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The Extent of Faculty Staff Contribution, From the Perspective of Students at The Faculty of Basic Education in Kuwait, To Enhance Certain Values among Them

Dr. Hadeel Y. Al-Shatti
Associate Professor in the Department
Of Educational Foundations & Administration
hy.lalshatti@paaet.edu.kw

Dr. Suad A. Nour
Associate Professor in the Department
Of Education Foundations Administration
Sa.nour@paaet.edu.kw

Dr. Alaa A. Abuali
PhD in Curriculum & Methods Teaching
dr.alaaabuali11@gmail.com

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Dr. Hadeel Y. Al-Shatti★ , Dr. Suad A. Nour★★,
Dr. Alaa A. Abuali★★★

Abstract

This study aimed to investigate the extent to which faculty members, from the perspective of students in the College of Basic Education in Kuwait, contribute to enhancing certain values among them. A descriptive-analytical approach was employed, and a 25-item questionnaire was developed and administered to a sample of 664 students from the College of Basic Education affiliated with the Public Authority for Applied Education and Training in Kuwait. The results revealed that faculty members significantly contribute to fostering the values of citizenship, social responsibility, and integrity among students, with citizenship being perceived as the most strongly enhanced value, followed by social responsibility and integrity. However, no statistically significant differences were found in the extent to which faculty members contribute to these values based on the variables of gender, academic year, or specialization. The researchers recommended activating the role of the university education system in promoting values among students and faculty, and encouraging more activities and programs that foster these values.

Keywords: citizenship, integrity, social responsibility

★ **Associate Professor in the Department Of Educational Foundations & Administration.**
  hy.lalshatti@paaet.edu.kw.
★★ **Associate Professor in the   Department Of Education Foundations Administration.**
  Sa.nour@paaet.edu.kw
★★★ **PhD in Curriculum & Methods Teaching.**
  dr.alaaabuali11@gmail.com.

Introduction:

Morals serve as a safety valve for societies and are the cornerstone upon which communities are built. A society devoid of morals and values is a crumbling one, whose foundations are poised to collapse at any moment. This is especially true in our era of globalization and rapid, sweeping transformations that affect every aspect of our lives. Everyone is now seeking societal stability, and this stability cannot be achieved without a strong, cohesive foundation built upon values and morals. This foundation acts as a bulwark against all that threatens to destabilize society.

Values are nothing more than a set of standards and norms that individuals possess and that are socially desirable. They form a reference framework that governs an individual's behavior, develops their personality, and guides their conduct to enable them to play an active and positive role in society (Al-Madhoun, 2012).

Current generations find themselves in an environment where young people are exposed daily to waves of changes and fluctuations, as well as the emergence and decline of values. This, in turn, has repercussions on the social, cultural, and even economic organization of societies, and consequently affects people's lifestyles and personal and social choices. This necessitates that state institutions, particularly educational and cultural institutions, be prepared to adapt and address these transformations effectively by reinforcing the value system among their students (Al-Zoubi, 2006).

Universities provide a fertile and broad environment for the convergence of students from various social strata and orientations. They are the ideal setting for reactivating the value system, reshaping students' awareness, and guiding them toward important issues. In fact, this is part of their mission beyond education.

Universities serve as platforms for the multifaceted development of students' personalities, and values play a fundamental role in shaping, strengthening, and stabilizing these personalities. By focusing on fostering values, university

systems contribute to protecting students from cultural, social, and political challenges and differences, and prepare them to be good citizens of their communities (Al-Qawasmeh, 2016).

Values such as citizenship, social responsibility, and integrity are among the most central values that the state, through its governmental and societal institutions, strives to instill in the hearts of citizens and to solidify in their various interactions. These are values that universities are keen to promote among their students and to incorporate into their student discourse and institutional mission.

Significant transformations have occurred in recent decades, and the world has undergone numerous turning points that have altered the shape of the world and even the shape and composition of societies within it. These transformations have posed significant challenges in attempting to preserve the unique identity of each society and to strengthen its specific values, especially in light of the oscillation between calls for living as a global citizen, considering the world a small village, and calls for a return to nationalism and the dissolution or diminished influence of some global alliances. Consequently, it has become imperative to focus on strengthening national citizenship, as the consolidation of values of belonging and loyalty serves as a fundamental cornerstone for confronting local and global challenges in our contemporary world.

