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The Role of Academic Members in Jordanian Universities in Developing Political Awareness Among Students From the Perspective of Academic Members Themselves: the Hashemite University as a Model

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Abstract

The study aims to assess the level of the role of academic members in Jordanian universities in developing political awareness among students from the perspective of academic members themselves, using the Hashemite University as a model. A cross-sectional study was conducted in the first semester of the academic year (2023/2024). (55) academic members participated in the study. The results indicate that the level of the role of academic members in developing political awareness among students, was moderate and no statistically significant differences in the role of academic members in developing political awareness among students based on the variables of academic specialization, academic rank and academic experience.

Keywords: *Political Awareness, Political Participation, Loyalty, Citizenship, Education Leadership.*

1. Introduction:

The level of political awareness possessed by the Jordanian youth represents a crucial importance in this stage of the political experience in Jordan. It is essential to understand the interconnection between awareness and its outcomes. This awareness contributes to the benefit of society by emphasizing the significance of the youth's role in the community and by engaging with political issues.

Political awareness indicates an individual's possession of a sound understanding of oneself and their surroundings at the political cognitive levels, leading to their political participation. Jordanian youth, both males and females, are no longer isolated from their local (Jordan) or larger (Arab nation) environment. Numerous calls encourage them to engage in active political participation. The political awareness that Jordanian youth should possess must be an integral part of the intellectual education directed towards individuals in schools and universities. This approach allows them to engage in positive and productive thinking and enable them to have complete willpower and an awareness of the necessity for active political participation linked to the integration of roles between leadership and the people (Al-Zaboun and Al-Hajawi, 2016;

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Al-Zyoud, 2015).

The concept of political awareness refers to a set of values, attitudes, and political principles that enable an individual to participate effectively in analyzing their society's situations and problems. It involves forming judgments, determining one's stance, and taking action for the development and change of these issues. Political awareness is based on political knowledge, the formation of a perspective on political issues, and adopting a specific political orientation to support it through actions such as voting in elections and being a member of political organizations and parties (Al-Shuwaihat, 2020). Isma'il (1997) as cited in Abdullah (2014) defines political awareness as "those patterns, knowledge, values, and attitudes that constitute the political culture of individuals in relation to their connection with political power" whereas the political participation is defined by Omar Ibrahim Al-Khatib as "the form of political practice that allows individuals, without discrimination, the right to participate in shaping public policy in the country, the right to participate in decision-making and its formulation in a way that ensures the organization of popular masses, mobilizing their energies, and unleashing their forces to achieve their goals." (Nour El-Din, 2022).

Al-Aqeeli and Taym (2005) affirmed that political awareness encompasses individuals' perception of the political and historical reality and their role in the political process. This includes their political orientations, affiliations with existing parties, and their electoral behavior. It also involves individuals' awareness of their rights and duties in the political sphere, as well as the political freedom an individual enjoys in society and the ability to engage in effective and responsible practices, whether from the perspective of the governing or the governed.

Many Arab studies (Al-Zaboun and Al-Hajawi, 2016; Al-Zaboun and Al-Rais, 2023) and foreign studies (Badaru and Adu, 2021; AL -Momani, 2008) emphasize the important and central role that universities play in developing political awareness among students. They are considered effective tools in community building, and they are a focal point of strength, particularly in shaping the political consciousness of the youth.

The role of higher education institutions represented by their academic staff is highlighted in imparting to their students a set of concepts, knowledge, values, principles, attitudes, and skills in the political field (Abdullah, 2014). The responsibilities of university academic members go beyond simply teaching the curriculum; they are exemplary educators and role models for their students.

The development of political awareness among university students requires fostering values of citizenship, enhancing a sense of belonging to the country and society, activating political participation among university youth, and recognizing them as the builders and leaders of society in various fields both in the present and the future. The matter is no longer just about academic courses or concepts that students are required to memorize without understanding their importance. It is crucial to empower students to comprehend, be aware of, and apply these concepts as behaviors (Ibrahim, 2017; Jarrar, 2019). Academic members bear a significant responsibility in enabling students to grasp these concepts, serving as both educators and role models for the students. They directly engage with students, serving as key contributors to the achievement of the university's goals and programs. They act as active and direct influencers on students, instilling values, and principles in all aspects of life. This includes fostering political awareness, emphasizing the importance of understanding political issues, encouraging active political participation, and instilling citizenship values, loyalty, and a sense of belonging.

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The purpose of this study is to determine the level of the role played by academic members at Hashemite University, a significant institution of higher education in Jordan, in enhancing political awareness among students from the perspective of the academic members themselves. It aims to identify the most significant challenges faced by academic members in different academic disciplines that may impede their role in developing political awareness among students. The focus is on exploring the main strategies that can enhance the role of academic members in elevating the level of political awareness among university students.

