

## **The Role of Faculty Members in Promoting the Values of Citizenship for University Students**

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**Key Words:** Values, Citizenship, Faculty Member, University Students

### **Abstract**

This research paper aimed at recognizing the role of faculty members in promoting the values of citizenship for university students and recognizing the role differences according to the study variables. It also aimed at recognizing the most important internal and external contemporary challenges that influence citizenship. In order to achieve the goals of this study, the researcher conducted a questionnaire including (30) statements to evaluate the values of citizenship among university students at the dimensions of loyalty and affiliation, preserving the environment, political participation, social responsibility and freedom. Eleven statements are also included in the questionnaire to measure the contemporary variables that are faced by the values of citizenship. The population study consisted of (250) male and female university students from different universities in Saudi Arabia. The results showed that the degree of appreciation to the extent of the ability of the faculty member to do his role of supporting the values of citizenship from the viewpoint of the university students on the tool is average. The results showed, from the viewpoint of

the university students, that the faculty member may sometimes have a role in promoting the value of loyalty and affiliation, preserving the environment, reinforcing the social responsibility, adopting the value of freedom feeling, and political participation. The results also showed that the most contemporary variable facing the values of citizenship is the negative part of the media which supports revolution on the traditions and customs and to discard values and ethics. Moreover, the wide spread of corruption in all its aspects, and the appearance of a different life style leading to the vanishing of the national and cultural identity are the most important contemporary variables that must be confronted. In the meantime, the researcher has found that the impact of tense between the citizen and the security institutions is lesser in addition to the failure of the government to satisfy the basic needs of its citizens. In light of the results, the researcher has come up with some recommendations among the most dominant ones: the university administration must focus its concern on the values of citizenship, urge the staff members to focus on these values by promoting them among students, including them in the curriculum, and increasing the activities and the skills which strengthen these values.

## **Introduction**

Societies witness changes in their aspects of life and their value systems in front of the massive flow of ideas, values and beliefs carried out by globalization in its different dimensions which led to a change in many domestic concepts and values among university youths. These changes have contributed to weaken adherence to the original values and led to the spread of imported values and other aspects that weaken the values of citizenship. (Ad-Dossary, 2014) (Al-Otaibi, and As-Sowaysi, 2013).

The development of the values of citizenship may lead the individual to feel loyal to his society, values, environment, and culture. This can be represented in his behavior and by defending the values of his homeland and its gains. Education for citizenship includes the development of an individual's knowledge of his society and his positive interaction with other individuals contributing to the formation of good citizens (Al-Khawaldeh, 1160, 2013). Preparing a good citizen responsible for developing the homeland is considered one of the goals that must be achieved by every society. Thus, education must do its right role to enable the new generations to bear their responsibilities (Al-Zaki, 3, 2015).

The educational institutions play an important role in teaching the values of citizenship and create an educational environment promoting these values. The teacher plays an effective role in the educational process especially in the field of forming and developing the values of citizenship among students as a model to be followed. The teacher is also responsible to perform the educational roles of teaching, directing and supervising the practice of activities and other educational activities (Nassar, and Al-Mohsin, 4, 2013).

(Al-Khawaldeh, 2013) has revealed that the level of the role of the faculty member in Jordanian Universities was average and this was attributed to the fact that many faculty members believe that their role is more educational than pedagogical.

The results of the study of (Al-Awamrah and Az-Zboon, 2014) indicated the role of universities in promoting the concepts of citizenship education among university students.

The results of the study of (Gidori, 2012) revealed that there are differences between faculty members in relation to their role in developing the global citizenship values of their students.

Al-Hashemi (2016) recommended that the management of youth institutions should take care of citizenship and instruct educators to focus on activities that promote citizenship and national unity.

The results of Tiwari's study (2014) showed the importance of teaching children the issues related to the values of citizens' responsibilities and their inclusion in educational activities, where there was a large difference between pre-test and post-test scores for children in favor of the post-test.

Lim's study (2013), which used video games to teach citizenship concepts, found that students had increased their sense of social ethics and responsibility and were more aware of civic and political responsibilities.

The study of Maitles (2010) examined the impact of an intensive citizenship program on high school students. The results indicate that there is a significant change in the general values of youths after being exposed to the program.

Thus, the problem of the study, which is centered on knowing the role of the faculty member in promoting the values of citizenship for university students, has emerged.

### **The Objectives of the Study:**

The study aimed at identifying the role of the faculty member in promoting the values of citizenship for university students, as well as to identify the differences in the level of the role according to the study variables. It also aims to identify the most important values of citizenship that should be strengthened among students and what are the internal and external contemporary challenges affecting them.

### **The Importance of the Study:**

The study draws its importance from the importance of the values of citizenship that must be enabled for youths to be good citizens. It also gains its importance because

it deals with university students which are the part on which we rely on for the progress and advancement of the society. It is hoped that the results of this study will benefit university officials to learn about the reality of the values of citizenship among students and how to strengthen them, and to promote the role of the faculty member in a way that supports and strengthens the values of citizenship among students.

### **The Study Queries:**

- 1 - What is the level of the role of the faculty member in promoting the values of citizenship among university students?
- 2- Are there any statistically significant differences in the level of the faculty member role in promoting the values of citizenship among university students according to the gender variable?
- 3- Are there any statistically significant differences in the level of the faculty member role in promoting the values of citizenship among university students according to the college variable?
- 4- Are there any statistically significant differences in the level of the role of the faculty member in promoting the values of citizenship among university students according to the variable of the academic level?
- 5 - What are the internal and external contemporary challenges affecting the values of citizenship that should be activated among university students?

### **The Study Terms:**

#### **Values:**

The term 'values' is defined as a set of regulations and criteria for generalized emotional mental judgments towards people, objects, meanings and the aspects of

activity. It directs individual choices between the alternatives of behavior in different situations (Bushalgam, 233, 2016).

### **Citizenship:**

Citizenship is a full membership of the individual in society, and it is a culture and behavior that takes the form of values, practices and convictions practiced by individuals towards their society (Abd-el-Baqi, 2016).

### **The Values of Citizenship:**

The values of citizenship are a set of principles and constraints that determine the behavior of citizens in the society to which they belong. It is represented by loving the homeland, being loyal to it, fighting for it, striving for reform, stopping the hands of corrupts, abiding the rules and laws, and performing duties to the fullest (Abu Hassan, 2016).

### **Contemporary Challenges:**

Contemporary challenges are the rapid and successive changes that have emerged in recent decades such as the scientific and cognitive revolution, the revolution of information and communication technology, the phenomenon of globalization in its various manifestations, and the effects that these variables have on the national level in the social, economic and cultural aspects and the negative consequences on cultural identity, loyalty, affiliation and other values of citizenship (Nassar, and Al-Mohsen, 2013).

## **Citizenship**

The concept of citizenship is considered as a social, legal, political and moral commitment that contributed in the development of human society (Abujee, 2017).

Citizenship has a set of essential elements in the form of the civil component which includes individual freedom, freedom of expression, belief, the right to own property, and the right to justice, and the political component in the form of participation in political life. The social component means the citizen's enjoyment of social welfare services and satisfying his economic rights (Wikipedia, 2017).