Citizenship is a moral contract between the people and the state, a partnership in which both parties share rights, duties, and responsibilities. Everyone is in the same boat, and everyone is responsible for preserving its stability and course so that it may sail safely. Islam, centuries ago, called for the consolidation of the principles of justice, equality, and rights among members of the Muslim nation, which is the same thing that modern citizenship is based on and advocates for (Munir, 2013). McDonough and Feinberg (2005) pointed out that true citizenship enables an individual to possess a set of competencies and skills that help them adapt to the multiple challenges in various dimensions of their lives, starting with

managing their personal lives and forming families, along with the ensuing responsibilities, and receiving quality education and healthcare services, in a manner that preserves the individual's dignity. It also involves fostering in the individual a sense of responsibility, decision-making, and participation in political and social life, as well as their ability to defend their rights fairly and within legal frameworks, even managing their financial lives, so that they, as citizens, can make financial decisions based on market transparency and freedom of transactions in terms of services and products. This extends to cultural and recreational choices in the individual's life as a citizen. The role of universities is not limited to preparing students for the job market. The vast space that the university occupies in students' lives and time, and the cultural, social, and economic diversity among its students, enable it to influence their political upbringing, reshape their thoughts, and make them break the barrier of fear of participation, instilling a spirit of initiative and engagement in public life so that the role of citizenship is reactivated as a basis for social cohesion and managing these enthusiastic student elites who are eager to bring about change in society (Adly, 2017).

Citizenship is a value that intersects with other values to form a comprehensive value system in society, where they are interconnected in a complex network of concepts and practices. All of these values play a role in establishing the foundations of a cohesive society. Achieving justice, equality, tolerance, mutual respect among members of the same society, and appreciation for dialogue and difference with others, whether this difference is in culture, origin, or race, as well as pride in cultural identity and a sense of belonging to the community, are among the most important foundations upon which the value of citizenship is built and which strengthen the cohesion of the relationship between the nation and the citizen.

When discussing the value of social responsibility, the concept emerged early in Islamic societies. Its foundations were laid by our Prophet Muhammad, peace be upon him, who established its pillars in Muslim society through words and

actions when he said, "Indeed, every one of you is a shepherd, and every one of you is responsible for his flock" (Bukhari 2409), and when he initiated brotherhood between the Muhajirin and the Ansar at the beginning of establishing the Islamic state in Medina. In this context, universities are not merely educational institutions but are interconnected and interact with society. They are beacons of progress and societal development, reflecting a society's level of advancement or backwardness, and enriching societies with brilliant minds possessing expertise and knowledge that meet their needs. Thus, they play a genuine role in achieving development, prosperity, and innovation in developing various fields within society (Al-Amoudi, 2015).

Educational institutions, including universities and colleges, are considered a cornerstone in promoting the concept of social responsibility. The relationship between them is close and deep, through the adoption of academic and organizational practices, and working to disseminate moral principles and values that align with the needs and values of the local community. Additionally, they provide an environment that encourages the development of individual responsibility, strengthens commitment to moral values, systems, and laws, and promotes positive behaviors. This, in turn, contributes to protecting society, maintaining its balance, and ensuring its safety and sustainability (Jimenez et al., 2007).

The discussion of values cannot be complete without touching on the value of integrity, which is considered a central and highly significant value in contributing to raising the moral level of individuals in society. It is the foundation for building trustworthy and sustainable relationships. Integrity expresses a set of values that include trust, respect, and appreciation for the rights of others, promoting a spirit of credibility and transparency in actions and words, and working to achieve justice in various fields (Zaid, 2015).

Integrity is essential due to its significant and direct impact on societal stability and security. The absence of integrity leads to serious violations of the rights of individuals and groups,

undermines the rule of law, and spreads corruption, crime, and injustice. This inevitably leads to the waste of resources and hinders development and prosperity in society (Al-Shanqiti, 2015).

Based on the foregoing, the role of university faculty members is pivotal in performing the mission optimally and instilling these values in the minds and interactions of students. The role of a university faculty member is not limited to research and teaching but extends to encompass ethical and humanitarian aspects for students. As members of society's elite, faculty members, with their academic and educational capacities, influence the scientific, social, and moral formation of students. Therefore, they need to possess several qualities to activate their educational role and enable them to understand and accept their students' opinions, trying to get closer to them and understand their way of thinking. It is essential to be objective, honest, accepting of others, and flexible in practice and thought to allow them to reach students and try to strengthen their values by exploiting various educational situations (Al-Saqqabe, 2009; Al-Omari, 2022).

The topic of promoting values in universities has received attention from several researchers in different countries. A study by Nassar (2015) aimed to identify the role of Palestinian universities in promoting values as perceived by students. A descriptive-analytical approach was used through a questionnaire, and the study sample consisted of 865 male and female students randomly selected from students at three Palestinian universities in Gaza City. The results revealed that the role of universities in promoting values was at a moderate level, and there were no statistically significant differences in students' perceptions attributed to gender or academic level.

Al-Qawasmeh's study (2016) aimed to identify the role of Taiba University in Saudi Arabia in enhancing the university value system among students. The researcher used a descriptive-analytical method, employing a questionnaire. The study sample consisted of 456 male and female students selected through

stratified random sampling. The results showed that Taiba University's role in enhancing the university value system was moderate.

