The Role of the Faculty Member in Developing the Citizenship Values among the Imam Abdul-Rahman Bin Faisal University Students "A Field Study"

Huda Rashed M Alsaeed[1]

[1] Imam Abdul-Rahman Bin Faisal University, KSA

hralsaeed@iau.edu.sa

ABSTRACT

This study aimed firstly to define,from the student perspective, the role of faculty members in developing the values of citizenship (belonging and loyalty - political awareness - community participation and teamwork - tolerance). Secondly, the study aimed to identify,from the student perspective, which courses were crucial in the development of national values amongst students at Imam Abdul Rahman bin Faisal University. A descriptive-analytical approach was used. A random sample was selected from the study population by distributing an electronic questionnaire. The total sample was 311, which represents (approximately) 5% of the total study population. The results show thatthe faculty members at Imam Abdul Rahman bin Faisal University are playinga significant role in developing the values of citizenship.There is a high degree of agreement across all value dimensions in descending order as follows: belonging and loyalty, community participation and teamwork, tolerance, and political awareness. The values of belonging and loyalty find their highest expression in the encouragement to work efficiently, whilst the values of community participation and teamwork are highly reinforced by assigning cooperative tasks to studentsandby clarifying the importance of teamwork. The value of tolerance finds its highest expression in an emphasis on mutual respect: respecting the opinions of others andhighlighting the ethics of dialogue and discussion. The high value of political awareness is demonstrated by directing students to comply with university laws and regulations and by reinforcingpersonal responsibility.

Keywords

Role; Faculty member; Development; Citizenship Values; Imam Abdul-Rahman bin Faisal University Students

Introduction

Young people represent the future hope and strength of the nation. They are how communities achieve their strategic plans. Their participation in different community activities and their capacities for communication are an outcome of their understanding and belief in the values of citizenship. University students are the social capital that must be developed and preserved through the promotion of citizenship behaviors(Acun, 2020). Research studies have highlighted the relationship between the development of citizenship and the achievement of sustainable cultural development, which is directly linked to the development of social capital (Campbell, Kelly-Weber &Lavallee, 2021). Al-Sabri (2018) stated that the relationship between belonging, citizenship and sustainable development is crucial. This relationship is demonstrated through university education and its effective role in maintaining the stability and security of society.

A sense of community belonging is one of the most important pillars of stabilityas it enhancespositive radical change.

The core goal of educationis to develop the human being into a good citizen. The social, cultural, and political dimensions of citizenship are the real capital in the educational process. The current challenges presented by globalization mean that theprimarystrategic goal and vision of higher education institutions is to produce good citizens who can respond effectively and positively towards the world around them. This aim can be achieved by instilling social values andby using knowledge concepts and scientific research (Al-Shaqri, 2020).

In social research the concept of value refers to an essential component of human society that is represented in the structural elements that derive from social interaction(Mitchell, 1989).This component is defined in sociology dictionaries asa

status or social relationship between a normal person and a political community. Through this relationship the citizen is required to demonstrate loyalty, and the government assumes therole of protector in the community. This relationship between the individual and the government is based on the existing governmental systems in that community (Ghaith, 2016).

Abu Hashish (2010) mentioned that citizenship is an essential element that cannot be ignored or overlooked when discussingthe dimensions of human development.Eid and Ibrahim (2021) note the importance of internal stability and identity preservation. They also highlighted how the impact of globalization negatively and directly affects national identity; this identity needs to be maintained to achieve internal stability in the community(Eid &Ibrahim, 2021).

Universities are very important institutions that are ranked at the top of the pyramid of official educational institutions. The role of universities is very important as they contribute to consolidating the values of citizenship as an extension of the efforts made by other public educational institutions in this field. Universities have propermeans and capabilities that are not available in other institutions; therefore, they are expected to help in promotingand developing citizenship values (Al-Sharqawi, 2005).

Globalization can have negative effects on cultural identity which results in a weakening of the national values of belonging and loyalty. Consequently, it has become a priority to focus on the issue of instilling citizenshipvalues particularly amongst young people.Protecting students and the youngermembers of society by instilling citizenship values including belonging, and loyalty isa high priority (Al-Sharqawi, 2005).

