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Research Article

The Role of Jordanian Universities in Promoting the Concepts of Social Responsibility among its Students - Case Study: Al Balqa Applied University and Mu'tah University

Fatima Abdelhadi Zainelabdin

Amman University College,
Financial and Administrative Sciences,
Al-Salt, Jordan

Abstract

This study aims to investigate universities' role in promoting community responsibility, responsibility to others, citizenship and belonging, freedom and political participation, and pluralism and cultural openness among their students. The researchers prepared a questionnaire consisting of (59) paragraphs in its final version (negative and positive) distributed in dimensions of social responsibility (social responsibility - responsibility towards others - self-responsibility - identity - participation in activities - belonging and citizenship - pluralism and cultural openness - freedom and political participation). The reliability and validity of the instrument were calculated. The study was conducted on a random stratified sample of (275) students from Al-Balqa Applied University and (222) students from Mu'tah University (males and females) who are enrolling in the academic year 2016/2017. The results of the study showed that there was a significant increase in the sample responses from the students of Al-Balqa University and Mu'tah University students on the items of social responsibility domain, responsibility towards others domain, freedom and political participation domain, citizenship and belonging domain, and pluralism and cultural openness.

Keywords: social responsibility, responsibility towards others, freedom and political participation, citizenship and belonging, and pluralism and cultural openness

1. Introduction

Improving the performance and development of higher education institutions is a global concern in all countries of the world; one of the most distinguishing characteristics of any society from other societies is its ability to lead institutions and vital programs, not only effectively and efficiently but fairly and innovatively, so that the size of the presence of services in the institutions of higher education is linked to the administrative system that makes the university's mission through the principles of guidance and ethics, the success of any institution, is the success of management. The commitment of the leadership of the university education institutions to a comprehensive philosophy of continuous improvement in order to achieve the overall quality of the universities, which needs the participation of all to ensure the survival and continuity of the universities (Al-Besiouni, 2010)

As the university is one of the most important social institutions that affect and are influenced by the surrounding social atmosphere, the university in the Middle Ages is different in its mission

and purpose from the university in the modern era, and so on for each type of society, the university that suits it as the universities in the world in terms of management and finance (Bakheet, 2009).

Universities are among the most important educational institutions that participate in the service and development of society in modern societies, whether advanced or developing, due to the capabilities and goals they seek to achieve. It is, therefore, an important vital part of any society, especially at present, given the challenges that universities face in an environment of rapid change, which requires adapting their educational curricula to accommodate the requirements of the labor market and benefit from them (Alzyoud,&Banyhany, 2015).

This is confirmed (Mathews & Hu, 2007) that the true measure of universities' success depends on their organized and insightful efforts in caring for the social and behavioral aspects of their inputs (faculty and staff). Therefore, their outputs (students) interest in developing social sense has taken a large part of the efforts of countries and universities that would only have surrounded them with care if they saw visible developmental returns. Moreover, since the current university administration is concerned with the interaction between the structure of the administrative system and the individuals working in it on the one hand and the implications of its educational system and academic activities on society on the other hand, therefore, the modern university systems have taken upon themselves the task of finding harmony between the human element and the formal organization within which it operates, including consistent with the aspirations of society towards development (Yob, 2016).

Some researchers have defined social responsibility as (all decisions, philosophies, actions, and training methods on expressing the evolution of social welfare as a goal). Moreover, social responsibility is "a social contract between business organizations and society regarding the organization's operations towards society." Another definition refers to social responsibility, namely, "agreed relationships and duties related to the common influences in achieving the happiness and well-being of society" This definition is an extension of the previous definition by focusing on a key objective of social responsibility, which is the achievement of happiness and well-being of society, which comes not in words, but through the agreed commitments and their implementation within the reality (Sirafi, 2007).

Kabir & Akinnusi (2012) defines social responsibility as the voluntary commitment of all kinds of organizations to take into account the social, economic, and environmental dimensions during the implementation of their various activities in a manner that guarantees the service of the local community and the preservation of its public safety.

Whereas Sprinkle & Maines (2010) defines social responsibility as a group of activities that focus on achieving welfare and social care for the beneficiaries of its activities, whether from within the organization or from the local community.