Flatah's study (2019) sought to determine the reality of the role of Saudi universities in promoting digital citizenship among their students in light of certain values. It employed a descriptive survey method using a questionnaire distributed to 328 faculty members selected through simple random sampling. The results indicated that the reality of Saudi universities' role in promoting digital citizenship among their students was moderate.

Al-Halahlah's study (2021) aimed to identify the social responsibility of faculty members at universities in Irbid Governorate, Jordan, from the perspective of students. The researcher used a descriptive correlational method, developing a questionnaire that was applied to a study sample of 687 male and female students from five public and private universities, selected through a convenience sampling method. The results showed that the degree of social responsibility practised by faculty members at universities in Irbid Governorate was high, and there were statistically significant differences at the significance level ($\alpha=0.05$) in the degree of social responsibility practice attributed to the variable of university type, with the differences favoring private universities. There were no statistically significant differences attributed to the effect of the gender variable.

Al-Saqr's study (2023) aimed to reveal the role of Jordanian universities in promoting social responsibility. To achieve the study's objective, a descriptive-analytical method was used, and a questionnaire was applied to a study sample of 300 individuals selected through random sampling. The results showed that the role of Jordanian universities in promoting social responsibility was high.

Alimat's study (2023) aimed to reveal the role of Jordanian universities in building citizenship among Jordanian youth from their perspective. A descriptive-analytical method was used, employing a questionnaire applied to a study sample

of 383 male and female students. The results showed that the role of Jordanian universities in building citizenship among Jordanian youth as a whole was significant, and there were no statistically significant differences at the significance level (α=0.05) attributed to the gender variable. However, there were statistically significant differences attributed to the variable of scientific college and the type of university, favoring public universities.

A review of previous studies reveals that several studies have addressed the role of universities in promoting certain values, either from the perspective of students themselves, as in Alimat's study (2023), or from the perspective of faculty members, as in Flatah's study (2019). Most of these studies used a descriptive-analytical or descriptive survey method, as in the current study, using a questionnaire to achieve their objective. These studies were conducted in several countries, including Saudi Arabia, Jordan, and Palestine. What distinguishes this study from others is that it addressed the contribution of faculty members from the perspective of students in the College of Basic Education in Kuwait in promoting certain values. The current study benefited from previous studies by assisting in developing its tool and formulating the research problem, as well as in interpreting and presenting the results.

Problem Statement and Research Questions

There is a growing consensus within educational institutions and civil society organizations that there is a need to revitalize the value system, particularly among the younger generation, known as Generation Z, who have emerged during a technological boom and have grown up amid significant social, cultural, and economic transformations. This is to address and anticipate the various social and ethical challenges looming on the horizon, as it is considered a potential solution and a fundamental means of fostering more harmonious and profound human development (Hassan, 2000/2006).

As universities are at the pinnacle of the educational system and one of the most important intellectual, social, and cultural organizations in a country, and as part of their noble

societal mission to develop, stabilize, and advance society, they strive to combine teaching students' various sciences and helping them adapt to change, make decisions, and solve problems. Evidence suggests that, although there have been calls to integrate citizenship and social responsibility education into some teacher training programs, this education remains relatively superficial. It often remains merely ink on paper in many teacher training bodies and does not lead to noticeable changes in the practical application of student teachers. Therefore, these practices must be systematically integrated and seriously developed in teacher training curricula (Essomba et al., 2008).

In line with the aforementioned, faculty members in the college are entrusted with the moral and value-based mission that higher education institutions advocate. Given that the College of Basic Education in Kuwait is one of the institutions responsible for preparing future teachers and shaping the minds of the rising generation, and that it undertakes the task of qualifying them at this critical stage of their academic, professional, and even moral lives, such that these ethics and values form an internal standard that guides their future professional performance, we needed to investigate the extent to which they contribute to enhancing certain values among their students. Based on this, this study aimed to reveal the extent to which faculty members, from the perspective of students in the College of Basic Education in Kuwait, contribute to enhancing certain values among them. Specifically, it sought to answer the following main question:

To what extent do faculty members, from the perspective of students in the College of Basic Education in Kuwait, contribute to enhancing certain values among them? This is further divided into several sub-questions:

1. First question: To what extent do faculty members in the College of Basic Education in Kuwait contribute to enhancing the values of citizenship, social responsibility, and integrity from the perspective of students?

2. Second question: Are there statistically significant differences at the (α=0.05) level in students' perceptions of the extent to which faculty members in the College of

Basic Education in Kuwait contribute to enhancing certain values among them, attributed to the study variables (gender, specialization, and academic year)?

Importance of the Study

The importance of this study lies in the following theoretical aspects:

1. This study aligns with the modern educational trends in Kuwait within the vision of Kuwait 2035, which has focused on instilling the values of citizenship and strengthening Arab and Islamic identity among students.

