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**The Role of the Hashemite University in Developing Students` Global Citizenship Values**

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**Abstract:**

The objective of the study was to investigate the role of the Hashemite University in developing students' global citizenship values and to find out if there were statistically significant differences in the responses of Hashemite University students about the role of the Hashemite University in developing these values due to students' demographic variables: gender, region, the optional and compulsory courses. The study used a case study as the methodology using both quantitative and qualitative approaches. The quantitative approach was used through a questionnaire distributed to the students of the university (800) students.

While the interviews using the qualitative approach as a tool to collect the data from members of the Administrators members and some of the faculty members. Moreover, the researcher used the content analysis for syllabuses of the optional and mandatory interdisciplinary.

The study concluded that the role of the Hashemite University in developing the values of global citizenship was moderate. Moreover, the study also showed statistically significant differences among the demographic variables of the responses of the sample, in the variable of gender in favor of females, and the college for the favor of human faculties, and variable common elective courses and compulsory between the disciplines for the favor of students who have studied 3-7 courses, The study recommended adopting the philosophy of the university for the values of global citizenship and activating them theoretically and practically within the university

**Keywords: values Development, Global citizenship.**



## دور الجامعة الهاشمية في تنمية قيم المواطنة العالمية لدى طلبتها

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### الملخص:

هدفت الدراسة إلى تقصي دور الجامعة الهاشمية في تنمية قيم المواطنة العالمية لدى طلبتها، وإلى الكشف عما إذا كان يوجد فروق ذات دلالة إحصائية في استجابات طلبة الجامعة الهاشمية حول دور الجامعة الهاشمية في تنمية قيم المواطنة العالمية تعزى للمتغيرات الديموغرافية المتمثلة ب (النوع الاجتماعي، ونوع الكلية، سنة الدراسة، والإقليم، والمساقات الجامعية الاختيارية والإجبارية المشتركة، والنشاطات العالمية التي شارك بها الطالب)، وأستخدم لجمع البيانات المنهج الكمي والكيفي بشكل تنبؤي، إذ تم استخدام المنهج الكمي من خلال استبيان وزع على عينة تكونت من (800) طالب وطالبة، وكذلك قامت الباحثة باستخدام المنهج الكيفي (النوعي) عن طريق استخدام المقابلات باختيار عينة قصدية تكونت من (4) شملت إداريين وأعضاء هيئة تدريس. وقامت الباحثة باستخدام منهج تحليل المحتوى من خلال تحليل جميع المناهج والمقررات الدراسية الإجباري والاختياري المشتركة بين التخصصات باختيار عينة تكونت من (8) مساقات، وتوصلت الدراسة إلى أن دور الجامعة الهاشمية في تنمية قيم المواطنة العالمية لدى طلبتها جاء بدرجة متوسطة، وأتضح من المقابلات أن دور الجامعة حول تنمية قيم المواطنة العالمية لدى طلبتها لم يأتي بالشكل المطلوب، وتبين من خلال تحليل المحتوى أن هناك قصوراً أيضاً في دور المناهج فيما يخص تنمية قيم المواطنة العالمية، وبينت الدراسة فروقا ذات دلالة إحصائية تعزى لمتغير النوع الاجتماعي لصالح الإناث، ونوع الكلية لصالح الكليات الإنسانية، وبتغير المساقات الاختيارية والاجبارية المشتركة بين التخصصات والتي أتم الطالب دراستها لصالح الطلبة الذين درسوا من 3-7 مساقات، وأوصت الدراسة بتبني فلسفة الجامعة لقيم المواطنة العالمية وتفعيلها نظرياً وتطبيقياً داخل الجامعة.



## الكلمات المفتاحية: الجامعات، تنمية القيم، المواطنة العالمية.

### Introduction:

Loyalty and belonging to this universe is one of the most important concepts of citizenship and not citizenship in the local concept, but rather in the global concept this contemporary concept with all the meanings of accepting the other and respecting pluralism and difference, and the values of justice, tolerance and equality (Banks, 2012) and work together to protect this universe that God has harnessed for humanity, To clarify this term consisting of the name of a recipe (Evelina, 2018) mentioned that the adjective (universal) refers to membership in a society consisting of all persons in the world, and the term (citizenship) in the concept of local and global alike is intended for rights and responsibilities, meaning that this The concept reaches the idea of carrying world citizenship And the exercise of responsibilities at the local and global levels.

The concept of global citizenship transcends all divisions and paradoxes in living in one community while preserving and respecting cultural identities (Alyan, 2014), i.e., belonging to and loyalty to the larger homeland (the world) and the duties that an individual bears towards the world (Keen, 2000), and access to justice together. Decision Making democracy, food security, good governance, freedom of expression, gender equality, humanitarian law and peace, and the realization of public benefit, responsibilities, and rights are children's rights, cultural rights, human rights, indigenous rights, the right to education, women's rights, sovereignty Law, rules, transparency, luxury, and well-being, individually and collectively.

This orientation of citizenship towards the universality of nations and peoples, as stated in Andreotti, 2006 does not come or can only be reached through educational institutions that contribute to the development of the individual's personality and guide his ideas. The global trend that calls for peace and respect for the other, and what it includes Responsibilities towards the world from preserving and sustaining the environment (Jarrar, 2011). Learning to live together depends on the approach of the person as a whole, focusing on effective communication skills as well as on the media and information culture.

