



TECHNIUM
SOCIAL SCIENCES JOURNAL

Technium.

39/2023

2023

A new decade for social changes

Technium

Social Sciences

Powered by

PLUS
COMMUNICATION



International
Communication & PR



The Role of General Joint Courses in Promoting Citizenship Values among University Students from the Perspectives of Students at King Khalid University

Ali Albashir Mohammed Alhaj¹, Mesfer Ahmed Mesfer Alwadai²

¹College of Sciences and Arts, Dhahran Aljanoub, ²King Khalid University/Kingdom of Saudi Arabia

alalhaj@kku.edu.sa, malwadai@kku.edu.sa

Abstract. The present research paper intended to study the role of general joint courses in promoting citizenship values among university students from the perspectives of students at King Khalid University. Also, the study targeted to scrutinize the degree to which general joint courses curricula promote citizenship values among university students. The descriptive-analytical approach was adopted by the two researchers. Moreover, the two researchers developed a questionnaire of thirteen items based on a five-point Likert Scale that was analyzed quantitatively by applying descriptive data. The two researchers chose a random stratified sample from different campuses and Colleges of King Khalid University in Abha, Algraa, Alomhalah, female students campus in Dhahran Aljanoub, and to mention a few). The purposive sample of the study consists of 1000 female and male undergraduates. The findings showed that the general average of the role played by general joint courses in promoting citizenship values among male and female students at King Khalid university came to a high degree with an arithmetic average of (4.48 and 3.89 respectively in favor of male undergraduates. Also, the results have revealed that there are statistically significant differences between the mean responses of male and female university students regarding the role played by general joint courses in promoting citizenship values among King Khalid university students in favor of the sample of male students. The study recommends the necessary to carry out further exploration and closer examination of citizenship values among students and their effect on other variables such as the promotion of national values, and patriotism among students.

Keywords. Citizenship Values, Joint Courses, King Khalid University, Promoting, Role, Perspectives of Students

Introduction

Citizenship values have charmed and fascinated and multiplied erudite attention globally, and regionally as universities expand the content of general joint courses to involve citizenship values. Citizenship values have been probed concerning their impacts and implications for university students, staff members' perceptions, and relevant curricular development and reform (Gu., & Yu, 2022; Pan, 2021; Olson, et al, 2015). Citizenship values are seen by some scholars as one form of social identity because by practicing citizenship values

people evolve noble and good maturity, developing as social persons(Reus-Smit,1999; Nobles,2000; Von, 2006).

Citizenship values are liable to denote different things in different individual fields or different socio-cultural situations or factors. (Ersoy, and Öztürk, 2015; Coleman, and Borman, 2000).The special emphasis of the present study is to explore the role of general joint courses in promoting citizenship values among university students (from the perspectives of Students at King Khalid University)

The significance of this focus lies in the possibility of pinpointing the role played by general joint courses in promoting citizenship values among university students.). One of the targets of this paper, accordingly, is to scrutinize analytically the perspectives of male and female students at King Khalid University about the role of general joint courses in enhancing citizenship values among them and the association of these to civic knowledge. It will be of special concern to see if these perspectives demonstrate distinctively and incomparably.

The main ultimate question of this study is the perspectives of university male and female students on the role of general joint courses in enhancing citizenship values among Saudi university students. The findings of this study are predictable to fill the knowledge gap about how the students perceive the role of general joint courses in enhancing citizenship values in Arabs contexts in general and in King Khalid University's contexts in particular.

The study will attempt to seek answers to the following research questions while accomplishing the aims of the research:

RQ1: What are the perspectives of university male students at King Khalid university about the role played by general joint courses in promoting their citizenship values?

RQ1: What are the perspectives of university female students at King Khalid university about the role played by general joint courses in promoting their citizenship values?

RQ3: Are there statistically significant differences between the mean responses of male and female university students regarding the role played by general joint courses in promoting citizenship values among King Khalid university students?

