

The Role of the Administration of the Faculty of Basic Education in Promoting the Values of Loyalty and Citizenship Among Faculty Students and Impediments to Promoting Them

Kafaa Alenezi¹ Aroub Al-Qattan²

1. Senior Researcher, Ministry of Education, Kuwait

2. Faculty of Education, The Public Authority for Applied Education and Training, Kuwait

Abstract

This study aimed to identify the role of the administration of the Faculty of Education in promoting the values of loyalty and citizenship among faculty students and the impediments to promoting such values. It also sought to reveal differences in the views of students related to their age and educational stage. The study population included all students of the Education of The Public Authority for Applied Education and Training program, as well as leaders from the senior administration of the faculty. The study adopted a descriptive approach, where a questionnaire consisting of three parts was applied: The first includes demographic data; the second includes three dimensions that included 27 clauses; the third includes a closed question to rearrange the values that the faculty seeks to promote from the students' point of view. The study population reached 16,000 students to collect quantitative data, where the questionnaire was distributed to 1,600 students and approximately 1,152 responses were collected. The researchers also conducted semi-structured interviews to collect qualitative data from a sample of five senior administrators—the dean and the assistant deans. The results indicated that the students agreed that the faculty has sought to promote and develop the values of citizenship in them, and the senior administration confirmed their efforts in developing and promoting the values of citizenship and the presence of activities and events that promote these values. Of the most prominent values that the faculty sought to promote, the students saw that the priority of the values promoted by the faculty was: the value of cooperation and community participation, then the value of belonging and loyalty, and finally the value of rights and duties. The deans also emphasized the existence of citizenship values and mentioned the most prominent, but in a different order of importance from the students' answers, as well as among themselves. The study also found some impediments that hinder the promotion of citizenship values, such as the need for funding and preoccupation with other tasks, which may have affected the efforts of the deans in promoting these values among female students. The results also indicated that there are statistically significant differences attributed to students' academic stage in favor of the category (new - first academic year in faculty), which is considered the most approved category on the clauses of the questionnaire in the first theme, which is "enhancing the value of loyalty and belonging." The researchers formulated recommendations and proposals that contribute to promoting the values of citizenship and loyalty in higher education institutions.

Keywords: Values of Loyalty and Citizenship, students, education

DOI: 10.7176/JEP/15-5-12

Publication date: April 30th 2024

Introduction

Cultivating a good citizen who bears the burdens of development and nation-building is one of the most important goals that every society must work to achieve. Educational institutions such as universities must play their proper role in a creative way that enables them to assume their responsibilities. The absence of a culture of good citizenship weakens the values of loyalty and belonging, which makes individuals feel a state of frustration, and this discourages them from advancing the capabilities of their society. Negative phenomena such as selfishness are common among them and people prioritize private tendencies over the public interest.

Youth are the future, the strength, the human resource, and the pillar of societies, as they are the most influential, motivating, and effective group in society and the engine of change and renewal.

The reason for the interest in the issue of citizenship among university youth is because of the tremendous scientific and technological progress that the world is experiencing, especially in the spheres of communication and transportation. These are represented in the spaces open to satellites, and the information and communication networks that have been developed with a high degree of accuracy, complexity and transformations. This has led to the destabilization of values among university youth, and questions remain as to what this means from the ability of some systems and countries to intellectually and culturally influence the youth of other countries (Al-Sharqawi, 2005, p. 113).

The development of citizenship values leads to strengthening of individuals' sense of belonging to their society, values, system, environment, and culture, which is reflected in their behavior and in their defense of the values and gains of their homeland. Education for citizenship includes developing individuals' knowledge of

their society and their positive interaction with its members in a way that contributes to the formation of good citizens who are able to judge what they encounter inside and outside their society (Al-Khawaldeh, 2013, p. 1160).

The values of loyalty and citizenship are also one of the most important ways to face the challenges of the 21st century, as the real progress of the homeland is made by the minds and arms of citizens. Therefore, providing them with the values of citizenship is the main pillar for positive and effective participation in the social, economic, and political development of both the individual and society (Abdel Hamid, 2004, p. 61).

Citizenship is based on a set of authentic values represented in patriotism, belonging and loyalty, freedom, harmony, commitment, participation, and collectivism, and, in general, these values include the greatest common denominator between different societies and most cultures. It is the global aspect of the concept of citizenship, and the activation of the values of citizenship that arranges the rights and duties not only for the citizen, but also for the state. Each party has rights and duties, and this means that there is a specific distribution of rights and duties between the citizen and the state; this pattern distribution is the practical translation of the values of citizenship, and the actual application of the meanings required by the word (Al-Sharqawi, 2005, p. 113).

The values of loyalty and citizenship are important in the development process in the GCC countries. They did not receive the attention commensurate with their importance during the establishment of the modern state in the region over the past decades. However, it is the basis on which the relationship between individuals and the state must be built at this stage, and this concept has attracted growing academic and educational attention during the past decade.

This interest is because of the challenges that have begun to arise in the region as a result of the transformations that its countries have witnessed in the past decades, which led intellectuals and researchers to raise fundamental questions related to citizenship, participation, development, and education and their role in preparing societies to transition to citizen societies that can face the multiple challenges given a sense of uncertainty about the future (Al-Maamari, 2014, p. 38).

The values of loyalty and citizenship have become the issues that impose themselves most strongly when dealing with any dimension of human or humanitarian development and comprehensive reform and development projects in general. The increasing sense of citizenship is considered one of the basic civic trends, the most important indicators of which are the positions on respect for law and public order, and the position on ensuring freedoms. Individualism, respect for human rights, tolerance, acceptance of others, freedom of expression, and other indicators that represent the basic values of citizenship, regardless of the differences in the intellectual starting points and philosophical references of different societies (Abu Hashish, 2010, p. 251).

In summary, there are many positive effects of promoting the values of loyalty and citizenship among university youth, as referred to by Al-Maliki (2009, p. 20–21): strength and cohesion within one society, valued and intimidated by others. National unity is the strongest defensive and offensive weapon at the same time, and it aids in achieving maximum freedoms, justice, equality, and participation, as well as low contradictions between members of society, prosperity of human and natural development, and developing a life full of well-being and happiness for all.

The concept of the values of loyalty and citizenship

Values are considered an ancient modern concept that symbolize ideals, goodness, and perfection. Researchers and scientists since ancient times have paid great attention to values, whether they are in the sphere of thought, philosophy, education or even economics. Values enter into all areas of science and life and are difficult to separate, so it has become difficult to define one agreed upon definition because of the multiplicity of theoretical trends, which leads to many concepts of them.

Values are a set of customs, traditions, standards of behavior and desirable principles that represent the culture of a group of people or an individual. Therefore the values of citizenship are a set of standards and principles that guide the behavior of individuals and governs their relationships with others, as well as their relationship with their national institutions. These values enable people to carry out their responsibilities and duties through active participation in society, adherence to their rights, and respect for the rights of others. Further it allows them to follow dialogue, as cooperation and joint work are the only path to achieve the public interest on the basis of justice and equality. Values bind individuals to their homeland, promote understanding between them, and push them to continue their giving and dedication in performing their duties and responsibilities toward the homeland and working to protect it and maintain its cohesion (Mansir, 2015, pp. 135–136).

Some defined values as “the set of rules and foundations that the individual and society seek to adhere to and work to control, regulate and direct the behavior of individuals to the optimal level of sophistication acceptable to all” (Abu Amra, 2013, p. 32).

Another definition of values is “the judgment made by a person on something guided by a set of principles and standards described by the society in which he lives, and which determines the desired and desirable

behavior” (Badra, 2012, p. 121).

Based on the above, we can define values procedurally as a principle, standard, or rule taken as a measure to judge a thing, behavior, or situation and determine that it is desirable or not; values are the beliefs and judgments that individuals carry toward things, meanings, and various aspects of activity in life, which work to direct their desires, needs, and trends, their acceptable and rejectable behavior, right and wrong, and is characterized by relative reliability.

As for good citizenship, it is one of the highest goals of different schools of thought and philosophical orientations because of the positive effects that this citizenship reflects on all the goals of societies. Citizenship has become one of the issues that imposes itself strongly when addressing any dimension of sustainable human development and comprehensive reform and development projects, in general.

The issue of citizenship is one of the important issues that have occupied and continue to concern sociologists, psychologists, politicians, educators, and administration and social service workers. It is not only of interest to academics, but also those engaged in politics and those who work in various societies of different systems and political orientations. The reliability of any society depends on several factors—the most important of which is the presence of good citizens characterized by loyalty and good citizenship for their homeland.

Citizenship in its broadest sense means “the link between the individual and the state in which he resides steadily and is geographically, historically and culturally linked” (Al-Aqeel & Al-Hiyari, 2014, p. 517).

As for the values of citizenship, Al-Sharqawi (2005, p. 124) defined them as:

the intellectual framework of the principles that govern the relationship of the individual with society, developing within him a sense of social and belonging, so that his will transcends the limits of duty, sensing the responsibility entrusted to him for the advancement of society and the homeland, and these values are derived from higher human values that fall to the deep level of understanding the reality of the existence of man within his society, his place in this social fabric and his foresight for the future of his country.