The concept of citizenship differs from patriotism. The individual acquires citizenship as soon as he joins a particular state, but he acquires national status only by working for the benefit of this state so that the public interest for him becomes more important than his own (Ouhabiyah, 2018).

Al-Sayyed and Ismaeel (2010: 30) have quoted (Nassar, and Al-Mohsin, 15, 2013) that citizenship has a number of dimensions, including the political dimension, which is reflected in the individual's sense of belonging to the homeland. The cultural dimension is reflected in the nation's rights that preserve and support the national identity. The economic dimension which aims at satisfying the basic material needs of individuals. The cultural knowledge dimension respects the privacy of cultural and civilized identity. The skilled dimension means the intellectual skills such as the ability to think critically analyze and solve problems. The social dimension means the social efficiency of living with others and working with them. The moral dimension means spreading the values of justice, equality, tolerance, freedom and consultation.

## Values

Values play a prominent role in the lives of individuals; they form the moral side of human behavior, and the main nerve of emotional, cultural, social and human behavior (Al-Tamimi, 2015).

Halillo (2013, 231) stated that values are fundamental concepts in all fields of economic, social and political life. The term 'values' is defined as those habits, ethics and principles that we use, and we practice them in many details in our daily lives. (Sahar, 2016)

Values consist of three main levels: the cognitive component, the emotional component, and the behavioral component. These components, which govern the values, are linked with the processes of selection, appreciation, and action (Al-Ajiz, and Al-Omri, 1999).

The influence and the growth of awareness of the values, and the awakening and awareness of the Islamic values as an integrated part of society are considered as motives for every behavior and direction taken by the human which require the solidarity of all institutions of society (Al-Gad Center of Values, 2016).

### **Types of Values in Human Life:**

**Social values:** are the desirable characteristics and features of the members of society, defined by their culture. They are social tools to maintain order and stability in the society (Wikipedia, 2016).

**Economic values:** are represented by the constant search for profitable production, and interest in money and wealth. The possessors of these values often look at



things from a materialistic viewpoint based on the calculation of the amount of profit and loss, and this type of values may contradict with other types (Mishal).

**Aesthetic values:** are a set of values that characterize an individual's artistic and aesthetic interests, and searching of artistic aspects of life. They make the individual like formation and harmonization. These values are usually flourished among the owners of artistic creativity and those who taste beauty (Al-Ahmar, 2011).

**Religious values:** are the concepts and principles that prevail among religious people and those who are affected by religious rulings and seeking the satisfaction of God Almighty and the fulfillment of his orders (Sahar, 2016).

**Personal values:** are related to people who possess those qualities and values related to their personality, such as self-confidence, patience, courage, wisdom, the ability to understand things well, or honesty and truthfulness (Sarhan, 2017).

### **The Values of Citizenship:**

The report of the International Committee of Education for the twenty-first century (Dealer, 1998: 306), as quoted by (Abu-Shakour, 2017, 159) defines a set of values that are considered to be the components of citizenship. The report calls for their acquisition. These values are as the following: awareness of human rights, social responsibility, Social equity values, Political participation, cultural differences and pluralism, tolerance, volunteerism, care and cooperation, planned innovative adventurism, expression of opinion and commitment to environmental protection.

A European Commission report (2012: 34) as cited by (Nassar, and Al- Mohsen, 2016) mentioned a number of values of citizenship that should be developed among students, through their acquisition of knowledge, attitudes or developing their skills in the following areas: Awareness of social, political and civil institutions , respect and preservation of the environment, conflict resolution, the rights and responsibilities of citizens, participation in community development, the acquisition of

critical and independent thinking skills, positive participation in school life, combating racism and chauvinism and the ability to participate politically in the future.

### **Education and Citizenship:**

"Citizenship education" is generally aimed at meeting the new needs of society at the political, economic, social and cultural levels in addition to the individual needs for the learners. It is generally characterized by four main dimensions: knowledge of rights and duties, understanding of national identity, promotion of affiliation, and promotion of participation, and it includes four levels: the national, social, personal and professional levels. (Ammar, 2014). He mentioned that the teacher has a great role in establishing citizenship and developing the values of citizenship through:

- The teacher should encourage student activities.
- Introducing students to local and international variables and encouraging them to deal with innovative ideas.
- Encouraging students to participate in civil society organizations and charitable associations in the community.
- Practical application of the curricula to help developing the spirit of citizenship through the practical side of students.
- Provoking national stories.

### **Contemporary Challenges:**

There are great challenges facing the independent nations with their ideas, cultures and values represented by cognitive, informational, economic, political and cultural variables.

One of the most serious of these challenges is the so-called culture of globalization which carries a threat to all societies. The world at this moment has become a small village where cultural, social, economic and religious boundaries are almost non-existent. It facilitates the transmission of ideas, beliefs and values. The threat to the privacy of many conservative societies, after which neither the place nor time has the ability to restrain the phenomenon of cultural and educational globalization, and influence the components of citizenship and affiliation to its members. Thus,

modern societies have become increasingly interested in education for citizenship and increase the concern of educators in the field of education (Ad-Dosari, 2014) (Samir, 2017) (Nassar, and Al-Mohsen, 2016).

The impact of globalization appears on the decline of affiliation to the Arab nation and Arab nationalism by dissolving this affiliation and replacing it theoretically with affiliation to the human community. This necessitated changing the features of the Arab culture which is based on language, history, and common customs and traditions.

The impact of globalization is also reflected in the emergence of the cultural subordination of many intellectuals, thinkers, academics and Arab institutions to Western culture and Western cultural institutions. In the Arab world, preference is given to graduates of Western schools and universities and preference is also given to English speakers even if their Arabic language is very weak on both the formal and the informal levels. (Az-Zyoud, without a date of publication)

## **The Research Method**

**The Study Methodology:** The researcher used the descriptive analytical method.

**Limitations of the Human and Spatial Study:** This study was conducted on a sample of 250 male and female university students.

**The Study Tools:** The study tools included:

1- General data form for university students: Prepared for basic data collection (gender, college, level of study).

2- A questionnaire on the role of the faculty member in promoting the values of citizenship among university students: It includes 30 words that include values of loyalty and affiliation, preservation of the environment, political participation, social responsibility, and freedom.

3- A questionnaire of contemporary variables that are faced by the values of citizenship from the viewpoint of students, and it contains (11) words.

Response to metric expressions is determined by four choices (always-sometimes-rarely-never), grades are estimated by giving (1-2-3-4) and all the expressions are positive.

### **The Statistical Methods Used:**

1. The descriptive statistics for the general data.
- 2 - Computing the stability and honesty of the questionnaire and its dimensions.
3. The descriptive statistics for the questions on the scale of Licarte.
- 4 - Testing the hypotheses of the study.
- 5- The relationship between the dimensions.

### **The Statistical Processing Methods:**

The researcher used the statistical methods appropriate to the nature of the study, and the nature of the tool and its criteria. It is as the following:

- 1- Frequencies and percentages supported by graphs to describe the study sample according to the general data.
2. The arithmetic mean, the standard deviation and the ranks to witness the prevailing opinion of the sample vocabulary on the expressions of the tool.
3. Cronbach's Alpha coefficient is used to determine the coefficient of stability and the internal consistency of the expressions of the study dimensions.
4. Pearson Correlation coefficient is used to determine the truth of the dimensions and to study the relationship between the study dimensions.