Review of Literature

The Concept of Values

'values' are operationally defined as ' standards, fundamentals deeply held conviction, morals, principles or human stance which acts as general guides to behaviors or as a reference point in decision-making or the evaluation of the action and belief., etc. (Halstead, 1996: Jacob, Shuchman,1962: Kimmel, 1988).

Values are fundamental to both the theory of tertiary education and the realistic activities of universities in two ways. First, universities and individual staff members within universities are a major impact, alongside the family, and the compeers, on the developing values of university students, and thus of the community as a whole. Secondly, universities mirror and contain the values of society; indeed, they owe their reality to the fact that society values education and aims to affect the of standard its future evolution through education. (Williams,2011; Stolp,1995)). The values of universities are manifest, for instance, in their general joint courses, curriculum, and in relationships between staff members and students. Values are reflected in what faculty members select to allow or motivate and inspire in the lecture hall and in the way they react to students' contributions to learning, and students learn values front such responses. (Halstead, and Taylor, 2005;Halstead,1996).

The Concept of Citizenship

The roots of the term citizenship are in the Greek 'polis' and the Roman 'Res Publica' (Schofield, 2003). Citizenship is a set of rights and liabilities or commitments, the rights are the citizen's claims to the nation, whilst the responsibilities are the commitments, that the nation is titled to anticipate from the native; they are a group of legal accountability and legal commitments through which the citizen's position of pertaining in the society is affirmed. Although the concepts, rights, and duties that form citizenship may differ from one society to another, they do joint in specific mutual facets. Perhaps the most important of these common values is the balance among all citizens in their citizenship rights and duties, assisting collaboration, reinforcing their allegiance to their country as well as assisting them to accept each other where there are divergences of opinion (Al-Shraideh, 2005; Gharbi, and Mouas, 2022; Mahafza, 2014)

Ersoy (2013) affirms that teachers in various countries still use schoolbooks as key source material and base their practices on them. schoolbooks are prepared, designed, published, and printed according to a country's policy and culture. Accordingly, in most countries of the world, policies of civil education are reflected in their curricula and school, books, and courses.

Citizenship Education in Saudi Universities' Context

Education that is offered by Saudi universities aspires to advance citizenship values among university students. It is given by faculty members, curricula, and students' activities. It aims at boosting concern in social activity, as well as promoting social skills, and inculcating positive citizenship within university students. Citizenship values as a part of citizenship education motivate university students to evince good conduct and effective manners and shoulder responsibilities in ethical and social responsibility (Al-Gassem, 2020; Klaassen, 2012; Davidson, and Liu, 2020)

Previous Studies

Few studies are probing the role of general joint courses in promoting citizenship values among university students from the perspectives of students. Hence, the current study is an exceptional and novel study that inquires about promoting citizenship values among university students. Gharbi and Mous (2022) studied citizenship discourse features in English secondary school textbooks in Algeria. The findings of the study have shown that there are seven citizenship dimensions in the English coursebook hitting a total of three hundred and eighty-five frequencies spread over seven dimensions which cover thirty-one traits. The demanded feature in the good dimension is the most frequent in the content while the traditional society and the former humanity culture are the least portrayed in the coursebooks. Al-Gassem, (2020) has carried out a study on the role of Jordanian universities in promoting citizenship values among Jordanian university students. The researcher found that the degree to which Jordanian universities boost citizenship values among students is high in all areas collectively and individually. Also, the researcher recommends offering staff members in Jordanian universities academic courses about the importance of enhancing citizenship values among Jordanian university students. Ghanem et al., (2022) probed the role played by school managers in enhancing citizenship values among secondary school Saudi students Hail district. The major results of the study showed that the role of school principals and teachers in enhancing citizenship value hit a high degree. Boutbal (2016) carried out research that aimed to study the role of intermediate and secondary schools' curricula in developing, and activating citizenship

values and making them firmly rooted in the student's character which will afterward occur obviously in social life. The results of the study demonstrated that both intermediate and secondary schools play a part in the student's acquisition of citizenship values in different legal and civilian fields. On the contrary, this is indicated a lack of enthusiasm for the psychological-behavioral facet of citizenship values so it is crucial to link the syllabus to the native people, its oddities and difficulties