Instilling citizenship values is one of the tasks of higher education institutions. Citizenship is an integral component of the university structure. Students are instilled with values in multiple ways, as mentioned in Al-Shaqri(2020).Moreover,Calvert(2006) concluded that through their activities and projects,

universitieshelp students to develop the ability to express their opinions, which in turn, strengthens their connection with the university and makes them feel recognized and appreciated.This relationship increases their awareness of their rights and commitments to their duties and enhances their citizenship values.

This researcher has noticedcertain practices that indicate weak levels of belonging, including prioritizing personal benefits over public ones, a weak commitment to the university systemand weak political awareness: especially a lack of knowledge about the consistency between the Kingdom'sVision 2030 and its goals,plus an unwillingness to participate inteamwork and community services and activities. The success of achievingKingdom's Vision and goals is based on maximizing teamwork and community affiliation. The researcher also highlighted some emerging practicesthat indicated a lack of tolerance among some students, including the reluctance to accept criticism and a lack of respect for other students.

Based on the foregoing account, the research problem is to examine, from the student perspective, the actual role played by faculty members at Imam Abdul Rahman bin Faisal University in promoting citizenship values amongst the student population.

Four sub-questions were devised to explore this problem:

- What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting values of belonging and loyalty from the student perspective?
- What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting values of political awareness from the studentperspective?
- What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting values of community participation and teamwork from the student perspective?

- What is the actual role played by the faculty members at Imam Abdul Rahman bin

Theoretical Framework

Citizenship is defined as the strong connection with one's country and its governing political system and the consequent obligations and rights.When the values of citizenship are developed,it is hoped that four basic functions will be fulfilled. The cultural function: the values of interaction between the community and its members, and the habits and patterns of this interaction. The economic function: this function optimizes the efficiency and sustainability of the resources allocated to individuals within the country. The political function: this function directs decision-making processes. The social function: this function includes developing the capabilities of humancapital so that individuals can coexist in the community and practice daily activities together. Citizenship is a holistic life practice in which citizens perform their duties and their rights are guaranteed by the constitution and the law (Al-Khouli, 2013).

The development of citizenship valuesenhances an individual's sense of belonging to his community:its values and systems, its environment and culture. This is evident in the individual's behavior and his avowal of his country.Citizenship education includes developing the individual's knowledge of his community and facilitating positive interactions with its members in ways that contribute to the formation of good citizens. Furthermore, citizenship education contributes to developing the student's general knowledge of related social and political issues and develops a sense of responsibility towards the national and international community (Abu Hashish, 2010).

Many studies have addressed citizenship values and the role of education, especially higher education, in promoting these values. One such study by Horimotoand Ninomiya-Lim (2020) examinedhow higher education was advancing

Faisal University in promoting the value of tolerance from the student perspective?

civic education in Japan. This study also highlighted the main successfactors and some future challenges facing civic education in higher education. The study concluded that general achievement is not just a set of educational methods:it is a philosophy that values self-learning by citizens and encourages citizen participation in creating a culture of mutual learning that facilitates further citizenship education.

There are certain factors that contribute to instilling and strengthening students' citizenship values:these include practicing activities on the university campus,sharing discussions with their faculties, participating in community issues and problems, understanding social and political issues inside and outside the university, an ability to deal with life challenges and a knowledge of democratic values (Al-dami &Hafalesh, 2020). Twalba(2019) interviewed 217 students (male and female) to explain how undergraduatesat Al-Yarmouk University are demonstratingcitizenship values in the 21stcentury. The results revealed that someundergraduates exhibited positive behavioral practices which implieda systemof permanenteverlasting values. This was evident in the presence of positive practices that reflected their commitment to citizenship values; the most important practice was their participation in organizing hygiene campaigns. The results showed the reasons for these positive practices as follows: faith education, mental maturity of students, love of country and the universityandthe communication skills of some undergraduates. Moreover, Ali(2017) also stressed the significant role the university played in the development of citizenship values.

Theprevious studies clearly show similaritiesin that they all address the issue of citizenship whilst they differin how they define the dimensions and

variations of citizenship. These studies have been used to construct the study tool and to identify the added dimensions that make this study unique. The current study expresses citizenship values through dimensions like belonging and loyalty, political awareness, community participation and teamwork and tolerance, with an emphasis on linking these dimensions to the Kingdom's Vision 2030, which calls for an ambitious country through the development of citizenship values at all stages of general education, especially university education.

