their opinions through political parties, and 12 respondents (8.8%) expressed their opinions among friends.

Table 24: Illustrates participation in previous parliamentary and provincial council elections

Answer type	number	Percentage
Yes	95	70%
both	41	30%
total	136	100%

The table above shows that 95 out of 136 respondents (70%) had participated in the parliamentary elections, while 41 respondents (30%) had no intention of participating.

Table 25: Illustrates Participation in Student Union and Assembly Elections

Answer type	number	Percentage
Yes	45	33%
both	91	67%
total	136	100%

The table above shows that (91) out of (136) respondents (67%) did not participate in union and parliamentary elections, while (45) respondents (33%) did not participate.

Table 26: Illustrates demonstrations and sit-ins against the government due to poor services

Answer type	number	Percentage
Yes	49	34%
both	87	64%
total	136	100%

The table above shows that 87 out of 136 respondents (64%) reject demonstrations and sit-ins against the government due to its poor services, while 33% (49 respondents) support demonstrations and sit-ins against the government for the same reason.

Table 27: Illustrates the role of youth in the present and future of Iraqi political life

Answer type	number	ratio
Yes	94	69%
both	42	30.8%
total	136	100%

The table above shows that (94) out of (136) respondents (69%) answered "yes," while (42) respondents (30.8%) answered "no".

Table 28: This table illustrates your confidence in the Iraqi political system amidst the sharp divisions between political factions.

Answer type	number	ratio
Yes	39	28.6%
both	97	71%
total	136	100%

The table above shows that 97 out of 136 respondents (71%) lacked confidence in the Iraqi political system due to the sharp divisions among political factions, while 39 respondents (28.6%) expressed confidence in the Iraqi political system despite these divisions.

Table 29: Do you believe in a culture of acceptance of those who differ from you politically, socially, religiously, and in other way?

Answer type	number	ratio
I believe	79	58%
I don't believe	57	41.9%
total	136	100%

The table above shows that (79) respondents out of a total of (136), representing (58%), believe in accepting the culture of those who differ from them politically, socially, and religiously, while (57) respondents, representing (41.9%), do not believe in accepting the culture of those who differ from them politically, socially, and religiously.

Section Six: Discussion of Hypotheses, Results, Recommendations, and Suggestions

First: Discussion of Hypotheses

First: There is a relationship between gender and economic income. The results of the specialist analysis of this hypothesis indicate that the results of applying (statistical analysis) showed that there is a relationship between gender and economic income.

Sex	Less than needed	It fulfills the need	Excessive	Total
Males	4	50	8	62
Females	6	60	8	74
Total	10	110	16	136

The living standard (Kah) reached 10, which is higher than the tabulated value of 6, at a 95% confidence level and with a degree of freedom of 0. Therefore, we accept the research hypothesis and reject the null hypothesis.

Second: Is there a relationship between place of residence and interest in political programs?

The results of the statistical analysis of this hypothesis, applying Kah's law, indicate that there is a relationship between place of residence and interest in political programs. The calculated Kah value reached 58, with a degree of freedom of 3, which is higher than the tabulated value of 7.8 and a 95% confidence level. Therefore, we accept the research hypothesis and reject the null hypothesis.

Type of answer	Governorate Center	Judiciary	District	Village	Total
Yes	30	18	15	10	73
Both	12	18	18	15	63
Total	42	36	33	25	136

Third: There is a relationship between socialization institutions and parliamentary and previous council elections. The results of the statistical analysis of this hypothesis in the (Kah) classification indicate that there is a relationship between socialization institutions and parliamentary and previous council elections, where the calculated (Kah) value reached (81.5H) with a degree of freedom (4) and a confidence level of (95%). The research hypothesis is accepted and the null hypothesis is rejected.

Type of answer	Family	The University	Places of Worship	Parties	The Clan	Total
Yes	23	22	8	15	10	78
Both	13	17	11	10	7	58
Total	36	39	19	25	17	136

Fourth: There is a relationship between the family's role in political participation and interest in political issues.