The values of citizenship are also defined as:

a set of values that reflect the extent of the individual’s connection to his homeland, nation, and the world around him, and contribute to preparing him to be a good citizen, who behaves in a way that develop society, and is a main reference to judge his behavior toward the society in which he lives, as good or bad behavior, right or wrong, useful or otherwise. (Moussa, 2012, p. 36)

Dimensions of the values of loyalty and citizenship

A citizen is a person who, as a member of society, enjoys social and political rights and can benefit from the advantages granted to him accordingly; citizenship in this sense undoubtedly recognizes the right of individuals to enjoy their collective rights and responsibilities on which the administration of matters is based (Nia, 2018, p. 18).

The values of loyalty and citizenship require a sense of responsibility in the performance of duties and the demand for rights, and this characteristic is equal between the individual and the state if all appropriate conditions of freedom, democracy, security, reliability, and respect for human rights are available, and all the basic standards to which the word citizenship aims. Embodying this word in all its dimensions on the ground means building a sophisticated state with a good society living in security and reliability (Mahdi, 2016, p. 15).

Al-Aqeel and Al-Hiyari (2014, p. 518) indicated that there are four forms of citizenship: absolute citizenship, in which the citizen combines the positive and negative role toward society; positive citizenship, in which individuals feel the strength of their national belonging and their duty to play a positive role to confront the negatives; negative citizenship, which is individuals’ sense of belonging to the homeland that stops at the limits of negative criticism and does not provide any positive action for his homeland; and false citizenship, in which the individual carries hollow slogans that do not reflect reality and is characterized by a lack of sense of pride in the homeland.

Abu al-Kass (2014, p. 35) also explained that citizenship has a number of dimensions:

- **Philosophical and value dimension:** As long as citizenship is a human cultural production, it stems from a reference and value that is inspired by the concept of freedom, justice, goodness, identity, destiny, and common existence.
- **Political and legal dimension:** where citizenship is determined as a set of organizational and social behavioral rules and standards within society.
- **Social and cultural dimension:** It is the fact that citizenship becomes a determinant of the system of representations, behaviors, relationships, and social values, so that citizenship becomes a normative reference and social values, and as a culture and a societal system.

While Al-Maamari (2014) believed that citizenship consists of four basic dimensions: the system of rights, which includes a set of political, economic, social and cultural rights that citizens must enjoy, as it helps in supporting participation and building society; political and civil participation, which requires certain

qualifications and motives for the interest of society, and this participation takes place through parliaments; and social and cultural affiliation, which is a large umbrella that includes linguistic, ethnic, religious and cross-border affiliation; and finally national identity, which includes multiple material and moral elements, these identities are inseparable from citizenship and its practice.

Elements of the values of loyalty and citizenship

The values of loyalty and citizenship include four areas: **civic sphere**, which includes the basic values of society and the restrictions imposed on the government's ability to make decisions regarding citizens; **political sphere**, which refers to the citizens' enjoyment of the right to seek political office; **social sphere**, which includes the relationship between members of society; **economic sphere**, which refers to the relationship between the individual and the labor market and consumption in society, and includes the right of individuals to work and obtain the required level of means of subsistence (Al-Jayar, 2014, p. 42).

The values of loyalty and citizenship also have a number of elements, which Howaidi and Hawamdi (2016, pp. 54–55) and Morcos (2005, p. 149) explained:

- 1- Civic element:** It includes individual freedom, freedom of expression, belief, ownership, the right to draft contracts, the right to justice, and within the framework of others, the right to full equality.
- 2- Political element:** It means the right to participate politically in society as citizens are active members of the political authority, or a voter of these political forces.
- 3- Social element:** It means the citizen's enjoyment of economic well-being, social security, and the enjoyment of a life as a civilized person according to the standards in the society.
- 4- Sense of identity:** It is considered the first element of citizenship; it may be one or multiple and in this case the community is known as a multicultural society. The sources of identity are local, linguistic, cultural, religious, or ethnic, and national identity is the basic component of citizenship.
- 5- Rights:** Each individual must be a member of a specific group in society. This membership helps them to benefit from the benefits granted by the membership of the group, such as civil rights, represented in individuals' right to life and their right to security and private property. As for political rights, the citizen has the right to vote for those who represent them in legislative bodies, in addition to economic, cultural, and social rights, which emerge through individuals' right to well-being and the relationship between the individual and the authority is in accordance with the framework of rights and obligations.
- 6- Responsibilities and duties:** Citizenship and the rights obtained by individuals require a set of responsibilities, such as compliance with state laws, payment of dues, respect for the rights of others, and defense of the state; some see the need to balance between rights and duties.
- 7- Participation in civil affairs:** Individuals participate in the affairs of their society, and are keen to achieve their hopes and ambitions because reluctance and abandonment of participation allows those who do not hold the values of citizenship to tamper with the public affairs of the state.
- 8- Acceptance of the basic values of society:** It varies in its understanding and application from one society to another and from one country to another, and it is often the subject of discussion and controversy. The controversy is because of the difference in individual views on the nature of the basic values of society, and the identification of these values in light of the rights and duties stipulated by the laws of the state; these values may be historically rooted in the culture of society, including the religion that members of society believe in.

Characteristics of the values of loyalty and citizenship

The values of loyalty and citizenship have many characteristics that distinguish them from other values, which work to guide the behavior of citizens toward themselves, their society, their homeland and toward the outside world, as these values make citizens civilized individuals who are positively active in the development and reconstruction of their homeland and the preservation of its resources.

We can define these characteristics as follows:

- 1- The values of loyalty and citizenship give individuals the necessary social skills that develop their clear, stable, and unshakable national identity.
- 2- Provide individuals with the skills to deal with others, accept their differences, coexist with them, and respect their views and beliefs.
- 3- Train individuals on the skills of discipline, self-censorship, love of commitment to laws and regulations, and non-aggression against others or damage to public or private property.
- 4- Cultivate individuals' help to withstand and continue human activity and civilizational precedence.
- 5- Promote the spiritual and moral growth of individuals, which pushes them to interact positively in society in the spirit of initiative and development.

Types of values of loyalty and citizenship

Citizenship carries with it a set of valid normative values that represent the human right to a safe and dignified

life in accordance with justice and equality in the social rights of all individuals in society, regardless of their sex, religion, or sect, as well as their right to express their opinion, take responsibility for their actions, take pride in their nationality, cooperate with others in preserving their homeland, and strive diligently for its renaissance and development.

Moreover, the values of loyalty and citizenship are numerous, and the classification varies from one sphere to another, as each of the following has pointed out: Dawood (2011, pp. 263–264), Sami (2014, pp. 541–605), Abdul Nabi (2009, pp. 2302–2352), Al-Kandari and Al-Azmi (2013, pp. 335–337), Mustafa (2016, pp. 407–450), and Yassin (2002, p. 22). They referred to these types of values as follows:

1- Democracy: Democracy is one of the methods of thinking and leadership that is evident through the practices and sayings that individuals want to express their personal opinions within the framework of public order and feel the need to understand with others while following the scientific method of thinking.

2- Liberty of expression: It is the right of all individuals to express their opinion freely in everything surrounding them, while respecting opinions of others and not underestimating or insulting their believer. This happens by developing individuals' awareness of the problems that society suffers from and providing guarantees that allow them to express their opinions freely.

3- Value of equality: This is reflected in many rights, such as the right to education, work, nationality, equal treatment before the law and the judiciary, recourse to legal methods and tools, and knowledge and knowledge of the history of the country and its problems. The value of equality means the equality of all citizens in rights and duties, and the value of equality is determined by the following rights and duties: Performance of duties imposed on man; His knowledge of legal and constitutional rights and insistence on obtaining them.

4- Value of freedom: This is reflected in many rights such as freedom of belief and practice of religious rites; freedom of movement within the homeland; the right to discuss the problems of society and its future freely with others; the freedom to support or protest an issue, position, or policy, even if this protest is directed against the government; and the freedom to participate in conferences or meetings of a social or political nature.

5- Value of participation: This includes many rights such as the right to organize peaceful pressure campaigns on the government or officials to change policies, programs, or some of its decisions, and the practice of all forms of organized peaceful protest such as demonstration and strike as regulated by law, voting in general elections, establishing or participating in political parties, associations or any other organizations working to serve the community or to serve some of its members, and candidacy in general elections in all its forms.

6- Value of social responsibility: This includes many duties such as the duty to pay taxes, perform military service for the homeland, respect the law, and respect the freedom and privacy of others.

7- Value of respecting laws: Citizenship is based, in part, on the application of the law in all circumstances to make the rule of law a reality practiced by all, and respect for the law must be based on the individual performing his duties as a citizen.

8- Value of tolerance: Tolerance stems from tolerance, which is recognition of others' cultures and mutual collective understanding between different groups and peoples. It is a principle of human rights approved by the United Nations, as stipulated in Islamic law. Tolerance is divided into several types. **Religious tolerance:** which means coexistence between religions and freedom to practice religious rituals while abandoning religious and sectarian fanaticism. **Intellectual tolerance:** which means lack of fanaticism for ideas, respect for the etiquette of dialogue and communication, with the right to creativity and diligence. **Political tolerance:** which requires guaranteeing individual and collective political freedoms with the approach of the principle of democracy.

9- Values of political citizenship: It means the extent to which the citizens belong to their homeland through their awareness of their political rights and duties toward their homeland and their practice of these values including: belonging to the homeland, pride in the national identity, loyalty and sacrifice for the sake of the homeland, commitment to political rights, commitment to political duties, respect for the constitution and law.

10- Values of social citizenship: It means the community participation of the citizens through their awareness of their rights and social duties toward their homeland. The main values include tolerance, volunteer work, justice, equality, combating discrimination and intolerance, social responsibility, combating racial discrimination and sectarian or tribal intolerance, developing the values of equality, developing the values of justice, developing the values of freedom, social solidarity, social peace, promoting collective communication, pride in the Islamic religion, pride in the Arabic language, and deepening the value of social responsibility.