Al-Hajri (2007) undertook a study aimed to identify the degree to which Kuwaiti University students portray citizenship values and explicating the role of Kuwaiti universities in developing citizenship values among their students. The findings of the study indicated that the Kuwaiti University students practicing degrees in citizenship values were high to all extents inhabiting priority in the extent of allegiance. In the second spot, there was a coalition relationship degree. In the third part, there was an equal rights degree.

Radwan, et al (2018) examined the role played by educational media in enhancing citizenship values among Zarqa secondary school students that are from the perspective of their instructors. The results evidenced that the role played by educational media in improving citizenship values among Zarqa secondary school students mounted up to the average, with statistically significant differences attributed to gender variables on the side of female students. Al-Zoubi and Al-Dalabeeh (2016) carried out a study that aspired to scrutinize the role played by the Jourdain Directorate of Education in Irbid in propping citizenship values among Jourdain students as reported by employers of Irbid's governmental Directorate of Education. The results manifested that there was a statistically important part of Irbid's governmental Directorate of Education in encouraging citizenship values among Jourdain students according to employees of the governmental Directorate of Education. Al-Maliki (2009) explored the role of Saudi national education conducted in improving citizenship values among Saudi elementary school students and the role of the primary school teacher in inculcating and enhancing national values among the Saudi students in Al-Laith district/Saudi Arabia. The findings of the study revealed that there is a higher significant degree of assent to the attainability of citizenship and national values in the Saudi national education curricula at the primary stage and the role of the teacher in inculcating and enhancing citizenship and national values among the Saudi elementary school students

l-Smadi, et al., (2020) conducted a study to probe Jourdain female students' attitudes towards citizenship values in the textbooks of national in Jordan. It is mostly based on the crucial matters enveloping the textbook of national. The results of the research paper disclosed that there was a statistically significant difference between the average achievement of Jourdain female students in the experimental and control groups on the balance of male and female students' perspectives towards the post-citizenship values attributed to the teaching of the national textbook on the side of female students of the experimental group.

By reviewing the above-mentioned previous studies, it is obvious that this research paper bounds on some of the previous studies that addressed the citizenship values among young people and students and what made them different and distinguished. In addition to the distinction concerning the purpose, the study university community and sample are important in the role played by general joint courses in promoting citizenship values among university students from the perspectives of students at King Khalid University. It is also the first endeavor to show this role, so this study came to fill the dearth in this area and this is what differentiates the present study from other investigations.

Method

Study Design

The descriptive-analytical approach was adopted by the two researchers because it considered the exploration of the role of general joint courses in promoting citizenship values among university students from the perspectives of students at King Khalid University. The two researchers gathered, investigated, sorted, and classified data about King Khalid University students' perspectives on the role of general joint courses in promoting citizenship values among them. (Alhaj, & Albahiri, 2022; Calderon, 2006).

Participants

The purposive sample of the study is about 547 male and 413 female students at King Khalid University who joined this study at their will. The total number of participants is considered adequate to give positive or negative views on the role of general joint courses in promoting citizenship values among them. Finally, participants were asked to answer a questionnaire of 14 items.

Study Variables

The independent variable included in this study was exploring the role of general joint courses in promoting citizenship values among King Khalid University students. The dependent variable included in this study was King Khalid University students' perspectives on the role of general joint courses in promoting citizenship values among them.