There is an increasing importance placed on citizenshipvalues such as loyalty, equality, justice, participation, and cooperation. Globalization with its rapid material changes and the consequent moral changes means that education and the media must actively promote citizenship values. The reality of the contemporary Arab world which is facing great cultural, economic, social,and political challenges, necessitates that the public and higher education system must also actively promote citizenship values.

Methods

This is a descriptive-analyticalfield study which examines the role of faculty members in developing citizenship values amongstthe student population at Imam Abdul-Rahman bin Faisal University from the student perspective.

The study population

A random samplewas selected comprising 311 male and female undergraduate students from Al-Imam Abdul Rahman bin Faisal University. A questionnaire was distributed during the second semester of the academic year 2019-2020.The total study population was 6950 from different colleges. Table 1 shows the samplepopulation.

Table1. The table shows the sample respondents who participated in the studyand their demographic variables: gender, age, GPA, college, and academic level

Variation	Type	Number	Percentage
Gender	Male	144	46.3%
	Female	167	53.7%
	Total	311	100 %
GPA	< 3	43	14 %
	> 3	268	86 %
	Total	311	100 %
College	Education	97	31.2 %
	Business Administration	31	10 %
	Arts	44	14.1 %
	Medicine	47	15.11 %
	Dentistry	44	14.4 %
	Nursing	48	15.43 %
	Total	311	100 %
Academic Level	First Level	56	18 %
	Second Level	30	9.6%
	Third Level	26	8.3 %
	Fourth Level	20	6.4 %
	Fifth Level	35	11.3 %
	Sixth Level	29	9.3 %
	Seventh Level	43	13.8 %
	Eighth Level	54	17.4 %

Above Level eight	18	5.8 %	
Total	311	100 %	

Reliability Analysis

Apparent (external) reliability calculator

The questionnaire was presented to a group of pedagogy reviewers at King Saud University and Imam Abdul Rahman bin Faisal University, who are experts in this field. They were satisfied with the clarity and suitability of the questionnaire. The five-point Likert scale, which determines the average response of the study members on each of its items was confirmed as an appropriate measure.

The validity of the internal consistency of the questionnaire

The questionnaire was constructed in its initial form and the apparent validity of the questionnaire was confirmed. The validity of the internal consistency of the questionnaire was confirmed. The results indicated that the Pearson correlation coefficients are at level (0.01), all of which are positive values. The results also showed the existence of a correlation between the total score of the item with the total score of the questionnaire which indicates a high degree of internal consistency and a strong correlation indicating that the questionnaire isreliable.The values of the stability coefficients ranged according to Cronbach Alphabetween(0.842, 0.964), and the total reliability coefficient was (0.985).

Statistical Calculation Methods

All statistical calculations such as frequencies, percentages, mean and standard deviations were extracted. Weights were calculated for the degree of approval of the questionnaire statements, according to the five-point Likert scale. The Pearson correlation coefficientand Cronbach's alpha stability coefficient were used. Weights were calculated for the degree of approval according to the five-point Likert scale as follows:

- 1 to 1.80 stronglydisagree, and its corresponding relative weight ranges from 20%-35.
- 1.81 to 2.60 Disagree, and its corresponding relative weight ranges from 36%-51%.
- 2.61 to 3.40 Neutral, and its corresponding relative weight ranges from 52%-67%.
- 3.41-4.20 Agree, and its corresponding relative weight ranges from 68%-83%.
- 4.21-5 stronglyagree, and its corresponding weight relative ranges from 84%-100%.

Results and Discussion

First:Results related to the first question: What is the actual role played by faculty members at Imam Abdul Rahman bin Faisal University in promoting values of belonging and loyalty from the student perspective?

Table 2. Means, standard deviations, relative weight, degree of agreement, and order. These statistics reveal the reality of the role played by faculty members at Imam Abdulrahman bin Faisal University in promoting citizenship values

Dimension (Values)	Mean/Average	Standarddeviations	Relativeweight	Degreeofagreement	Order
Belonging and Loyalty	3.98	0.85	80%	Agree	1
Political	3.78	0.89	76%	Agree	4

Awareness					
Community participation and Teamwork	3.97	0.85	79%	Agree	2
Tolerance	3.90	0.92	78%	Agree	3
Total Result for all the dimensions	3.91	0.81	78%	Agree	

