

THE ROLE OF HIGHER EDUCATION IN FOSTERING SOCIAL MOBILITY FROM THE PERSPECTIVE OF POSTGRADUATE STUDENTS

Dr. Kholood Fawaz Al-Zoby and Dr. Muna Ayoub Yousef El Waked

ABSTRACT

This study investigated the role of higher education in fostering social mobility from the perspective of postgraduate students who are enrolled in the University of Jordan. To answer the study's questions, the researchers developed a questionnaire that consists from 30 items. The questionnaire forms were distributed to the sample. The sample consists from 100 postgraduate students enrolled at the faculty of educational sciences and the faculty of rehabilitation sciences at the University of Jordan. The relevant statistical methods were used to analyse the collected data. Several results were reached by the researchers. For instance, the researchers found that there are statistically significant difference between the respondents' attitudes which can be attributed to gender for the favour of male respondents. It is attributed to the fact that females benefit less than males from postgraduate degrees to make a successful career and improve their social status. The researchers found that there are statistically significant difference between the respondents' attitudes which can be attributed to faculty for the favour of the ones enrolled in the scientific faculties. That indicates that the ones enrolled in scientific faculties benefit more than the ones enrolled in human sciences faculties from obtaining postgraduate degree for improving their social status. In the light of such results, the researchers. The researchers recommend promoting awareness about the significance of high education in fostering upward social mobility among BA students. They recommend conducting more studies about social mobility with targeting school students and university students with taking the latest global changes into consideration.

KEYWORDS: role, higher education, social mobility, postgraduate students, Jordan

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INTRODUCTION

Social mobility is a phenomenon that exists in every human society. That is because people move from one social status to another in every society. People seek moving from one social status to another in order to excel among the members of the society. In order for one to play a significant role in fostering social mobility, more attention must be provided to the socialization process. Through the socialization process, one's identity and personality shall be formed. The socialization process is an ongoing process. In other words, it is not restricted to a specific age category. In fact, people of all age categories engage in the socialization process. The socialization process of each age category has its own features and essence. In this regard, family plays a significant role in the socialization process. In fact, it plays a significant role in raising up one and shaping one's personality and instilling ideas within one's mind. It plays a significant role in fostering social mobility in society. It plays a significant role in ensuring that one's personality develops normally (Jeedenz, 2005).

The socialization process is considered a significant process, because it is connected to social mobility. In fact, it stimulate one's interaction with others. It encourages one to integrate effectively into society. It plays a significant role in developing one's personality in a gradual manner and instilling certain beliefs within one. It is affected by the genes and social environment of one (Abed Al-Shafi, 2011)

Based on the relevant studies in the field of anthropology, there is a social hierarchy in every human society during all times (Faheem, 2001). In the light of the changes that occurred to all societies, social mobility is considered one of the features of such changes. It is considered as an inevitable result for the interaction between societies. It may be defined as the move from one social status to another in the social hierarchy. It is strongly connected with the changes that occurred to society. One needs to develop his/her life skills to keep up with the developments that occur. In this regard, it should be noted that the term (social mobility) is connected with many social terms. Such terms were investigated by many sociologists due to their faculty role in interpreting the conditions of the society. Through social mobility, individuals can move throughout the social hierarchy of their society regardless of their social status or the socialization process they went through. Social mobility is considered is an essential thing in developed societies. Social mobility involves the social movement of individuals, groups, and social values from one social status to another. It varies due to the variation of time and place (Al-Jaber, 2005).

Social mobility has various forms. Such forms include horizontal mobility refers to the movement of individuals across the same social status. Through the horizontal mobility, no change shall be made to the social status of one or a group. Vertical mobility refers to the social movement of one upwards or downwards on the social hierarchy of the society. Thus, it involves

two types (i.e. upward vertical mobility and downward vertical mobility) (Ibrahim, 1991).

Social plays a significant role. That is because it contributes to promoting a deeper understanding for the functions of modern society. It is because it affects many things that have a significant impact on the development of society and the quality of life of people. It is highly affected by education. There isn't any doubt that education is a significant instrument in society. For instance, education allows people to reach the highest positions. It plays a significant role in changing people's lives in a positive manner. It plays a significant role in enabling the society to develop and advance on the global level.