11- Values of economic citizenship: It means the citizens' behaviors associated with economic manifestations, which indicate their awareness of their economic rights and duties and include the values of respect for work, use of time, rationalization of consumption, preservation of public and private property, which, in turn, includes the values of preserving local raw materials and investing them, orientation toward productivity and support and development of national labor, the value of respect for work and mastery, support for economic development efforts and national industries, preserving the environment, commitment to financial duties toward State, and respect for manual and craft work.

12- Value of loyalty and belonging to society: It means loyalty and belonging to the homeland is a sense of

pride and pride for the homeland and that citizens are concerned with serving the homeland and working on its development and raising it and protecting its religious, linguistic, cultural, and civilizational components, as well as a sense of responsibility. Procedurally, the value of loyalty and belonging to the homeland is determined by avoiding everything that offends the homeland and adhering to the standards, laws, and common positive values of society, maintaining public ownership in society, and participating socially in everything related to the development of the homeland.

13- Value of political participation: It means the contribution of citizens in community issues, expressing their will, using their rights to run for popular and parliamentary councils, exercising their rights to choose their representatives, engaging in legitimate political activities in society within the framework of its public policies, as well as contributing to the understanding and adoption of general issues of society, and determining the value of political participation. This is evidenced by preparing to run in student unions, exercising their right to choose their student representatives, following up on public issues and societal political events, following up on the history of their political community and military.

14- Value of respect for the other: It means respect for others in their cultures, customs, traditions, and religious and political beliefs, and the value of respect for others is shown in the participation and cooperation with all segments of society to achieve the public good and belief in constructive dialogue with others.

The role of universities in promoting the values of loyalty and citizenship

Most countries of the world are striving to search for how to properly prepare their members to be good citizens capable of assuming responsibilities and participating in the development of their society. This is critical in light of the changes that the world is experiencing economically and politically, as well as with regard to health, which requires a kind of education that prepares for this type of citizens.

The development and promotion of the values of loyalty and citizenship involves two main dimensions: the social dimension, which is concerned with social interaction between members of society, and the political dimension, which is concerned with the interaction of individuals with the state and its various establishments (Alazzi & Chiodo, 2008).

Citizenship includes three main levels: responsible citizenship, through which individuals learn to abide by the laws and traditions of society, and learn to take responsibility for their actions and actions; participatory citizenship, through which individuals learn leadership roles as a result of their participation in service projects in society; and directed citizenship, through which individuals learn how to take necessary measures to address the problems of society and work to develop radical solutions (Westheimer & Kahne, 2004).

The responsibility of education in all its formal and informal institutions in the sphere of citizenship values is to build full awareness of the values of loyalty and citizenship among learners and recipients to translate them practically and in the form of positive behaviors with social responsibility. This is achieved in two directions, the first is to build positive attitudes toward those values and make them an integral part of the process of forming the recipient's culture, and the second direction is to acquire and develop the values of loyalty and citizenship directly.

The university may play an important role in achieving this as it is at the top of educational institutions, so its responsibility is doubled for two reasons: it supports and complements the efforts of the public education institutions that preceded it in consolidating the values of citizenship and awareness of it, and because the university, with its climate and capabilities that may not be available below it, can play an effective role in this sphere (Al-Sharqawi, 2005, p. 113).

Based on the nature of universities as educational and development institutions, attention is always directed to them in preparing qualified and trained citizens to assume their responsibilities in the development of society. The university is at the top of the educational pyramid and includes elite members of society who prepare students to occupy the top positions that help in the renaissance and development movement. Therefore, it must rise above its traditional curricula and activities to instill the foundations of its message in which visions converge with educational values, the most important of which are the values of loyalty and citizenship. At present, the function of universities is education, scientific research, and community service, and these goals were found as a basis for the development of the human and national personality. Further it cultivates students' crystallization and development through the reformulation of the human being, deepening their sense of patriotism, raising awareness of members of society in general, spreading the spirit of science, the scientific method, and the formation of scientific concepts. It also seeks to consolidate intellectual pluralism, democracy, social justice, and public freedoms in light of the changes and developments on the global stage. The university works to provide the community with human resources in all political, economic, social, and cultural spheres (Al-Aqeel & Al-Hiyari, 2014, p. 518).

Second: Previous Studies

1 - Arabic Studies

Many previous studies have focused on the values of loyalty and citizenship and the role of educational faculty and universities in promoting them. Nasr's study (2023) aimed to identify the contributions of virtual groups in the development of citizenship values among university youth. The study found the contributions of virtual groups in developing the values of social responsibility came at a medium rate, and the development of the values of loyalty and belonging came at a strong rate, and the development of the values of tolerance and respect for others came at a strong rate.

The study of Jaber and Abed (2022) also aimed to identify the most important university strategies for developing citizenship values, and the study used a descriptive and analytical approach to analyze the theoretical literature that dealt with the subject of the study. The results showed that the most important strategies for developing citizenship values among university youth are the strategies of the university professor, the most important of which are the role model method, carrot and intimidation, practice, stories and examples, the style of events, as well as curriculum strategies, student activities strategies, and university administration strategies.

Gad's study (2021) also aimed to identify the role of universities in developing students' global citizenship. The study used a descriptive approach and analyzed the relevant educational literature. The study found that the concept of citizenship in the 21st century has witnessed a remarkable development that has taken it toward universality in light of contemporary changes. Further, the concept of global citizenship has transcended all divisions to live in one society while preserving cultural identity and its respect. The results also showed that there is a major role for the university in developing the global citizenship of students, which included the areas of leadership, educational administration, faculty, curricula, academic courses, and student activities.

Al-Tom's study (2020) aimed to define the concept of citizenship from the point of view of university youth in Saudi society, and to identify the rights and duties that university youth see as their right and duty as citizens. The study used a descriptive analytical approach, and, among university youth in the study sample, the study identified the existence of awareness of the concept of citizenship, where they stressed that it includes defending the homeland and participating in its issues and crises. There was consensus about the rights of university youth as citizens, the most important of which are the right to obtain a job opportunity and the right to access health care. As for duties, the most important of which were defending the homeland and protecting its territory, then respecting the rights of others, then showing loyalty and political belonging to society.

Salah's study (2020) also aimed to explore the role of the Deanship of Student Affairs at the University of Jordan in developing a culture of good citizenship. To achieve this goal, a descriptive analytical approach was used, and the study found that the role of the Deanship of Student Affairs at the University of Jordan in developing a culture of good citizenship among students came to a very high degree; there were no statistically significant differences due to the gender variable or the type of faculty. The study recommended increasing and diversifying programs, activities and events aimed at promoting the values of citizenship and increasing the feelings of loyalty among students and developing a strategic plan for university administration to raise the values of citizenship among students and develop a sense of moral responsibility toward their society.

Jabara's study (2018) aimed to build a proposed vision to activate the role of the faculty of education at the University of Taiz in developing citizenship values among students, and to identify the reality of the role of each faculty member, academic curricula, student activities, and faculty administration in developing citizenship values among members of the study sample. The study used descriptive approach and concluded that the reality of the role of the faculty of education at Taiz University in developing citizenship values among students was weak, and there was a (low) degree of approval for the tool as a whole. As for the spheres of the tool, the sphere of faculty member ranked first, with a moderate degree, followed by the sphere of academic courses, with a moderate degree, while the sphere of faculty administration received a low degree, and the role of student activities came in last, also with a small degree.

Sweidan et al.'s study (2018) also aimed to reveal the role of faculty of education in Saudi universities in promoting the values of citizenship among students from the point of view of faculty members and students. The results of the study showed that the role of faculty of education in Saudi universities in promoting the values of citizenship among their students from the point of view of faculty members and students was high. There were no differences in the view of faculty members based on specialization, academic rank and experience, and there were no differences due to the impact of specialization from the point of view of students, but there were differences due to the academic level, in favor of the third and fourth year.

2- Foreign Studies

A study (Navarl, 2018) in Mexico aimed to identify the perceptions of faculty members about the importance of teaching citizenship in universities using a questionnaire. The results showed that the level of teaching citizenship in Mexican universities was average from the point of view of faculty members, and there were no differences in the perceptions of faculty members about teaching citizenship in universities in light gender, experience, and scientific rank.

Another study (Magick, 2007) aimed to identify the impact of the university in teaching students the rights and duties of citizenship and their roles in society. The study found that students' practice of various activities within the university, their participation in dialogues and discussions with faculty members, their participation in community issues and problems, understanding social and political issues inside and outside the university, preparing them to deal with the challenges they face in life, and teaching them the democratic method all contributed to instilling and strengthening the values of loyalty and citizenship among them.

Robert's study (2006) aimed to identify the role of the university in teaching American students politics, democracy, self-confidence, forming good relationships, positive participation in community issues and developing their sense of citizenship and assuming responsibility. The study determined that the university, through its activities and projects that it provides to students during their studies, helps them develop the ability to express opinions, contributes to their connection to the university, and makes them feel important and appreciated.

Joyce (2005) aimed to identify the forms of citizenship among young people and the role of faculty members at the university and educational institutes in providing these young people with the values of citizenship. The study found that the programs and activities at the university have a positive impact in helping young people to make decisions, and foster the correct awareness of their needs and problems and contributes to solving them and strengthening their citizenship.