2. Previous Studies

Al-Khawaldeh (2013) investigated the role of Academic members in Jordanian universities in fostering citizenship values from the students' perspective. Using a descriptive-analytical approach, the study included 928 male and female students from Jordanian universities. Results indicate an average level of academic members' impact on citizenship values development across all areas, with statistically significant differences related to the college variable in favor of humanities colleges.

Abdullah (2014) explored the role of Egyptian universities in cultivating political awareness among students, employing a descriptive approach. Notably, the study found that academic members significantly contribute to enhancing political awareness through methods like engaging in discussions on political issues, promoting political participation, and instilling concepts of loyalty, belonging, and citizenship.

Al-Zyoud (2015) study aimed to grasp the political awareness of Jordanian youth by examining their political orientations. The sample included 401 male students and 626 female students from the University of Jordan in the second semester of the academic year 2012/2013. Results revealed a primary inclination towards the socialist party, the Islamic party, the conservative party, and the liberal party successively.

Al-Zaboun and Al-Hajawi (2016) conducted a study to comprehend the role of universities in fostering political awareness among students in the context of the Arab Spring and its correlation with self-independence. The study encompassed all students from Jordanian public universities during the academic year (2013/2014), with a sample of 384 male and female students from Mutah University, the University of Jordan, and Yarmouk University. Key findings ranked the areas of the role of Jordanian universities in developing political awareness among students as follows: student activities, academic courses, and academic members.

Badarneh et al. (2018) conducted a study titled "The Role of Academic Members in Fostering National Spirit Among Their Students at Jadara University and Al-Ahliyya University from the Students' Perspective." The study aimed to identify the role of academic members in developing a sense of nationalism among students at Jadara University and Al-Ahliyya University, as perceived by the students. The researchers employed a descriptive methodology, and the study sample consisted of 707 students from both Jadara and Al-Ahliyya universities.

The results indicated that academic members play a significant and important role in fostering a sense of nationalism among students. Their role was notably substantial, and there were no statistically significant differences attributed to the variable of college specialization.

Al-Aran (2018) presented a study titled "The Role of Faculty Members in Promoting the Values of Citizenship for University Students." The study aimed to identify the role of academic

members in promoting citizenship values among university students, including areas such as loyalty and belonging, political participation, social responsibility, and freedom. The study's population consisted of 250 male and female students from various universities in the Kingdom of Saudi Arabia.

The results indicated that, from the students' perspective, the overall assessment of the academic members' ability to perform their role in supporting citizenship values was moderate. According to the students, academic members may have a role in enhancing values such as loyalty and belonging, environmental preservation, promoting social responsibility, endorsing the value of freedom, and encouraging political participation.

In a study conducted by Khazaleh (2018) titled "The Role of Academic Members in Jordanian Universities in Raising Students' Awareness of the Dangers of Extremist Terrorist Thinking and Enhancing Their National Identity: Students' Perspectives," the aim was to investigate the role of academic members in Jordanian universities in raising students' awareness about the dangers of extremist terrorist thinking and enhancing their national identity from the students' perspective. The study adopted a descriptive-analytical methodology, and the study sample consisted of 420 male and female students from Jordanian universities.

The study's results showed that the role of academic members in Jordanian universities in raising students' awareness of the dangers of extremist terrorist thinking and enhancing their national identity was at a moderate level. Additionally, statistically significant differences were found related to the variable of college in favor of humanities colleges.

Al-Bulaihed's study (2019) aimed to evaluate the academic members' role in cultivating citizenship values among female students at Princess Nourah bint Abdulrahman University. Using a descriptive approach, the research surveyed 902 female students who identify four main citizenship values with interconnected sub-values crucial for comprehensive citizenship. The values included belonging and loyalty, dialogue and respect for others, political awareness, and collective action. Results showed no statistically significant differences based on academic level or college, and the overall level of the academic members' role in developing citizenship values was reported as average.

In a study conducted by Al-Khaza'leh and Lahiani (2021) titled "The University and Political Awareness Among Students: A Study on the University's Role in Enhancing Political Awareness," the aim was to examine the level of political awareness among students at Al Ain University and the role of the university in promoting it. The study utilized a descriptive survey methodology using questionnaires and interviews. The study sample consisted of 10 academic members and 980 male and female students.