It should be noted that the (higher educational sector) have been developing significantly recently. Higher education is represented in the education that one gets after finishing his/her school education. It is delivered by universities and community colleges. Secondary school students must be well-prepared in order to join universities or community colleges. In order for students to join a university or community college, one must finish secondary school successfully (Al-Jaber, 2005).

The (higher educational sector) plays a significant role in developing one and society. It contributes to developing one's cognitive skills and behaviours. It provides one with better job opportunities. It provides with opportunities to increase his/her income and improve his/her socio-economic status. It provides with opportunities to get a promotion and meet his/her ambitions and expectations. Through getting all of those opportunities, one shall become capable of improving his/her social status in the social hierarchy (Al-Tal, 2006).

Higher education has special significance in developing countries. For instance, it contributes to fostering the socio-economic development. It shall enable people to keep up with the developments. The higher education institutions play a significant role in achieving social, political and cultural development and other types of development. Therefore, it has been receiving much attention (Ibrahim, 1991). The higher the academic qualification of one is, the higher his/her income and productivity levels shall be. One's academic qualification shall positively affect one's ability to serve his/her community effectively. Therefore, many governments dedicate much funds to improve the academic qualifications of citizens. Dedicating such funds shall raise the productivity of the whole society and the well-being levels of individuals. It shall increase people's motivation. In Jordan, the numbers of the ones enrolling in higher education institutions has been increasing significantly. That is because those people aim at improving their social status and move across social hierarchy (Al-Tal, 2006).

STATEMENT OF THE PROBLEM

There has been always a strong relationship between higher education and social mobility. Such a relationship is considered complex. For instance, high education affects various aspects of one's life. It significantly affect one's social status. In fact, once one gets a university degree, he/she shall immediately feel that his/her social status has improved. That is because the higher the academic qualification is, one's opportunities to get a prestigious job shall increase. The increase of such opportunities shall increase one's ability to move across the social hierarchy

It can be noticed that the number of graduates in Jordan is very high. In fact, the latter number exceeds the needs of the labor market in the private and public sectors. That is why the unemployment rate is very high among the ones who hold a BA degree. Hence, the unemployed BA holders in Jordan aren't capable of improving their socio-economic conditions. They don't enjoy social equality.

The high unemployment rate among BA holders in Jordan may be attributed to the prevalence of favoritism. Favoritism leads to the recruitment of people without taking their experience and academic qualification into consideration. The prevalence of favoritism in Jordan hindered people from improving their socio-economic status. It hindered many people from moving upwards in the social hierarchy of the Jordanian society. Thus, it discouraged many people in Jordan from getting higher education.

Hence, the problem of this study is represented in exploring the role of higher education in fostering social mobility from the perspective of the postgraduate students who are enrolled in the University of Jordan.

THE STUDY'S QUESTIONS

THE PRESENT STUDY AIMED TO ANSWER THE QUESTION BELOW

Q.1. What is the role of higher education in fostering social mobility from the perspective of the postgraduate students who are enrolled in the University of Jordan?

Q.2. Is there any statistically significant difference –at the statistical significance of ($\alpha=0.05$)- between the respondents' attitudes which can be attributed to gender or faculty?

THE STUDY'S OBJECTIVES

The present study aimed to explore the role of higher education in fostering social mobility from the perspective of the postgraduate students who are enrolled in the University of Jordan. It investigated whether there is any statistically significant difference –at the statistical significance of ($\alpha=0.05$)- between the respondents' attitudes which can be attributed to gender or faculty.

THE STUDY'S SIGNIFICANCE

On the global level, a great attention has been provided to the role of education in fostering social mobility.

However, the attention provided by researchers to such role in Arab countries in general and Jordan in particular is low. Therefore, the researchers conducted this study so shed a light on such a role. The present study is significant because it reflects the ability of higher education to meet its intended goals. Such goals include achieving social equality in society. It is significant because it sheds a light on the significance of higher education and its role in fostering social mobility.

This study is significant because social mobility is a significant phenomenon in any society. For instance, investigating social mobility contributes to having a deeper understanding for economy. To illustrate more, having a high social mobility level indicates that there is an economic revival. However, having a low social mobility level indicates that there is a state of recession in society. It indicates that the social equality level in society is low. This study is significant because it provides public institutions and researchers with knowledge about social mobility.