Education that is directly related to education on global citizenship, is based on the introduction of topics such as self-evaluation, harmony with others, patriotism and solidarity in the global concept, and this means that educational institutions of all kinds have a large



and important role in the development of the global citizen, especially universities are mentioned because of their great role in developing societies And building the personality of the individual towards the global trends of citizenship (Shamani, 2014), by finding students who are able to keep abreast of all that is new (Al-Burai, 2000), and the Hashemite University is an example of universities that have left a mark on the academic and research side, and that Research in its role on the promotion and development of the values of global citizenship among its students has become in line with the global trend in scientific research to keep pace with interest in the study of this role; and this is why this study came to research the role of the Hashemite University in the role of its administration, its deanship and curricula, and its faculty members, by identifying their role In developing the values of global citizenship for students.

Throughout its long history, man has realized the dangers and calamities brought about by local, regional and global conflicts and wars and the negative consequences that resulted in economic, social and psychological spheres, and he has a clear belief that the solution to all this is to find a formula for cooperation and understanding between nations and peoples (Jawarneh et al., 2009). On the face of the world since the last century until today and its great concern regarding manifestations of violence, racism, different hatred, nationalism and aggression, the end of human rights, religious intolerance, and the increasing frequency of terrorism and societal violence in its various forms E. The suffering of sub-groups and ethnic minorities from not enabling, marginalizing and discriminating against them.

In addition to the high level of concern about the problems associated with global cooperation in living standards and human well-being, and the expansion of the population whose income falls below the poverty line (Le Roux, 2001), in addition to the problems of climate change represented by changing temperatures and rainfall patterns that are expected to lead to dangerous effects on the environment and thus on human life and health, as one of the most commonly recognized causes such as greenhouse gas emissions and climate change are human activities and the resulting instability in the weather condition which led to changes in geographical distribution and health effects such as the spread of pain Adi and lethal globally as a whole.

As a result of the foregoing, claims to promote global citizenship have increased to a justification that global problems can only be solved globally, and bear all the responsibilities that entail towards this planet and interest in the issues of those who live with them, and all of this requires providing them with knowledge, facts and their consequences. It is the climate of strength in forming the directions necessary to address the increasing number of environmental, economic, and political issues (Al-Ahmadi, 2010). The world today faces many challenges that cannot be addressed except when everyone in this world feels that he is primarily responsible for what is happening around him. This land is not a legacy. From our grandparents, we borrow it for our grandchildren.



Hence the talk about the concept of global citizenship, which in turn expresses the concept of global humanity. Jarrar (2011) defined global citizenship as "indicating a feeling of belonging to the broader community and common humanity and stresses the political, economic, social, cultural, and interconnectedness of the level Local, national, and global" (p. 23), as well as known as the belonging of a person and his belief that the world in which one lives, and the importance of events for all, and the existence of a human system that governs the world despite political differences, economic interests and cultural diversity due to the urgent need of the world for the existence of my laws Accessible to him (Moosa, 2005) that this definition has focused largely on the global political system and humanitarian forces are the ruling powers of world peace and the basis.

(Millir,2013) presented a definition that included awareness of and belief in pluralism, as well as responsibility towards the world, as he defined it as "awareness, care, and adoption of cultural diversity while promoting social justice and sustainability along with a sense of responsibility towards the universe" (p. 26), so global citizenship seeks In developing a spirit of responsibility and justice towards cultural diversity in the world to live in peace, has been defined by the United Nations UNESCO (2015) as a feeling of belonging to a wider society that transcends national borders, a feeling that justifies the common denominator between people and nourishes from the interlinkages between the local and the world levels, and the pursuit of Building A world characterized by justice, peace and viable.

That the most important characteristic of global citizenship is a broad knowledge of issues (local and global), effective contribution to building society, and making rational decisions in the face of environmental problems, as the world faces many environmental problems that countries around the world may mitigate and treat to increase the Earth's ability to Preserving life (Ives, Naumescu & Robinson, 2009), and global citizenship is also characterized by having the thinking skills necessary to adapt to, and live with, the civilization of the times.

It has been mentioned that one of the most important reasons for the emergence of the concept of global citizenship in addition to the aforementioned reasons such as wars, intolerance and human transgressions on the environment is the globalization of markets that led to the unification of economic, social and political measures and cultural relations between societies (Maekle, 2016), in addition to growth in the communications industry Globalism, cultural difference, and conflict within groups that are growing significantly, in addition to the influence of extremism and terrorism (Jaber and Mahdi,2011), On the other hand, it is sometimes considered that universality leads to the loss of national, cultural and intellectual identity, but this view is wrong. Globalization promotes pluralism and considers it beneficial to humanity (Ratancy, 2013), as different cultures, ideas, and languages are common to the mutual benefit of cultures because globalization does not seek to lose cultural identity, which is not the same as globalization.



Global citizenship has values that the global citizen must show and work for for a better world, as Qaryouni (1997) defined them as "the beliefs whose owners believe in their value and adhere to its contents, and define acceptable and rejected behavior" (p. 44). Among the most important of these values is the value of world peace. The value of the world peace, as the idea of peace is an ancient idea that the sages of past ages went to, and its banner carried the Stoic philosophers since the third century B.C. when they called on humanity to free itself from what separates man and his human brother from the differences of languages, religions, and homelands, and they looked at all people as family. One has its law, few and its constitution, ethics (Jidouri, 2010), there is an urgent need to embrace peace as a value that the global citizen must show.