From the view of Chen et al. (2015), social responsibility expresses commitment and compliance with applicable law and in accordance with the desired behavioral standards. It is an integral part of the philosophy and practices of universities at all levels.

In light of the previous definitions, it can be said that social responsibility is the result of the principles and values, and behavior of universities that instill them in the activities and activities of their students and the effect that it produces later on their behavior and attitudes, which positively affects their societies.

2. The Problem of the Study

One of the aims of higher education is to instill societal concepts among students and promote concepts of knowledge and scientific research. The strategic objective of higher education institutions is finding good citizens who actively participate in the institutions of society, have a correct vision in the judgment of things, and the formation of objective directions on essential aspects in the local environment and the outside world. The dialectic of the relationship between the individual, the institution, and the society may be the focus of philosophical thought from ancient times. Is

responsibility incumbent on the individual, institution, or society? When we take responsibility for individuals to bear the burden or to protect and maintain the public interest with a good relationship between the individual and the institution and society, the role of the individual is complete and must be performed productively and positively.

Therefore, the problem of the study is to study the role of universities in promoting the concepts of social responsibility (rights and duties - collective and individual conscience - identity - value system - Social cognition) of its students; we may reveal the mechanisms necessary to activate this role in order to support the positive social process.

3. Questions of the Study

The study seeks to answer the following questions:
1. What is the role of universities in promoting community responsibility among university students?
2. What is the role of universities in promoting responsibility to others among university students?
3. What is the role of universities in promoting freedom and political participation among university students?
4. What is the role of universities in promoting citizenship and belonging among university students?
5. What is the role of universities in promoting pluralism and cultural openness among university students?

4. The Limits of the Study

Objective limits: The research will be limited to the study of five concepts (dimensions) of social responsibility, namely (social responsibility - responsibility to others - citizenship and belonging - freedom and political participation - pluralism and cultural openness).

Institutional and Human Limits: In its human field, the study was limited to Al Balqa Applied University and Mu'tah University students.

5. Literature Review

Khawaja et al. (2022) study analyzes how service quality, student satisfaction, the reputation of the university, and student trust all mediate between USR and UP. Five hundred eighty-six Pakistani and three hundred and eleven Chinese college students were used to compile the data. Few studies have examined the connection between USR and UP, much less the underlying mechanisms. Research conducted at Pakistani universities found that USR had a substantial and favorable effect on CU. However, researchers in China concluded that this link was weak. Positive and statistically significant effects of USR on mediators were found for the sample as a whole. All other variables in the Pakistani and Chinese samples and the entire sample were found to play a substantial mediating function between USR and UP, except for trust among Pakistani students and satisfaction among Chinese students.

Ali et al. (2021) study's overarching goal is to understand better the scope of universities' social responsibility efforts and the variety of stakeholders they affect. Eleven databases are searched for relevant articles for this systematic review. When I typed "university social responsibility" into Google, I got a list of results on various university social responsibility programs. A second round of screening for publications discussed the results of social responsibility projects in various settings. The research demonstrates that universities can only achieve their social responsibility goals by including them in their administrative policies and management processes. Taking the long view and fundamentally changing societal problems requires input from all relevant parties. Colleges and

universities worldwide should make social responsibility a central part of their institutional culture and strategy. This study identifies actionable strategies colleges can use to establish credibility for their CSR programs among key constituencies. In addition, it clarifies how universities' social responsibility contrasts with that of corporations, whose activities and goals are not the same as those of educational institutions. Only articles written in English were included in the search results. It is possible to broaden the scope of the study by acquiring additional information from other sources pertinent to the topic at hand.

Rus et al. (2014) conducted a study to identify universities' role in enhancing social responsibility in Romanian universities. A sample of (536) students and employees were chosen from two Romanian universities. The results indicated a positive role for universities in Promoting social responsibility, as the results indicated statistically significant differences due to the type of university.