DEFINITION OF TERMS

Higher education: (theoretical definition): It refers to the education that one received after finishing secondary school education. It is provided by universities and community colleges. One receives a certificate when he/she finishes his/her education in a higher education institution (The global Arab Encyclopaedia, 2012)

Postgraduate students (operational definition): They refer to the MA and PhD students who are enrolled at the University of Jordan

Social mobility (theoretical definition): It refers to the process of moving from one social status to another in the social hierarchy. It may be an upward or downward mobility (Bouden, 2007). It is measured in this study through the instrument (operational definition)

LIMITS AND LIMITATIONS

Thematic limit: It is represented in the role of higher education in fostering social mobility from the perspective of postgraduate students who are enrolled in the University of Jordan.

Spatial limit: This study was conducted at the University of Jordan.

Temporal limits: This study was conducted during the second semester of the academic year (2017/2018).

Human limit: The present study targets the postgraduate students who are enrolled at the University of Jordan.

PREVIOUS STUDIES

There are several studies that shed a light on higher education and its role in fostering social mobility. The researchers reviewed several studies in this regard. Such studies are shown below. They are ordered based

on the year of publication (from the oldest ones to the newest ones)

1)-Jradat (1994) conducted a study titled (Higher education in Jordan and its relationship with social mobility from the perspective of the faculty members working at Jordanian public universities).

The latter researcher aimed to explore the relationship between higher education and the upward and downward social mobility from the perspective of the faculty members working at Jordanian public universities. He adopted a descriptive approach that consists from 326 faculty members who were working at Jordanian public universities. The latter faculty members were selected from the University of Jordan, Yarmouk University, and Jordan University of Science and Technology). The latter researcher reached several results. For instance, he found that there is a statistically significant difference between the respondents' attitudes which can be attributed to academic qualification. The latter difference is for the favour of the ones who hold an MA degree. The researcher found that the social status of the ones who hold PhD degree is higher than the social status of the ones who hold MA degree and the ones who hold a BA degree. He found that the improvement of one's economic status shall enable him/her to raise his/her social status

2)-Al-Khasawneh (1995) conducted a study titled (Higher education and social mobility from the perspective of the postgraduate students enrolled at Jordanian public universities).

The latter researcher aimed to explore the relationship between higher education and social mobility from the perspective of the postgraduate students enrolled at Jordanian public universities. The sample consists from 419 postgraduate students who were enrolled at Jordanian public universities. Those students were selected from (the University of Jordan, Yarmouk University, Mu'tah University, Jordan University of Science and Technology and Al Al-Bait University). The latter researcher found that there is a statistically significant difference between the respondents' attitudes which can be attributed to academic qualification. The latter difference is for the favour of the ones who hold an MA degree. The researcher found that the improvement of one's economic status shall enable him/her to raise his/her social status

3)-Al-Jaber (2005) conducted a study titled (higher education and social mobility in the Libyan society from the perspective of graduates)

The latter researcher aimed to explore the attitudes of Libyan graduates towards higher education and social mobility in the Libyan society. He adopted a descriptive approach to reach results. The sample consists from 1037 female and male graduates. Those graduates were selected through the random sampling method. The researcher found that there is a

statistically significant difference –at the statistically significance level of ($\alpha = 0.05$)- between the respondents' attitudes which can be attributed to academic qualification. The latter difference is for the favour of the ones who hold a PhD graduates. The researcher found that graduates in Libya enjoy higher self-esteem than other people.

4)- Tyler (2015) conducted a study titled (Education and Social Mobility 1870 - 1914: a Study of Four Schools in the Registration District of Hitchin in Hertfordshire).

The latter researcher aimed to explore the significance of education in Britain. She aimed to explore the impact of education on the upward social mobility during the period (1870 – 1914). The sample was selected based on the records involving data about the number of the students enrolled in the schools located in Hitchin. It consists from 200 students who were selected from 4 schools. It was found that education enables people to improve their living conditions. It was found that education enable people to move upward in the social hierarchy.

Several studies of the aforementioned ones shed a light on the study's areas. For instance, Al-Khasawneh (1995) shed a light on the role of higher education in fostering social mobility. Contrary to other studies, the present study sheds a light on the changes that occurred to the reality of higher education and the changes that occurred to society. It is significant to conduct this study because many people today are convinced that higher education shall not improve their economic status nor enable them to move upward in the social hierarchy.