2. This study attempts to reveal the extent to which faculty members in the College of Basic Education in Kuwait contribute to enhancing certain values among their students.

3. This study contributes to enriching and supporting the theoretical content of research related to specialized studies on the same topic.

Practical Significance:

The practical significance of this study lies in the following:

1. This study seeks to provide feedback to the Ministry of Higher Education in the State of Kuwait and policymakers in educational institutions to establish a clear vision for the ethical standards of academic and teaching staff, making them role models for students.

2. This study helps researchers and specialists to use its tools as a reference for other related studies.

3. Through its results, this study contributes to guiding specialists and administrative and teaching staff at the College of Basic Education in Kuwait to improve and develop their value-based practices to ensure the quality of the college's outputs.

Objectives of the Study:

This study aims to achieve the following objectives:

1. To determine the extent to which faculty members, from the perspective of students in the College of Basic

Education in Kuwait, contribute to enhancing certain values among them.

2. To reveal the significance of differences between the variables (gender, academic year, and specialization) from the perspective of students, to understand their impact.

Limitations:

The current study was limited to studying the extent to which faculty members, from the perspective of students in the College of Basic Education in Kuwait, contribute to enhancing certain values among them. It was applied during the academic year 2024/2023 at the College of Basic Education affiliated with the Public Authority for Applied Education and Training in the State of Kuwait, at both the girls' and boys' branches of the college. The generalization of the results of the current study depends on the seriousness of the sample members in responding to the tool used in it, and on the psychometric properties achieved for it.

Operational Definitions of Terms

This study included several terms, and defined them as follows:

Citizenship: Citizenship is a relationship between an individual and the state that is regulated in terms of rights and duties according to its constitution and prevailing laws (Mubarakia, 2013). Operationally defined: as a set of qualities that a faculty member at the College of Basic Education works to instill the value of citizenship among their students by activating it in their university life.

Social responsibility: Social responsibility in universities is defined as a set of values and principles that universities are called upon to practice through fulfilling their mission in scientific research, teaching, sustainable development, serving society and social justice, preserving individual dignity, rights, and freedoms, and respecting the diversity and differences of other cultures (Al-Saig, 2014). Operationally defined: as the practices that a faculty member at the College of Basic Education develops and supports that help enhance the value of social responsibility among students.

Integrity: Integrity is considered an ethical, behavioral, and religious value based on transparency and anti-corruption, and is linked to trust, loyalty, and honesty (Najm al-Din, 2017). Operationally defined: as the practices of a faculty member at the College of Basic Education that are based on honesty, trust, objectivity, and transparency in dealing with their students.

College of Basic Education: It is a college affiliated with the Public Authority for Applied Education and Training in the State of Kuwait, which grants its students a bachelor's degree in education in nineteen scientific departments.

Methodology and Procedures
Research Methodology

To achieve the objectives of the study, a descriptive-analytical approach was followed, in line with the nature of the study, by collecting the necessary data using a tool prepared for this purpose.

Study Population and Sample

The study population consisted of all students of the College of Basic Education affiliated with the Public Authority for Applied Education and Training in the State of Kuwait, during the academic year 2024/2023; their number was (24,000) male and female students. The sample consisted of (664) male and female students, who were selected using simple random sampling.

Table (1) shows the distribution of the study sample according to the variables (gender, academic year, and specialization).

Variable	Category	Number	Percentage%
Sex	Male	133	**20.00**
	Feminine	531	**80.00**
Academic year	First Grade	89	13.40
	Second Grade	154	23.20
	Third Grade	276	41.60
	Fourth Grade	145	21.80
Specialization	Humanitarian	534	80.40
	Scientific	130	19.60
Total		664	100%

Research Instrument:

Questionnaire on the Extent to Which Faculty Members Contribute to Enhancing Certain Values among Students in the College of Basic Education in Kuwait

To measure the extent to which faculty members, from the perspective of students in the College of Basic Education in Kuwait, contribute to enhancing certain values among them, a questionnaire was developed after referring to previous studies and theoretical literature such as the studies of Al-Rifai (2019), Sweidan, Obaidat, and Al-Qaoud (2018), and Flatah (2019). In its initial form, the questionnaire consisted of 26 items, and responses were provided according to a 5-point Likert scale: "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree."

Validity and Reliability of the Questionnaire

Face Validity To ensure face validity, the questionnaire was presented to 10 experts with expertise in the fields of educational foundations, measurement, and evaluation, as well as curriculum and instructional methods. The questionnaire was evaluated in terms of linguistic accuracy and its suitability for the study's objectives and target sample. Based on their feedback, the linguistic phrasing of some items was modified, and one item was deleted. The final version of the questionnaire consisted of 25 items distributed across three main areas: 9 items for the citizenship domain, 10 items for the social responsibility domain, and 6 items for the integrity domain.