That the origin of man derives the nature of peace and is based on a deep inherent origin, and peace becomes the permanent basis, and war is the exception that is required by departing from this consistency which is represented in the one religion of God, one who is unjust and unjust, or corruption and substitution (Sayyid Qutb, 2001), where peace was defined as "Mutual understanding and the ability to accept others, peace is a struggle without anger, in addition to that it represents a mixture of concepts (love, justice, equality, mercy, and cooperation), as the absence of all these concepts lead to war" (Carmichael & Norvang, 2014), for peace is a great value in which societies prevail and rise.

That wars and conflicts can be eliminated through the power of love and the language of peace, and in order to obtain international peace, all nations in the world must try to preserve the legal, social background in order to achieve their common goal of international peace (Sahin, 2011), as all governments must join hands and to develop a joint program that makes a contribution to improving the language of international peace, which should be taught as a lesson that fosters "the language of common peace" in all countries (Carmichael, 2014; Norvang, 2014), and in particular that citizens around the world cannot be forced because there is no global government, the government in Global citizenship is ethics, but countries must be aware. I praise her for the importance of belonging and loyalty to the global dimension of citizenship.

Likewise, the value of the dialogue is one of the oldest values that a person must enjoy his skills and etiquette (Gidori, 2010), as he means the value of dialogue as stated in Ashour (2008) "the exchange of information and ideas, whether formal or informal exchange." In writing or orally, and the dialogue is held by merely identifying, reflecting, evaluating, and commenting on the views of others. (P. 26). From this understanding, dialogue can be called on the intertwining of cultures between each other and what happens as a result of the convergence of the interlocutors and the correction of each other, and the impact of each other on each other, in a way that highlights the crucial unity.

Dialogue is a human need that is necessitated by the conditions of coexistence in the university and communication with others because dialogue fulfills the human need for independence on the one hand, and its need to participate and interact with its surroundings



on the other hand (Al-Shami, 2014) and the value of the dialogue derives from the recognition of each other and respect for each party, In addition to faith and equality in the status of the two parties, openness to the other psychologically, intellectually and objectively, as well as self-awareness (Friday, 2008), and given that facing racist currents is a noble goal for which the efforts of the international community work together to achieve it, it would enhance the values of dialogue between Cultures through their closeness and deepening Allied with civilizations, to build bridges of understanding between nations and peoples.

This has been felt by human since ancient times the need for national education through the preparation of a good global home; Herbert Spencer says as stated in Nasser (2002) "If education is the preparation for public life, then national education is the preparation of the global citizen, so it is part of all" (P. 32), as global citizenship is considered one of the supreme goals of human societies with different intellectual schools and philosophical sources because that citizenship reflects positive effects on all the goals of societies (Al-Aqil, 2014), so global citizenship has become one of the issues that impose itself strongly when addressing Any dimension of human development and Comprehensive reform and development projects in general.

In defining education for global citizenship, according to Davies (2006), the concept of global citizenship reflects a shift towards human rights and responsibilities, and therefore education on global citizenship is the most active role that gives further development than awareness of these issues, whereas the (Mahlstedt, 2003) believes that defining the concept of education on global citizenship requires identifying critical dimensions from a global perspective that he believes should reach all human beings: what is awareness, awareness of the state of the planet Cultural awareness among people, knowledge of the nature of global dynamics, awareness of the options available to man (Arendse & Smith, 2016), the axis of global awareness is not only for cultural literacy from the knowledge that one can simply memorize, but that one can simply memorize, but rather the contrary is values and high ideals That the global citizen must abide by.

The increased attention to global citizenship has given more attention to the global dimension of citizenship education, and the implications of policies, curricula, teaching, and education (Laxmam, 2015). UNESCO's understanding of education on global citizenship has three dimensions, its basic concepts, which are common to The different definitions and interpretations of education on global citizenship, and these areas included the cognitive field, the socio-emotional field, and the behavioral field (UNESCO, 2015). Education on global citizenship includes all human aspects to build a system of global values for it.

UNESCO (2014) has stated that education on global citizenship is a transformative force, to build the knowledge, skills, values, and behaviors that learners need to be able to contribute to a world that is more inclusive, fair and peaceful, as the issue of citizenship education is one of the most important issues that It concerned those with responsive





support for institutions Higher education, specifically universities, therefore, "global citizenship" is a necessity to set education goals, educate students within three elements which are positive thinking (Bok, 2006), the pursuit of a sense of self, and connection with others.

And In particular, the higher education institutions "universities" that represent at the theoretical level the finest episodes and stages of theoretical education that the student is going through with the experiences, tasks, educational activities and areas of interaction (Adli, 2017), study permissions to achieve a renewed training that contributes to the development of spiritual aspects, Moral, mental, and physical; to form a normal, integrated, personal citizen in the sense of providing a culture of a minimal university climate; to facilitate the relationship between efficiency and global citizenship, so it contributes to building the values of future application demand (Ahmed, 2010), to promote the development of the university as an institution that produces knowledge on a global level (Naoko, 2015) And also the need for openness and research in understanding other cultures that enable us to reconsider the nature of man and language.

The job of universities at present is university education, scientific research, and community service, and these goals found a basis for the development of the human and national personality and its formulation and development by reformulating the human being, deepening his national feeling and educating community members in general (Al-Aqeel, 2014), and spreading the spirit of science The scientific method, and the formation of scientific concepts seeking to perpetuate intellectual pluralism, democracy, and social justice, and the university works to provide society with human resources in all political, economic, social and cultural fields (Al-Omari, 2013), and the role of universities in providing solutions and proposals to serve Of society through scientific studies and research and applying the results to be reached for the community service.