The study of Jaber (2005) offers a proof indicating that higher education enables people to move upward in the social hierarchy in Libya and enjoy a higher self-esteem level. It offers a proof indicating that higher education offers support to the ones who have it.

Jradat (1994) offers a proof indicating that there is a relationship between education and higher education. He adds that universities develop students' skills and enable them to raise their social status. He adds that universities develop students in a manner that enable them to join the labour market.

Tyler (2015) sheds a light on the significance role of education in fostering social mobility throughout history. Contrary to other studies, the study of Tyler (2015) sheds a light on the statistics of the period (1870

– 1914) in Britain. It offers a proof indicating that education contributes to fostering social mobility, supporting national economy and achieving national development. Through the present study, the researchers can offer a proof indicating that higher education contributes to upward social mobility. Thus, they can use this study as proof when encouraging others to enrol in higher education institutions to improve their socio-economic status.

Contrary to the aforementioned studies, this study sheds a light on the nature of the relationship between higher education and social mobility from a modern perspective. Thus, it contributes to filling a gap in the relevant literature.

The study's methodology

The researchers adopted a descriptive approach

THE STUDY'S INSTRUMENT

The researchers developed a questionnaire to meet the study's goals and answer the study's questions. Some of the study's areas were chosen based on the instrument designed by Ibrahim (1991). The questionnaire consists from two parts. The first part aims at collecting data about the respondents' characteristics. The second part aims at collecting data about the study's subject.

THE VALIDITY OF THE INSTRUMENT

In order to check the validity of the instrument, the researchers passed the instrument to four (4) experts. They asked those experts to assess the questionnaire and provide them with suggestions and recommendations to improve the instrument. They asked those experts to assess the questionnaire's ability to meet the intended goals. They asked those experts to assess the questionnaire in terms of relevancy.

THE RELIABILITY OF THE QUESTIONNAIRE

The researchers measured the reliability of the questionnaire through calculating Cronbach alpha coefficient value. The latter value is 0.959. Reliability of the questionnaire was also measured through using the split-half Method through using the Spearman-Brown Formula. Through using the split half method, the reliability coefficient value is 0.914. It indicates that the questionnaire is very reliable. It indicates that the construct validity of the instrument is high.

The researchers calculated the correlation coefficient values for identifying the extent of correlation between the item and the overall score.

Table (1): The correlation coefficient values for identifying the extent of correlation between the item and the overall score.

Item No.	Correlation coefficient	Item No.	Correlation coefficient
1	.701	16	.754
2	.657	17	.780
3	.607	18	.486
4	.647	19	.445
5	.717	20	.644
6	.767	21	.671

7	.739	22	.513
8	.716	23	.517
9	.695	24	.589
10	.640	25	.694
11	.764	26	.636
12	.788	27	.678
13	.701	28	.727
14	.768	29	.642
15	.639		

The values in table (1) are within the range of (0.445 – 0.788). They are greater than 0.3. Thus, they indicate that the items of the questionnaire can meet the intended goals. They indicate that the construct validity is high.

CRITERIA FOR CLASSIFYING MEANS

The interval was calculated as follows:

$$(5 - 1) / 3 = 1.33$$

Based on this interval, the following criteria were used to classify means:

1 – 2.33: Low

2.34 – 3.66: Moderate

3.67 – 5: High

RESULTS

The present study aimed to explore the role of higher education in fostering social mobility from the perspective of the postgraduate students who are enrolled in the University of Jordan. The results of this study are shown below:

RESULTS RELATED TO THE FIRST QUESTION

Q.1. What is the role of higher education in fostering social mobility from the perspective of the postgraduate students who are enrolled in the University of Jordan?