Item Scoring:

Responses to the questionnaire were scored using a 5-point Likert scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree), with all items being positive. Scores of 1, 2, 3, 4, and 5 were assigned, respectively. The following statistical criterion was used: the range of each category was calculated by subtracting the minimum value from the maximum value (4 = 1 - 5), and then dividing it by the largest value on the scale (0.80 = 5 ÷ 4). This value was then added to the smallest value on the scale (1) to determine the upper limit of this category. Thus, the length of the categories became as follows: Very High (4.21-

5.00), High (3.41-4.20), Medium (2.61-3.40), Low (1.81-2.60), Very Low (1.00-1.80).

Construct Validity

Construct validity was verified by applying the questionnaire to a pilot sample of 30 students from the study population and outside the sample. Construct validity indices were calculated using Pearson's correlation coefficient to find the correlation values of the item with the score on the domain to which it belongs and the total score on the questionnaire, as shown in Table 2.

Table 2: Evaluate the correlation coefficients between the questionnaire items on the one hand and the score on the field to which it belongs and the total score on the questionnaire on the other side.

S.	Link with Domain	Link with Total Score	S.	Link with Domain	Link with Total Score	S.	Link with Domain	Link with Total Score
1	0.82*	0.63*	10	0.64*	0.49*	19	0.70*	0.66*
2	0.74*	0.59*	11	0.59*	0.47*	20	0.68*	0.53*
3	0.64*	0.47*	12	0.77*	0.69*	21	0.59*	0.48*
4	0.63*	0.48*	13	0.55*	0.49*	22	0.69*	0.60*
5	0.73*	0.53*	14	0.69*	0.56*	23	0.78*	0.68*
6	0.50*	0.37*	15	0.51*	0.40*	24	0.64*	0.54*
7	0.67*	0.53*	16	0.58*	0.42*	25	0.77*	0.67*
8	0.68*	0.59*	17	0.67*	0.45*			
9	0.63*	0.55*	18	0.76*	0.53*			

*Statistical function at significance level ($\alpha=0.05$)

Table 2 shows that the correlation coefficients of the questionnaire items ranged between (0.82 - 0.50) with their domains and between (0.69 - 0.35) with the total score on the questionnaire. It is clear that all items had a correlation coefficient with the domain score and the total score on the questionnaire higher than 0.20, and all were statistically significant at the significance level ($\alpha=0.05$). These values are considered acceptable for retaining the items within the questionnaire according to Awda (2010), who suggests retaining

items with a correlation coefficient with the domain and the total score on the questionnaire greater than 0.20. Thus, the final version of the questionnaire consisted of 25 items distributed across three domains. The inter-correlation coefficients of the questionnaire domains were also calculated using Pearson's correlation coefficient, as shown in Table 3.

Table 3: Evaluate the inter-correlation coefficients for the questionnaire domains and their correlation with the total score of the questionnaire

Variable	The Value of Citizenship	The Value of Social Responsibility	Value Integrity
Value of Social Responsibility	0.68*		
Value integrity	0.65*	0.71*	
Total Resolution	0.88*	0.90*	0.93*

*Statistical function at significance level (α=0.05)

Table 3 shows that the inter-correlation coefficients between the questionnaire domains ranged between (0.71-0.65) and between (0.88-0.93) with the total score on the questionnaire, and all were statistically significant at the significance level (α=0.05). This is an indicator of the construct validity of the questionnaire.

Reliability

To estimate the internal consistency reliability of the questionnaire and its domains, Cronbach's Alpha coefficient was used on the data of the first application to the pilot sample of 30 students from the study population and outside the sample. The test-retest reliability of the questionnaire and its domains was also verified by re-applying the questionnaire to the previous pilot sample, with a time interval of two weeks between the first and second applications. Then, Pearson's correlation coefficient was calculated between the first and second applications for the pilot sample, as shown in Table 4.

Table 4: Values of the internal consistency and repetition stability coefficients for the questionnaire and its fields

Domain	Replay stability	Internal Consistency Stability	Number of Paragraphs
The Value of Citizenship	0.79	0.77	9
The Value of Social Responsibility	0.83	0.80	10
Value Integrity	0.77	0.75	6
Total Resolution	0.86	0.82	25

Reliability Analysis Results

Table 4 shows that the test-retest reliability coefficients for the questionnaire domains ranged between 0.77 and 0.83, and the overall test-retest reliability for the questionnaire was 0.86. The Cronbach's Alpha coefficients for the questionnaire domains ranged between 0.75 and 0.80, and the overall Cronbach's Alpha for the questionnaire was 0.82.