In the conversation about the importance of the role of education and universities, Jamal Abdel Nasser said, as stated in Malhas (1987): "Universities are not high towers, but advanced advances exploring the path of life" (pp. 10-37), so the university should focus on developing social relations between university youth And the ability to communicate and interact with the people of their community in which they live, on the one hand, and with others from other civilizations and cultures in the world to achieve the progress that society supports (Al-Razzaq, 2014), as universities deal with the most influential groups in society who are young people.

These institutions have a great role in using knowledge to produce new ideas and new materials that instill in the minds of students values such as the values of tolerance, dialogue, and world peace, as they enable them to resist what does not conform to their principles (Kanaan, 2008), and on the other hand, there is a great role for the university administrators. In the political upbringing of university students by linking university courses to the global reality to allow interaction with globalization technology to develop the global awareness of





university youth (Hammad, 2005), and to guide university youth to adhere to its creed and move away from the ethnic and negative aspects of globalization.

After reviewing the educational literature related to the subject of the current study, several studies and researches have been reached, such as the Al-Aboud Study (2011). The values of citizenship among young people whose results have concluded that there is a decrease in the level of youth practice of global citizenship values as the value of the system that obtained the lowest level, Because there are some obstacles that hinder young people in exercising the values of citizenship, such as lack of awareness of their rights and duties towards society, and the low educational climate of the university (weak encouragement) to practice the values of citizenship on the ground, and contribute to spreading peace.

Likewise, Al-Greeley's study (2017), which the study concluded that there is a real problem like the role the university plans to develop the values of the individual and society, limiting the university's role to the academic side, teaching, and neglecting the human, moral, and ethical side, and the Beni Mustafa (2008) study that concluded that the level of Tribal knowledge of secondary school teachers of the principles of global citizenship was less than the educationally acceptable level of (80%), and Jarrar's study (Jarrar, 2012) found that there are university failings to reinforce the concept of citizenship values to serve humanity.

The Temel Study (2016) also indicated that the English proficiency of the participants was low on a general level, and the Sperandio (2010) study demonstrated that the university did not develop programs that foster and develop the values of global citizenship for students. And Matt's study (2012 Maguth,), which found that students use technology to access information more easily and quickly, but students' review of news websites to see what was going on around them was somewhat small, and Karakus (2017) showed that social studies and curricula Scholastic and textbooks have shortcomings in developing and promoting the values of global citizenship.

A BASRIR study, 2017, which concluded that English language trainers have insufficient levels of knowledge, skills, attitude, and work toward linking global education to citizenship, the current study was distinguished from previous studies by using both a quantitative and qualitative curriculum by using three tools to collect The data included (questionnaire, interview, and content analysis), as well as this study was distinguished by studying all the elements of the educational process about its role in developing the values of global citizenship among students so that it included the university administration, faculty members and the Deanship of Student Affairs and university curricula.

### **Study objective and questions:**



The study aimed to identify the role played by the Hashemite University in developing the values of global citizenship for its students, as the following questions represented the objectives of the study:

- What is the role of the Hashemite University in developing the values of global citizenship for its students?
- Are there statistically significant differences in student responses at the level of significance ( $\alpha = 0.05$ ) about the role of the Hashemite University in developing the values of global citizenship for its students according to the different demographic variables represented by (gender, college type, year of study, region, and optional and compulsory university courses Which the student studied, and the international activities that the student participated in?)

#### **Method and procedures:**

The quantitative approach was used using the questionnaire as a data collection tool, and Qualitative Approach, using the interview tool, in addition to Content Analysis, where these approaches were used sequentially to obtain more accurate information. The comprehensive, and one of the most important justifications for using the two approaches together is that merging them contributes to the development of methods and means of research followed, each type gives support to the other and expands the scope or scope of research questions and conclusions, and works to integrate them.

#### **Study tools:**

**The study relied on the following tools to collect the data necessary to answer its questions:**

##### **First: the questionnaire:**

The questionnaire consists of two parts: The first part: includes demographic information related to the sample of the first tool, namely: (gender, college type, year of study, region, the number of optional and compulsory university courses that the student studied, and the global activities in which the student participated), and the second part includes four Themes (University administration role, Deanship of Student Affairs, Curricula and Curricula, and faculty members).

The validity of the tool was tested by measuring the clear honesty of the questionnaire items by presenting in its basic form to a group of arbitrators with experience and specialization so that the study tool was distributed in its initial form (see Appendix 1) which consists of (81) paragraphs on (14) arbitrators.



The consistency of the study tool was calculated by applying the test to a sample of (82) students, and after a week the test was repeated on the same sample again, and the internal consistency of the instrument's paragraphs was used by using the Crow Alpha alpha formula after applying it to (82) students From outside the study sample to calculate stability.

### **Second: The interview tool.**

The in-depth interview tool was used to collect data from those in charge of the Hashemite University, where the interview was conducted with the participation of (University President, Dean of Student Affairs, faculty members), where the total sample reached two from administrators and two from faculty members.