To answer this question, the researchers calculated means and standard deviations. Such means and standard deviations are shown below

Table (2): Means and standard deviations representing the role of higher education in fostering social mobility from the perspective of the postgraduate students who are enrolled in the University of Jordan

Rank	No.	Item	Mean	Std.	Level
.1	19	After I obtained my postgraduate degree, my self-confidence level rose	4.07	.892	High
.2	18	After I obtained a postgraduate degree, I became always keen on having a good appearance	3.93	1.019	High
.3	22	I feel that I want to inform the ones who don't know me about my postgraduate degree	3.84	1.186	High
.4	4	My postgraduate degree rose my social status among my family members	3.79	.808	High
.5	29	After I obtained a postgraduate degree, I advise all the people surrounding me to get a postgraduate degree	3.73	.936	High
.6	23	After I obtained a postgraduate degree, I feel that I have excelled among my peers who didn't get a BA or postgraduate degree	3.72	1.162	High
.7	7	After I obtained a postgraduate degree, my family considers my presence to discuss significant family matters	3.68	.861	High
.8	6	After I obtained a postgraduate degree, people's respect for me increased	3.67	.912	High
.9	5	After I obtained a postgraduate degree, my social status rose	3.66	.876	Moderate
	20	After I obtained a postgraduate degree, I became more capable to handle the demands of life	3.66	.895	Moderate
.10	8	After I obtained a postgraduate degree, transformations occurred to my social relationship	3.65	.877	Moderate
.11	27	After I obtained a postgraduate degree, I became capable to achieve self-realization	3.63	.850	Moderate
.12	11	After I obtained a postgraduate degree, people's desire to deal with me increased	3.59	.894	Moderate
.13	25	After I obtained a postgraduate degree, my ability to communicate with others improved	3.59	.952	Moderate

.14	28	After I obtained a postgraduate degree, people's desire to get to know me increased	3.56	.878	Moderate
.15	21	After I obtained a postgraduate degree, my social status among my family members and the members of my clan improved	3.54	.955	Moderate
.16	17	After I obtained a postgraduate degree, my engagement in social activities improved	3.49	.974	Moderate
.17	2	After I obtained a postgraduate degree, my job opportunities increased	3.48	.991	Moderate
.18	1	My postgraduate degree enabled me to improve my economic status	3.47	1.091	Moderate
.19	13	After I obtained a postgraduate degree, I became more capable of meeting the demands of life	3.41	.987	Moderate
.20	16	After I obtained a postgraduate degree, my income increased	3.36	.973	Moderate
.21	9	After I obtained a postgraduate degree, I became able to get a better job	3.30	1.081	Moderate
.22	12	After I obtained a postgraduate degree, my economic status rose	3.29	.978	Moderate
.23	14	After I obtained a postgraduate degree, I started living in luxury	3.28	1.028	Moderate
.24	3	I obtained a job due to the postgraduate degree I obtained only	3.26	1.151	Moderate
.25	26	After I obtained a postgraduate degree, I obtained a higher administrative position at my workplace	3.16	1.134	Moderate
.26	15	After I obtained a postgraduate degree, I obtained a promotion at my workplace	3.04	1.204	Moderate
.27	24	After I obtained a postgraduate degree, I changed my habits	3.02	1.312	Moderate
.28	10	After I obtained a postgraduate degree, I started realizing that universities develop people's capabilities and enable them to join the labour market.	3.00	1.180	Moderate
		Overall	3.51	.690	Moderate

Based on table (2), the researchers concluded that higher education plays a moderate role in fostering social mobility in the Jordanian society. That is because the overall mean is 3.51 which is moderate. The means in table (2) are within the range of 3.00 – 4.07. Some of those means are high and the rest are moderate. The mean of statement (19) is 4.07 which is high and ranked first. The latter statement states the following: (After I obtained my postgraduate degree, my self-confidence level rose). The mean of statement (18) is 3.93 which is high and ranked second. The latter statement states the following: (After I obtained a postgraduate degree, I became always keen on having a good appearance).

The mean of statement (22) is 3.84 which is high and ranked third. The latter statement states the following: (I feel that I want to inform the ones who don't know me about my postgraduate degree). The mean of statement (22) is 3.79 which is high and ranked fourth. The latter statement states the following: (My postgraduate degree rose my social status among my family members). The mean of statement (29) is 3.73 which is high and ranked fifth. The latter statement states the following: (After I obtained a postgraduate degree, I advise all the people surrounding me to get a postgraduate degree).

The mean of statement (23) is 3.72 which is high and ranked sixth. The latter statement states the following: (After I obtained a postgraduate degree, I feel that I have excelled among my peers who didn't get a BA or postgraduate degree). The mean of statement (7) is 3.68 which is high and ranked seventh. The latter statement states the following: (After I obtained a postgraduate degree, my family considers my presence to discuss significant family matters).