Research Tool

taking into account that the recent research intended to probe the role of general joint courses in promoting citizenship values among University students that are from King Khalid University students' perspective. Hence, the two researchers used one of the most suitable instruments to attain this goal which is the questionnaire b formulated by them to have respondents' perspectives. It was the main and only data-collection instrument in this research paper. The opinion survey was comprised of fourteen items keen on King Khalid University students' perspectives on the role of general joint courses in promoting citizenship values among them. The questionnaire demands participants to manifest their agreement to each item in a five Likert-type questionnaire: (agree, strongly, agree disagree, and strongly disagree.). To test the validity of the questionnaire, the questionnaire was reviewed first by ten professional professors from different Saudi universities who reviewed the instrument for validity. To improve the validity of the tool, it was pilot tested with a group of 40 students at King Khalid University. The amendments in the questionnaire were made by the two researchers in reliance on the recommendations given by the ten professors. At the end of the first semester 2022, about a thousand University students were given the questionnaire and were asked to provide their exact answers through a Google Form. All the respondents hundred percent responded to the questionnaire.

For the questionnaire, all items were based on a five-item Likert scale (i.e. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree); the highest grade was given 5 degrees, and the lowest grade was given 1 degree. The range calculated for the scale was $5-1 = 4$: dividing this by the number of categories (5) gave $4/5 = 0.80$, which was the length of each category of the five scales. Finally, the length of the category was added to the lowest grade of the scale, which was 1. Thus, the first category was calculated to be 1 to 1.80. And by adding (0.80) for

the next category (which starts with the first category ending) to produce the second category, and so on for the rest of the categories, the following criteria were defined to analyze the results.

Table 1. Reliability Statistics of the questionnaire

<u>Variable</u>	<u>No. of Items</u>	<u>Alpha</u>
All item	13	0.94

As seen in table 1, the value of Cronbach's α for all items (1-13) was high (0.94). The overall alpha reliability coefficients for the King Khalid University students' perspectives on the role of general joint courses in promoting citizenship values among them.

Data Analysis

Analyzing the collected data from the provided questionnaire assisted the two researchers to come to an inclusive ending about King Khalid University students' perspectives on the role of general joint courses in promoting citizenship values among them. To attain data, the two researchers adopted an appropriate questionnaire. All of the students participated with lots of enthusiasm and zeal. In total 1000 King Khalid University males and females answer the questionnaire.

Table 2: Distribution of study sample according to The Gender

<u>The Gender</u>	<u>Frequency</u>	<u>Percent</u>
Male	587	58.7
Female	413	41.3
Total	1000	100.0

Results

Table 3: the perspectives of male students at King Khalid University on the role of general joint courses in promoting citizenship values among them. To attain data, the two researchers adopted an appropriate questionnaire. All of the students (N:587).



Table 3: Frequencies, Percentages, Means, and Standard Deviations for Perceptions of a sample of King Khalid University male students about the role that General Joint courses play in enhancing their citizenship values

Ser No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank
1	The content of the textbooks for General Joint Courses promotes the spirit of loyalty to the Kingdom of Saudi Arabia	Freq.	99	479	9			4.15	0.40	13
		%	16.9	81.6	1.5					
2	The content of the textbooks for the general joint courses builds the Saudi students' acquisition of a true spirit of citizenship in the Kingdom of Saudi Arabia's society	Freq.	436	88	48	10	5	4.60	0.78	7
		%	74.3	15.0	8.2	1.7	0.9			
3	The content of the textbooks for the general joint courses helps the Saudi students to reinforce the understanding of shouldering responsibility	Freq.	214	205	86	40	42	3.87	1.19	14
		%	36.5	34.9	14.7	6.8	7.2			
4	The content of the textbooks for the general joint courses emphasizes the principle of equality between Saudi male students and Saudi female students in teaching and learning	Freq.	417	112	58			4.61	0.66	6
		%	71.0	19.1	9.9					
5	The content of the textbook for the general joint courses teaches Saudi students about the figures who	Freq.	348	193	32	3	11	4.47	0.78	10
		%	59.3	32.9	5.5	0.5	1.9			