Al-Zaboun and Al-Rais (2023) presented a study to comprehend the current role of Kuwaiti universities in developing political participation awareness among students. Utilizing a descriptive survey methodology, the study involved 648 male and female students from the University of Kuwait and the General Authority for Applied Education and Training. Key findings indicated a high perception among students regarding the role of Kuwaiti universities in developing political participation awareness, with no statistically significant differences based on academic specialization (college) except for student activities in favor of scientific colleges.

The results of this study showed a high level of political awareness among university students. Furthermore, there were differences in the level of political awareness among students based on their college affiliation, with humanities students showing a higher level of awareness. Additionally, the study highlighted the significant role of the university in developing political

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awareness among students.

3. Methodology

3.1. Study Questions

Few studies have been conducted at the level of Jordanian universities to understand the role of academic members in developing political awareness among students, especially from the perspective of the academic members themselves rather than from the students' viewpoint. The researchers chose the Hashemite University as a model for the study, identifying the level of academic members' contribution to the development of political awareness among university youth. The Hashemite University was selected as it is one of the leading institutions in Jordanian higher education, demonstrating its ability to achieve educational outcomes (students, scientific research, community service) at the national, regional, and international levels. The Hashemite university leadership, academic staff, and administrative team exert exceptional efforts in developing the political awareness of its students. Hence, the problem of the study arises in addressing the following questions:

- 1- What is the level of the role played by faculty members at Hashemite university in developing political awareness among students according to the academic members themselves?
- 2- Are there statistically significant differences (at a significance level $\alpha \leq 0.05$) in the level of the academic members' role at the Hashemite university in developing political awareness among students, attributed to the academic specialization variable, from the perspective of the sample individuals?

3.2. Study Design

This cross-sectional study was conducted using an online questionnaire in the first semester of the academic year (2023/2024) with voluntary participation from Academic members at Hashemite University. The Institutional Review Board (IRB) of the Hashemite University approved the study.

3.3. The Study Population and Sample

The study community includes all academic members at Hashemite University during the first semester of the academic year 2023-2024. The researchers chose a convenient sample of them, and the sample size was 60 faculty members. After collecting the data through the questionnaire, the number of valid surveys subjected to statistical analysis was (55) surveys. Table (1) illustrates the distribution of the study sample according to its independent variables.

Table (1): Shows the Distribution of the Research Sample Individuals Based on Independent Variables.

Variable	Variable Categories	Number	%
Faculty	Humanities	32	59.6
	Scientific	23	40
	Total	55	100.0
Academic Rank	Assistant Professor	28	50.9
	Associate Professor	14	25.4
	Professor (or Full Professor)	13	23.6

	Total	55	100.0
Experience	<5 years	15	27.3
	5- 10 years	8	14.5
	> 10 years	32	58.2
	Total	55	100.0

3.4. Study Tool

The researchers prepared the study tool, a questionnaire, after reviewing the literature related to the study topic and relevant previous studies. The questionnaire included two sections: The first section covered demographic data, while the second section included the study variables. The questionnaire consisted of a total of (17) items distributed across three different domains. The first domain comprised (5) items, the second domain included (8) items, and the third domain consisted of (4) items. The items were designed using a five-point Likert scale, with weights assigned as follows: "Strongly Agree" with five points, "Agree" with four points, "Neutral" with three points, "Disagree" with two points, and "Strongly Disagree" with one point.

3.5. Validity

After preparing the questionnaire in its initial form, consisting of (25) undivided items across different areas, the researchers presented it to a group of experienced and specialized experts in universities. They were asked to provide their opinions on the questionnaire items to verify their content validity and alignment with the study's objectives, areas, and variables. These items received significant approval, reaching 80%. Some modifications were made including rephrasing certain items, adding others, and removing items that did not appear to be significant. The tool was also divided into (3) domains. As a result of these modifications, the questionnaire consisted of (17) divided items across three different domains, achieving face validity. It became ready for use in its final form in the study.

3.6. Reliability

The reliability of each question was evaluated using Cronbach's alpha. The Cronbach's alpha was within the accepted range for all questionnaire items (0.80 – 0.90).

4. Statically Analysis

Data were assembled in Microsoft Excel and statistical analyses were conducted in Statistical Package for the Social Sciences (IBM SPSS). The level of statistical significance was set at p-values < 0.050. T- Test was used to determine the statistical differences among the means of independent groups. In addition, the descriptive tests (frequency, percentage, mean, and standard deviation) were used.

5. Results and Discussion

The aim of this study is to identify the level of the role of faculty members at Hashemite University in developing political awareness among students from the perspective of academic members themselves. Additionally, the study aims to determine if there is a difference in the means of responses of the study sample regarding the role of faculty members at Hashemite University in developing political awareness among students from their perspective, based on the specialization variable.