A study by Vázquez, Lanero, and Licandro (2013) sought to identify students' views of the Catholic University of Uruguay regarding the social responsibility of universities, and a sample of (200) male and female students was selected. The results of the study showed that students' perceptions of the role of universities in promoting social responsibility were high, whether by promoting social responsibility in academic programs or in responding to developments in the environment, economic needs, and sustainable development.

The study of Shikwara (2012) aimed to answer the main question, "What are the dimensions of social responsibility of universities and their application requirements in light of the concept of total quality?" and the questions emanating from it. This study defined the social responsibility of the universities with its five dimensions. The study reached its application requirements in light of the concept of total quality.

Shahin (2012) conducted a study entitled "Al Quds Open University model descriptive study analyzing the concept of community responsibility for universities, to contribute to the creation of an initial theoretical literature in the field of community responsibility for universities by clarifying the concept of responsibility for universities as a new term. The reality of the performance of Al Quds Open University and its role in social responsibility.

RenFu et al. (2011) conducted a study to analyze the impact of the effectiveness of scholarships in higher grades related to community services on the development of high school students in China. They conducted three sessions of the survey for thousands of students, including (298) classrooms in (75) schools. The results showed that the community services that were part of the program increased self-confidence among the sample members and a sense of community responsibility.

Odeh (2010) conducted a study entitled "The University of Zakaria and Local and environmental development in Al-Sharkia Governorate - A Field Study on Community Service and Development Sector. "The study aimed to monitor and describe the role of Al-Zaqariq University (represented in the community service sector and environmental development) in society and the local environment in Sharkia Governorate. The study concluded that there is a difference in development and environmental objectives. The activities revealed similarities in the community service and environment development objectives in the faculties of Al-Zaqariq University, which are limited to human development and the development of the environment. The results revealed the differences in the types or types of development each college seeks to achieve in the light of the scientific specialization and the research assigned to it. The results showed the difficulties that may face the community sector and environmental development in the faculties of Al-Zaqqar University, which may hinder its distinctive role in the community and local development environment.

Hussain's (2010) study, which examined "social research issues and their association with responsibility, the study tackled social research issues and their association with responsibility Social Council of Arab Universities in which he answered the central question about the foundations and standards that are being implemented by giving some problems priority and preference over the problems of the development of research plans aimed at achieving the goals and trends desired in the Arab community, the most important societal problems that universities are responsible for, especially in the field of research which are the problem of poverty and unemployment, the problem

of concentration of services in cities and the backwardness of rural society, the problems of humanity in industry, illiteracy, weak educational level, population explosion, poor distribution of resources and lack of political stability.

Eric Dey's (2008) study aimed to identify the role of American universities in developing the personal and social responsibility of students; the sample of this study consisted of (23000) students from (23) American universities, The researcher used the social survey form as a tool for collecting data, and the study reached a set of results, the most important of which are: The need for universities to focus more on developing the personal and social responsibility of students, as it should be concerned with preparing the university environment in a way that helps students achieve a sense of solidarity and personal and academic integration.

Lisa Dasilva's (2004) study aimed to search for factors predicting social and political responsibility and identifying the gender differences in Australian adolescents' social responsibility level. The study sample consisted of (500) students from Sydney University in Australia. The researcher used the descriptive analytical method, as well as a scale of social responsibility from her preparation, consisting of (56) items, she also conducted some individual interviews with university students, and the study reached a set of results, the most important of which are: that approximately one out of every five students actively participates in behaviors and activities that reflect social and civil responsibility and that one out of every ten students participate actively in the various political activities, as it has proven that there are statistically significant differences in the level of social responsibility between males and females in favor of females.

6. Design and Methodology

This study used the descriptive approach, which is based on analyzing universities and clarifying the relationship between each other and discovering their work to enhance participation and activate the concepts of social responsibility among university students. This method is one of the best research methods to deal with the problem of the current study.

6.1 The population of the study

The study population is all the students studying at Al Balqa Applied University and Mu'tah University in the academic year 2016/2017 in the second semester.

6.2 The study sample

The study was conducted on a random stratified sample of (275) students from Al-Balqa Applied University and (222) students from Mu'tah University (males and females) who are enrolling in the academic year 2016/2017.