The mean of statement (7) is 3.67 which is high and ranked eighth. The latter statement states the following: (After I obtained a postgraduate degree, people's respect for me increased). The mean of statement (5) is 3.66 which is moderate and ranked ninth. The latter statement states the following: (After I obtained a postgraduate degree, my social status rose). The mean of statement (20) is 3.66 which is moderate and ranked ninth. The latter statement states the following: (After I obtained a postgraduate degree, I became more capable to handle the demands of life).

The mean of statement (8) is 3.65 which is moderate and ranked tenth. The latter statement states the following: (After I obtained a postgraduate degree, transformations occurred to my social relationship). The mean of statement (27) is 3.63 which is moderate and ranked eleventh. The latter statement states the

following: (After I obtained a postgraduate degree, I became capable to achieve self-realization). The mean of statement (11) is 3.59 which is moderate and ranked twelfth. The latter statement states the following: (After I obtained a postgraduate degree, people's desire to deal with me increased).

The mean of statement (25) is 3.59 which is moderate and ranked thirteenth. The latter statement states the following: (After I obtained a postgraduate degree, my ability to communicate with others improved). The mean of statement (28) is 3.56 which is moderate and ranked fourteenth. The latter statement states the following: (After I obtained a postgraduate degree, people's desire to get to know me increased). The mean of statement (21) is 3.54 which is moderate and ranked fifteenth. The latter statement states the following: (After I obtained a postgraduate degree, my social status among my family members and the members of my clan improved).

The mean of statement (17) is 3.49 which is moderate and ranked sixteenth. The latter statement states the following: (After I obtained a postgraduate degree, my engagement in social activities improved). The mean of statement (2) is 3.48 which is moderate and ranked seventeenth. The latter statement states the following: (After I obtained a postgraduate degree, my job opportunities increased). The mean of statement (1) is 3.47 which is moderate and ranked eighteenth. The latter statement states the following: (My postgraduate degree enabled me to improve my economic status). The mean of statement (13) is 3.41 which is moderate and ranked nineteenth. The latter statement states the following: (After I obtained a postgraduate degree, I became more capable of meeting the demands of life).

The mean of statement (16) is 3.36 which is moderate and ranked twentieth. The latter statement states the following: (After I obtained a postgraduate degree, my income increased). The mean of statement (9) is 3.30 which is moderate and holds rank No. 21. The latter statement states the following: (After I obtained a postgraduate degree, I became able to get a better job). The mean of statement (12) is 3.29 which is moderate and holds rank No. 22. The latter statement states the

following: (After I obtained a postgraduate degree, my economic status rose). The mean of statement (14) is 3.28 which is moderate and holds rank No. 23. The latter statement states the following: (After I obtained a postgraduate degree, I started living in luxury).

The mean of statement (3) is 3.26 which is moderate and holds rank No. 24. The latter statement states the following: (I obtained a job due to the postgraduate degree I obtained only). The mean of statement (26) is 3.16 which is moderate and holds rank No. 25. The latter statement states the following: (After I obtained a postgraduate degree, I obtained a higher administrative position at my workplace). The mean of statement (15) is 3.04 which is moderate and holds rank No. 26. The latter statement states the following: (After I obtained a postgraduate degree, I obtained a promotion at my workplace).

The mean of statement (24) is 3.02 which is moderate and holds rank No. 27. The latter statement states the following: (After I obtained a postgraduate degree, I changed my habits). The mean of statement (10) is 3.00 which is moderate and holds rank No. 28. The latter statement states the following: (After I obtained a postgraduate degree, I started realizing that universities develop people's capabilities and enable them to join the labour market).

RESULTS RELATED TO THE SECOND QUESTION

Q.2. Is there any statistically significant difference –at the statistical significance of ($\alpha=0.05$)– between the respondents' attitudes which can be attributed to gender or faculty?

FIRST: RESULTS RELATED TO GENDER

The researchers aimed to explore whether there is any statistically significant difference –at the statistical significance of ($\alpha=0.05$)– between the respondents' attitudes which can be attributed to gender. Thus, they calculated means, and standard deviations for the exploring the respondents' attitudes in accordance with gender. They conducted the t-test for independent test. The table below presents such means, and standard deviations and the results of the latter test.