5. T-test is used to compare the two independent groups to determine if the difference between the two averages is statistically significant at a given level of significance, for example, the comparison of the average views according to gender.

6- The F-test or the Single-Variance Analysis Test is used to compare the averages of several independent groups to see if the differences between these averages are statistically significant at a given level, such as the comparison of the average views according to the study level.

7- The Multivariate test, a next step for the P test is used to compare each of the two groups used in the analysis of single-variance.

### First: The Descriptive Statistics for General Data:

#### 1. The Gender

Table (1)

The frequency and relative distribution of the sample of the study according to gender

Gender	Frequency	Ratio %
Male	71	28.4
Female	179	71.6
Total	250	100.0

#### 2. The University to Which You Belong:

Table (2)

The frequency and relative distribution of the study sample according to the university to which you belong

The university to which you belong	Frequency	Ratio %
King Saud	14	5.6
King Abdulaziz	114	45.6
King Khaled	68	27.2
King Fahad for Petroleum & Minerals	20	8.0
Al-Qassim	2	0.8
Prince Sultan	3	1.2
Taibah	8	3.2
Imam Mohamed Bin Saud	10	4.0

<b>King Faisal</b>	<b>3</b>	<b>1.2</b>
<b>Prince Noura Bint Abdul Rahman</b>	<b>3</b>	<b>1.2</b>
<b>Jedda</b>	<b>2</b>	<b>0.8</b>
<b>Umm Al-Qura</b>	<b>3</b>	<b>1.2</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

### 3-The College

Table (3)  
Frequency and relative distribution of the sample of the study according to the College

<b>College</b>	<b>Frequency</b>	<b>Ratio %</b>
<b>Administration and Law</b>	<b>50</b>	<b>20.0</b>
<b>Humanities and Education</b>	<b>82</b>	<b>32.8</b>
<b>Science</b>	<b>47</b>	<b>18.8</b>
<b>Medicine and Health</b>	<b>19</b>	<b>7.6</b>
<b>Engineering and Computer</b>	<b>52</b>	<b>20.8</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

### 4- The Academic Level

Table (4)  
Frequency and relative distribution of the sample of the study according to the academic level

<b>The academic level</b>	<b>Frequency</b>	<b>Ratio %</b>
<b>The first level</b>	<b>40</b>	<b>16.0</b>
<b>The second level</b>	<b>32</b>	<b>12.8</b>
<b>The third level</b>	<b>31</b>	<b>12.4</b>
<b>The forth level</b>	<b>35</b>	<b>14.0</b>
<b>The fifth level</b>	<b>28</b>	<b>11.2</b>
<b>The sixth level</b>	<b>29</b>	<b>11.6</b>
<b>The seventh level</b>	<b>30</b>	<b>12.0</b>
<b>The eighth level</b>	<b>25</b>	<b>10.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

## Second: Calculating the Stability and Honesty of the Questionnaire and Its Dimensions:

The stability of the data collection tool is measured in different ways. In this study, the coefficient of "Cronbach Alpha" was used to calculate the stability coefficient, as shown in the following tables:

Table (5)  
Stability coefficients for the dimensions and for the scale as a whole

The dimensions	The number of statements	Cronbach Alpha
Loyalty and affiliation	8	0.914
Preserving the environment	5	0.937
Social responsibility	7	0.920
Freedom	5	0.918
Political participation	5	0.892
The scale as a whole	30	0.971

We can notice that the value of the Cronbach Alpha for the scale as a whole and for the dimensions is much greater than 0.70 and close to one and this indicates the stability of the scale and the dimensions to a very large degree.

In order to study the extent to which the expressions of these dimensions are consistent with each other and the calculation of the honest scale we have to do the following:

- 1- We take the initial statement of the cores and delete it, and then we calculate "Cronbach Alpha" for the rest of the expressions of the cores.
2. If the value "Alpha" after deleting the expression is greater than the value of "Alpha" for the whole cores, it means that the deletion of the expression increases the value of "alpha" and therefore should be deleted because it is considered inconsistent with the rest of the expressions.
3. But if the value of "alpha" after deleting the expression is smaller than the "Alpha" value of the whole cores, it means that deleting the expression reduces the value of "alpha" and therefore the expression should be retained and considered consistent with the rest of the expressions.
4. We repeat the previous process for each of the expressions of the cores, and keep in the cores the expressions consistent with each other.

This method was used and we obtained the following results after deleting the inconsistent expressions of the cores if found.

## The First Dimension: Loyalty and Affiliation:

Table (6)  
Coefficients of consistency and honesty  
for the core of loyalty and affiliation

The expressions	Cronbach Alpha	Correlation coefficient between the expression and the total expressions of the core
1- Encouraging us to tie up to religious and national principles and constants.	0.902	**0.794
2- Telling us about the dangers of blind imitation and melting in other cultures.	0.900	**0.809
3- Familiarizing us to love the system and respect the regulations and abide them	0.908	**0.726
4-Enhancing the importance of preserving private and public properties.	0.903	**0.787
5- Introducing us with the historical and tourist attractions in their countries.	0.905	**0.783
6- Student activities include seminars and meetings that promote national affiliation.	0.904	**0.777
7- Shows us his pride in Arabic language and his Arabic culture in his dialogues.	0.897	**0.743
8- Develops positive trends towards products and national industries.	0.900	**0.811
The core as a whole	0.914	

- The value of the Cronbach alpha after the expression is deleted to test the consistency of the expression with the rest of the terms of the dimension.
- The value of the correlation coefficient between the expression and the total number of the expressions of the dimension. It measures the value of the internal honesty or the so-called

honesty

of the test.

\*\* The correlation coefficient is indicated at a moral significant level of 0.01

We could notice from the table that the values of the Cronbach alpha inside the table are smaller than the value of the Cronbach alpha of the dimension, and this means that all the expressions within the core are consistent with each other. The correlation coefficients between the expression and the total number of the expressions of the dimension are significant at the level of 0.01 indicating the sincerity of the expressions.



## The Second Dimension: Preserving the Environment

Table (7)

Coefficients of consistency and honesty for the dimension to preserve the environment

The expressions	Cronbach Alpha●	Correlation coefficient between the expression and the total expressions of the dimension●●
1- Introducing us with the tourist places and our role in preserving them	0.932	**0.857
2- Assigning activities that contribute to solutions to environmental problems	0.919	**0.906
3- developing habits to rationalize consumption in all fields	0.923	**0.890
4- Explaining to us the problems of the environment and the reasons of its origin	0.912	**0.927
5- Encouraging us to participate in all events related to environmental issues	0.924	**0.887
The core as a whole	0.937	

- The value of the Cronbach alpha after the expression is deleted to test the consistency of the expression with the rest of the terms of the dimension.
- The value of the correlation coefficient between the expression and the total number of the expressions of the dimension. It measures the value of the internal honesty or the so-called honesty of the test.