6.3 Study tool

In light of the theoretical framework and the resulting analysis of the concepts of social responsibility and its dimensions, the researchers prepared a questionnaire consisting of (59) paragraphs in its final version (negative and positive) distributed in dimensions of social responsibility (social responsibility - responsibility towards others - self-responsibility - identity - participation in activities - belonging and citizenship - pluralism and cultural openness - freedom and political participation). The reliability and validity of the instrument were calculated as follows:

6.4 Reliability of the tool

The sample comprised (275) students from Al-Balqa Applied University and (222) students from

Mu'tah University. The correlation coefficient between the total of the first half and the total of the second half of each dimension was calculated. In this manner, the Pearson coefficient of the first dimension (psychological needs of young people) was (0.78). Using the modified Spearman-Brown formula, the reliability coefficient was (0.79), sufficient for application purposes.

6.5 Validity of the Tool

Specialized arbitrators validated the tool by presenting the tool in its initial form to a group of specialized experts and asking them to express an opinion on the appropriateness of the tool's items in terms of content and its association with the dimension that is measured with the possibility of deletion, addition or modification. All the observations of the arbitrators, and so the tool took its final image consisting of (59) paragraphs spread over eight dimensions.

6.6 Statistical Methods

The statistical analysis was performed using the SPSS program to calculate the mean, standard deviation, and variance analysis. The responses of the study sample were also included in the attached tables taking into account the negative terms, and the treatment of their responses is counterproductive during interpretation.

7. Results of the Study

This study aims to investigate universities' role in promoting community responsibility, responsibility to others, citizenship and belonging, freedom and political participation, and pluralism and cultural openness among their students.

The researcher displayed the results of each dimension as follows:

Results of the first question: What is the role of universities in promoting social responsibility among university students?

7.1 The first dimension: social responsibility

Table 1: The statistical averages and standard deviations of the responses of the study sample members on the first dimension (social responsibility)

N	Item	Balqa University		Mutah University	
		Mean	Standard deviation	Mean	Standard deviation
1.	I would like to talk about new projects in our community	2.91	1.31	03.0	.91
2.	Friday sermons in mosques must address the problems of society.	3.03	0.97	03.5	0.79
3.	I feel joy when I discover a source of new wealth in my country	3.22	0.99	3.59	0.77
4.	Literacy is the responsibility of the government alone	2.48	1.13	3.32	1.03
5.	Everyone can contribute to solving the problems of his society	3.09	0.87	3.62	0.7
6.	Every citizen must submit his proposals to solve the problems of society	3.07	0.97	3.61	0.62
7.	It saddens me to hear about a disaster in any area of my country	3.12	1.03	3.29	1.14
8.	The sincere person in his work benefits the whole of society	3.18	0.95	3.68	0.75
9.	It is necessary to hold accountable anyone who neglects his work	3.23	0.91	3.84	0.49
10.	The success of any group in its work requires cooperation among all its members	3.00	1.04	3.57	0.8
11.	I like to read about the history of the struggles and victories of my country.	3.00	1.00	3.33	0.93
12.	I am happy to participate in our national celebrations	3.08	0.94	3.36	0.92
13.	It bothers me to see someone ripping a seat on the bus or damaging property.	3.05	1.05	3.6	0.83
14.	Community development is the responsibility of every citizen living in it.	3.12	1.00	3.6	0.82
15.	It is necessary to follow changes and events in society	3.05	1.01	3.67	0.64
	General Average	**3.05**	**1.01**	**3.51**	**0.81**

From the above table, it is clear that:

1) There was a significant increase in the sample responses from the University of Balqa on the paragraphs of the social responsibility domain, the general average (3.28), and the standard deviation (0.91).

2) There is some similarity, like awareness among the students of Al Balqa University and Mu'tah University in terms of the social responsibility of the community. This is crystallized by some paragraphs that obtained high averages ranging from (3.10 - 3.84) where they believe that it is necessary to question everyone who neglects his work and that the sincere person in his work benefits the whole society. They feel joy when discovering the source of new wealth in their country.