Study problem:

Our society faces many internal and external challenges and risks like any other society, which requires full societal awareness of these threats and readiness for them, as well as real and full readiness to address them and reduce the damage they cause to society in all its components. Perhaps the most important of these preparations is to promote the values of loyalty and citizenship in members of society and to establish a sense of moral responsibility toward the individual and society and the challenges and risks they face.

From this standpoint, the two researchers have been measuring the role of one of the most important teacher preparation institutions in the State of Kuwait, namely the Faculty of Basic Education of the Public Authority for Applied Education and Training, in promoting the values of loyalty and citizenship among its students, as well as revealing the extent to which the Deanship exercises its role in educating students about their rights and duties toward society, instilling the values of belonging and loyalty to this country from the point of view of the Deanship, and identifying the most important impediments to carry out this role.

Aims of the current study:

This study aimed to:

- 1- Identify the role of the administration of the Faculty of Basic Education in developing the values of loyalty and citizenship among faculty students from their point of view.
- 2- Identify the role of the administration of the Faculty of Basic Education in developing the values of loyalty and citizenship among faculty students from the point of view of the leaders of the Deanship of the Faculty?
- 3- Reveal the most prominent values that the faculty administration, represented by the Deanship, seeks to promote among students of the Faculty of Education.
- 4- Identify the most important impediments facing the administration of the Faculty of Education in promoting the values of loyalty and citizenship among female students.
- 5- Detect statistically significant differences in the response of faculty students and their opinions about the performance of the faculty administration in promoting the values of loyalty and citizenship for them, which are attributed to the variables of age and academic stage.

Study Questions

The study problem can be formulated in the following main question:

* What is the role of the administration of the Faculty of Education in promoting the values of loyalty and citizenship among faculty students and its most important impediments?

Several sub-questions emerged from this question:

- 1- What is the role of the administration of the Faculty of Education in promoting the values of loyalty and citizenship among the students of the Faculty of Basic Education from the point of view of the faculty students?
- 2- What is the role of the administration of the Faculty of Education in developing the values of loyalty and citizenship among the students of the Faculty of Education from the point of view of the leaders of the Deanship of the Faculty?
- 3- What are the most prominent values that the faculty administration seeks to promote as represented by the Deanship among faculty students from the point of view of the sample?
- 4- What are the main impediments facing the administration of the Faculty of Basic Education during its promotion of the values of loyalty and citizenship among students from their point of view?

5- Are there statistically significant differences at the level of (0.05) in the response of faculty students about the role of the faculty administration in promoting the values of loyalty and citizenship that can be attributed to the variables of age and academic stage?

Importance of the study:

The importance of this study lies in:

1- Providing a clear picture of the role of the administration of the Faculty of Education, represented by the senior leadership of the Deanship of the Faculty, in promoting the values of loyalty and citizenship among faculty students.

2- Diagnosing the reality of the faculty in the exercise of its roles and duties and whether there is a gap between reality and hope.

3- Clarifying the importance of the role of the administration of universities and faculty, represented by its deanship, in instilling these values and promoting these concepts among students affiliated with it.

4- Teacher preparation faculty are considered one of the most vital faculty who inject effective outputs to society from the category of teachers and educators, who will one day be the base of educators, as they are the makers of future generations and the promotion of the values of loyalty and citizenship are sufficient to ensure their continuity among other generations to come, students and others.

5- This study contributes to the preparation of teachers (faculty outputs) capable of facing contemporary challenges of the explosion of knowledge, cultural pluralism, globalization, and the spread of social media by developing their abilities to be active individuals in strengthening the national, Arab, and Islamic identity of students in light of unlimited global openness.

6- The results of this study provide leaders and those interested in the educational field with information to help them develop their plans to develop their performance and to strengthen the value system and the application of national education by instilling the values of loyalty and citizenship and avoiding its impediments.

7- This study helps researchers in educational, moral, and administrative affairs in enriching the theoretical literature and the educational library with a summary of results and recommendations from the ground.

Limitations of the study:

Spatial Limitations: The study was limited to the Faculty of Basic Education of the Public Authority for Applied Education and Training.

Objective Limitations:

The study was limited in identifying the real role of the administration of the Faculty of Education, represented by the Deanship, in promoting the values of loyalty and citizenship among the students of the faculty and the impediments to promoting them, as well as identifying the most prominent of those values that the Deanship seeks to promote among female students.

Human Limitations:

The study was limited to female students studying in the Faculty of Basic Education for all academic levels (developments and continuous), as well as the faculty administration represented by the Dean and the Assistant Deans for Student and Academic Affairs.

Time Limitations:

The study was applied in the first semester of the academic year 2023-2024.

Study Methodology:

In preparing the study, the two researchers relied on a descriptive approach through the application of a questionnaire on the students of the Faculty of Education, as well as conducting semi-organized interviews with the faculty administration represented by the Dean and the Assistant Deans for Student and Academic Affairs.

Study and sample population:

The study population consists of all new and continuing students of the Faculty of Education of the Public Authority for Applied Education and Training from all academic levels, scientific disciplines, and age stages, as well as leaders from the senior management in the faculty.

Study sample:

- The questionnaire was applied to a random sample of faculty students at all academic levels, age stages, and different scientific disciplines, whether new or continuing.

The number of the study population reached 16,000 students to collect (quantitative data), according to the latest

statistics of the Deanship of Admission and Registration for the year 2023, and the questionnaire was distributed to 1,600 students and collected approximately 1,152 responses.

- The semi-organized interviews were conducted with a sample of the senior management in the entire faculty, represented by the dean, assistant deans, and director of the Student Support Center.

The study population to collect qualitative data was five individuals, where semi-organized interviews were applied with the Dean of the Faculty; the Assistant Dean for Student Affairs without students in the main faculty; the Assistant Dean for Student Affairs, Taima Branch; the Assistant Dean for Academic Affairs; and the Director of the Student Support Center to answer the research questions. The sample included all members of the research population by 100%.

Study Tools:

The questionnaire was used to collect quantitative data and the interview collected qualitative data. The questionnaire was designed based on theoretical frameworks and the results of previous studies and their recommendations and determinants of measurement, which enabled the researchers to answer research questions. The questionnaire was designed with Likert-scale questions with a five-step scale that described the degree of verification (strongly agree - agree - neutral - disagree - strongly disagree).

The questionnaire was divided into three sections.

Section One: Demographic data, which included two variables, namely age and school stage.

Section Two: Questionnaire questions, which were divided into three axes that included 27 clauses, which play a key role in answering some research questions.

Section Three: A closed question by rearranging the values according to importance for the student.

The two researchers also used the interview tool, whose questions were designed (as semi-structured questions) and then recorded, transcribed, and employed to discuss the results and answer some research questions.

Validity and Reliability:

First: validity of the tool

The face validity or what is known as the validity of the arbitrators was used, as the study tool was distributed to four specialists in the field of educational management and leadership from the faculty members of the Faculty of Basic Education and the Faculty of Education, Kuwait University, to verify the clarity of the phrase and its internal reliability. The questionnaire was amended according to the observations that all arbitrators unanimously agreed upon, and then the questionnaire was converted into an electronic tool in line with the requirements of digital transformation. The interview questions were also presented to them, modified, and then approved before being applied to the desired sample.

Second: reliability of the tool

To ensure the reliability of the tool, the two researchers used the Cronbach alpha coefficient, and Table (1) shows the reliability coefficient for the axes of the study tool as well as the gross total:

Table (1) Reliability coefficient of the questionnaire			
		Number of clauses	Cronbach alpha value
A	First theme: the role of the faculty administration in enhancing the value of belonging and loyalty	11	0.94
B	Second theme: the role of the faculty administration in enhancing the value of rights and duties	8	0.90
C	Third theme: the role of the faculty administration in enhancing the value of cooperation and community participation	8	0.94
Total	The questionnaire as a whole	27	0.97

It is clear from the previous table that the study tool is characterized by high reliability in the total number of paragraphs and at the level of each theme, which makes it applicable to the original sample of the study.

Statistical processing:

To statistically control the study tool and to analyze the results, the researchers used the statistical package program in the social sciences to identify the role of the Deanship of the Faculty of Basic Education in promoting the values of loyalty and citizenship and to identify the most important values that the Deanship sought to instill and promote, as well as detecting the existence of statistically significant differences ($\alpha \geq 0.05$) and to achieve this, the following statistical methods were used:

- 1- Cronbach's alpha coefficient to extract the reliability of the tool
- 2- Arithmetic averages and standard deviations
- 3- Apply the LSD posttest to find out the source of the variance.

The results of the study:

To answer the main study question, it was necessary to answer the sub-questions that emerged from the main question as follows:

1- What is the role of the administration of the Faculty of Education in promoting the values of loyalty and citizenship among the students of the Faculty of Education from the point of view of the faculty students?

Table (2) shows the frequencies, percentages, averages and standard deviations of the clauses of the first theme “belonging and loyalty,” where clause (2) “Scientific and cultural competitions are held to introduce the heritage of the homeland” came as the highest average (3.90), followed by clause (3) “Providing activities for students to introduce them to the most important historical events of the homeland” with an average of (3.89). This already indicates that the faculty offers these events and activities, in which students certainly participated and increased their awareness and enhanced the value of loyalty and belonging. While clause (10) “Many trips are organized that increase students’ knowledge of their homeland and its most prominent features” came in last place with an average of (3.17) preceded by clause (6) “Publications and publications that develop the value of citizenship among female students in the faculty” with an average of (3.36), which also indicates that the faculty seek to develop the value of loyalty and belonging through its activities, as these two clauses were the lowest arithmetic average in this theme, but were still considered to be an average degree, which confirms that the faculty has already sought to enhance the value of loyalty and belonging to the homeland among female students, but it came to a moderate degree, perhaps because the interest of the faculty.