\*\* The correlation coefficient is indicated at a significant level of 0.01

We could notice from the table above that the values of the Cronbach alpha inside the table are smaller than the value of the Cronbach alpha of the dimension, and this means that all the expressions within the dimension are consistent with each other. The correlation coefficients between the expression and the total number of the expressions of the dimension are significant at the level of 0.01 indicating the sincerity of the expressions.

## The Third Dimension: Social Responsibility

Table (8)  
Coefficients of consistency and honesty  
for the dimension of loyalty and affiliation

The expressions	Cronbach Alpha●	Correlation coefficient between the expression and the total expressions of the dimension●●
1- Promoting our positive outlook towards work and production values.	0.905	**0.840
2- Assigning activities that require teamwork and team spirit	0.914	**0.765
3- Defining the challenges facing the society and how to overcome them	0.904	**0.851
4- Urging us to cooperate and help each other	0.908	**0.818
5- Developing awareness of the institutions of civil society and their role in the service of society	0.908	**0.823
6- Familiarizing us with healthy habits and the importance of spreading health awareness	0.910	**0.809
7- Urging us to respect and love all the people of the homeland without discrimination	0.905	**0.851
The core as a whole	0.920	

- The value of the Cronbach alpha after the expression is deleted to test the consistency of the expression with the rest of the expressions of the dimension.
- The value of the correlation coefficient between the expression and the total number of the expressions of the dimension. It measures the value of the internal honesty or the so-called

honesty

of the test.

\*\* The correlation coefficient is indicated at a significant level of 0.01

We could notice from the table that the values of the Cronbach alpha inside the table are smaller than the value of the Cronbach alpha of the dimension, and this means that all the expressions within the dimension are consistent with each other. The correlation coefficients between the expression and the total number of the expressions of the dimension are significant at the level of 0.01 indicating the sincerity of the expressions.

## The Fourth Dimension: Freedom

Table (9)

Coefficients of consistency and honesty for the dimensions of freedom

The expressions	Cronbach Alpha●	Correlation coefficient between the expression and the total expressions of the dimension●●
1- Familiarizing us with the freedom of expression and opinion.	0.899	**0.864
2- Training us on the skills of dialogue and participation.	0.892	**0.889
3- Urging us to accept criticism and differences of opinion.	0.891	**0.896
4- Allowing us to participate in making decisions related to our affairs.	0.912	**0.826
5- Respecting our opinions even if they oppose his opinions.	0.900	**0.863
The core as a whole	0.918	

- The value of the Cronbach alpha after the expression is deleted to test the consistency of the expression with the rest of the expressions of the dimension.
- • The value of the correlation coefficient between the expression and the total number of the expressions of the dimension. It measures the value of the internal honesty or the so-called

honesty

of the test.

- \*\* The correlation coefficient is indicated at a significant level of 0.01

We could notice from the table that the values of the Cronbach alpha inside the table are smaller than the value of the Cronbach alpha of the dimension, and this means that all the expressions within the dimension are consistent with each other. The correlation coefficients between the expression and the total number of the expressions of the dimension are significant at the level of 0.01 indicating the sincerity of the expressions.

## The Fifth Dimension: Political Participation

Table (10)

Coefficients of consistency and honesty for the dimensions of political participation

The expressions	Cronbach Alpha●	Correlation coefficient between the expression and the total expressions of the dimension●●
1- Giving us the opportunity to participate freely and without fear in the discussion and mutual dialogue.	0.871	**0.831
2- Being careful to use democratic methods in dealing with us.	0.852	**0.887
3- Urging us to respect the rules, regulations and laws.	0.890	**0.753
4- Identifying the rights and duties of the Saudi citizen.	0.860	**0.868
5- Guiding us to renounce violence and fight terrorism and deviant thought.	0.869	**0.845
The core as a whole	0.892	

- The value of the Cronbach alpha after the expression is deleted to test the consistency of the expression with the rest of the expressions of the dimension.
- The value of the correlation coefficient between the expression and the total number of the expressions of the dimension. It measures the value of the internal honesty or the so-called

honesty

of the test.

- \*\* The correlation coefficient is indicated at a significant level of 0.01

We could notice from the table above that the values of the Cronbach alpha inside the table are smaller than the value of the Cronbach alpha of the dimension, and this means that all the expressions within the dimension are consistent with each other. The correlation coefficients between the expression and the total number of the expressions of the dimension are significant at the level of 0.01 indicating the sincerity of the expressions.

### Thirdly: The Descriptive Statistics for the Questions in the Form of Licart Scale:

In this section, we studied the distribution of the sample items according to the categories of opinions chosen. Therefore, we obtained the number of frequencies in each category and the percentage of these frequencies, and then we have done the following:

- Calculating the weighted average of these views and their standard deviation.

- Determining the prevailing opinion of the sample which is the category in which the weighted average occurs.
- Ordering the expressions according to their importance.

Table (11)  
The weight of categories

Categories	Weight	The weighted average value	The prevailing view
Never	1	From 1.00 to less than 1.75	Never
Rarely	2	From 1.75 to less than 2.50	Rarely
Sometimes	3	From 250. to less than 3.25	Sometimes
Always	4	From 3.25 to less than 4.00	Always

Based on what is mentioned above, the following question will be answered:

What is the degree of practice of the faculty member in promoting the values of citizenship in the sample terms?

### The First Dimension: Loyalty and Affiliation:

Table (12)

The frequency distribution, weighted average, standard deviation, and prevailing view for the dimension of "loyalty and affiliation"

The expressions	Never		Rarely		Sometimes		Always		The average	The standard deviation	The prevailing opinion	Ordering of importance
	Frequency	%	Frequency	%	Frequency	%	Frequency	%				
1- Encouraging us to uphold religious and national principles and constants.	11	4.4	47	18.8	90	36.0	102	40.8	3.13	0.87	sometimes	2
2- Identifying the dangers of blind imitation and melting in other cultures.	25	10.0	58	23.2	80	32.0	87	34.8	2.92	0.99	sometimes	4

3- Urging us to love the system and respect the regulations and stick to them.	15	6.0	30	12.0	90	36.0	115	46.0	3.22	0.88	sometimes	1
4- Developing in us the importance of maintaining public and private property	32	12.8	43	17.2	58	23.2	117	46.8	3.04	1.07	sometimes	3
5- Identifying the historical and tourist attractions in his country.	74	29.6	70	28.0	47	18.8	59	23.6	2.36	1.14	rarely	8
6- Students activities include seminars and meetings that promote national affiliation	44	17.6	50	20.0	78	31.2	78	31.2	2.76	1.08	sometimes	6
7- Showing us pride of Arabic language and Arab culture in his dialogues with us	50	20.0	46	18.4	67	26.8	87	34.8	2.76	1.13	sometimes	6
8- Developing positive trends towards our products and national industries	34	13.6	65	26.0	72	28.8	79	31.6	2.78	1.04	sometimes	5
The total dimension	285	14.25	409	20.45	582	29.10	724	36.20	2.87	0.81	sometimes	

The prevailing view of the vast majority of the expressions of this dimension and of the whole dimension falls into the category of "sometimes". This means that the sample of the study, a group of Saudi male and female students believe that sometimes the faculty members have a role in promoting the value of loyalty and affiliation to their students. This result agrees with the results of the study of Amarah (2010) and the study of Al-Khawaldeh (2013). The results of these two studies have shown that there is a shortage in the faculty member's role in developing the values of citizenship in the dimension of loyalty and affiliation. This can be due to

the fact that many faculty members do not provide information or activities that contribute to promote loyalty to the homeland because their role is limited to teaching only.