Table (3): Means, and standard deviations and results of the t-test for independent test to explore whether there is any statistically significant difference between the respondents' attitudes which can be attributed to gender

Gender	Frequency	Mean	Std.	T value	df.	Sig.
Female	53	3.34	.688	-2.563	114	.012*
Male	63	3.66	.663			

(*): This sign means that the value is statistically significant difference –at the statistical significance of ($\alpha=0.05$)

Based on table (3), the t-value is -2.563. It is considered statistically significant difference –at the statistical significance of ($\alpha=0.05$). It means that there is a statistically significant difference –at the statistical significance of ($\alpha=0.05$)– between the respondents' attitudes which can be attributed to gender. The latter difference is for the favour of male respondents. The

latter result is attributed to the nature of people's perception for females. It is attributed to the fact that females benefit less than males from postgraduate degrees to make a successful career and improve their social status.

Results related to faculty

The researchers aimed to explore whether there is any statistically significant difference –at the statistical significance of ($\alpha=0.05$)– between the respondents' attitudes which can be attributed to faculty. Thus, they

calculated means, and standard deviations for the exploring the respondents' attitudes in accordance with faculty. They conducted the t-test for independent test.

Table (4): Means, and standard deviations and results of the t-test for independent test to explore whether there is any statistically significant difference between the respondents' attitudes which can be attributed to gender

Gender	Frequency	Mean	Std.	T value	df.	Sig.
scientific faculties	65	3.63	.642	2.126	114	.036
Human sciences faculties	51	3.36	.726			

(*): This sign means that the value is statistically significant difference –at the statistical significance of ($\alpha=0.05$)

Based on table (4), the t-value is 2.126. It is considered statistically significant difference –at the statistical significance of ($\alpha=0.05$). It means that there is a statistically significant difference –at the statistical significance of ($\alpha=0.05$)– between the respondents' attitudes which can be attributed to faculty. The latter difference is for the favour of the ones enrolled in the scientific faculties. That indicates that the ones enrolled in scientific faculties benefit more than the ones enrolled in human sciences faculties from obtaining postgraduate degree for improving their social status. That is because the ones who get a postgraduate degree in a scientific major get a better salary than the ones who get a postgraduate degree in a human science-related major. It is because the society considers scientific major more significant than human science-related majors

CONCLUSION

Social mobility is a phenomena that has several causes. It has several forms. It is connected with higher education. It affects people's lives.

It was found that one's gender and the faculty he/she is enrolled at shall significantly affect social mobility. In fact, higher education affects one in the following aspects:

-On the personal level, higher education affects one's self-confidence level and desire to disclose information about his/her academic qualification. It increases one's engagement in the process of making significant decisions among his/her family members and the members of his/her clan.

-On the professional level, higher education contributes to increasing one's income and living conditions.

-On the social level, higher education contributes to increasing one's attention with his/her appearance and desire to inform others about his/her degree(s) in assemblies. That is because one wants to feel distinguished from others and feel important. One's academic qualification affects his/her social relationships and number of his/her job opportunities. In fact, having higher academic qualifications shall enable one to have connections and power. It enables one to move upward in the social hierarchy of the society.

Many changes occurs to one's life after getting an academic degree. Despite that, the researchers found

The table below presents such means, and standard deviations and the results of the latter test.

that there are statistically significant differences –at the statistical significance of ($\alpha=0.05$)– between the respondents' attitudes which can be attributed to gender and major. The latter differences are for the favour of the ones enrolled in the scientific faculties and males. The latter result is attributed to the fact the way the members of the society perceive women. Such perceptions negatively affect the ability of women to get promotion. It is attributed to the fact that the labour market today is need for people who hold degrees in scientific majors. The labour market is need for that due to the scientific and technological advancements. Social mobility is connected with gender and faculty because it is connected with the competences and capabilities of the members of the society.

The high upward social mobility level indicates that the members of the society overlooked the ideas they have inherited about social status. It should be noted that education of high quality develops one's skills and enable him/her to integrate effectively in society. Thus, education of high quality plays a major role in fostering social mobility.

RECOMMENDATIONS

THE RESEARCHERS RECOMMEND

- Promoting awareness about the significance of high education in fostering upward social mobility among BA students.
- Conducting more studies about social mobility with targeting school students and university students with taking the latest global changes into consideration.

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