Table (2) shows the mean level of student agreement as (3.91), with a standard deviation of (0.81), and a relative weight of (78%). This indicates that the participants **agreed** that faculty members at Imam Abdul Rahman bin Faisal University played a significant role in promoting citizenship values. Table 2 also shows a high convergence and homogeneity among the mean values, standard deviations, and relative weights, indicating that the university (as represented by its faculties) has a great interestin promotingcitizenship values. As shown in Table 2 the students identified enhanced values of belonging and loyalty in first place followed by developing the values of community participation and teamwork, tolerance, and finally political awareness. These results are consistent with the results of a study by Ali (2017) which concluded that the university faculty contributed significantly to promotingcitizenship values. Consequently, amongst Assiut and Sohag University students there was a high degree of commitment to citizenship values.

The above results differ with the results of Ibrahim(2019), which showed a weak commitment to citizenship values among university students. This finding suggests thereis an inappropriate educational environment in the university,and it also indicates weak practices ofcitizenship values on the ground. Yet, there is an awareness of the need create a supportive educational context within which to promote citizenship values among students. Ibrahim (2019)revealed deficiencies in the activities available for promoting citizenship values amongst studentsin some Saudi universities.

The following tables show the participants' responses to the dimensions that express citizenship values as studied:

The first topic: What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting the values of belonging and loyalty from the studentperspective?

To answer this question, the percentage, means, standard deviations, relative weight, descending order, and degree of agreement were calculated for each of the first topic items. The following table shows the results of the statistical analysis:

Table 3. Means, standard deviations, relative weight, degree of agreement, and order of statements for the First Topic (Promoting Values of Belonging and Loyalty)

#	The 1st topic	Mean	Standard deviation	Relative weight	Degree of agreement	Order
1	*The faculty member encourages participating in community services*	4.11	1.016	82%	Agree	5

2	*The faculty member explains the importance of preserving the country's public property*	4.08	0.991	82%	Agree	7
3	*The faculty member expresses pride in his country*	4.08	1.051	82%	Agree	8
4	*The faculty member supports national industries and guides students accordingly.*	3.82	1.11	76%	Agree	16
5	*The faculty member encourages adherence to good customs and traditions*	4.03	1.041	81%	Agree	10
6	*The faculty member encourages students not to meld their cultural identity with other cultures.*	3.94	1.095	79%	Agree	12
7	*The faculty member is proud of the Holy honorable sanctities in our country.*	4.19	1.035	83%	Agree	2
8	*The faculty member encourages the use of classical Arabic in conversation.*	3.6	1.288	72%	Agree	17
9	*The faculty member encourages buying local products.*	3.43	1.203	69%	Agree	18
10	*The faculty member explains the importance of the family's role in society.*	4.1	1.025	82 %	Agree	6
11	*The faculty member is committed to the allocated office hours.*	3.99	1.107	80 %	Agree	11
12	*The faculty member's behavior is consistent with his words.*	3.94	1.134	79%	Agree	13
13	*The faculty member encourages participation in the educational process.*	4.14	1.013	83%	Agree	4
14	*The faculty member adapts contemporary teaching methods.*	4.05	1.032	81%	Agree	9
15	*The faculty member cares about student feedback on the scientific material presented to them.*	3.93	1.163	79%	Agree	14

#		Mean	SD	RW	Degree	Order
16	*The faculty member encourages students to fight corruption.*	3.85	1.109	77%	Agree	15
17	*The faculty member develops loyalty to work.*	4.15	1.013	83 %	Agree	3
18	*The faculty member encourages proficiency*	4.25	0.975	85 %	Strongly Agree	1
	General Mean of the 1ˢᵗ topic	3.98	0.85	80 %	Agree	