It was used to achieve descriptive honesty, to translate what the participants said in the interviews without interference or distortion, and to verify this The participants were also briefed on the initial results of the study to obtain feedback from them, to ensure that these results reflect their responses in the interview, and the sample was consulted to verify their agreement with the explanations. To achieve theoretical honesty, the researcher was keen on the suitability of theoretical interpretation from the field reality, and to enhance the honesty, some copies of the transcripts of the interviews were given to people other than the sample to view them and ask them: Do these interviews or the data under study and its objectives achieve or not? The interview tool by presenting it in its preliminary form to nine arbitrators.

For consistency, the data was collected accurately, as the researcher pledged to the participants; to keep a copy of the pledge with the researcher and a copy of the participant in which the researcher confirms that the data obtained through the interview will be for scientific research purposes and will only be seen by the research team and audio recordings. The interviews were maintained with the consent of the participants, and specific strategies were used to confirm consistency in the study.

### **Third: Content analysis:**

As the goals were categorized into a table consisting of three cells, the first box includes the goals and topics and its number (18) is a topic that deals with global citizenship in all its dimensions and goals, and the second column consisted of texts and units in which the goal or topic related to the subject of the study was mentioned from the course to be analyzed, and the box The third included the extent of the relationship of the text or the unit to the subject of the study, the study community would consist of all the optional and compulsory university curricula and curricula common between disciplines in the Hashemite University,



where the number of compulsory university subjects (4) courses, and university elective subjects a For an interdisciplinary course (25).

The researcher relied on the coherent honesty through the use of a second analyst to carry out the analysis process, where the agreement rate between the two analyzes reached 98%, and the topics and objectives of analyzing the content of the curricula presented at the Hashemite University on the topic of global citizenship were identified, by referring to the literature and research published that touches the subject of the study Current goals and analysis topics have been presented to the supervisor and another researcher.

As for the stability of the tool, the percentage of compatibility between the researcher and the other analyst reached (98%). For the sake of stability, the researcher re-analyzed the content of the courses himself a month after the date of the analysis and the compatibility rate between the two analyzes (100%).

#### **Society and sample:**

##### **The first tool sample:**

The study population consists of all the students of the Hashemite University from the bachelor's degree who number (22000) male and female students during the second academic year, as the university consists of (12) colleges with different specializations and branches, and a sample was chosen in the available method, The sample size reached (800) male and female students from various colleges, majors and years of study within the bachelor's degree at the Hashemite University.

##### **Second Tool Sample:**

The second tool community consists of all administrators at the Hashemite University of administrators and faculty members, and the researcher applied the interview tool to an intentional sample of (4) from those in the Hashemite University represented by (University Administration, Deanship of Student Affairs, faculty members).

##### **Sample of the third tool:**

The study community consists of all the optional and compulsory university curricula and compulsory joint courses between the majors in the Hashemite University, where the number of compulsory university subjects is (4) courses, and the optional university inter-disciplinary subjects (25) course and a sample consisting of (8) courses have been

selected Optional and compulsory university to apply the analysis to it by referring to admission and registration to take the proportion of the most registered materials and taking into account the extent of the relationship of the subjects of these courses to the subject of the study.

### Results:

**Results related to the first question, "What is the role of the Hashemite University in developing the values of global citizenship for its students?"**

The study concluded through statistical analysis that the role of the Hashemite University in developing the values of global citizenship among its students, in general, is average, as shown in the following table:(1)

Number Dimension	Dimension	Dimension arrangement	Arithmetic mean	deviation The normative	Degree of approval
1	The role of a faculty member	1	1.96	0.49	Between
2	The role of the Deanship of Student Affairs	2	1.94	0.36	Between
3	The role of curricula	3	1.90	0.52	Between
4	The role of the university administration	4	1.85	0.47	Between
Total			1.91	0.416	Between

It is noted that the arithmetic means for it was (1.91) and with a standard deviation (0.416), while the role of the faculty member got the highest arithmetic average of (1.96) and with a standard deviation (0.49) with an average degree of approval, while secondly came the field of the role of the Deanship of Student Affairs with an average Mathematical (1.94), with a standard deviation (0.36) and an average approval score, and thirdly, the field of curriculum role and curricula came with an average arithmetic average (1.90), a standard deviation (0.52) and an average degree of approval, and finally, the field role of the university was resolved with an average arithmetic average (1.85) and a standard deviation (0.47) And a medium degree of approval, according to the following criterion: low (1-1.67), medium (1.68-2.35) and high (2.36-3).

It was clear from the interviews, and when we dig deeper in the participants' answers about the role of the axes representing the role played by the university, as these axes included the university's administration, the Deanship of Student Affairs, and the faculty



members, it is clear that they play their role effectively, but they lack complementarity among them, and also show the participants' answers that the weakest axis in building the value system is the axis of the role of curricula and university courses, as well as showing that there is an overlap in contemporary concepts among the participants

And it has been clear from the content analysis of the curricula at the university that there are dimensions that have not been mentioned or mentioned any text, unit or activity related to them in the curricula and curricula, namely: after dialogue, social justice, equality, sustainable development, loyalty, and global belonging, as well as the definition of cultures and religions. The various (pluralism), and no issues related to world politics and interdependence were mentioned, and also on topics related to the geography of the world were mentioned, and this indicates weakness in the inclusion of curricula in the values of global citizenship.