The results of the statistical analysis of this hypothesis, applying the null hypothesis, indicate a relationship between the family's role in political participation and interest in political issues. The calculated null hypothesis value was 246.8, with a degree of freedom of 0, which is higher than the critical values of 2, 6, 8, 7, 3, and 11 at confidence levels of 95%, 95%, and 99%, respectively. Therefore, the research hypothesis is accepted, and the null hypothesis is rejected.

Type of answer	Motivation and encouragement	Non-acceptance and warning	They don't care	Total
Yes	27	4	14	45
Both	20	30	41	91
Total	47	34	51	136

Section Two: Research Findings

- It appears that (79) respondents out of a total of (136), representing (58%), believe in accepting the culture of those who differ from them politically, socially, and religiously, while (57) respondents, representing (41.9%), do not believe in accepting the culture of those who differ from them politically, socially, and religiously.
 - It appears that (97) respondents out of a total of (136), representing (71%), do not have confidence in the Iraqi political system in light of the sharp division between the political components, while (39) respondents, representing (28.6%), do have confidence in the Iraqi political system in light of the sharp division between the political components.
 - It appears that (87) out of a total of (136) respondents, representing (64%), reject demonstrations and sit-ins against the government due to its poor services, while (33%), representing (49) respondents, support demonstrations and sit-ins against the government due to its poor services.
 - The table above shows that (57) out of (136) respondents (41.9%) tend to express their opinions on the political crisis through the media, while (42) respondents (30.8%) answered "no," (25) respondents (18.3%) expressed their opinions on political parties, and (12) respondents (8.8%) expressed their opinions among friends.
 - It is evident that (53) out of (136) respondents (39%) had a positive and participatory political culture, while (45) respondents (33%) had a passive and dependent political culture, and (38) respondents (28%) had a limited and ineffective political culture.
 - It appears that (96) respondents out of a total of (136) and at a rate of (71%) answered with (no), while (40) respondents and at a rate of (29%) answered with (yes.)
 - It appears that (58) out of (136) respondents (62.5%) did not wish to discuss political matters with friends, while (51) respondents (37.5%) did wish to discuss political matters with friends.
 - It appears that (61) out of (136) respondents (45%) had a fairly strong knowledge of the culture, while (46) respondents (34%) had a weak knowledge, and (29) respondents (21%) had a very strong knowledge.
9. The table above shows that (56) out of (136) respondents (41%) answered "No," while (46) respondents (34%) answered "I don't know," and (34) respondents (25%) answered "Yes." 10- It is evident from the table above that (30) respondents out of a total of (136), representing (22%), are between the ages of (18-20), while (36) respondents, representing (26%), are between the ages of (24-and-over), followed by (70) respondents, representing (52%)

Second: Recommendations and Proposals

First: Recommendations

- Attention should be given to seminars, as they provide an opportunity for dialogue with students and answering their questions.
- The university should offer students the opportunity to experience elections as a real-world experience to prepare them for participation in political life.
- Political socialization should be emphasized at all educational levels by developing a dedicated political socialization curriculum suitable for each stage of study.
- Political parties should be given the opportunity to connect with university students and be present in student gathering places to introduce their programs and play their role in the political socialization process without engaging in partisan conflicts.
- The university must not be separated as a place of learning from a place of political learning and participation in various activities aimed at training for political engagement, such as establishing a student parliament based on genuine elections.
- The role of university professors must be activated, and opportunities for political education should be provided to students through lectures and various activities, recognizing professors as role models for students and future leaders in society.
- The educational system must be re-evaluated to ensure it is relevant to current realities, moving away from rote learning and fostering critical thinking and creativity.
- Political culture must be upheld as a system and an integral part of Iraqi society, encompassing its diverse identities, and a national strategy must be adopted to achieve national unity

Second: Recommendations

- The lecturer should allocate time to inform students of their university and public rights and responsibilities and encourage them to participate in political activities.
- The university should continuously encourage students to attend political seminars and provide them with the necessary facilities to attend while on campus.
- Student activities should be strengthened to promote concepts of political culture, including loyalty and

belonging to their homeland.

4. A portion of student activities should be dedicated to community service to strengthen the connection between students and their community.
5. democratic environment should be fostered for student activities, allowing students to express their opinions and participate in activities.

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