### The Second Dimension: Preserving the Environment:

Table (13)

The frequency distribution, weighted average, standard deviation, and prevailing view for the dimension of "preserving the environment"

The expressions	Never		Rarely		Sometimes		Always		The average	The standard deviation	The prevailing opinion	Ordering of importance
	Frequency	%	Frequency	%	Frequency	%	Frequency	%				
1- Introducing us with the tourist places and our role in preserving them	66	26.4	65	26.0	61	24.4	58	23.2	2.44	1.12	rarely	5
2 - Assigning activities that contribute to solutions to environmental problems	55	22.0	53	21.2	75	30.0	67	26.8	2.62	1.10	sometimes	1
3- Developing habits to rationalize consumption in all areas.	55	22.0	64	25.6	63	25.2	68	27.2	2.58	1.11	sometimes	2
4 - Showing us the problems of the environment and the reasons of its origin	58	23.2	52	20.8	76	30.4	64	25.6	2.58	1.11	sometimes	2
5. Encouraging us to participate in all events related to environmental issues	57	22.8	58	23.2	70	28.0	65	26.0	2.57	1.11	sometimes	4
The total dimension	291	23.28	292	23.36	345	27.60	322	25.76	2.56	0.99	sometimes	

The prevailing view of the vast majority of the expressions of this dimension and of the whole dimension is in the category "sometimes". This means that the sample of the study sample, a group of Saudi male and female students believe that sometimes the faculty members have a role in urging them to preserve the environment. This study agrees with the results of the study of Amarah (2010) which assumed that the role of the faculty member in the development of the values of citizenship in the dimension of preserving the environment could be due to the fact that many faculty members do not provide activities and practices that could contribute in identifying the local environmental problems. This is due to the large numbers of students or the limited time available.

### The Third Dimension: Social Responsibility

Table (14)

The frequency distribution, weighted average, standard deviation, and prevailing view for the dimension of the "social responsibility"

The expressions	Never		Rarely		Sometimes		Always		The average	The standard deviation	The prevailing opinion	Ordering of importance
	Frequency	%	Frequency	%	Frequency	%	Frequency	%				
1- Enhancing our positive attitude towards work and production values	20	8.0	33	13.2	83	33.2	114	45.6	3.16	0.94	sometimes	2
2- Having assigned activities that require teamwork and team spirit	14	5.6	29	11.6	75	30.0	132	52.8	3.30	0.88	always	1
3- introducing us to the challenges facing society and the ways to overcome them	24	9.6	44	17.6	87	34.8	95	38.0	3.01	0.97	sometimes	4
4 - Urging us to be in solidarity and help each other	21	8.4	43	17.2	76	30.4	110	44.0	3.10	0.97	sometimes	3



5. Developing our awareness of the institutions of civil society and their role to serve the society	31	12.4	60	24.0	77	30.8	82	32.8	2.84	1.02	sometimes	6
6- Familiarizing us with good health habits and the importance of spreading health awareness	35	14.0	55	22.0	79	31.6	81	32.4	2.82	1.04	sometimes	7
7. Urging us to respect all citizens of the homeland without discrimination	35	14.0	41	16.4	70	28.0	104	41.6	2.97	1.07	sometimes	5
The total dimension	180	10.29	305	17.43	547	31.26	718	41.03	3.03	0.81	sometimes	

The prevailing view of the vast majority of the expressions of this dimension and of the whole dimension falls into the category of "sometimes". This means that the sample of the study, a group of Saudi male and female students believe that sometimes the faculty members have a role to guide them towards their social responsibility. This could be due to the lack of dialogues between university professors and students about their social role and because they are not being charged with activities that promote their social responsibility, love of the homeland, tolerance and acceptance of the other.

### The Fourth Dimension: Freedom

Table (15)

The frequency distribution, weighted average, standard deviation, and prevailing view for the dimension of "freedom"

The expressions	Never		Rarely		Sometimes		Always		The average	The standard deviation	The prevailing opinion	Ordering of importance
	Frequency	%	Frequency	%	Frequency	%	Frequency	%				
1- Introducing us with the tourist places and our role in preserving them	16	6.4	38	15.2	88	35.2	108	43.2	3.15	0.91	sometimes	1

2 - Assigning activities that contribute to solutions to environmental problems	20	8.0	45	18.0	84	33.6	101	40.4	3.06	0.95	sometimes	2
3- Developing habits to rationalize consumption in all areas.	29	11.6	38	15.2	84	33.6	99	39.6	3.01	1.01	sometimes	5
4 - Showing us the problems of the environment and the reasons of its origin	25	10.0	38	15.2	89	35.6	98	39.2	3.04	0.97	sometimes	3
5. Encouraging us to participate in all events related to environmental issues	25	10.0	35	14.0	95	38.0	95	38.0	3.04	0.96	sometimes	3
The total dimension	115	9.20	194	15.52	440	35.20	501	40.08	3.06	0.83	sometimes	1

The prevailing view of the vast majority of the expressions of this dimension and of the whole dimension falls into the category of "sometimes". This means that the sample of the study, a group of Saudi male and female students believe that sometimes the faculty members a role in urging them to respect the freedom of opinion as assumed by Al-Khawaldeh (2013) that the role of faculty member in the development of the values of citizenship for the field of freedom was average. This could be due to the fact that some faculty members do not accept the other opinion, and do not allow students to express their opinions.

## The Fifth Dimension: Political Participation

Table (16)

The frequency distribution, weighted average, standard deviation, and prevailing view for the dimension of "political participation"

The expressions	Never		Rarely		Sometimes		Always		The average	The standard deviation	The prevailing opinion	Ordering of importance
	Frequency	%	Frequency	%	Frequency	%	Frequency	%				
1. Giving us the opportunity to participate freely and without fear in the discussion and mutual dialogue.	37	14.8	46	18.4	84	33.6	83	33.2	2.85	1.04	sometimes	4
2. Being careful to use democratic methods while dealing with us.	25	10.0	59	23.6	89	35.6	77	30.8	2.87	0.97	sometimes	3
3. Urging us to respect the rules, regulations and laws.	18	7.2	29	11.6	72	28.8	131	52.4	3.26	0.93	always	1
4- Defining the rights and duties of the Saudi citizen.	50	20.0	48	19.2	69	27.6	83	33.2	2.74	1.12	sometimes	5
5. Directing us to renounce violence and fight terrorism and deviant thought.	42	16.8	34	13.6	66	26.4	108	43.2	2.96	1.12	sometimes	2
The total dimension	172	13.76	216	17.28	380	30.40	482	38.56	2.94	0.87	sometimes	

The prevailing view of the vast majority of the expressions of this core and of the whole core falls into the category of "sometimes". This means that the sample of the study, a group of Saudi male and female students believe that sometimes the faculty members a role in urging them to participate in politics. This result agrees with the results of the study of Amarah (2010) which indicated the lack of role of

university professor towards the development of participation and political awareness.