It was found through the analysis that the curricula lack activities to contribute to the development of global values among students, and lack the development of the emotional side of students through that participation in those activities contributing to building this aspect, as it was noted that the courses that were analyzed were limited to rigid topics that were not linked to the curriculum in reality, and this indicates a weakness in the role of the curricula in developing the values of global citizenship among students, in addition to its lack of interest in the skill aspect related to the values of dialogue, problem-solving and constructive criticism.

#### **- Results related to the second question:**

Are there statistically significant differences in students' responses at the level of significance ( $\alpha = 0.05$ ) about the role of the Hashemite University in developing the values of global citizenship for its students according to the different demographic variables represented by (gender, college type, and year of study, Territory, elective and compulsory university courses studied by the student, and the international activities in which the student participated)?

##### **A- The gender variable:**

To find out whether there are statistically significant differences concerning the gender variable, arithmetic averages and standard deviations have been calculated, and the use of the T-test to reveal the significance of differences in the role of the Hashemite University administration in developing the values of global citizenship for its students attributed to the gender variable, as shown in the table (2):

**Table (2): Arithmetic averages, standard deviations, and (T) test results for the significance of differences in the role of the Hashemite University in developing the values of global citizenship for its students according to the gender variable.**



The dimension	The variable	the number	Arithmetic mean	standard deviation	Degree freedom	Value (T)	Significance level
The role of the university administration	Male	315	1.73	0.49	798	5.89 -	*0.00
	female	485	1.93	0.44			
The role of faculty members	Male	315	1.84	0.52	798	5.34 -	*0.00
	female	485	2.03	0.46			
The role of curricula	Male	315	1.78	0.55	798	5.40 -	*0.00
	female	485	1.98	0.48			
The role of the Deanship of Student Affairs	Male	315	1.85	0.39	798	5.73 -	*0.00
	female	485	2.00	0.34			
The role of the university as a whole	Male	315	1.80	0.45	798	6.14 -	*0.00
	female	485	1.98	0.38			

\*: Significance level ( $\alpha = 0.05$ )

The results of the test (T) according to the table (11) indicate that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the role of the Hashemite University in developing the values of global citizenship for its students as a whole in addition to its four fields (the role of the university administration, the role of faculty members The role of curricula and curricula, the role of the Deanship of Student Affairs (depending on the gender variable, based on calculated and adult values (-6.14, -5.89, -5.34, -5.40, -5.37), respectively, and at a level of significance of (0.00) for all of them, and in favor of The female.

#### B- College type variable:

To find out whether there is a statistically significant function in relation to the college variable, arithmetic averages and standard deviations have been calculated, and the use of

the test (T) to detect the significance of differences in the role of the Hashemite University in developing the values of global citizenship when its students are attributed to the college variable, as shown in Table (3):

**Table (3): Arithmetic averages, standard deviations, and (T) test results for the significance of differences in the role of the Hashemite University in developing the values of global citizenship for its students according to the college variable.**

The dimension	The variable	the number	Arithmetic mean	standard deviation	Degree freedom	Value (T)	Significance level
The role of the university administration	Humane	373	1.94	0.42	798	5.01	*0.00
	Scientific	427	1.77	0.50			
The role of faculty members	Humane	373	2.04	0.45	798	4.61	*0.00
	Scientific	427	1.89	0.52			
The role of curricula	Humane	373	1.97	0.46	798	3.75	*0.00
	Scientific	427	1.84	0.55			
The role of the Deanship of Student Affairs	Humane	373	2.00	0.34	798	4.42	*0.00
	Scientific	427	1.89	0.38			
The role of the university as a whole	Humane	373	1.99	0.36	798	4.95	*0.00
	Scientific	427	1.84	0.45			

\*: Significance level ( $\alpha = 0.05$ )

The results of the test (T) according to the table (3) indicate that there are significant differences at the level of significance ( $\alpha = 0.05$ ) in the role of the Hashemite University in developing the values of global citizenship for its students as a whole in addition to its four fields (the role of the university administration, the role of faculty members The role of curricula and curricula, the role of the Deanship of Student Affairs) depending on the variable of the college type, based on the calculated values of (4.95, 4.61, 3.75, 4.42,5.01) respectively and at a level of significance of (0.00) for all of them, and the benefit of human colleges.

**C- School year:**

To find out whether there were statistically significant differences concerning the variable of the study year, arithmetic averages and standard deviations were calculated to reveal the significance of differences in the role of the Hashemite University in developing the values of global citizenship when its students attributed to the variable of the study year, as shown in table (4).

**Table (4): Arithmetic averages and standard deviations for the Hashemite University's role in developing the values of global citizenship for its students according to the variable of the school year.**

The variable	Academic level	the number	Arithmetic mean	standard deviation
The role of the university administration	first	186	2.01	0.40
	a second	226	1.97	0.42
	Third	212	1.85	0.44
	Fourth or more	176	1.53	0.48
	Total	800	1.84	0.47
The role of faculty members	first	186	2.09	0.43
	a second	226	2.09	0.44
	Third	212	1.97	0.43
	Fourth or more	176	1.64	0.56
	Total	800	1.96	0.49
The role of curricula	first	186	2.04	0.46
	a second	226	2.07	0.43
	Third	212	1.90	0.46

	Fourth or more	176	1.54	0.56
	Total	800	1.90	0.52
<b>The role of the Deanship of Student Affairs</b>	first	186	2.02	0.36
	a second	226	2.01	0.34
	Third	212	1.96	0.33
	Fourth or more	176	1.72	0.36
	Total	800	1.94	0.36
<b>The role of the university as a whole</b>	first	186	2.04	0.34
	a second	226	2.03	0.36
	Third	212	1.92	0.37
	Fourth or more	176	1.61	0.45
	Total	800	1.91	0.42

It is noted from Table (4) that there are apparent differences between the arithmetic averages of the role of the Hashemite University administration in developing the values of global citizenship for its students according to the variable of the study year, and to verify the significance of the apparent differences, one way ANOVA was performed for their responses according to the variable of the study year and that As in Table (5).