For the interpretation of the results, the following criteria were adopted:

- An average score of 4 or higher is considered a very high level.
- An average score in the range of 3.5 to 3.99 is considered a high level.
- An average score in the range of 3 to 3.49 is considered a moderate level.
- An average score in the range of 2.5 to 2.99 is considered a low level.
- An average score below 2.5 is considered a very low level.

5.1. The Level of the Role of Academic Members at Hashemite University in Developing Political Awareness among Students from the Perspective of Faculty Members Themselves.

The means and standard deviations of the sample members' estimates regarding the role of faculty members at Hashemite University in developing political awareness among students are calculated and outlined in Table (2).

Table (2): Means and Standard Deviations of the Study Sample Estimates for the Role of Academic Members at Hashemite University in Developing Political Awareness Among Students, Ranked in Descending Order.

Rank	Domain No.	Domain	Mean	Standard Deviation	Degree
1	3	The loyalty and citizenship.	3.25	0.50	Moderate
2	2	Students' awareness of political participation.	3.14	0.65	Moderate
3	1	Students' awareness of political issues.	3.11	0.50	Moderate
The total level of the role of academic members in developing political awareness.			3.17	0.44	Moderate

The results from Table (2) provide valuable insights into the perceived role of academic members at Hashemite University in cultivating political awareness among students, ranked according to mean scores and standard deviations. Topping the list is the domain of "The loyalty and citizenship," scoring a mean of (3.25) and a standard deviation of (0.50), indicating a moderate level of influence. This suggests that students recognize academic members' significant contribution to fostering loyalty and citizenship values. Following closely is "Students' awareness of political participation," with a mean score of (3.14) and a standard deviation of (0.65), also falling within the moderate level. This implies active engagement by academic members in enhancing students' understanding and involvement in political participation. "Students' awareness of political issues" ranks third, scoring a mean of (3.11) and a standard deviation of (0.50), likewise reflecting a moderate level of influence. Overall, the composite score for the role of academic members in developing political awareness stands at (3.17) with a standard deviation of (0.44), indicating a consistent moderate influence across domains. These findings suggest a balanced perception of academic members' role in shaping students' political awareness at Hashemite University.

The results highlight that most academic members at Hashemite University prioritize fostering loyalty and citizenship among students as part of their educational mission, avoiding potentially divisive political details. However, these findings are influenced by several challenges faced by

academic members, including limited time, occasional perceptions that developing political awareness is not a fundamental aspect of their teaching role (especially in science-related and technical disciplines), cultural resistance, communication difficulties with students, and a lack of sufficient administrative support or specific strategies in administrative plans. These challenges contribute to the nuanced landscape in which faculty members navigate the development of political awareness among university students, and they emphasize the complexity of the academic environment and the ongoing efforts needed to enhance the role of academic members in cultivating students' political awareness.

The results associate with previous studies by Al-Khawaldeh (2013), Al-Bulaihed (2019), and Al-Aqran (2018), suggesting that the role of academic members in developing citizenship values, encompassing political awareness and participation, was perceived as moderate across various domains. These studies reveal that the lack of interest among academic members in fostering citizenship values can be attributed to various reasons. Some believe it falls outside their responsibilities, emphasizing their primary role in teaching and knowledge transfer. Moreover, disinterest in internal or external political aspects may result from a lack of information or a desire to avoid administrative accountability. Al-Bulaihed (2019) argued that the development of citizenship values should commence during students' school years rather than at the university level. The absence of strategies and mechanisms for citizenship development in the university's strategic plan has contributed to the weakened role of faculty members in actively fostering these values.

The means and standard deviations of the study sample estimate for the sections representing the level of the role of academic members at the Hashemite University in developing political awareness among students were calculated as follows:

The First Domain: Students' Awareness of Political Issues

Means and standard deviations of the study sample estimate for the items in the field of the role of academic members at Hashemite University in developing students' awareness of political issues were calculated as illustrated in Table (3).

Table (3): Means and Standard Deviations of the Study Sample Estimate for the Items in the Domain of the Role of Academic Members at Hashemite University in Developing Students' Awareness of Political Issues, Ranked in Descending Order.