Based on the above mentioned information, the general average of the views of students in the role of the faculty member in promoting the values of citizenship is 2, 9 of 4 on the "quadrilateral scale" which is equivalent to 2.2 of the 3 on the "triple scale". This means that the value of the overall average of the role of the faculty member from the viewpoint of the students was above average.

#### **Fourthly: Testing Some Hypotheses about the Role of Public Data:**

In this section, the following question is to be answered:

Were there any statistically significant differences between the average views of the study items on the dimensions of the study due to different general data categories?

#### **1- Gender**

The hypothesis: There is no statistically significant difference between the average views of the study items on the dimensions of the study due to gender differences.

Table (17)

"T" test results

The dimensions	Sex	Number of readings	The average	The standard deviation	T (248) *	p-value	The significance
Loyalty and affiliation	male	71	2.75	0.80	1.548-	0.123	non-significant
	female	179	2.92	0.82			
Preserving the environment	male	71	2.41	1.02	1.483-	0.139	non-significant
	female	179	2.62	0.97			
Social responsibility	male	71	2.93	0.78	1.213-	0.226	non-significant
	female	179	3.07	0.82			
Freedom	male	71	2.99	0.79	0.837-	0.403	non-significant
	female	179	3.09	0.85			
Political participation	male	71	2.81	0.90	1.453-	0.148	non-significant
	female	179	2.99	0.85			

\* T (248) means the value of the statistics at (248) degrees of freedom

It is clear from table (17) that the p-value is greater than 0.05 for all dimensions. This means that there are no statistically significant differences at a significant level of 0.05 among a group of male and female students from Saudi universities due to sex differences.

## 2- Universities

The hypothesis: There is no statistically significant difference between the average views of the study items on the cores of the study due to university differences.

Table (18)  
The results of the "F" test or "One Way Trend Analysis"

The dimensions	Universities	Number of readings	The average	The standard deviation	F value * <sub>(238*11)</sub>	Sig. p-value	The significance
Loyalty and affiliation	Saud	14	3.24	0.007	2.413	0.007	significant
	Abdel Azeez	114	3.04	0.74			
	Khalid	68	2.55	0.94			
	Fahd	20	2.58	0.85			
	Petroleum & Minerals						
	Qassim	2	2.63	0.71			
	Prince Sultan	3	2.92	1.01			
	Taibah	8	3.27	0.47			
	Mohammed bin Saud	10	3.10	0.57			
	King Faisal	3	2.54	0.79			
	Prince Noura bint Abdul Rahman	3	2.54	0.97			
	Jedda	2	3.13	0.53			
Umm al-Qura	3	2.79	0.52				
Preserving the environment	Saud	14	2.94	0.406	1.047	0.406	non-significant
	Abdel Azeez	114	2.68	0.98			
	Khalid	68	2.41	1.04			
	Fahd	20	2.17	1.05			
	Petroleum & Minerals						
	Qassim	2	2.30	1.27			
	Prince Sultan	3	3.07	1.01			
	Taibah	8	2.80	1.00			
	Mohammed bin Saud	10	2.42	0.93			
	King Faisal	3	1.87	1.03			
	Prince Noura bint Abdul Rahman	3	2.33	0.83			
	Jedda	2	2.60	0.85			
Umm al-Qura	3	2.60	0.35				
Social responsibility	Saud	14	3.38	0.053	1.811	0.053	non-significant
	Abdel Azeez	114	3.17	0.75			
	Khalid	68	2.76	0.90			
	Fahd	20	2.89	0.82			
	Petroleum & Minerals						
Qassim	2	2.50	0.91				

	Prince Sultan	3	2.90	1.30			
	Taibah	8	3.30	0.80			
	Mohammed bin Saud	10	3.13	0.68			
	King Faisal	3	2.38	0.95			
	Prince Noura bint Abdul Rahman	3	2.90	1.07			
	Jedda	2	3.57	0.40			
	Umm al-Qura	3	3.19	0.41			
Freedom	Saud	14	3.37	0.011	2.292	0.011	significant
	Abdel Azeez	114	3.23	0.77			
	Khalid	68	2.75	0.89			
	Fahd	20	2.94	0.81			
	Petroleum & Minerals						
	Qassim	2	2.50	0.71			
	Prince Sultan	3	2.40	1.22			
	Taibah	8	3.20	0.69			
	Mohammed bin Saud	10	3.22	0.84			
	King Faisal	3	2.40	0.72			
	Prince Noura bint Abdul Rahman	3	3.07	0.90			
	Jedda	2	3.90	0.14			
	Umm al-Qura	3	3.20	0.35			
Political participation	Saud	14	3.03	0.081			
	Abdel Azeez	114	3.11	0.80			
	Khalid	68	2.71	0.92			
	Fahd	20	2.65	1.01			
	Petroleum & Minerals						
	Qassim	2	3.10	0.14			
	Prince Sultan	3	2.40	1.22			
	Taibah	8	2.88	1.03			
	Mohammed bin Saud	10	2.96	0.59			
	King Faisal	3	2.20	1.06			
	Prince Noura bint Abdul Rahman	3	3.13	0.76			
	Jedda	2	3.80	0.28			
	Umm al-Qura	3	3.33	0.23			

\* The value of 'F' statistics a the degrees of freedom is (238'11)

It is clear from table (18) that the p-value is greater than 0.05 for the dimensions (2, 3, and 5). This means that there are no statistically significant differences at a significant level of 0.05 among a group of male and female students from Saudi universities due to university differences.

It is can also be from table (18) that the p-value is less than 0.05 for the dimensions (2, 3, and 5). This means that there are no statistically significant

differences at a significant level of 0.01 among a group of male and female students from Saudi universities due to sex differences.

In order to determine the categories of the universities that led to the difference in the average of the views of the sample items, we conducted a series of multiple comparisons using the "T" test between each of the two categories of the universities. Since the number of universities is equal to 12, we will have 66 multiple comparisons. The following table shows not only the comparisons with statistically significant differences but the value of the differences, the standard error, and the significant value.

Table (19)  
Results of multiple comparisons between universities and "T" tests

The dimensions	Multiple comparisons between each two categories Of the universities		Average differences (A) - (b)	Standard error	Sig. P value
	Category A	Category B			
	King Saud	King Khlid	<b>*0.69</b>	<b>0.23</b>	<b>0.003</b>
	King Saud	King Fahd for Petroleum & Minerals	<b>*0.66</b>	<b>0.27</b>	<b>0.017</b>
	King Abdel Azeez	King Khlid	<b>*0.49</b>	<b>0.12</b>	<b>0.000</b>
	King Abdel Azeez	King Fahd for Petroleum & Minerals	<b>*0.46</b>	<b>0.19</b>	<b>0.017</b>
	Taibah	King Khlid	<b>*0.71</b>	<b>0.29</b>	<b>0.016</b>
	Taibah	King Fahd for Petroleum & Minerals	<b>*0.68</b>	<b>0.33</b>	<b>0.039</b>
	ImamMohammed bin Saud	King Khlid	<b>*0.54</b>	<b>0.27</b>	<b>0.041</b>
	King Saud	King Khlid	<b>*0.62</b>	<b>0.24</b>	<b>0.010</b>
	King Abdel Azeez	King Khlid	<b>*0.48</b>	<b>0.12</b>	<b>0.000</b>
	Jeddah	King Khlid	<b>*1.15</b>	<b>0.58</b>	<b>0.049</b>
	Jeddah	Prince Sultan	<b>*1.50</b>	<b>0.74</b>	<b>0.044</b>
	Jeddah	King Faisal	<b>*1.50</b>	<b>0.74</b>	<b>0.044</b>

•The differences between the average of the two categories (or both groups) are positive

Table (19) shows the universities of both categories (A and B) that have statistically significant differences in the average of the views of the male and female students on the two dimensions:

- Regarding loyalty and affiliation, the study found that the promotion of the dimension is higher in King Saud University, King Abdul-Aziz and the University of

Taibah as well as Imam Muhammad bin Saud University compared to King Fahd University of Petroleum and Minerals and King Khalid University. This may be due to the nature of the curricula offered and their theoretical and applied diversity in those universities.