Research Procedures

The researchers followed the following steps in conducting the study:

1. **Defining the research problem:** The researchers clearly outlined the specific research question they aimed to answer.
2. **Literature review:** A comprehensive review of relevant literature and previous studies was conducted to provide a theoretical foundation for the research.
3. **Instrument development:** The initial questionnaire was developed and its validity and reliability were assessed through expert review and a pilot study.
4. **Finalizing the instrument:** Based on the feedback from experts and the pilot study, the questionnaire was finalized.
5. **Sample selection:** The target population was defined as all students enrolled in the College of Basic Education in Kuwait during the Spring semester of the academic year

2023/2024. A random sample of 664 students was selected from the population.

6. **Data collection:** The questionnaire was distributed electronically to the sample.

7. **Data analysis:** The collected quantitative data were entered into a computer and analyzed using the Statistical Package for the Social Sciences (SPSS) to extract results for description, interpretation, and recommendations.

Study Variables

The study included the following variables:

1. **Categorical (independent) variables:** Gender (male, female), academic year (first, second, third, fourth), and specialization (scientific, humanities).

2. **Dependent variable:** The extent to which faculty members contribute to enhancing certain values among students in the College of Basic Education in Kuwait, as perceived by the students.

Data Analysis

The data was analyzed using SPSS as follows:

To answer the first research question: The mean and standard deviation were calculated for the questionnaire items and domains to determine the extent to which faculty members contribute to enhancing certain values.

To answer the second research question: The mean and standard deviation were calculated for the total questionnaire score and its subdomains, according to the variables of gender, academic year, and specialization. A 3-way ANOVA was used to study the effect of these variables on the total questionnaire score, and a 3-way MANOVA was used to study the effect of these variables on the subdomains of the questionnaire.

Results and Discussion

First: Results of the first research question: To answer this question, the means and standard deviations of the responses of the sample members to the questionnaire on the extent to which faculty members contribute to enhancing certain values were calculated, considering the ranking of the

questionnaire domains for the study sample according to their means, as shown in Table 5.

Table 5: Arithmetic means and standard deviations for the resolution ranges are arranged in descending order according to their arithmetic means

Rank	Domain	Average	Deviation Standard	Extent of Contribution
1	The Value of Citizenship	3.94	0.77	Big
2	The Value of Social Responsibility	3.83	0.77	Big
3	Value Integrity	3.71	0.85	Big
Total Resolution		3.83	0.74	Big

Table 5 indicates that the extent to which faculty members contribute to enhancing certain values, as perceived by students in the College of Basic Education in Kuwait, was high, with a mean of 3.83 and a standard deviation of 0.74. The mean scores for the questionnaire domains ranged from 3.94 to 3.71. The domain of citizenship ranked first with a mean of 3.94 and a standard deviation of 0.77, indicating a high level of contribution. The domain of social responsibility ranked second with a mean of 3.83 and a standard deviation of 0.77, also indicating a high level of contribution. The domain of integrity ranked third with a mean of 3.71 and a standard deviation of 0.85, again indicating a high level of contribution.

Mean scores and standard deviations were also calculated for the responses of the sample members to the items within each domain, with the items ranked in descending order according to their mean scores. This is presented in Tables 6, 7, and 8.
Field of citizenship value:
Table 6: The arithmetic means and standard deviations of the study sample members' responses to the items in the

citizenship value domain are arranged in descending order according to their arithmetic means

Rank	Paragraph	Arithmetic Average	Standard Deviation	Extent of Contribution
1	Faculty members feel proud when talking about home.	4.23	0.90	Very big
2	Faculty members develop a sense of responsibility among students.	4.13	0.89	Big
3	Faculty encourage interest in and maintenance of public facilities.	4.12	0.94	Big
4	Faculty members promote patriotic feelings among students.	3.95	0.96	Big
5	Faculty members include topics within the course they teach to deepen the concepts of loyalty and belonging to the homeland.	3.94	0.99	Big
6	Encourages faculty members to actively participate in national youth programs.	3.85	1.07	Big
7	Faculty members respect freedom of expression as a student right.	3.82	1.16	Big
8	Faculty members celebrate national academic honors.	3.80	1.01	Big
9	Faculty members encourage students to write research papers that contain topics that enhance the spirit of belonging to the homeland.	3.62	1.15	Big
Total Citizenship Value Area		3.94	0.77	Big

Table 6 shows that the mean scores for the items in the citizenship domain ranged from 4.23 to 3.62. The item stating "Faculty members feel proud when talking about the nation" ranked first with a mean of 4.23 and a standard deviation of 0.90, indicating a very high level of contribution. The item stating "Faculty members encourage students to write research papers on topics that enhance a sense of national belonging" ranked last with a mean of 3.62 and a standard deviation of 1.15, indicating a high level of contribution. Overall, the extent to which faculty members contribute to enhancing the value of citizenship, as perceived by students in the College of Basic Education in Kuwait, was high, with a mean of 3.94 and a standard deviation of 0.77.