Item No.	Item	Mean	Standard Deviation	Degree
1	The academic member works on informing students about the legislative authorities in the Jordanian political system.	3.31	0.68	Moderate
4	The academic member dedicates a portion of the lecture to discuss pressing political issues.	3.15	0.76	Moderate
3	The academic member works on incorporating topics related to political issues into the curriculum.	3.11	0.70	Moderate
5	The academic member encourages students to conduct research related to political issues.	3.10	0.76	Moderate
2	The academic member conducts training courses, dialogues, and discussions about political awareness.	2.90	0.79	Moderate
The total level of developing students' awareness of political issues.		3.11	0.50	Moderate

The table (3) reveals that paragraph number (1), stating "The academic member works on informing students about the legislative authorities in the Jordanian political system," secure the top position with an average score of (3.31) and a standard deviation of (0.68). This indicates the dedication of the Jordanian academic member to enlightening students about the legislative authorities in the Jordanian political system, with the goal of achieving diverse educational and civic objectives. Primarily, this initiative empowers students with crucial knowledge about their country's political landscape, fostering an informed and responsible citizenry. Additionally, understanding legislative authorities contributes to the promotion of democratic values, as citizens grasp principles such as representation and accountability. This knowledge is particularly beneficial for those aspiring to careers in law, politics, public administration, or international relations, providing a solid foundation for their professional pursuits. Moreover, informed citizens play a pivotal role in promoting good governance by actively participating in discussions on policy enhancements, transparency, and accountability. Furthermore, delving into the political system fosters a sense of national identity among students, as they gain insights into the structures governing their nation. Ultimately, this educational initiative prepares students for leadership roles by providing them with the requisite knowledge and understanding of legislative authorities within the Jordanian political context.

Paragraph number (4), which discusses the dedication of a portion of the lecture to pressing political issues, secured second place with an average score of (3.15) and a standard deviation of (0.76). Meanwhile, paragraph number (2), addressing training courses, dialogues, and discussions about political awareness, ranked last with an average score of (2.90) and a standard deviation of (0.79). The academic member may face challenges in conducting training courses, dialogues, and discussions about political awareness due to various reasons. Institutional constraints, including limited resources, administrative approvals, or institutional policies, may impede the organization of such activities. Political sensitivity is another factor, as institutions may be cautious about engaging in discussions perceived as biased or controversial, leading to reluctance in supporting or funding related initiatives. Additionally, a lack of interest or support from students, colleagues, or the broader community, along with cultural or social barriers, can hinder the effective organization of these events. Legal restrictions, fear of backlash, and the academic member's perceived lack of expertise may also contribute to the challenges faced in promoting political awareness. The overall arithmetic mean for the sample members' estimates in this domain is (3.11) with a standard deviation of (0.50), representing a moderate rating. The result indicates that an academic member may encounter various challenges and complications in addressing political issues. To overcome these challenges, the approach should be systematic, involve seeking support from relevant stakeholders, and find creative solutions to navigate constraints. The goal is to foster a balanced and informed understanding of political issues. This approach suggests a methodical and strategic effort to effectively engage with political topics in an educational context.

The Second Domain: Students' Awareness of Political Participation

Means and standard deviations of the study sample estimates for the items in the field of the role of academic members at Hashemite University in developing students' awareness of political participation were calculated as illustrated in Table (4).

Table (4): Means and Standard Deviations of the Study Sample Estimates for the Items in the

Field of the Role of Academic Members at the Hashemite University in Developing Students' Awareness of Political Participation, Ranked in Descending Order.

Item No.	Item	Mean	Standard Deviation	Degree
7	The academic member allows students to express their opinions freely regarding political issues.	3.55	0.70	High
9	The academic faculty member encourages students to participate in student council elections.	3.45	0.83	Moderate
10	The academic member encourages students to participate in general elections.	3.30	0.73	Moderate
12	The academic member encourages students to take an interest in local, global, and Islamic political issues	3.15	0.97	Moderate
11	The academic member encourages students to take an interest in news programs that keep them informed about political issues.	3.12	0.87	Moderate
8	The academic member encourages students to follow political events and government activities.	3.09	0.92	Moderate
6	The academic member encourages students to join a political party.	3.01	0.98	Moderate
13	The academic member does not show interest in political issues.	2.45	0.84	Moderate
The total level of developing Students' awareness of political participation.		3.14	0.65	Moderate

*The maximum degree (5)

Table (4) reveals that Paragraph number (7), which states that "The academic member allows students to express their opinions freely regarding political issues," secure the highest ranking with an average score of (3.55) and a standard deviation of (0.70). This suggests a generally positive reception among respondents, signifying a shared belief in the importance of academic members cultivating an environment where students feel at ease discussing political matters openly. The high average score implies consensus on the significance of promoting freedom of expression, intellectual diversity, and open dialogue within the academic setting. Nonetheless, the standard deviation indicates some variability in perceptions, prompting exploration into potential areas for better understanding individual responses and enhancing the facilitation of political discussions in the academic context.