Table (2) Frequencies, Percentages, Averages and Standard Deviations of Questionnaire Clauses

A	The first theme: the role of the faculty administration in enhancing the value of belonging and loyalty.	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Average	Standard deviation	Sort clause by average
		C	%	C	%	C	%	C	%	C	%			
a1	Activities and events are held to introduce students to national institutions.	50	4.6	105	9.7	151	14.0	403	37.4	369	34.2	3.87	1.128	3
a2	Scientific and cultural competitions are held to introduce the heritage of the homeland.	44	4.1	120	11.1	133	12.3	380	35.3	401	37.2	3.90	1.140	1
a3	Providing activities for students to introduce them to the most important historical events of the country.	48	4.5	129	12.0	118	10.9	385	35.7	398	36.9	3.89	1.160	2
a4	I learned from faculty the values of defending the homeland and protecting it from dangers.	67	6.2	192	17.8	222	20.6	361	33.5	236	21.9	3.47	1.191	8
a5	The faculty works to promote feelings of belonging and loyalty among students toward their homeland.	64	5.9	150	13.9	218	20.2	393	36.5	253	23.5	3.58	1.162	5
a6	Publications and rotogravures are available that develop the value of citizenship for female students in the faculty.	86	8.0	229	21.2	183	17.0	368	34.1	212	19.7	3.36	1.237	10
a7	From faculty, my knowledge of the challenges and problems facing the country increases.	57	5.3	181	16.8	226	21.0	410	38.0	204	18.9	3.49	1.132	7
a8	Talented and distinguished students are encouraged to serve their country.	94	8.7	150	13.9	238	22.1	354	32.8	242	22.4	3.46	1.225	9
a9	The Deanship of the Faculty is keen to celebrate national occasions.	63	5.8	87	8.1	202	18.7	386	35.8	340	31.5	3.79	1.144	4
a10	Many trips are organized that increase students’ knowledge of their homeland and its most prominent features.	161	14.9	232	21.5	189	17.5	254	23.6	242	22.4	3.17	1.385	11
a11	The faculty is working to increase the feelings of loyalty among students toward their homeland.	80	7.4	158	14.7	226	21.0	351	32.6	263	24.4	3.52	1.215	6

Table (3) Frequencies, Percentages, Averages and Standard Deviations of Questionnaire Clauses

B	The second theme: the role of the faculty administration in enhancing the value of rights and duties.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Average	Standard deviation	Sort clause by average
		C	%	C	%	C	C	%	C	%	C			
	I learned From faculty not to violate the rights of others.	34	3.2	76	7.1	178	16.5	467	43.3	323	30.0	3.90	1.011	3
b12	I learned to preserve faculty property and public property.	35	3.2	61	5.7	144	13.4	468	43.4	370	34.3	4.00	0.998	2
b13	I learned the values of coexistence with others.	28	2.6	50	4.6	157	14.6	479	44.4	364	33.8	4.02	0.950	1
b14	I learned the culture of putting the public interest ahead of my own self.	43	4.0	124	11.5	242	22.4	402	37.3	267	24.8	3.67	1.089	5
b15	My attitudes toward society are better than they were after I joined the university.	41	3.8	87	8.1	208	19.3	437	40.5	305	28.3	3.81	1.052	4
b16	The Deanship contributed to the students' learning the skills of taking responsibility toward society.	84	7.8	134	12.4	293	27.2	355	32.9	212	19.7	3.44	1.165	8
b17	Faculty publications play an important role in shaping the public opinion of female students.	78	7.2	145	13.5	292	27.1	346	32.1	217	20.1	3.44	1.164	7
b18	The second theme: the role of the faculty administration in enhancing the value of rights and duties.	71	6.6	148	13.7	224	20.8	379	35.2	256	23.7	3.56	1.180	6

This is only during national holidays, as most state events in Kuwait usually appear in February for the occasions of national holidays and liberation, which made them clear and tangible practices for students that enhance their value of loyalty and belonging to the homeland.

Table (3) shows the frequencies, percentages, averages, and standard deviations of the clauses of the second theme “Rights and Duties,” where clause (14) “I learned the values of coexistence with others” with an average of (4.02) was most common. This was followed by clause (13) “I learned to preserve the faculty’s property and public property” with an average of (4.00), which indicates that there is a high approval rate on the two clauses and confirms the faculty’s role in enhancing the value of rights and duties for female students. **However**, the two researchers attribute the high selection of female students for the clause “I learned the values of coexistence with others” to the fact that the faculty’s environment is characterized by ethnic diversity, as its **affiliates** are from many Arab and non-Arab nationalities from scholarship **students** and delegations, in addition to the faculty’s policy of accepting students of undetermined nationality along with **Kuwaiti citizen students** with the same rights and duties. As for the next clause, the researchers attribute the high choice of female students, which is “I learned to preserve the faculty’s property and public property,” to the strictness of the student code of conduct, in addition to the practices advocated and applied by the faculty’s members, including leaders, administrators, and faculty members, who are considered among the educational elites in Kuwaiti society.

Clause (18) “The Deanship contributed to students’ learning the skills of taking responsibility toward society” and clause (17) “Students feel easy to obtain support and assistance to face some negative situations with others when needed” received the lowest average in this theme, reaching (3.44). However, they also indicated a moderate degree of approval from the students that the faculty administration contributed to teaching them responsibility toward society and provided them with support to cope with negative attitudes.

Table (4) for the third theme “Cooperation and Community Participation” shows that clause (26) “I learned prudence in facing societal events and participating in them positively” had the highest average of (3.63), and this indicates that students realize the importance of community participation, perhaps because of the faculty’s role in directing students to participate in community issues, or perhaps because of matters related to the development, growth, and maturity of students at this age stage, which is important in shaping their personalities after moving from secondary school to undergraduate. This may have been helped by what the faculty seeks to build in the personalities of students and in promoting the values of citizenship. This was confirmed by the students in their answer to clause (20) “The Deanship of the Faculty holds many seminars and awareness meetings on social responsibility,” which received the second highest arithmetic average in this theme, reaching (3.58), which means a rather high degree of approval. This that the faculty has already provided its students with many activities through which it enhances the value of cooperation and community participation. Clause (27) “The Faculty honors distinguished students in the field of public service” ranked last in this theme with an average of (3.32) after clause (21) “My views toward societal issues have become more positive thanks to the efforts of the Faculty,” which ranked second to last with an average of (3.33). This indicates the opposite of what was mentioned in the other clauses in that the faculty are the ones who enhanced the value of cooperation and community participation from the point of view of students. It is notable that there is a contradiction in the answers because the difference in the arithmetic means between the two highest clauses in this theme was not large, nor was it between the lowest two clauses. This is perhaps because the faculty has overlooked the aspect of encouraging and honoring students to contribute and participate in community activities, perhaps because they believe that they have entered an age stage that knows what to want or what to do. Also, the students’ answers to clause (21) suggested that the students consider their opinions and personality and directs themselves to be positive toward community issues without external guidance.

Table (4) Frequencies, Percentages, Averages and Standard Deviations of Questionnaire clauses

E	Third theme: The role of the faculty administration in enhancing the value of cooperation and community participation.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Average	Standard deviation	Sort clause by average
		C	%	C	%	C	C	%	C	%	C			
c20	The Deanship of the Faculty holds many seminars and awareness meetings on social responsibility.	54	5.0	106	9.8	313	29.0	368	34.1	237	22.0	3.58	1.087	2
c21	My views on societal issues have become more positive thanks to the faculty's efforts.	84	7.8	161	14.9	331	30.7	322	29.9	180	16.7	3.33	1.150	7
c22	The Deanship of the Faculty encourages female students to carry out voluntary service work in the service and development of the country.	62	5.8	134	12.4	326	30.2	343	31.8	213	19.8	3.47	1.113	3
c23	The Deanship of the Faculty provides opportunities for female students to participate in national forums.	68	6.3	136	12.6	336	31.2	371	34.4	167	15.5	3.40	1.087	5
c24	I gained a love of participating in awareness campaigns in the community.	65	6.0	150	13.9	318	29.5	349	32.4	196	18.2	3.43	1.118	4
c25	The Deanship is keen to enhance the features of the national identity throughout the faculty.	86	8.0	140	13.0	311	28.8	342	31.7	199	18.5	3.40	1.161	6
c26	I learned prudence in the face of societal events and participate in them positively.	52	4.8	82	7.6	291	27.0	437	40.5	216	20.0	3.63	1.037	1
c27	The faculty honors outstanding students in the field of public service.	90	8.3	182	16.9	298	27.6	313	29.0	195	18.1	3.32	1.191	8

2- What is the role of the administration of the Faculty of Education in developing the values of loyalty and citizenship among the students of the Faculty of Education from the point of view of the leaders of the Deanship of the Faculty?