Value Zone of Social Responsibility:

Table 7: Arithmetic means and standard deviations for the responses of the study sample members to the items in the field of value of social responsibility, arranged in descending order according to their arithmetic means

Rank	Paragraph	Arithmetic Average	Standard Deviation	Extent of Contribution
1	Faculty members cherish Kuwaiti national social customs and traditions.	4.08	0.89	Big
2	Encourages faculty members to combat negative social phenomena.	4.03	0.93	Big
3	Faculty members fight rumors and news that threaten the unity of the national and social fabric.	3.96	0.91	Big
4	Faculty appear as good role models for their students.	3.94	0.97	Big
5	Faculty members encourage their students to carry out volunteer work and activities in the community.	3.85	1.06	Big

Rank	Paragraph	Arithmetic Average	Standard Deviation	Extent of Contribution
6	Faculty members are keen to contribute to meaningful community programs and initiatives.	3.75	1.04	Big
7	Faculty are encouraged to honor community initiatives.	3.71	1.08	Big
8	Faculty members urge their students to reject sectarianism and tribal discrimination.	3.66	1.16	Big
9	Faculty members encourage their students to reject university violence.	3.65	1.20	Big
10	Faculty members encourage their students to participate in university work and belong to student lists in university elections.	3.63	1.12	Big
Social Area	Responsibility Value	3.83	0.77	Big

Table 7 shows that the mean scores for the items in the social responsibility domain ranged from 4.08 to 3.63. The item stating "Faculty members value Kuwaiti national customs and traditions" ranked first with a mean of 4.08 and a standard deviation of 0.89, indicating a high level of contribution. The item stating "Faculty members encourage their students to participate in university work and join student lists in university elections" ranked last with a mean of 3.63 and a standard deviation of 1.12, indicating a high level of contribution. Overall, the extent to which faculty members contribute to enhancing the value of social responsibility, as perceived by students in the College of Basic Education in Kuwait, was high, with a mean of 3.83 and a standard deviation of 0.77.

Integrity Value Zone:

Table 8: The Arithmetic means and standard deviations of the study sample members' responses to the items in the integrity value domain are arranged in descending order according to their arithmetic means

Rank	Paragraph	Arithmetic Average	Standard Deviation	Extent of Contribution
1	Faculty members are committed to the values and ethics of academic work.	3.80	0.98	Big
2	Faculty members are keen on objective and fair evaluation of all students.	3.73	1.02	Big
3	Faculty members are keen to apply the rules and student conduct regulations to everyone without discrimination.	3.71	1.08	Big
4	Faculty are encouraged to respect the intellectual property of others.	3.70	1.01	Big
5	Faculty members are keen to encourage students to evaluate the course and its instructor at the end of the semester.	3.69	1.04	Big
6	Faculty members direct their students to put the public interest before the private interest.	3.61	1.01	Big
	Integrity Value Domain	3.71	0.85	Big

   Table 8 shows that the mean scores for the items in the integrity domain ranged from 3.80 to 3.61. The item stating "Faculty members adhere to academic values and ethics" ranked

first with a mean of 3.80 and a standard deviation of 0.98, indicating a high level of contribution. The item stating "Faculty members guide their students to prioritize the public interest over their own" ranked last with a mean of 3.61 and a standard deviation of 1.01, also indicating a high level of contribution. Overall, the extent to which faculty members contribute to enhancing the value of integrity, as perceived by students in the College of Basic Education in Kuwait, was high, with a mean of 3.71 and a standard deviation of 0.85.

These findings can be attributed to the emphasis placed by the state, including universities and faculty members, on fostering these values among students. The university provides a fertile ground for cultivating and practising such values. Since the College of Basic Education is at the undergraduate level, there is direct and continuous interaction between students and faculty members during lectures and other weekly activities. Consequently, students acquire these values from their teachers and discuss related topics among themselves. This result aligns with the findings of Al-Saqr's study (2023) and Al-Halahlah's study (2021) but differs from Flatah's study (2019), which found that the value of promoting digital citizenship was moderate.

Secondly, regarding the second research question, which asked: "Are there statistically significant differences at the α=0.05 level in the extent to which faculty members in the College of Basic Education in Kuwait contribute to enhancing certain values among students, as perceived by students themselves, attributed to the variables of gender, academic year, and specialization?" To answer this question, the means and standard deviations of the total questionnaire score and its subdomains were calculated according to the study variables, as shown in Table 9.