The dimension	Source of contrast	Sum of squares	Degrees of freedom	Average squares	Value of F	Significance level
The role of the university administration	Between groups	26.594	3	8.86	46.63	*0.00
	Within groups	150.713	796	0.19		
	Total	177.307	799			
The role of faculty members	Between groups	24.402	3	8.13	37.95	*0.00
	Within groups	171.274	796	0.22		
	Total	195.676	799			
The role of curricula	Between groups	32.137	3	10.71	46.56	*0.00
	Within groups	179.976	796	0.23		
	Total	212.113	799			
The role of the Deanship of Student Affairs	Between groups	11.300	3	3.77	31.41	*0.00
	Within groups	94.814	796	0.12		
	Total	106.114	799			
The role of the university as a whole	Between groups	22.511	3	7.50	51.53	*0.00
	Within groups	115.902	796	0.15		
	Total	138.413	799			



**Table (5): The results of the One Way ANOVA analysis of the role of the Hashemite University in developing the values of global citizenship for its students according to the variable of the school year.**

The results of Table (5) indicate that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the role of the Hashemite University in developing the values of global citizenship for its students as a whole in addition to its four fields (the role of the university administration, the role of faculty members, and the role of curricula and courses Study, and the role of the Deanship of Student Affairs), according to the variable of the school year, based on the calculated values of P, respectively (51.53, 46.82, 37.80, 47.38, 31.62), and at a level of significance of less than (0.00) for all of them, and for knowledge of which of the four school year levels Differences lay: L.S.D. was tested for dimensional comparisons, It was found that the difference in the role of the Hashemite University's administration in developing the values of global citizenship for its students in addition to its three areas (the role of the university, the role of faculty members, the role of curricula and curricula) according to the variable of the school year were as follows:

- For the benefit of students from the first-year level when compared to their peers from the third and fourth years.
- In favor of students from the second year level when compared to their peers from the third and fourth years.
- In favor of students from the third year level when compared to their peers from the fourth year.

While the results of the field (the role of the Deanship of Student Affairs) were as follows:

- For the benefit of students from the first-year level when compared to their peers from the fourth year
- In favor of students from the second year level when compared to their peers from the fourth year
- In favor of students from the third year level when compared to their peers from the fourth year.

**D- Territory:**

To find out whether there are differences or not concerning the region variable, arithmetic averages and standard deviations were calculated to reveal the significance of differences in the role of the Hashemite University administration in developing the values of global citizenship when its students attributed to the region variable, as shown in table (6):



**Table (6): Arithmetic averages and standard deviations for the Hashemite University's role in developing the values of global citizenship for its students according to the region variable.**

The dimension	The Territory	the number	Arithmetic mean	standard deviation
The role of the university administration	North	105	1.91	0.47
	the middle	657	1.83	0.46
	the South	38	1.99	0.56
	Total	800	1.85	0.47
The role of faculty members	North	105	1.99	0.50
	the middle	657	1.95	0.49
	the South	38	2.08	0.62
	Total	800	1.96	0.49
The role of curricula	North	105	1.97	0.53
	the middle	657	1.88	0.50
	the South	38	2.00	0.68
	Total	800	1.90	0.52
The role of the Deanship of Student Affairs	North	105	2.01	0.38
	the middle	657	1.92	0.36
	the South	38	2.02	0.45
	Total	800	1.94	0.36
The role of the university as a whole	North	105	1.97	0.42
	the middle	657	1.89	0.41
	the South	38	2.02	0.55
	Total	800	1.91	0.42

Table (6) results indicate that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the role of the Hashemite University in developing the values of global citizenship for its students in addition to its fields (the role of the university administration, the role of faculty members, the role of curricula and curricula) According to the region variable, based on calculated and calculated P values, respectively (2.84, 2.81, 1.58, 2.12), and with a significant level of (0.06, 0.06, 0.21, 0.12), it was also found that there were statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in The field of

the role of the Deanship of Student Affairs according to the variable of the region, based on the calculated value of (3.55), and the level of its significance reached (0.03). To find out in favor of which of the three levels of the region the differences lie, a least significant difference (L.S.D.) test was performed for the dimensional comparisons, As shown in Table (7):

**Table (7): Results of the post-test (L.S.D) to compare the arithmetic averages in the field of curriculum role and curricula according to the variable of the region.**

The Variable classes	Mean	North		the middle		the South	
		The difference	Significance level	The difference	Significance level	The difference	Significance level
North	2.01	-	-	0.084	*0.038	0.018	0.069
the middle	1.92	0.084	*0.038	-	-	0.102	0.061
the South	2.02	0.018	0.069	0.102	0.061	-	-

It is noted from Table (7) that the difference in the field of the role of the Deanship of Student Affairs according to the variable of the region was in favor of students from the northern region when compared to students from the central region.