3) There is a clear tendency for awareness of community issues among students of Al-Balqa University (Study sample) more than the students of Mu'tah University, and emphasizes responses to some paragraphs such as:

- Literacy is the responsibility of the government alone (2.48 for students of Balqa University) and (3.32 for students of Mu'tah University).

Results related to the second question: What is the role of universities in promoting responsibility to others among university students?

Second dimension: responsibility to others

Table 2: The means and standard deviations of the respondent's responses to the second dimension of responsibility towards others

N	Item	Balqa University		Mutah University	
		Mean	Standard deviation	Mean	Standard deviation
1.	I share my colleagues talking about development, savings, or family planning	2.93	0.89	2.78	0.86
2.	I would like to be consulted by my family about some of its problems	3.07	1.02	3.44	0.81
3.	I am happy to be responsible for the work I share with my colleagues	3.19	0.96	3.49	0.79
4.	A person must give up some of his or her rights for the sake of his family's happiness	2.93	0.96	3.31	0.83
5.	I stayed at home to do my duty even though all the members of my family had gone out.	2.92	1.00	2.95	0.97
6.	I would like to explain to my colleagues the importance of some social problems in our country	2.83	0.99	2.52	1.06
7.	I get angry at my colleagues' opposition to my views when we are involved in a work	2.78	1.03	2.77	1.12
8.	I find it fun to share a group of my colleagues at work.	3.05	1.00	3.49	0.76
9.	Discussing adults, such as parents, mothers, or teachers, on community-related issues is a favorite thing for me.	3.02	1.03	3.51	0.72
10.	When my colleagues ask me to help them solve their problems makes me happy	3.09	0.99	2.93	1.22
11.	I like to be the center of attention of my colleagues when I share with them at work	3.09	1.00	2.26	1.17
12.	I would like to explain to my colleague a missed lesson when he was absent from college because of his illness.	3.15	1.02	3.48	0.84
13.	I expect my colleagues to accept my views without discussion	2.80	1.03	2.60	1.07
14.	The best job in a group of my colleagues is to work solo.	2.95	1.04	3.40	0.82
15.	Apologies to colleagues for delaying a date with them is unnecessary.	2.47	1.18	3.05	1.21
16.	The family must give the children the money they need, even if they need it	2.84	1.07	2.71	1.15
17.	Apologies to colleagues are necessary when you miss an appointment with them	3.05	1.05	3.58	0.80
18.	I am happy to be asked to solve a problem in the family	3.01	1.01	3.38	0.89
19.	It bothers me to ask a colleague to explain his lesson to him again	2.47	1.17	3.15	1.17
	General Average		**2.92**	**1.02**	**3.09**

From the above table, it is clear that:

1) There was a significant increase in the sample responses from the Al-Balqa University and Mu'tah University students (the study sample) on the items of responsibility towards others domain: the general average (3.01) and standard deviation (0.99).

2) There is a similarity in awareness among students of Balqa University and Mu'tah University in the sense of responsibility (3.00 - 3.58), where they believe that apologies to

colleagues are necessary when the individual fails to meet with them and welcome to explain to a colleague a lesson missed when he is absent from college because of his illness and are happy to be responsible for the work they share with their colleagues.

3) There is a clear tendency for individuality among the students of Balqa University (sample study) more than the students of Mu'tah University, and is confirmed by the responses to some items such as: - I prefer work in a group of my colleagues to work alone. (2.95 for students of Balqa University) and (3.49 for students of Mu'tah University).

4) I expect my colleagues to accept my views without discussion (2.80 for students of Balqa University) and (3.60 for Mu'tah University students).

Results related to the third question: What is the role of universities in promoting freedom and political participation among university students?