Paragraph number (9), stating "The academic member encourages students to participate in student council elections," secure the second position in the ranking with an average score of (3.45) and a standard deviation of (0.83). This outcome suggests a positive reception among respondents and it indicates agreement on the significance of academic members actively motivating students to engage in the democratic process by participating in student council elections. The average score, although slightly lower than paragraph (7), still reflects a generally favourable perception. The standard deviation of (0.83) implies some variability in responses, signalling potential differences in the perceived effectiveness or importance of academic encouragement in student council elections. Further exploration of individual perspectives may provide insights into optimizing strategies for fostering student participation in such democratic processes within the academic environment.

Meanwhile, Paragraph number (13), indicating "The academic member does not show interest in political issues," receives the lowest ranking in the table with an average score of (2.45) and a standard deviation of (0.84). This outcome suggests a less favorable perception among

respondents, and it indicates disagreement or a perceived lack of interest from academic members in political matters. The lower average score implies a divergence in opinion regarding the importance of academic members actively engaging with political issues. The standard deviation of (0.84) indicates variability in responses, highlighting potential differing perspectives on the impact of academic members' involvement or lack thereof in political discussions. Further exploration could elucidate individual viewpoints and help identify strategies to enhance academic members' engagement with political issues, fostering a more inclusive and participatory academic environment.

The overall arithmetic mean for the sample members' estimates in this domain is (3.14), with a standard deviation of (0.65), reflecting a moderate rating. This suggests that, on average, respondents provided assessments that fall within a middle range on the scale, indicating a balanced perspective on political participation. The standard deviation of (0.65) indicates a moderate level of variability in individual responses. The moderate rating suggests a level of consensus within the sample, with opinions neither strongly leaning towards high political engagement nor towards disinterest. Further investigation could explore specific aspects contributing to this moderate rating, providing valuable insights for potential improvements or adjustments in the realm of political participation.

The third domain: Loyalty and Citizenship

Means and standard deviations of the study sample estimate for the items in the field of the role of faculty members at Hashemite University in developing loyalty and citizenship among students were calculated as illustrated in Table (5).

Table (5): Means and Standard Deviations of the Study Sample Estimate for the Items in the Field of the Role of Academic Members at the Hashemite University in Developing Loyalty and Citizenship among Students, Ranked in Descending Order.

Item No.	Item	Mean	Standard Deviation	Degree
16	The academic member enhances students' understanding of the importance of active participation in society and the pursuit of sustainable development	3.35	0.70	Moderate
14	The academic member promotes a positive and optimistic outlook among students towards family and society.	3.30	0.82	Moderate
17	The academic member encourages students on the necessity of loyalty and allegiance to the wise Hashemite leadership that governs Jordan	3.20	0.72	Moderate
15	The academic member enhances students' knowledge of values, customs, and traditions in Jordanian society.	3.15	0.86	Moderate
The total level of developing students' loyalty and citizenship.		3.25	0.50	Moderate

*The maximum degree (5)

Table (5) reveals that paragraph number (16), emphasizing "The academic member enhances students' understanding of the importance of active participation in society and the pursuit of sustainable development," secure the top ranking with an average score of (3.35) and a standard

deviation of (0.70). This outcome indicates a positive reception among respondents, suggesting agreement on the significant role played by academic members in fostering students' awareness of societal engagement and sustainable development. The high average score signifies a collective acknowledgment of the importance of integrating these values into academic discourse. The standard deviation of (0.70) implies a moderate level of variability in responses, suggesting some diversity in how participants perceive the effectiveness or significance of academic efforts in this domain. Further exploration could illuminate specific areas contributing to this positive result and guide strategies for continuous improvement in promoting active societal participation and sustainable development within the academic context.

Paragraph number (14), stating "The academic member promotes a positive and optimistic outlook among students towards family and society," secures the second position in the ranking with an average score of (3.30) and a standard deviation of (0.82). This outcome suggests a favorable perception among respondents, indicating agreement on the role of academic members in fostering a positive and optimistic attitude among students towards family and society. The high average score reflects a collective acknowledgment of the importance of cultivating positive perspectives within the academic environment. The standard deviation of (0.82) implies some variability in responses, indicating differing perceptions among participants about the effectiveness or significance of academic efforts in promoting positivity. Further exploration could examine into specific aspects influencing this result, providing insights for potential enhancements in fostering positive outlooks among students regarding family and society within the academic setting.