- Regarding freedom, the study found that the promotion of the dimension of freedom is higher in King Saud University, King Abdul-Aziz University and Jeddah University compared to King Khalid University, Prince Sultan University and King Faisal University. This may be attributed to the fact that the male and female students of these universities have a high degree of awareness of the role of the university in promoting the students' citizenship education or it could be due to the nature of the curricula offered and student activities and this helps to educate students about the dimensions of education on citizenship.

### 3- The College

The hypothesis: There is no statistically significant difference between the views average of the study items on the dimensions of the study attributed to a college difference.

Table (20)

The results of the "F" test or the "One Way Trend Analysis"

The dimensions	The college	Number of readings	The average	The standard deviation	F value * (245:4)	Sig. p-value	The significance
Loyalty and affiliation	Management and Law	50	2.98	0.70	5.473	0.000	Significant
	Humanities and Education	82	3.13	0.76			
	Scientific Studies	47	2.74	0.81			
	Medicine and Health	19	2.80	0.92			
	Engineering and computer	52	2.51	0.83			
Preserving the environment	Management and Law	50	2.53	0.93	3.421	0.010	Significant
	Humanities and Education	82	2.81	0.92			
	Scientific Studies	47	2.61	1.02			
	Medicine and Health	19	2.48	1.07			



	Engineering and computer	52	2.18	1.01			
Social responsibility	Management and Law	50	3.20	0.75	4.760	0.001	Significant
	Humanities and Education	82	3.23	0.69			
	Scientific Studies	47	2.95	0.81			
	Medicine and Health	19	2.83	0.94			
	Engineering and computer	52	2.69	0.89			
Freedom	Management and Law	50	3.33	0.72	5.336	0.000	Significant
	Humanities and Education	82	3.24	0.75			
	Scientific Studies	47	2.94	0.83			
	Medicine and Health	19	2.71	0.87			
	Engineering and computer	52	2.77	0.91			
Political participation	Management and Law	50	3.28	0.73	6.721	0.000	Significant
	Humanities and Education	82	3.11	0.73			
	Scientific Studies	47	2.84	0.89			
	Medicine and Health	19	2.66	0.91			
	Engineering and computer	52	2.53	0.98			

\* The value of 'P' statistics a the degrees of freedom is (245'4)

It is clear from table (20) that the p-value is less than 0.05 for all dimensions. This means that there are statistically significant differences at a significant level of 0.01 among a group of male and female students from Saudi universities due to a college difference.

In order to determine the categories of the college that led to the difference in the average of the views of the sample items, we conducted a series of multiple comparisons using the "T" test between each of the two categories of the college. The following table only shows the comparisons with statistically significant differences. It also gives the value of the differences, the standard error, and the significant value.

Table (21)  
Results of multiple comparisons between the departments in college and "T" tests

The dimensions	Multiple comparisons between each two categories Of the colleges		Average differences (A) - (b)	Standard error	Sig. P value
	Category A	Category B			
Loyalty and affiliation	Management and Law	Engineering and Computer	*0.46	0.16	0.003
	Humanities and Education	Scientific Studies	*0.39	0.14	0.007
	Humanities and Education	Engineering and Computer	*0.61	0.14	0.000
Preserving the environment	Humanities and Education	Engineering and Computer	*0.63	0.17	0.000
	Humanities and Education	Scientific Studies	*0.43	0.20	0.028
Social responsibility	Management and Law	Engineering and Computer	*0.51	0.16	0.001
	Humanities and Education	Scientific Studies	*0.29	0.14	0.049
	Humanities and Education	Medicine and Health	*0.40	0.20	0.048
	Humanities and Education	Engineering and Computer	*0.54	0.14	0.000
Freedom	Management and Law	Scientific Studies	*0.39	0.16	0.017
	Management and Law	Medicine and Health	*0.63	0.22	0.004
	Management and Law	Engineering and Computer	*0.66	0.16	0.000
	Humanities and Education	Scientific Studies	*0.30	15	0.045
	Humanities and Education	Medicine and Health	*0.53	21	0.010
	Humanities and Education	Engineering and Computer	*0.47	14	0.001
Political participation	Management and Law	Scientific Studies	*0.43	0.17	0.011
	Management and Law	Medicine and Health	*0.61	0.22	0.007
	Management and Law	Engineering and Computer	*0.75	0.16	0.000
	Humanities and Education	Medicine and Health	*0.44	21	0.037
	Humanities and Education	Engineering and Computer	*0.58	14	0.000

•The differences between the average of the two categories (or both groups) are positive: 0.00

Table (21) shows the colleges of both categories (A and B) that have statistically significant differences in the average of the views of the male and female students on the dimensions of this study. This could be due to the nature of the programs of study in the colleges. While the Engineering, Scientific, Medical and Computer Colleges may have more specialized curricula, Management, Humanities and Educational Colleges have different study programs which facilitate the inclusion of the values of citizenship in their curricula. This result is consistent with the study of Alimat (2005) as quoted by Al-Aqeel and Hayyari (2014). His study indicated that there are statistically significant differences in the responses of the study members on the dimensions of the study about the role of Jordanian universities in building citizenship from the youth viewpoint is attributed to the college variable and in favor to the Colleges of Humanities against The Colleges of Science. This finding is consistent with the study of Al-Ajiz (2006) as cited by Al-Aqeel and Al-Hayyari (2014). The study indicated that there are statistically significant differences in the students' responses to the role of the university in the development of the values of its students from their viewpoints. This could be attributed to the type of the college in favor of the Colleges of Islamic Jurisprudence against the Colleges of Humanities and for the benefit of the Colleges of Humanities against Applied Colleges.

#### 4. The academic level

The hypothesis: There is no statistically significant difference between the views average of the study items on the dimensions of the study attributed to the academic level difference.