To answer this question, the interviewees' answers were analyzed to identify their role in developing the values

of loyalty and citizenship from their point of view, where two of them stated that they had no clear role or influence. One said, “The Secretariat has no role at the moment... Unfortunately, within the faculty, we have not provided anything during the past years to promote citizenship and Kuwaiti national identity,” meaning that there is no interest by the faculty in that role or it did not seek to promote the values of loyalty and citizenship among female students. Another participant added, “Do you ask this question on the basis that there is something thoughtful and within the vision of the faculty? I don’t think so.” But there were three participants who confirmed that the faculty really seeks to promote these values, as one of them said, “Yes, the Deanship of the Faculty seeks and promotes the values of citizenship in the faculty, and the authority in general promotes this thought and it seems clear through the curricula where mandatory subjects were developed about Kuwait, its history and development...” Another stated that “the Deanship strives greatly and effectively to promote these values and citizenship for female students.” Finally, the fifth participant stressed the importance of the faculty’s role in the development of young people because of their importance in building the future of the nations. The fifth participant said, “The Faculty of Basic Education, as an educational institution representing the top of the educational pyramid, believes in its great role in developing human energies through the number of young people affiliated with it, who represent the future of the country intellectually, practically and morally.” This confirms that the faculty already seeks to instill and develop the values of citizenship in female students despite the disagreement of two assistant deans, perhaps because they did not participate in these activities or were not assigned to these tasks, as planting values needs to a well-thought-out plan, as well as events and activities with students, which means that these two participants may not be involved in these tasks under the scope of their professional or functional responsibilities in the faculty.

Also, most of the participants had an awareness of the importance of this role and their belief in the need to instill these values in the future generation represented by the students of the faculty. Their assertion that this is one of their tasks that they must carry out is evidenced in that the faculty seeks to do so, as one of them stated that “the role of the Deanship is very important in applying the values of loyalty and citizenship... Anything we would like to adopt should come from senior management. Whether values of loyalty, curriculum, regulations, mechanism.” Another participant also said, “Yes, this is certainly a role entrusted to officials within the faculty and heads of scientific departments in promoting and developing the spirit of citizenship among students, and this must—for the Secretariat—adopt it as a curriculum,” meaning there are also demands that it be as a curriculum taught or presented in the form of awareness courses and lectures. One of the participants confirmed this by saying, “Yes, because the basis of our work as leaders is to pay attention to enhancing the moral aspect of students, by conducting awareness and guidance seminars, and alerting students that the homeland is their home.” Accordingly, almost all participants stressed the importance of instilling these values in students and their important role as a member of the deanship and senior administration in the Faculty of Basic Education to develop the values of loyalty and citizenship for these students, but not all of them agreed that they are indeed playing this role.

3- What are the most prominent values that the administration of the Faculty of Basic Education, represented by the Deanship, seeks to promote among faculty students from the point of view of the sample?

To answer this question, the sample’s answers to the interview questions, which represent the opinion of the faculty dean, were analyzed in conjunction with the questionnaire data, which represents the opinion of the female students.

From the answers of the sample and those interviewed with the previous question, we noted that they had faith in their role as a pillar in instilling the values of loyalty and citizenship. So, we had to know from their point of view what the most important of these values was, because they are responsible for instilling and developing them through programs and activities implemented in the faculty. One participant mentioned many values, the most prominent of which according to his order are “**equality and justice, community participation, rights and duties, loyalty and belonging, freedom, critical thinking, problem solving, preservation of public property, rejection of intolerance and expressing opinions without extremism.**” We noted that the values of citizenship have been mentioned in order from the second to the fourth as the most prominent values that the faculty seeks to promote in female students. Another added, “To promote these values among students, such as **justice and equality**. We always encourage our students to **respect the rights of others, respect the differences** between them, both individual and cultural, and how they value **and accept each other**, teach them **humanity and responsibility**, and enhance their awareness of the importance of **active participation in society**, and how they also **take responsibility** for their decisions and actions... Belonging and loyalty, as well as **the values of dialogue and understanding.**” We also noted that the participant mentioned the values of citizenship, but in a different order and among other values, all of which feed into the values of citizenship or values in general. These two participants were able to identify the values of citizenship and give it its role and importance are among the rest of the values.

The other three participants’ responses were different from what they indicated. They stated that the values

of citizenship “are the values of peace, tolerance, justice and the principle of equal opportunities, as these are among the basic values that we would like to be keen on within the faculty” and then stressed the need to “approve the subject of professional ethics as a compulsory course for all students within the faculty...” Another participant added, “The most important values that I try to highlight with my students with whom I come into contact are **moral values**, and ethics are linked to society, to the environment, to customs and traditions, and to the country in which we are.” Another said, “Linking the teachings of our true religion to the ethics of citizenship highlights to us the most important values: **encouragement to help and volunteer. Self-reliance and diligence. Respect for others.**”

From these responses, we noted that the three respondents mentioned values in general, calling them different names such as “values of peace and tolerance,” “professional ethics,” or “moral values.” Although the values of loyalty and citizenship may be implicitly present under these names, the values of citizenship that this study seeks to highlight and confirm are clear values and have clear definitions from the theoretical literature. Two of the participants were able to identify them correctly, but this does not mean that the remaining participants have failed to do so (from the point of view of the two researchers). Further, the values are either original or subordinate; the above are sub-values belong to the values of loyalty and citizenship, which are considered in ethics as authentic values, and show that the Faculty of Education seeks to promote them to prepare the future generation.

Question	Values	C	%
Please arrange the following citizenship values from the most important to the least important to you	value of cooperation and participation	430	39.9
	value of belonging and loyalty	270	25.0
	value of rights and duties	114	10.6

As for the opinion of female students regarding the most prominent values, Table (5) shows the arrangement of citizenship values according to the opinion of the sample members. The results show that the value of cooperation and participation came in first place with a percentage of 39.9%. Perhaps this arrangement came because the value of cooperation and participation is a characteristic found in students of this age stage, as they begin to build relationships that rely on cooperation with each other as they share information and dialogues after they moved from the seats of study in the secondary stage to the faculty community, which is characterized by openness and freedom away from the constraints of school.

Therefore, the value of cooperation and participation received the highest percentage compared to other values. It was followed by the value of belonging and loyalty at 25.0%. Although it was the second most important value for female students, it is considered a rather weak percentage, and this may mean that the students themselves do not realize the importance of this value, and it may also indicate that faculty are not focused on this particular value. The value of rights and duties came in third place with 10.6% of the number of respondents, which is a very weak percentage and indicates that students do not pay attention to this value, perhaps because they do not know that this value is an important part of the values of citizenship.

4- What are the main impediments facing the administration of the Faculty of Education during its promotion of the values of loyalty and citizenship among students from their point of view?

Participants commented on this question by mentioning some of the impediments in the faculty that may affect the values of loyalty and citizenship and be an impediment to their promotion. One of them **mentioned the loss of role models among male and female students**, meaning the teacher as a role model, saying, “Today, unfortunately, the teacher has lost a lot of his natural ideal image that we thought this teacher had great value.” Some participants also added that one of the impediments to promoting citizenship is **the spread of the concept of tribal fanaticism**, as during the election period at the faculty, tribal nervousness emerged, in which loyalty is to the tribe and not to the homeland. He stressed, “Of course, this matter—tribal discrimination—worsened me a lot, especially when we talk about loyalty and strengthening the role of the tribe. As you know, the value of citizenship is at odds with tribal discrimination, which always appears on election days.” It was noted that this participant talked about the role of the teacher as a role model for his students in his values and interests, the most important of which are the values of loyalty to this country, where he considered the loss of role model to be an impediment to the development of citizenship values. He also stressed the discrimination and tribal intolerance that have already become widespread in Kuwaiti society and have reached classrooms and science arenas, which clearly stand out on the days of student and community elections, as the giving of votes is not according to the criteria of belonging and loyalty to the homeland, but according to tribe and cousins.

Another participant noted financial impediments, where he mentioned “finance first of all,” and this may mean that the lack of material resources may disrupt or negatively affect plans to promote the values of citizenship. Perhaps this explains why clause (27) “The faculty honors distinguished students in the field of public service” ranked last with an average of (3.32) in the axis of community participation in the questionnaire from the point of view of female students because encouragement and events need funding for their success. One of them stated that “we don’t have a clear plan yet, yes there is a vision, but we don’t have standards... We only

have a conceptual framework (examples of objectives) for the faculty.” That may explain why the participants’ responses differed in their answers of the order of the most prominent values that are promoted in students. That is, despite the efforts of the senior management in the faculty seeking to cultivate these values, they need to develop a systematic plan that achieves its goals in a studied period of time. It is known that goals cannot be achieved without setting clear plans and standards that help those in charge to measure their success or the need to correct the course, which confirms that there are indeed impediments that may reduce efforts to promote citizenship values in the faculty.

One participant stated that “**there is no need based reality study**” but also added, “It is an obstacle for the faculty to have **a needs-based agenda that is continuous and permanent**, and then I come to set a different agenda than those before me! There has to be continuity.” This means that the lack of continuity in the implementation of the previously set plans, perhaps due to the succession of former deans, is an obstacle that affects the promotion of values. The previously developed plan, which is supposed to have been built on the needs and vision of the faculty, needs time to reap its fruits, but the continuous change of plans with the change of incumbents has undoubtedly affected the achievement of goals in general and the promotion of citizenship values, if any, within the plan, in particular. The participants also mentioned that the daily routine and preoccupation with administrative matters may distract them from focusing on the development of citizenship values among female students, where one of them stated that “from our daily performance that we work in ... **I don’t think we have time to do that.**” Another added, “Indeed, **there are very important challenges, the preoccupation of students, the lack of resources and funding, the lack of administrative support, and even the lack of awareness** and attention that students and even some faculty members’ lack.” This may indeed confirm the lack of a clear plan to promote values in the faculty; the existence of a plan would help in organizing time and giving each task enough time to accomplish it, despite the efforts made to promote the values of citizenship through student activities and events.