Meanwhile, Paragraph number (15), declaring "The academic member enhances students' knowledge of values, customs, and traditions in Jordanian society," receives the lowest ranking in the assessment with an average score of (3.15) and a standard deviation of (0.86). This outcome suggests a somewhat less favorable perception among respondents, indicating that there might be varied opinions on the effectiveness or significance of academic efforts in enhancing students' understanding of cultural values and traditions in Jordanian society. The lower average score implies that on average, participants provided assessments falling within a moderate range. The standard deviation of (0.86) indicates a moderate level of variability in individual responses, hinting at diverse perspectives on the impact of academic initiatives in this specific domain. Further exploration could focus on understanding specific aspects influencing these perceptions, offering insights for potential improvements in incorporating cultural knowledge within the academic curriculum.

The overall arithmetic mean for the sample members' estimates in this domain is (3.25), with a standard deviation of (0.50), indicating a moderate rating. This suggests that on average, respondents provided assessments falling within a middle range on the scale, reflecting a balanced perspective on loyalty and citizenship within the academic setting. The standard deviation of (0.50) suggests a relatively low level of variability in individual responses, indicating a degree of agreement among participants. The moderate rating implies that opinions neither strongly lean towards high levels of loyalty and citizenship nor towards a lack of emphasis on these values. Further investigation could explore specific factors influencing this moderate rating, providing insights for potential enhancements or adjustments within the domain of loyalty and citizenship in the academic context.

5.2. The Impact of the Academic Specialization of Academic Members at the Hashemite University on the Development of Political Awareness among Students

The researchers utilized the t-test for independent samples at ($\alpha \leq 0.05$) to assess the impact of the academic specialization of academic members at Hashemite university in developing political awareness among students. The results of this analysis can be observed in Table (6).

Table (6): Results of t-Test for Independent Samples to Determine Statistically Significant Differences in the Means of Responses of the Research Sample Regarding the Level of the Role of the Academic Member at the Hashemite University in Developing Political Awareness among Students Attributed to the Academic Specialization Variable.

Domain	Academic Specialization	No.	Mean	Standard Deviation	T-Value	p-value (Level of Sig).
Students' awareness of political issues	Humanities	32	3.16	0.394	0.332	0.374
	Scientific	23	3.12	0.493		
Students' awareness of political participation.	Humanities	32	3.25	0.950	0.345	0.366
	Scientific	23	3.16	0.956		
The loyalty and citizenship	Humanities	32	3.30	0.495	0.746	0.229
	scientific	23	3.20	0.486		
Total Degree	Humanities	32	3.24	0.556	0.591	0.278
	Scientific	23	3.16	0.455		

*Statistically significant at the significance level ($\alpha \leq 0.05$)

Table (6) indicates no statistically significant differences in the role of the academic member at Hashemite University in developing political awareness among students, attributed to the variation in academic specialization of the academic member across three domains. The mean scores indicate no statistically significant differences between the two specializations in each domain, with consistently elevated p-values (0.278) surpassing the significance threshold of (0.05). These results suggest that the academic specialization of the academic member might not significantly influence students' political awareness, emphasizing the equal importance of fostering political engagement and values across disciplines. These findings align with Abdullah (2014) and Badarneh et al. (2018), highlighting the crucial role of academic members in enhancing political awareness irrespective of their specialization. However, they diverge from AL-Khawaldeh (2013) results, indicating significant differences in academic members' roles, favoring humanities colleges, attributed to the prevalence of national education courses. Al-Zaboun and Al-Rais (2023) study at Kuwait University echoes the current findings, showing no significant differences in students' awareness levels related to political participation based on academic specialization, reinforcing the commitment of Arab universities and academic staff to instill political awareness among students.

5.3. The Impact of the Academic Rank of Academic Members at the Hashemite University on the Development of Political Awareness among Students

The researchers used One-Way ANOVA test for the samples, and the results are as shown in Table (7).

Table (7): Results of One-Way ANOVA Test for the Significance of Differences in the Mean Responses of the Study Samples Regarding the Level of the Role of the Academic Member at the Hashemite University in Developing Political Awareness among Students Attributed to the Academic Rank Variable.

Domain	Source of variance	Sum of squares	Degree of freedom	Mean square	F-Value	Sig. levelP-Value
Students' awareness of political issues	Sum Squares between groups	1.342	2	0.671	0.838	0.438
	Sum squares within groups	41.665	52	0.801		
	Total	43.007	54			
Students' awareness of political participation.	Sum Squares between groups	0.625	2	0.313	0.351	0.706
	Sum squares within groups	46.323	52	0.891		
	Total	46.948	54			
The loyalty and citizenship	Sum Squares between groups	2.655	2	1.328	1.127	0.332
	Sum squares within groups	61.253	52	1.178		
	Total	63.908	54			
Total	Sum Squares between groups	0.153	2	0.077	0.114	0.892
	Sum squares within groups	35.231	52	0.678		
	Total	35.384	54			

*Statistically significant at the significance level ($\alpha \leq 0.05$).