#### **E- Elective and compulsory university courses taught by the student:**

To find out whether there are differences or not concerning the variable of optional and compulsory university courses that the student has studied, the arithmetic averages and standard deviations have been calculated, to reveal the significance of the differences in the role of the Hashemite University in developing the values of global citizenship when its students attributed to the variable of courses, as shown in Table (8):

**Table (8): Arithmetic averages and standard deviations for the Hashemite University's role in developing the values of global citizenship for its students according to the variable of courses.**

The dimension	Courses	the number	Arithmetic mean	standard deviation
The role of the university administration	3 courses or less	136	1.98	0.47
	4-7 courses	583	1.87	0.45
	More than 7 courses	81	1.49	0.43
	Total	800	1.85	0.47
The role of faculty members	3 courses or less	136	2.06	0.51
	4-7 courses	583	1.98	0.47
	More than 7 courses	81	1.61	0.49
	Total	800	1.96	0.49
The role of curricula	3 courses or less	136	1.99	0.50
	4-7 courses	583	1.94	0.49
	More than 7 courses	81	1.49	0.51
	Total	800	1.90	0.52
The role of the Deanship of Student Affairs	3 courses or less	136	1.95	0.36
	4-7 courses	583	1.97	0.36
	More than 7 courses	81	1.69	0.34
	Total	800	1.94	0.36
The role of the university as a whole	3 courses or less	136	1.99	0.42
	4-7 courses	583	1.94	0.40
	More than 7 courses	81	1.57	0.40
	Total	800	1.91	0.42



It is noted from Table (8) that there are apparent differences between the arithmetic averages of the role of the Hashemite University in developing the values of global citizenship for its students according to the variable of courses, and to verify the significance of the apparent differences, one way ANOVA was performed for their responses according to the variable of courses.

The results indicated that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the role of the Hashemite University in developing the values of global citizenship for its students in addition to its four fields (the role of the university administration, the role of faculty members, the role of curricula and curricula, the role of the Deanship of Student Affairs According to the variable of courses, according to the calculated values of F, respectively, (33.47, 32.19, 24.48, 32.17, 21.03), and with a significant level of (0.00) for all of them.

To find out in favor of any of the three course levels, the differences differ. Least significant difference test (L.S.D) was performed for dimensional comparisons; It was found that the difference in the role of the Hashemite University in developing the values of global citizenship for its students in addition to its three fields (the role of faculty members, the role of curricula and curricula, the role of the Deanship of Student Affairs) according to the variable number of courses were as follows:

- For the benefit of students who studied 3 or less courses when compared to their peers who studied (4-7) courses.
- For the benefit of students who have studied (4-7) courses when compared to their peers who have studied more than 7 courses.

While the results of the field (the role of university administration) were as follows:

- For students who have studied 3 or fewer courses when compared to their peers who have studied (4-7) courses, and students who have studied more than 7 courses.
- For the benefit of students who have studied (4-7) courses when compared to their peers who have studied more than 7 courses.

#### **F- Variable participation in global activities:**

To find out whether there are differences or not with regard to the variable of participation in activities, mathematical averages and standard deviations were calculated, and the use of the test (T) to reveal the significance of differences in the role of the Hashemite University in developing the values of global citizenship when its students attributed to the variable of participation in global activities, as well as Shown in Table (9):

**Table (9): Arithmetic averages, standard deviations and results of the (T) test for the significance of differences in the role of the Hashemite University in developing the values of global citizenship for its students according to the variable participating in activities.**

The dimension	The variable	the number	Arithmetic mean	standard deviation	Degree freedom	Value (T)	Significance level
The role of the university administration	Never participated	710	1.85	0.47	798	0.316-	0.752
	Share	90	1.87	0.48			
The role of faculty members	Never participated	710	1.96	0.49	798	0.024-	0.981
	Share	90	1.96	0.52			
The role of curricula	Never participated	710	1.90	0.51	798	0.109-	0.931
	Share	90	1.91	0.54			
The role of the Deanship of Student Affairs	Never participated	710	1.94	0.36	798	0.814	0.416
	Share	90	1.91	0.36			



The role of the university as a whole	Never participated	710	1.91	0.42	798	0.05	0.960
	Share	90	1.91	0.43			

The results of the test (T) according to the table (9) indicate that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the role of the Hashemite University in developing the values of global citizenship for its students as a whole in addition to its four fields (the role of the university administration, the role of members of the body Teaching, role of curricula and curricula, role of the Deanship of Student Affairs (depending on the variable of participation in activities, based on the calculated values of (0.05, -0.316, -0.024, -0.109, 0.814), respectively, and at a level of significance of (0.960, 0.752, 0.981 (0.931, 0.416), respectively.

#### Recommendations:

Activating the university's role in developing the values of global citizenship for its students, by enriching academic plans with courses that enhance the values of global citizenship, and Adopting the university's philosophy for the values of global citizenship and activating it theoretically and practically within the university through conferences, seminars, and academic decisions, The university should hold a compulsory course for students within the various disciplines, thus aiming to raise awareness in all fields that touch the world's issues.

The university should hold a compulsory course for students within the various disciplines, so that it aims to raise awareness in all fields that touch the world's issues, Seeking university education towards the global trend, by activating service-learning by establishing link offices for the university at the local and global levels and involving qualified students through the mandatory course as a volunteer, and motivating students to volunteer work and enrich their knowledge and enrich it, and Work to train faculty members about their development of the values of global citizenship for students at the university, In addition to the need for more research on activating the role of education in developing the values of global citizenship.

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