The results of Table (3) show that the general mean of this topic (Promoting Values of Belonging and Loyalty) scored (3.98) with a relative weight of (80%). Based on the relative weights of those values, this result indicates that the participants agreed with the statements describing this topic. The results show that item 18(The faculty encourages proficiency) came in the first place with a relative weight of (85%) a mean of (4.25) and standard deviation(1,035). This result indicates that work proficiency is one of the most important indicators of how the faculty are promoting citizenship values, because it indicates the student's keenness on quality and excellence which consequently benefits the community. Item 7 (The faculty is proud of the Holy honorable sanctities in our country) came in second place with a relative weight of (83%), a mean of (4.19)and standard deviation (0.975). Item 17 (The faculty develops loyalty to work) was in the third place with a relative weight of (83%), a mean of (4.15) and standard deviation (1,013).Item 13 (The faculty encourages participation in the educational process) came in fourth place with a relative weight of (83%) a mean of (4.14) and standard deviation (1,013). The lowest scoring items that indicate the promotion of loyalty and belonging among students were items 8 and 9. Item 8 (The faculty encourages the use of classical Arabic in conversation) scored seventeenth place with a relative weight of (72%) a mean of (3.6), and standard deviation (1.28). Item 9 (The faculty encourages buying local products) scored eighteenth place, with a relative weight of (69%) a mean of (3.43), and standard deviation (1.20). These practices and results are consistent with the findings of Abu Hashish (2010); this study concluded that instilling the culture and values of citizenship in the educational system, and achieving its goals requires practical and behavioral measures (Abu Hashish, 2010). The above results differ with the study of Watfah and Al-Sharia (2018), which showed average levels of awareness in relation to loyalty, belonging to one's country, and national participation.

The second topic: What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting political awarenessvalues from the student perspective?

Table4.Means, standard deviations, relative weight, degree of agreement, and order of statements for the First Topic (Promoting Values of Political Awareness)

#	The 1ˢᵗ topic	Mean	Standard deviation	Relative weight	Degree of agreement	Order
1	*The faculty member discusses all/most of the ideas presented in the lecture.*	4.05	0.97	81%	Agree	3

7332

2	*The faculty member allows students to express their political opinions freely.*	3.4	1.19	68%	Agree	16
3	*The faculty member involves students in the decision-making process.*	3.76	1.12	75%	Agree	9
4	*The faculty member directs student's commitment to the university rules and regulations.*	4.27	0.881	85%	Strongly Agree	1
5	*The faculty member encourages students to advocate the security and stability of the country.*	3.97	1.07	79%	Agree	6
6	*The faculty member stresses the importance of respecting laws and legislation in establishing peace and security.*	3.99	1.06	80%	Agree	4
7	*The faculty member explains student rights in the university.*	3.8	1.18	76%	Agree	8
8	*The faculty member explains students'duties towards the university.*	3.98	1.06	80%	Agree	5
9	*The faculty member explains the role of the different institutions in community service.*	3.74	1.18	75%	Agree	10
10	*The faculty member encourages adopting scientific methods in solving problems.*	3.83	1.112	77%	Agree	7
11	*The faculty member enhances the student's sense of responsibility.*	4.15	0.97	83%	Agree	2
12	*The faculty member creates opportunities to enhance knowledge of the Kingdom of Saudi Arabia.*	3.64	1.21	73%	Agree	13
13	*The faculty member highlights Globalization and its consequences.*	3.58	1.23	72%	Agree	14
14	*The faculty member discusses the most important political issues at all levels.*	3.32	1.32	66%	Agree	17

15	*The faculty member explains students' rights in the country*	3.56	1.25	71%	Agree	15
16	*The faculty member explains student's duties towards the country*	3.74	1.20	75%	Agree	11
17	*The faculty member promotes student's awareness of the Kingdom's Vision 2030.*	3.65	1.22	73%	Agree	12
General Mean of the 1st topic		3.78	0.89	76%	Agree	

The results of Table (4) show that the general mean of this topic (Promoting Values of Political Awareness) scored (3.78) with a relative weight of (76%).The means and relative weights of all the items included under this topic indicate that the participants agreed with all the statements. The results show thatitem 4 (The faculty directs student's commitment to the university rules and regulations) scored first place with a relative weight of (85%) a mean of (4.27), and standard deviation (0.881). This result shows the importance of accustoming students to abide by the university rules and regulations as they are indicatorsof political awareness.This is represented in item 11 (The faculty enhances the student's sense of responsibility) which scored second place with a relative weight of (83%) a mean of (4.15), and standard deviation (0.979). Item 1 (The faculty discusses all/most of the ideas presented in the lecture) scored third place with a relative weight of (81%) a mean of (4.05), and standard deviation (0.979). This value is linked to the importance of assuming responsibility through discussing all / most of the ideas presented in the lecture and allowing for the expression of different points of view.Item 14 (The faculty discusses the most important political issues at all levels) scored seventeenth place with a relative weight of (66%) a mean of (3.32), and standard deviation (1,327). This result shows the importance of discussing political issuesat all levels to gain political awareness. These results are consistent with Calvert(2006), which showed that university