5- Are there statistically significant differences at the level of (0.05) in the response of faculty students about the role of the faculty administration in promoting the values of loyalty and citizenship attributed to the age variable and the variable of the academic stage?

Table 1 (Annex 3) shows the results of the analysis of the single variance of the differences between the averages according to the age variable; the results showed no statistical significance due to the differences between the averages according to the age variable. This may confirm the agreement of all sample members on the final result of the questionnaire. Or perhaps because the age difference between the new students and the graduates is not large, as it is limited to approximately 19-23 years, which led to the convergence of their ideas and agreement in the answer.

Table 2 (Annex 4) shows the results of the analysis of the single variance of the differences between the averages according to the variable of the school stage; the results showed no statistical significance due to the variable of the school stage in the second axis, the third axis and the total degree. However, it appeared that there is statistical significance in the first axis. To find out the source of this variation, the two researchers conducted the Least Significant Difference Test (LSD) in the first axis of the questionnaire, where Table (6) showed that the differences between the average category (new - the first academic year in faculty), the average of the two categories (continuous - between the second and third year in faculty), and the category (graduate - between the fourth and fifth year in faculty) is the reason for the statistical significance in favor of the category (new - first academic year in faculty). This means that they were the most in agreement with the items of the questionnaire in the first axis, which is “enhancing the value of belonging and loyalty,” perhaps because students in the first academic year have a passion to learn about what is happening in the faculty and attend all activities and events and participate in its celebrations, especially national ones. This may have had a good impact on instilling the values of loyalty and belonging among students, but as time goes on and students move from first year to second or third year and more, it’s only natural that this passion decreases. This was confirmed by the students’ responses to the items of the first axis “belonging and loyalty,” where item (2) “Scientific and cultural competitions are held to introduce the heritage of the homeland” was the highest average (3.90), followed by item (3) “Providing activities for students to introduce them to the most important historical events of the homeland” with an average of (3.89), which means that there was participation from students in these events that increased their awareness and strengthened their value of loyalty and belonging.

	I	J	Average Differences (I-J)	Indication
Theme one	New (first year of study in faculty)	Continuous (between the second and third year of faculty)	.18056*	0.04
		Graduate (between fourth and fifth year of faculty)	.32757*	0.01

*. The mean difference is significant at the 0.05 level.

Discussion:

It is noted that the answer to the first question indicates that the students agree that the faculty has sought to promote and develop the values of citizenship among them through the provision of programs and the establishment of events and activities. This was also confirmed by the responses of the senior management (as represented by the Dean and the Assistant Deans) to the second question about their role in promoting the values of citizenship, most of which were that they have an important and effective role in promoting the values of loyalty and citizenship through the activities implemented in the faculty. The lectures, seminars and celebrations of national holidays, and also the courses taught in the faculty such as “Values of loyalty and development” and “Contemporary History of Kuwait” electives, confirms the faculty’s endeavor to cultivate the values of loyalty and citizenship. Further, the faculty seeks to make one of the electives a mandatory course for all faculty students, so it is a graduation requirements. This accounts for participants who demanded that these values be developed through a curriculum that is circulated and taught in the faculty (i.e., its inclusion as a mandatory course aimed at instilling values) and includes the values of citizenship.

This result is consistent with the studies of Joyce (2005), Salah (2020), and Gad (2021), which confirmed that there is a major role for the university in the development of citizenship for students. It also aligns with Magick (2007), Robert (2006), and the study of Sweidan et al. (2018). She pointed out that the university, through the activities and projects it makes available to students during their studies, helps them develop the ability to express opinions. At the same time, this result contradicts a study by Jabara (2018), which confirmed that the faculty’s role in promoting values was weak, as well as a study (Navarl & Salinas, 2018), whose results showed that the level of teaching citizenship in universities was average from the point of view of faculty members.

As for the students’ answers to the question of ranking values, we find that the value of cooperation and participation came in first place, whereas the value of belonging and loyalty received a somewhat small percentage in the ranking of the most important values. Although it is in second place, this is consistent with Al-Tom (2020), where the values of belonging came in last place. However, this contradicts the study of Nasr (2023), which confirmed that the development of the values of belonging and loyalty has obtained a strong percentage. Additionally, the study of Al-Tom (2020) emphasized the importance of showing loyalty and political affiliation to society among the values of citizenship. Perhaps this indicates that the female students did not realize its importance, or that it was not highlighted as an independent value from the rest of the values, despite the activities offered by the faculty, especially on national holidays. Or perhaps it is the influence of sectarianism and tribal fanaticism, which had the strongest influence despite the faculty’s attempts to reject them by instilling the values of citizenship and ensuring their development.

While the value of rights and duties ranked third with a very weak percentage, this contradicts Al-Tom’s study (2020), which emphasized young people’s awareness of their rights and duties. This is perhaps because they believe that rights and duties are linked to social life, as they know their duties and demand their rights even if they are taken away from them. Perhaps they do not realize that society is part of the nation and that duties toward society are their duties toward the nation, or that rights are provided by the state to citizens, such as the right to security, safety, health care, and education. Thus, it may indicate the faculty’s lack of interest in categorizing values or dividing them when instilling them in female students. There are inherent values and sub-values, and thus their lack of awareness of their meaning as separate values were dealt with in a general way and the values of citizenship were implicit values without specifying them. It may also confirm that schools should not be pursued before universities. By implanting these values in future generations, the impact of which was evident on female students at the university level, is that they did not realize what the values of citizenship were in a clear and certain way for them. The value of cooperation and participation ranking first does not mean that other values were not important, as they ranked second and third. This also means that the faculty must make efforts to develop the values of citizenship among female students. However, the results indicate that these efforts were not the results of a well-studied plan or programs that promote these values, so they did not bear fruit as expected. This contradicts the study of Gad (2021) and the study of Jaber and Abd (2022), which indicated several strategies applied at the university that helped develop the values of loyalty and citizenship among young people.

The results of this study also indicated that there are some impediments that may have limited the faculty’s ability to promote them among female students, such as the lack of plans that aim to develop values directly or the failure to include curricula to teach citizenship values as a mandatory course for all female students. There are also many physical impediments such as the need for funding to create activities and programs and provide incentive prizes to female students. Preoccupation with other tasks is also one of the most important impediments raised from the point of view of the participants, which led to the dean and some faculty members neglecting the development of values and not focusing on activities to truly enhance them, which is consistent with the study of Navarl and Salinas (2018).

The results also indicated that there were no differences between the students’ answers because of age,

meaning that students of different ages agreed that the faculty seeks to promote values. Perhaps this is because the university stage is an important age stage for the formation of values and ideas from entering the university to the last year of study, as there are no significant differences in the level of maturity between students from the first year to the year of graduation. However, there were differences attributed to the academic stage in favor of the category (new - first academic year in faculty), that is, this category was considered the most agreeable to the items of the questionnaire in the first axis, which is “enhancing the value of belonging and loyalty,” and this contradicts the study of Sweidan et al. (2018), which indicated that there are differences due to the academic level, in favor of the third and fourth year. This indicates that the students at the beginning of their entry into faculty did not have a high level of awareness of what is happening because it is a new environment for them. Most of their answers were in agreement because they believed that disapproval means admitting that they do not have an affiliation to it, or perhaps they do not know the meaning of the values of loyalty and citizenship, or perhaps because they are fascinated by university life, which undoubtedly differs from the restrictions of school. However, as they move to later stages of study and increase their experience and awareness of what is happening in faculty, their answers become more specific and more credible.

Conclusion:

This study sought to identify the real role played by the administration of the Faculty of Basic Education in promoting the values of loyalty and citizenship among the students of the faculty by studying its reality. We find that the results support the existence of activities and events that the Faculty of Basic Education promotes to instill the values of loyalty and citizenship among students, but perhaps without the existence of clear strategic plans with well-studied goals in promoting these values. The responsibility for such planning varied based on the succession of deanships, the interest of those who occupy the position, and the list of activities of the authority, which is not permanent. In that sense, there is no clear and purposeful methodology in promoting the values of loyalty and citizenship among students of the Faculty of Basic Education, which was reflected in the responses of students. The two most important items were tangible virtual practical practices such as celebrations and competitions on national occasions, but they did not mention the more deep and comprehensive roles played by the Deanship in promoting the values of loyalty and citizenship among students, which was confirmed by the conflicting opinions of faculty leaders in personal interviews. Individual efforts were common, but not a unified vision that stems from thoughtful decisions, activities, and events that promote the values of loyalty and citizenship in a real and deep cumulative manner. Accordingly, this study makes the following recommendations, which, when adopted, would contribute to strengthening the values of loyalty and citizenship in higher education institutions:

- Develop a long-term strategic plan to promote the values of loyalty and citizenship in future teachers, which is designed with a methodology based on term and sequence in value construction.
- Build curricula that include the concepts of the values of loyalty and citizenship, how to promote them and their impact on society and the state, and the obligation to teach them in higher education institutions.
- Focus on activities and events aimed at encouraging the values of loyalty and citizenship and transforming those values into practical applications on the ground.
- Encourage faculty members to establish and practice the hidden curriculum, which has an active role in promoting and developing the values of loyalty and citizenship.
- Increase financial support for plans to develop and promote the values of loyalty and citizenship, which have a significant impact on society.
- Engage governmental and non-governmental institutions, profit and nonprofit entities, as well as individuals in the design, support, and implementation of programs to promote the values of loyalty and citizenship as an effective community participation.
- Create influential and effective role models within the walls of higher education institutions that are keen to carry out their duties toward the homeland before claiming acquired rights.