Third dimension: Freedom and political participation

Table 3: Means and the standard deviations of the responses of the study sample members on the fourth dimension's items, freedom and political participation

N	Item	Balqa University		Mutah University	
		Mean	Standard deviation	Mean	Standard deviation
1.	Modern conditions call for an appreciation of and engagement with a range of political beliefs.	2.87	0.98	3.20	0.81
2.	To achieve the desired progress, many political ideas must be changed	3.01	0.96	3.34	0.77
3.	I invite my colleagues to contribute to the election campaign for those who deserve it	2.98	1.04	2.00	1.05
4.	Everyone has the right to speak their mind without interference.	3.16	0.99	3.68	0.66
5.	A one-party system is the best system for the benefit of society	2.84	1.06	2.64	1.24
6.	There can be no escape from sharing in the burden of exposing fellow humans to hardships.	2.73	1.09	2.75	1.16
7.	To prevent anarchy, I think there are bounds to free speech that cannot be removed.	3.00	1.03	3.36	0.92
8.	Each person should put some space between themselves and politics, which is something that should be left to the leaders and governments.	2.68	1.11	3.03	1.14
9.	We must accept any opinion imposed on us by someone greater than us without discussion	2.47	1.12	3.13	1.13
	General Average	2.86	1.04	3.01	0.99	.81

From the above table, it is clear that:

1. That there was a significant increase in sample responses from students of Al-Balqa University (sample of the study) on the items of the freedom and political participation dimension, reaching a general average (of 2.94), With a standard deviation of (1.02).

2. The nature of awareness among the students of Al Balqa Applied University and Mu'tah University in the sense of freedom and political participation, its features and characteristics appear through some paragraphs that got high averages ranged between (3.00 - 3.68) where they felt that individuals should have full opportunity to express their views freely and that freedom of expression is a border that must not be bypassed so that there is no chaos.

3. There is a clear tendency for the lack of political participation among Mu'tah University students Study sample) more than the students of Al Balqa University and confirm the responses to some paragraphs such as:

- It is better to distance oneself from political life (3.03).

Results related to the fourth question: What is the role of universities in promoting citizenship and belonging among university students?

The fourth dimension: citizenship and belonging

Table 4: Statistical averages and standard deviations of the responses of the sample members of the study on the sixth dimension: belonging and citizenship

N	Item	Balqa University		Mutah University	
		Mean	Standard deviation	Mean	Standard deviation
1.	The future raises many fears among university students	3.13	0.95	3.37	0.85
2.	Participating in government is an essential component of being a citizen.	2.98	1.01	1.60	0.85
3.	In my view, the modern work ethic and charitable spirit do not require success or failure.	2.40	1.15	3.25	1.09
4.	Nations can do a lot if their children feel responsible	3.07	1.02	3.41	0.97
5.	The university aims to direct the loyalty of the individual to his community	3.02	1.01	3.05	0.99
6.	Because of the realities of modern living, many people no longer feel a strong connection to their own place.	2.92	0.96	2.30	1.05
7.	Growing patriotism breeds intolerance and runs counter to the pursuit of international harmony.	2.51	1.15	1.84	1.14
8.	Every individual must strive to provide what he can for the homeland	3.27	0.92	3.75	0.59
9.	Every citizen must understand the development plans of our country	3.00	1.02	3.50	0.76
10.	Intercession and intercession are the most important means of eliminating interests	2.80	1.08	2.63	1.25
	General Average	**2.98**	**1.03**	**2.87**	**0.95**	.81

From the above table, it is clear that:

1. There is a significant increase in the degree of belonging to Al Balqa Applied University students and Mu'tah University (sample study) to the homeland. The general average of the responses of the sample members to the items belonging to the country dimension as a whole was (2.93) with a standard deviation (of 0.99).

2. The sense of belonging to the homeland and concern for its interests is embodied by university youth through their opinions of their high-level responses; they believe that every individual seeks to provide what he can for the homeland (3.00 Al Balqa University) and (3.50 Mu'tah university), every citizen must understand the development plans in his homeland (3.27 Al Balqa university) and (3.75 Mu'tah university).

3. There are responses with relatively high averages that confirm the impact of cultural openness on the affiliation dimension, whereas the responses of university youth (sample study) confirm:

- The future raised many fears among young people (3.13 Al Balqa University) and (3.37 Mu'tah University).
- Many people have lost a connection to their nation due to the realities of modern living and the passing of time (2.92 Al Balqa) and (2.30 Mu'tah).

Results related to the fifth question: What is the role of universities in promoting pluralism and cultural openness among university students?