activities and projects help students to develop an ability to express and their views and opinions, strengthens their connection with the university, and makes them feel recognized and appreciated. This approach would consequently increase their awareness of their rights and their commitment to their duties thereby enhancingtheir citizenship values. A study by Ali (2017) showed that certain factors do contribute to instilling and strengthening citizenship values amongst university students: namely, the practice of activities on the university campus, student participation in dialogues and discussionswith faculty,studentinvolvement with the issues and problems of society, an understanding of the social and political issues inside and outside the university, preparation for dealing with life challenges and teaching them about democracy.Findings of Al-dami and Hafalesh (2020) indicated that faculty membersplay a significant role in promoting citizenshipvalues by educating students about the challenges facing society and ways to overcome them. The faculty member develops the spirit of political participation among students, encourages students to strengthen their national identity, respects the independence of students, deals with students in a democratic way, encourages students with positive and constructive criticism, and respects the opinions and viewsof students, even if they are contrary to his/her views.

The Third topic: What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting

community participation and teamworkvalues   **from the students' perspective**?

Table 5.Means, standard deviations, relative weight, degree of agreement, and order of statements for the First Topic (Promoting Community Participation and Teamwork Values)

#	The 1st topic	Mean	Standard deviation	Relative weight	Degree of agreement	Order
1	*The faculty member explains the importance of community participation to students.*	4,06	0,98	81%	Agree	3
2	*The faculty member encourages community participation.*	4,06	0,96	81%	Agree	4
3	*The faculty member links some of course requirements to community participation.*	3,92	1,06	78%	Agree	9
4	*The faculty member stresses the importance of work in society.*	4,06	0,97	81%	Agree	5
5	*The faculty member makes you look at things in a positive light*	4,04	1,03	81%	Agree	6
6	*The faculty member educates students about the current problems that society faces.*	4,03	1,01	81%	Agree	7
7	*The faculty member gives some group (assignments) to be performed collectively.*	4,25	0,94	85%	Strongly Agree	1
8	*The faculty member explains the importance of teamwork.*	4,23	0,93	85%	Strongly Agree	2
9	*The faculty member stresses the importance of prioritizing public interest over personal interest.*	3,94	1,05	79%	Agree	8
10	*The faculty member explains the student's role in preserving the environment.*	3,87	1,08	77%	Agree	10
11	*The faculty member creates opportunities to explain the importance of preserving the environment*	3,79	1,12	76%	Agree	13
12	*The faculty member quotes some national and*	3,86	1,08	77%	Agree	11

	international models that contributed to the development of societies.					
13	*The faculty member guides students to volunteer work in our local community.*	3,83	1,10	77%	Agree	12
14	*The faculty member shows the most important obstacles facing volunteer work.*	3,67	1,15	73%	Agree	14
	General Mean of the 1ˢᵗ topic	3,97	0,85	79%	Agree	

The results of Table (5) show the topic (Promoting community participation and teamwork values) with a mean score of (3.97) and a relative weight of (79%). The means and relative weights of all the items included under this topic indicates that the participants agreedwith all the statements. The results show that item 7 (The faculty member gives some group assignments to be performed collectively) scored first place with a relative weight of (85%), a mean of (4.25) and standard deviation of (0.949). This finding indicates that students perceive faculty as promoting values of community participation and teamwork through collective assignments, which is a way of acknowledging the importance of teamwork. The ability to work in a team becomes a professional behavior that students adopt in their university and community life, which in turn, emphasizes the importance of social participation. This finding indicates that faculty members play a significant role in helping students to acquire these values. This claim is supported bythe response to item 8 (The faculty member explains the importance of teamwork)which scored second place with a relative weight of (85%) a mean of (4, 23)and standard deviation (0.93).This is also evident in item 1 (The faculty member explains the importance of community participation to students)

which scored third place with a relative weight of (81%), a mean of (4.06), and standard deviation (0.983). The lower scoring responses also indicate that faculty members are utilizing student activities to explain the importance of preserving the environment. They are identifying the most important difficulties and obstacles facing voluntary work whilst urging students to participate as this benefits the student himself and the community. These findings are consistent with the findings of a study by Horimoto and Ninomiya-Lim (2020)which showed that the development of citizenship is not only aset of educational methods, but also a philosophy that values individualself-learning, and encourages true citizen participation in a culture of collective learning. To further facilitate citizenship education the university also needs to create an educational culture which genuinely welcomes the participation of students, faculty, and staff in managing the institution and the surrounding community. A study by Josephand Carolissen (2019)indicated that citizenship is one of the primary motives for volunteer work among university students in South Africa.