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**Annexes
 Annex No. (1)**

Citizenship values questionnaire - female students

Dear female students in the Faculty of Education,

After greetings,

The two researchers are conducting a study entitled:

“The Role of the Administration of the Faculty of Basic Education in Promoting the Values of Loyalty and Citizenship among Faculty Students”

This is to identify the role of the administration of the Faculty of Basic Education in developing the values of loyalty and citizenship among the students of the faculty from their point of view and also from the point of view of its leaders. The study also seeks to reveal the most prominent values that the faculty administration, represented by the Deanship, seeks to promote among faculty students.

The values of citizenship can be defined as **“a set of standards, rulings and beliefs that serve as guides for behavior, and controls for thinking resulting from the interaction between man and the earth and the resulting commitment to rights and duties in various aspects of life (political, economic, social, legal and cultural), and the values of loyalty, belonging, martyrdom and sacrifice, and translating this into behavioral attitudes and performance skills in order to form a good citizen”** (Al-Kandari & Al-Azmi, 2013, p. 318).

Therefore, please cooperate with the two researchers and answer all the items of the questionnaire, which amounted to (27) items, with our pledge not to share this information with others except within the limits of the scientific publication of this study for the public interest.

We thank you for your cooperation with us

First: Demographic data of participations:

Age	20 years or less	21-23 years	More than 23 years
Grade	New (first year of study in faculty)	Continuous (between the second and third year of faculty)	Graduate (between fourth and fifth year of faculty)

Researcher: Dr. Kafaa Al-Anzi – Ministry of Education

Researcher: Dr. Aroub Al-Qattan – Public Authority for Applied Education and Training

Second: The role of the faculty administration in promoting the values of loyalty and citizenship among faculty students

S	Questionnaire clauses	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The first theme: the role of the faculty administration in enhancing the value of belonging and loyalty						
1	Activities and events are held to introduce students to national institutions.					
2	Scientific and cultural competitions are held to introduce the heritage of the homeland.					
3	Providing activities for students to introduce them to the most important historical events of the country.					
4	I learned in faculty the values of defending the homeland and protecting it from dangers.					
5	The faculty works to promote feelings of belonging and loyalty among students toward their homeland.					
6	Publications and rotogravures are available that develop the value of citizenship for female students in the faculty.					
7	Faculty publications play an important role in shaping the public opinion of female students.					
8	In faculty, my knowledge of the challenges and problems facing the country increases.					
9	Talented and distinguished female students are encouraged to serve their country.					
10	The Deanship of the Faculty is keen to celebrate national occasions.					

11	Many trips are organized that increase female students' knowledge of their homeland and its most prominent features.					
12	The faculty is working to increase the feelings of loyalty among students toward their homeland.					
The second theme: the role of the faculty administration in enhancing the value of rights and duties						
13	I learned in faculty not to violate the rights of others.					
14	I learned to preserve faculty property and public property.					
15	I learned the values of coexistence with others.					
16	I learned the culture of putting the public interest ahead of my own self.					
17	My attitudes toward society are better than they were after I went to university.					
18	Female students feel easy to get support and help to cope with some negative situations with others when needed.					
19	The faculty honors outstanding students in the field of public service.					
20	The Deanship contributed to the students' learning the skills of taking responsibility toward society.					
The third theme: The role of the faculty administration in enhancing the value of cooperation and community participation						
21	The Deanship of the Faculty holds many seminars and awareness meetings on social responsibility.					
22	My views on societal issues have become more positive thanks to the faculty's efforts.					
23	The Deanship of the Faculty encourages female students to carry out voluntary service work in the service and development of the country.					
24	The Deanship of the Faculty provides opportunities for female students to participate in national forums.					
25	She gained a love of participating in awareness campaigns in the community.					
26	The Deanship is keen to enhance the features of the national identity throughout the faculty.					
27	I learned to be sensible in the face of societal events and to participate in them positively.					

Third: What are the most prominent values that the faculty administration seeks to promote among female students?

(Please arrange the following citizenship values from most important to least important to you, so that the student places No.(1) for the most prominent value, and No. (3) for the least prominent value from her point of view)

- Value of belonging and loyalty
 Value of rights and duties
 Value of collaboration and sharing

Dear student, for inquiries about the clauses of the questionnaire, please contact the number: 94911910, Thank you for your cooperation.

Researcher: Dr. Kafaa Al-Anzi – Ministry of Education

Researcher: Dr. Aroub Al-Qattan – Public Authority for Applied Education and Training

Annex No. (2)
Interview Questions

Research entitled: The Role of the Administration of the Faculty of Basic Education in Promoting the Values of Loyalty and Citizenship among Faculty Students

Author: Dr. Aroub Ahmed Al-Qattan

Associate Professor, Department of Educational Foundations and Administration

Aims of the study:

- 1- Identifying the role of the administration of the Faculty of Education in developing the values of loyalty and citizenship among faculty students from their point of view.
- 2- Identifying the role of the administration of the Faculty of Education in developing the values of loyalty and citizenship among faculty students from the point of view of the leaders of the Deanship of the Faculty.
- 3- Detecting the most prominent values that the faculty administration, represented by the Deanship, seeks to promote among students of the Faculty of Education.
- 4- Identifying the most important impediments facing the administration of the Faculty of Basic Education in promoting the values of loyalty and citizenship among female students.
- 5- Detecting statistically significant differences in the response of faculty students and their opinions about the performance of the faculty administration in promoting the values of loyalty and citizenship for them, which are attributed to the variables of age and academic stage.

The values of loyalty and citizenship have been divided into three main themes:

- 1- Values of belonging and loyalty
- 2- Values of rights and duties
- 3- Values of cooperation and participation

Search tools

The interview tool will be applied with the dean and assistant deans of the faculty and the questionnaire tool will be applied to a sample of female faculty students

Interview Questions:

- 1- Does the Deanship of the Faculty of Basic Education seek to enhance the values of loyalty and citizenship among the parents of the faculty's female students and how?
- 2- Do you believe that promoting and developing the values of loyalty and citizenship is one of the leadership roles assigned to you and why?
- 3- What are the most prominent values that the Faculty Deanship seeks to promote and develop among faculty students?

Annex No. (3)

Table (1) Analysis of the single variance of the differences between the averages according to the age variable										
		R	Average	Standard deviation		Sum of squares	Degrees of freedom	Average squares	Difference value	Indication
First Theme	20 years or less	634	3.59	0.921	Between groups	0.102	2	0.051	0.057	0.94
	From 21-23 years old	316	3.60	0.935	During groups	956.390	1075	0.890		
	More than 23 years	128	3.57	1.064	Total	956.492	1077			
	Total	1078	3.59	0.942						
Second Theme	20 years or less	634	3.73	0.823	Between groups	0.180	2	0.090	0.131	0.88
	From 21-23 years old	316	3.73	0.826	During groups	735.637	1075	0.684		
	More than 23 years	128	3.77	0.853	Total	735.816	1077			
	Total	1078	3.73	0.827						
Third Theme	20 years or less	634	3.44	0.924	Between groups	0.041	2	0.020	0.024	0.98
	From 21-23 years old	316	3.45	0.928	During groups	935.546	1075	0.870		
	More than 23 years	128	3.43	0.987	Total	935.587	1077			
	Total	1078	3.45	0.932						
Total Grade	20 years or less	634	3.59	0.821	Between groups	0.015	2	0.008	0.011	0.99
	From 21-23 years old	316	3.60	0.831	During groups	750.946	1075	0.699		
	More than 23 years	128	3.59	0.915	Total	750.962	1077			
	Total	1078	3.59	0.835						

Annex No. (4)

Table (2) Analysis of the single variance of the differences between the averages according to the variable of the school stage - Attachments										
		R	Average	Standard deviation		Sum of squares	Degrees of freedom	Average squares	Difference value	Indication
First Theme	New (first year of study in faculty)	128	3.76	0.733	Between groups	6.529	2	3.265	3.694	0.03
	Continuous (between the second and third year of faculty)	839	3.58	0.949	During groups	949.963	1075	0.884		
	Graduate (between the fourth and fifth years of faculty)	111	3.44	1.076	Total	956.492	1077			
	Total	1078	3.59	0.942						
Second Theme	New (first year of study in faculty)	128	3.87	0.716	Between groups	3.722	2	1.861	2.732	0.07
	Continuous (between the second and third year of faculty)	839	3.72	0.830	During groups	732.095	1075	0.681		
	Graduate (between the fourth and fifth years of faculty)	111	3.63	0.900	Total	735.816	1077			
	Total	1078	3.73	0.827						
Third Theme	New (first year of study in faculty)	128	3.50	0.796	Between groups	1.790	2	0.895	1.030	0.36
	Continuous (between the second and third year of faculty)	839	3.45	0.938	During groups	933.798	1075	0.869		
	Graduate (between the fourth and fifth years of faculty)	111	3.33	1.024	Total	935.587	1077			
	Total	1078	3.45	0.932						
Total Grade	New (first year of study in faculty)	128	3.72	0.665	Between groups	3.845	2	1.922	2.766	0.06
	Continuous (between the second and third year of faculty)	839	3.59	0.841	During groups	747.117	1075	0.695		
	Graduate (between the fourth and fifth years of faculty)	111	3.46	0.945	Total	750.962	1077			
	Total	1078	3.59	0.835						