Table (22)  
The results of the "F" or "One Way Trend Analysis"

The dimensions	The academic level	Number of readings	The average	The standard deviation	F value (7,242 )*	p-value	The significance
Loyalty and affiliation	Level one	40	3.04	0.440	0.989	0.440	Non-significant
	Level two	32	2.72	0.81			
	Level three	31	2.96	0.77			
	Level four	35	2.99	0.76			
	Level five	28	2.95	0.78			
	Level six	29	2.86	0.90			

	Level seven	30	2.68	0.89			
	Level eight	25	2.69	0.95			
Preserving the environment	Level one	40	2.56	0.971	0.251	0.971	Non-significant
	Level two	32	2.56	1.02			
	Level three	31	2.54	1.06			
	Level four	35	2.74	0.95			
	Level five	28	2.53	0.97			
	Level six	29	2.47	1.02			
	Level seven	30	2.46	1.01			
	Level eight	25	2.58	1.12			
Social responsibility	Level one	40	3.20	0.226	1.354	0.226	Non-significant
	Level two	32	2.93	0.77			
	Level three	31	2.97	0.85			
	Level four	35	3.27	0.69			
	Level five	28	2.95	0.76			
	Level six	29	3.12	0.87			
	Level seven	30	2.80	1.01			
	Level eight	25	2.88	0.82			
Freedom	Level one	40	3.09	0.368	1.094	0.368	Non-significant
	Level two	32	2.98	0.74			
	Level three	31	3.08	0.83			
	Level four	35	3.31	0.68			
	Level five	28	3.08	0.82			
	Level six	29	3.18	0.83			
	Level seven	30	2.81	0.92			
	Level eight	25	2.90	0.91			
Political participation	Level one	40	3.01	0.501	0.907	0.501	Non-significant
	Level two	32	2.74	0.87			
	Level three	31	2.99	0.88			
	Level four	35	3.10	0.79			
	Level five	28	3.09	0.67			
	Level six	29	2.99	0.94			
	Level seven	30	2.72	0.97			
	Level eight	25	2.82	0.98			

\* The value of statistics of F at the degrees of freedom (242'7)

It is clear from table (22) that the p-value is greater than 0.05 for all dimensions. This means that there are no statistically significant differences at a significant

level of 0.05 among a group of male and female students from Saudi universities due to academic level variable. This result is different from the findings of the Al-Khawaldeh study (2013) which indicates that there are statistically significant differences between the averages of the responses of the sample members according to the academic level variable.

## V: The Relationship between the Dimensions of Study

Table (23)

Correlation coefficient between the dimensions of the study

The dimensions		1-Loyalty and affiliation	2- Preserving the environment	3- Social responsibility	4- Freedom	5- Political participation
2- Preserving the environment	Coefficient of correlation	<b>**0.766</b>	<b>1</b>			
	Sig. (P value)	<b>0.000</b>				
3- Social responsibility	Coefficient of correlation	<b>**0.809</b>	<b>**0.728</b>	<b>1</b>		
	Sig. (P value)	<b>0.000</b>	<b>0.000</b>			
4- Freedom	Coefficient of correlation	<b>**0.713</b>	<b>**0.559</b>	<b>**0.787</b>	<b>1</b>	
	Sig. (P value)	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>		
5- Political participation	Coefficient of correlation	<b>**0.736</b>	<b>**0.563</b>	<b>**0.765</b>	<b>**0.794</b>	<b>1</b>
	Sig. (P value)	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	

\*\* The correlation coefficient is statistically significant at 0.01 level.

We notice that the level of significance for the correlation coefficient between each of the two dimensions of the study dimensions is much less 0.01. This means that there is a strong correlation between each of the two dimensions of the study dimensions. In other words, the presence of all dimensions is very effective as it is the case for the rest of dimensions. Thus, the greater the presence of the dimensions of the students the more it helped to adopt the rest of the dimensions.

## VI- The Contemporary Variables Faced by the Values of Citizenship

Table (24)

The frequency and the relative distribution of the sample of the study according to the contemporary variables faced by the values of citizenship

The contemporary variables faced by the values of citizenship	Frequency	Ratio %	Order of importance
1. The melting of local identities at the expense of global cultural identities.	95	38.0	6

2- The spread of socio-economic phenomena within societies such as unemployment	119	47.6	4
3 – High poverty ratio in society.	93	37.2	7
4. The emergence of a different life style through which the cultural and national identity faded.	124	49.6	3
5 - The emergence of concepts, convictions and symbols of global culture which affects the privacy of the national culture.	101	40.4	5
6. Enhancing the forms of corruption and its manifestations in all areas.	132	52.8	2
7. The removal of national symbols from the local cultural imagination and replace them with universal symbols.	79	31.6	9
8 - Lack of performance of some organizations and governmental institutions.	90	36.0	8
9. The negative side of the media which calls out on the customs, traditions and the rejection of the values of religion.	144	0.576	1
10. Tension between the citizen and the security services.	72	28.8	11
11. The State fails to meet the basic needs of its citizens.	74	29.6	10

The results showed that the most important contemporary variable facing the values of citizenship is the negative aspect of the media, which calls to violate the customs and traditions and reject the values and ethics; the spread of images of corruption and its manifestations, and the emergence of a different life style with which the cultural and national identity faded. The most important contemporary variables that must be confronted which affect the values of citizenship from the viewpoint of the study sample. The study found less impact between citizens and the security services, and the state's failure to satisfy the basic needs of its citizens.

### The Results:

1. The degree of appreciation of the extent to which the faculty member can support the values of citizenship from the viewpoint of the university students on the tool as a whole is average.

2 - The results showed that the faculty member sometimes has a role in promoting the value of loyalty and affiliation, preserving the environment, promoting social responsibility, in addition to the adoption of the value of freedom and political participation, from the viewpoint of the university students.

3 - There are no statistically significant differences between the average views of the university students participating in the study and this could be attributed to gender difference.

4 - There are significant statistical differences (statistical significance) - at the significant level of 0.05 - between the "average views of the university students" according to the difference in the university values of loyalty and affiliation and freedom. But there are no differences of statistical significance in the rest of the dimensions.

5 - There are significant differences (statistical significance) - at the significant level of 0.01 - between the "average views of university students" according to the difference in the college. It was obviously clear that the role of the faculty member in Management and Law Colleges and the colleges of Humanities and education is higher than in the colleges of Engineering and Computers, colleges of Science, and Medical and health colleges.

6- There are no statistically significant differences at the significant level of (0.05) between the average views of university students according to the academic level difference.

7- The results showed that the most important contemporary variable facing the values of citizenship from the viewpoint of the students is the negative side of the media, which calls to violate the customs and traditions and reject the values and ethics. The spread of images of corruption and manifestations, and the emergence of a different life style with which the cultural and national identity faded. Socioeconomic status in societies such as unemployment is one of the most important contemporary variables that must be confronted. The study found less impact between citizens and the security services, and the state's failure to satisfy the basic needs of its citizens.

## Recommendations and the study proposals:

In light of the results of the study, the researcher recommends the following:

1. The necessity to increase the interest of the university faculty members of the values of citizenship. Emphasis is also paid on the activities and practices that are reinforced in and outside the classroom.
- 2 - The necessity to strengthen the values of citizenship in the souls of students, especially students of scientific and applied colleges.
3. Conduct similar studies on other samples like postgraduate students and school students.
4. The university administration adopts the values of good citizenship and activates them theoretically and practically within its institutions through conferences, seminars and courses.
5. Encourage students to participate in civil society organizations and voluntary associations in the community to develop their spirit of citizenship.

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