The Fourth topic: What is the actual role played by the faculty members at Imam Abdul Rahman bin Faisal University in promoting tolerancevalues from the studentperspective?

Table 6. Means, standard deviations, relative weight, degree of agreement, and order of statements for the First Topic (Promoting Tolerance Values)

#	The 1st topic	Mean	Standard deviation	Relative weight	Degree of agreement	Order
1	*The faculty member explains to students the importance of being open to other cultures.*	3,84	1,09	77%	Agree	8
2	*The faculty member explains to students the importance of respecting the opinion of others.*	4,14	0,98	83%	Agree	1
3	*The faculty member shows students the benefit of tolerance and respect for others.*	3,98	1,04	80%	Agree	3
4	*The faculty member encourages students to accept criticism during lectures.*	3,94	1,08	79%	Agree	4
5	*The faculty member stresses the importance of creating a culture of dialogue and discussion.*	4,05	1,05	81%	Agree	2
6	*The faculty member stresses the importance of avoiding violence*	3,93	1,09	79%	Agree	5
7	*The faculty member explains the bad effects of violence and abuse on the individual and society.*	3,83	1,15	77%	Agree	9
8	*The faculty member turns a blind eye to some misbehavior of students.*	3,79	1,13	76%	Agree	10
9	*The faculty member encourages self-tolerance and tolerance of others.*	3,93	1,07	79%	Agree	6
10	*The faculty member accepts the opposite opinion.*	3,90	1,10	78%	Agree	7
11	*The faculty member quotes societal stories that illustrate the importance of tolerance.*	3,77	1,20	75%	Agree	11
12	*The faculty member quotes religious stories about tolerance in Islam.*	3,73	1,20	75%	Agree	12
General Mean of the 1st topic		3,90	0,92	78%	Agree	

The results of Table (6) show that the topic (Promoting Tolerance values) scored a mean of (3.90) with a relative weight of (78%). The means and relative weights of all the items included under this topic indicate that the participants agreed with all the statements. The results show that item 2 (The faculty member explains the importance of respecting the opinion of others to the student) scored first place with a relative weight of (83%) a mean of (4.14) and standard deviationat (0.98). This result shows the faculty are promoting the values of tolerance by teachingstudents how to show respectfor the opinion of others.The results of item 5 (The faculty member stresses the importance of the culture of dialogue and discussion) scored second place with a relative

weight of (81%), a mean of (4.05), and standard deviation (1.05). There is a need to stress the culture of dialogue and discussion on the part of the facultyso that students can hear and respect the views of others. The result of item 11 (The faculty member quotes societal stories that illustrate the importance of tolerance) scored eleventh place with a relative weight of (75%),a mean of (3.77) and standard deviation(1,205). Whilst item 12 (The faculty member quotes religious stories about tolerance in Islam) scored twelfth and lastplace with a relative weight of (75%) a mean of (3.73), and standard deviation (1,206). The responses to items 11 and 12 do signify the need to highlight the importance of respect with reference to Islamic habits and practices of tolerance.

Recommendations

The findingsof the study show that faculty members should focus on promoting the values of belonging and loyalty, especially by encouraging students to buy local products, to use classical Arabic in conversation, and to support national industries. In addition, the faculty members should continue to promote the value of political awareness, especially the value of open political dialogue and discussion at all levels. The faculty member must allow students to express their political views and opinions freely and must inform the student of his rights and obligations. Faculty members must give students the opportunity to participate in the decision-making processes in the classroom. The faculty member must promote the principles of justice, equality, and equal opportunities as per the university rules and regulations. Furthermore,faculty members should

focus on promoting the values of community participation and teamwork. It is important to inform students of thedifficulties and obstacles involved in voluntary work whilst simultaneously encouraging them to participate wherever possible. Faculty members should create opportunities to clarify the importance of preserving the environment, and guide students towards this type of voluntary work in the community. On the issue of promoting tolerance, faculty members should pay attention to this issue in the lecture halls by presenting societal stories and models that illustrate the importance of tolerance.On a very practical level, students should be encouraged to demonstrate a tolerant attitude by turning a blind eye to the misbehavior of others. This approach reinforces the values of tolerance amongthe students themselves and between them and the wider community.