Table (7) indicates that the F-values in each domain were not statistically significant at the (0.05) significance level, with p-values greater than (0.05). This implies that there is no significant difference in mean responses among the study samples for these domains. Specifically, for students' awareness of political issues, students' awareness of political participation, and the loyalty and citizenship, the p-values were 0.438, 0.706, and 0.332, respectively. Additionally, the total analysis combining all domains also yielded a non-significant result ($p = 0.892$). Therefore, the academic rank of academic members at Hashemite University did not show a significant impact on the development of political awareness among students in the examined domains.

The weakness in the impact of the academic rank of faculty members at Hashemite University on the development of political awareness among students may result from various factors. These factors may include differences in teaching methods and curriculum design, limited interaction and participation between students and academic members, and a potential deficiency in promoting a culture of political awareness within the university. Furthermore, external factors such as societal and political context could influence students' perspectives. Overall, this lack of impact may be attributed to a combination of these factors, warranting a deeper study for a comprehensive understanding of the academic and social context.

5.4. The Impact of the Academic Experience of Academic Members at the Hashemite University on the Development of Political Awareness among Students

The researchers used One-Way ANOVA test for the samples, and the results are as shown in Table (8).

Table (8): Results of One-Way ANOVA Test for the Significance of Differences in the Mean Responses of the Study Samples Regarding the Level of the Role of the Academic Member at Hashemite University in Developing Political Awareness among Students Attributed to the

Domain	Source of variance	Sum of squares	Degree of freedom	Mean square	F-Value	Sig. level P- Value
Students' awareness of political issues	Sum Squares between groups	1.101	2	0.551	0.674	0.514
	Sum squares within groups	42.545	52	0.818		
	Total	43.646	54			
Students' awareness of political participation.	Sum Squares between groups	0.833	2	0.417	0.450	0.640
	Sum squares within groups	48.221	52	0.927		
	Total	49.054	54			
The loyalty and citizenship	Sum Squares between groups	1.673	2	0.837	0.745	0.480
	Sum squares within groups	58.442	52	1.124		
	Total	60.115	54			
Total	Sum Squares between groups	1.871	2	0.936	1.339	0.271
	Sum squares within groups	36.372	52	0.699		
	Total	38.243	54			

*Statistically significant at the significance level ($\alpha \leq 0.05$).

Table (8) reveals non-significant findings across the studied domains. For "students' awareness of political issues," "students' awareness of political participation," and "The loyalty and citizenship," F-values of 0.674 ($p = 0.514$), 0.450 ($p = 0.640$), and 0.745 ($p = 0.480$) respectively, do not reach statistical significance at the conventional ($\alpha \leq 0.05$) level. Similarly, the "Total" F-value of 1.339 ($p = 0.271$). These results suggest that there is insufficient evidence to conclude significant differences in mean responses, indicating that the academic experience of academic member variable may not play a substantial role in influencing students' political awareness in the examined domains. These results may indicate that all academic member at Hashemite university, despite their varying years of experience, work under the same conditions and same organizational culture, consequently underscores the importance of disseminating the organizational culture related to political awareness within the university and creating a conducive organizational climate that stimulates the spread of political awareness.

6. Conclusion

The study results indicate that the level of the role played by the academic members at

Hashemite University in raising political awareness among students, from the perspective of the academic members themselves, is of a moderate level. There are no statistically significant differences in this role based on variables, the academic specialization, academic rank and academic experience. These results align with several previous studies that emphasize the crucial role academic members play in enhancing political awareness among university students, who are considered the core of society and its future leaders. Additionally, these results point to a set of obstacles and challenges faced by academic members at Hashemite University particularly, and Jordanian universities in general that hinder their ability to effectively fulfill their role in the field of political awareness among student's universities. Based on the study results, the researchers recommend:

University leadership should focus on developing the requirements of political awareness in universities, including political culture, political participation, loyalty, and social responsibility. Faculty members should be encouraged to concentrate on these requirements, enhance them among students, integrate them into the curriculum, and increase activities and skills that promote these requirements.

Conduct specialized courses for academic members in various disciplines at the university to raise their level of political awareness.

Universities should organize conferences and seminars related to political affairs, involving participation from academic members and students, and opening discussions and dialogues between the two parties.

Academic members across disciplines are encouraged to adopt modern teaching methods based on dialogue, discussion, and brainstorming, allowing students to think and express their opinions, especially regarding political issues.

Include teaching courses for all university disciplines focusing on political education.

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