Table 9: Arithmetic means and standard deviations of the extent to which faculty members at the Faculty of Basic Education in Kuwait contribute to promoting some values among students from their point of view in terms of their overall significance and sub-fields according to the variables of the study

Variable	Variable Classes	Statistics	Domain			Conclusion
			Citizenship Value	Social Responsibility Value	Integrity Value	
Sex	**Male**	**Arithmetic Average**	3.92	3.81	3.70	3.81
		Standard Deviation	0.95	0.92	1.02	0.91
	Female	**Arithmetic Average**	3.95	3.83	3.71	3.84
		Standard Deviation	0.72	0.73	0.80	0.69
Academic Class	**First Year**	**Arithmetic Average**	4.11	3.99	3.85	3.99
		Standard Deviation	0.75	0.74	0.76	0.70
	Second Year	**Arithmetic Average**	3.91	3.77	3.61	3.78
		Standard Deviation	0.69	0.67	0.76	0.65
	Third Year	**Arithmetic Average**	3.92	3.83	3.71	3.82
		Standard Deviation	0.75	0.76	0.85	0.73
	Fourth Year	**Arithmetic Average**	3.90	3.78	3.71	3.80
		Standard Deviation	0.88	0.90	0.96	0.85
Field	**Humanitarian**	**Arithmetic Average**	3.95	3.84	3.70	3.84
		Standard Deviation	0.75	0.77	0.85	0.73
	Scientific	**Arithmetic Average**	3.89	3.79	3.69	3.79
		Standard Deviation	0.84	0.80	0.85	0.78

Table 9 shows apparent differences between the mean scores for the extent to which faculty members contribute to enhancing certain values, both overall and within specific domains, as perceived by students, resulting from differences in the categories of the variables (gender, academic year, and specialization). To verify the significance of these apparent differences at the overall questionnaire level, a 3-way ANOVA was conducted, as shown in Table 10.

Table 10: Results of a three-way analysis of variance (3-way ANOVA) on the extent to which faculty members at the Faculty of Basic Education in Kuwait contribute to promoting some values (as a whole) among students from their point of view according to the variables of the study

Source of Variance	Total of Squares	Freedom Grades	Total Average of Squares	Calculated value of (F)	Connotation Statistics
Sex	0.014	1	0.014	0.025	0.874
Academic year	3.304	3	1.101	2.025	0.109
Specialization	0.638	1	0.638	1.173	0.279
Error	357.816	658	0.544		
Total	361.399	663			

Table 10 shows that there were no statistically significant differences at the $\alpha=0.05$ level between the mean scores for the extent to which faculty members contribute to enhancing certain values (overall) among students, as perceived by students, attributed to the variables of gender, academic year, and specialization.

A 3-way MANOVA was also used to verify the significance of the apparent differences between the mean scores for the values of citizenship, social responsibility, and integrity, individually, as shown in Table 11.

Table 11: Results of a three-way multiple analysis of variance (3-way MANOVA) of the extent to which faculty members at the Faculty of Basic Education in Kuwait contribute to promoting the values of (citizenship, social responsibility, integrity) individually among students from their point of view according to the variables of the study

Source of Variance	Dependent Variable	Total of Squares	Freedom Grades	Total Average of Squares	Calculated Value of (F)	Connotation Statistics
Sex Hotelling's Trace=0.014 Sig=0.316	Citizenship Value	0.018	1	0.018	0.030	0.862
	Social Responsibility Value	0.003	1	0.003	0.005	0.945
	Integrity Value	0.039	1	0.039	0.054	0.816
Academic Year Wilks' Lambda=0.983 Sig=0.247	Citizenship Value	3.645	3	1.215	2.059	0.104
	Social Responsibility Value	3.412	3	1.137	1.906	0.127
	Integrity Value	3.553	3	1.184	1.651	0.176
Specialization Hotelling's Trace=0.004 Sig=0.474	Citizenship Value	1.032	1	1.032	1.748	0.187
	Social Responsibility Value	0.691	1	0.691	1.157	0.282
	Integrity Value	0.176	1	0.176	0.245	0.621
Error	Citizenship Value	388.227	658	0.590		
	Social Responsibility Value	392.572	658	0.597		
	Integrity Value	472.071	658	0.717		
Gross	Citizenship Value	392.383	663			
	Social Responsibility Value	396.279	663			
	Integrity Value	475.674	663			

*Statistically significant at the level (0.05)

Table 11 shows that there were no statistically significant differences at the α=0.05 level between the mean scores for the extent to which faculty members contribute to enhancing the values of citizenship, social responsibility, and integrity, individually, among students, as perceived by students,

attributed to the variables of gender, academic year, and specialization. This may be because students of all genders, specializations, and academic years in the college are taught by the same faculty members and are in similar circumstances both inside and outside the college. Consequently, there is no significant difference in the enhancement of values among them. This result is consistent with the findings of Alimat's study (2023) and Nassar's study (2015).

Recommendations

1. Activate the role of the university education system in promoting values among students and faculty members.
2. Encourage more activities and programs that promote values among students.
3. Include courses in the university curriculum that enhance the inculcation of values among students.
4. Conduct more studies on the reality of implementing the value system in the College of Basic Education on different samples and different values.

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