Fifth dimension: pluralism and cultural openness

Table 5: Mean and standard deviation of the responses given by the sample members on the eighth dimension, which measures cultural openness and appreciation for diversity

N	Item	Balqa University		Mutah University	
		Mean	Standard deviation	Mean	Standard deviation
1.	Global industries have increased the importance of English in everyday life	3.13	0.94	3.32	0.96
2.	The features of urbanization accept political ideas from developed countries	2.94	1.03	3.31	0.89
3.	The best way to solve problems is for everyone to share them	3.11	0.96	3.51	0.82
4.	Cultural and media openness increases young people's political awareness	3.41	0.81	3.37	0.85
5.	The multiplicity of parties in developing countries is a political risk that must be reversed	2.80	1.08	2.47	1.12
6.	The Western democratic political system is the most successful system in leading the people	2.78	1.03	2.67	1.05
	General Average	**3.12**	**0.98**	**3.11**	**0.95**	.81

From the above table, it is clear that:

1) There was a significant increase in the overall mean of the sample responses on the fifth dimension(Pluralism and openness to the other; the general average was (3.115) with a standard deviation (0.965).

2) That there is a clear contradiction, like the awareness of the Al Balqa University students and Mu'tah University students (sample of the study) and their mental perceptions of pluralism and openness to the other, illustrated by their responses with high averages in the paragraphs of this dimension.

- While they see multi-party political risk, they assert simultaneously that the political system in force in the West is the most successful system to lead people and that it is characteristic of civilized man to accept the political ideas applied in developed countries.

8. Discussion of the Results

A closer look at the statistical analysis results reveals several essential observations that reflect the psychological, social, intellectual, cultural, and political reality experienced by Arab youth in recent times. Students at Al-Balqa University and Mu'tah University, like other universities, witnessed the regional and international events, as well as the apparent increase in political participation through the elections, And the series of national dialogues in which the issues are prioritized according to the priorities of women to young people ... and the outcome of the dialogue of intellectual and cultural return of clear political significance.

All this comes in the context of the unprecedented opening of the doors of information and communication through satellite channels carrying political culture diversities, and the Internet and the views and theses are closely related to the concerns of university students, there is no doubt that these variables, in addition to others, which are characterized by a rapid pace, has caused a kind of imbalance and confusion in what young people believe in values, and the beliefs adopted, and this is evident through statistical analysis of the results of the study; Where it showed a contradiction in the structure of awareness and mental image among young people about some vocabulary related to pluralism, openness to the other, freedom and political participation, and frequency between the turn to the thought of the other, and stick to the roots, And what has been raised in the conscience of the society of the concepts and convictions of political, cultural and social, as evidenced by, this indicates that the openness processes put the students of Al-Balqa and Mu'tah Universities (the study sample) on the threshold of the intellectual crisis in the direction of the appropriate pace in light of this exciting and dispersal of information, news and events.

9. Conclusion

In conclusion, the study "The Role of Jordanian Universities in Promoting the Concepts of Social Responsibility among its Students" examined the role of Al Balqa Applied University and Mu'tah University in fostering a sense of social responsibility, responsibility towards others, citizenship and belonging, freedom and political participation, and pluralism and cultural openness among students. The research employed a questionnaire to gather data from a stratified sample of students from both universities.

The results revealed that students from both universities significantly increased their responses to items related to social responsibility, responsibility towards others, freedom and political participation, citizenship and belonging, and pluralism and cultural openness. The study also found similarities and differences in awareness levels between Al Balqa University and Mu'tah University.students

The rapid pace of change, the various regional and international events, and the widespread access to information and communication channels have contributed to a degree of imbalance and confusion in students' values and beliefs. This has led to a contradiction in young people's awareness and mental image regarding certain concepts related to pluralism, openness to others, freedom, and

political participation.

In light of these findings, Jordanian universities must address the challenges students face in adapting to these rapidly changing circumstances. Educational institutions should create an environment that fosters a clear understanding of social responsibility, citizenship, and belonging and encourages healthy engagement with freedom and political participation, as well as pluralism and cultural openness. By doing so, universities can play a pivotal role in shaping well-rounded, responsible, and open-minded individuals who contribute positively to society.

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