References (APA 6th edition)

[1] Abu Hashish, B. (2010, Jan). The role of education colleges in developing the values of citizenship among teachingstudents in Gaza provinces. *Al-Aqsa University Journal (Humanities Series),* 14(1), 250-279.

[2] Acun, I. (2020). University Students' Social Capital, Social Media Usage and

Democratic Citizenship Behaviors. *International Journal of Progressive Education*, 16(1), 223-236.

[3]   Al-Alkhouli, H. (2013, Jun 16). *Education and citizenship "Future Vision"*. Giza, Egypt: Academic Bookshop Co.

[4]   Al-Dami, J.B., &Hafalesh, A.B. (2020). The university's role in developing the values of citizenship for students: Tobruk University as a model. Historical and social studies Journal, 43, 292-318

[5]   Ali, H.O. (2017, June). The university's role in developing the values of citizenship and representing it among students in the face of the challenges of globalization: a field study of a sample of students from Assiut and Sohag universities. *Sharjah University of Humanities and Social Sciences Journal,* University of Sharjah, 14(1), 60-94.

[6]   Al-Sabri, Nirvana Hussein Mohammed (2018). The role of university education in achieving belonging as a social variable for development. Proceedings of the Fourth International Conference of the Faculty of Education, Al-Azhar University, Cairo, Egypt, 22-24 April.

[7]   Al-Shaqri, S.A. (2020). The role of student activities in the development of active citizenship among students of the Faculty of Science and Literature in Sharorah.*Journal of the Faculty of Education,* Faculty of Education, Assiut University, 36(10), 119-148.

[8]   Al-Sharqawi, M.A. (2005, Oct 9). University students are aware of some of the values of citizenship: a field study. *Ain Shams University Journal,* Faculty of Education, University Education Development Center, 9, 112-192.

[9]   Calvert, R. E.(2006). *To Restore American Democracy Political Education and the modern university*. New York: Rowman & Littlefield publishers, Inc.

[10] Campbell, A. C., Kelly-Weber, E., & Lavallee, C. (2021, Jan). University Teaching and Citizenship Education as Sustainable Development in Ghana and Nigeria: Insight from International Scholarship Program Alumni. Higher Education, *Higher Education,* 81(1), 129-144.

[11] Eid, A.K., & Ibrahim, A.Z. (2021). The role of the family in raising citizenship in Egyptian society: a field study on a sample of young people in Assiut.*Faculty of* Arts *Journal*, Fayoum University, 13 (2), 1423-1503.

[12] Ghaith, M.A. (2016). *Sociology Dictionary*. Alexandria, Egypt: University Knowledge House.

[13] Horimoto, M., & Ninomiya-Lim, S. (2020, Mar). Nurturing Citizenship in Higher Education: Public Achievement-Style Education at Tokai University.*Educational Studies in Japan: International Yearbook*, (14), 29-38.

[14] Ibrahim, F. (2019, March). A Suggested proposal for the Development of the History Curriculum of the first Grade secondary students in light of the Sustainable Development strategy "Vision of Egypt 2030" and its Impact on the Development of Citizenship. *Journal of the Educational Society for Social Studies,*16 (1), 1-39.

[15] Joseph, B. M., & Carolissen, R. (2019, Nov). Citizenship: A Core Motive for South

African University Student Volunteers.Education*, Citizenship and Social Justice*, 14 (3), 225-240.

[16] Mitchell, D. (1989). *A New Dictionary of Sociology.* London: Routledge & Kegan Paul.

[17] Twalba, H.M. (2019). The reality of yarmouk university students' practices of citizenship values in the 21st century and proposals to strengthen them. *Journal of Educational Studies-Sciences,* University of Jordan, Deanship of Scientific Research, 46 (supplement), 75-90.

[18] Watfah, A.A. & Al-Sharia, S.R. (2018). The Role of the Kuwait University in Reinforcing the Values of Citizenship in its Students: The views of a Sample of Students at Kuwait University. *Journal of Research and Studies for Social Affairs,* 35(104), 99-155.