Ser No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank
6	had a prominent role in the history of the Kingdom of Saudi Arabia									
	The content of the textbook for the general joint courses encourages Saudi students to be proud of their culture, homeland, heritage, and the culture of other countries	Freq.	412	140	35					
		%	70.2	23.9	6.0			4.64	0.59	4
7	The content of the textbook for the general joint courses encourages Saudi students to respect the laws, regulations, and duties of their beloved country, the Kingdom of Saudi Arabia	Freq.	269	264	45	9				
		%	45.8	45.0	7.7	1.5		4.35	0.69	11
8	The content of the textbooks for the general joint courses shows the importance of respecting the customs and cultures of other countries	Freq.	399	130	58					
		%	68.0	22.1	9.9			4.58	0.66	9
9	The content of the textbooks for the general joint courses invites and encourages Saudi students to participate in national, religious, and historical events	Freq.	437	115	35					
		%	74.4	19.6	6.0			4.68	0.58	1
10	The content of the textbooks for the	Freq.	436	88	48	10	5			
		%	74.3	15.0	8.2	1.7	0.9	4.60	0.78	7

Ser No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank
11	general joint courses assures obedience to the ruler according to the principles of the Islamic Sharia The content of the textbooks for the general joint courses encourages Saudi students to struggle with rumors about the homeland	Freq.	417	135	35			4.65	0.59	3
		%	71.0	23.0	6.0					
12	The content of the textbooks for the general joint courses explains the characteristics of the Kingdom of Saudi Arabia's society	Freq.	417	115	55			4.62	0.65	5
		%	71.0	19.6	9.4					
13	The content of the textbooks for the general joint courses motivates Saudi students to maintain homeland interests and stability	Freq.	234	296	42	10	5	4.27	0.74	12
		%	39.9	50.4	7.2	1.7	0.9			
Mean* for total								4.48	0.44	

* The mean of 5 degrees

After substantiating the reliability and validity of the questionnaire, the results of fourteen items of the questionnaire have been discussed meticulously. In response to the statement, "The content of the textbooks for the general joint courses promotes the spirit of loyalty to the Kingdom of Saudi Arabia ".The respondents perceived "The content of the textbooks for the general joint courses promote the spirit of loyalty as 81.6%vagreed, and 16.9%strongly agreed. In response to the statement," The content of the textbooks for the general joint courses builds the Saudi students' acquisition of a true spirit of citizenship in the Kingdom of Saudi Arabia's society". The respondents perceived that the general joint courses build the Saudi students' acquisition of a true spirit of citizenship as15.00%%agreed, and 75.3%strongly agreed. In response to the statement," The content of the textbooks for the general joint courses helps the Saudi students to reinforce the understanding of shouldering responsibility. The respondents perceived that the general joint courses help the Saudi students

to reinforce their understanding of shouldering responsibility as 36.5% agreed, and 34.9% strongly agreed. In response to the statement, "The content of the textbooks for the general joint courses emphasizes the principle of equality between Saudi male students and Saudi female students in teaching and learning". The respondents perceived that the general joint courses emphasize the principle of equality between Saudi male students and Saudi female students in teaching and learning" as 71.00% agreed, and 19.10 % strongly agreed. In response to the statement," The content of the textbook for the general joint courses teaches Saudi students about the figures who had a prominent role in the history of the Kingdom of Saudi Arabia ". The respondents perceived that the general joint courses teach Saudi students about the figures who had a prominent role in the history of their country " as 59.3% agreed, and 32.9% % Strongly agree. In response to the statement," The content of the textbook for the general courses encourages Saudi students to be proud of their culture, homeland, heritage, and the culture of other countries ". The respondents perceived that the general joint courses encourage them to be proud of their culture, homeland, heritage, and the culture of other countries " as 23.9% agreed, and 72.2% % Strongly agree.

In response to the statement "The content of the textbook for the general joint courses encourages Saudi students to respect the laws, regulations, and duties of their beloved country, the Kingdom of Saudi Arabia" The respondents perceived that the general joint courses encourage them to respect the laws, regulations, and duties of their beloved country" as 45.0% agreed, and 45.8% Strongly agree. In response to the statement," The content of the textbooks for the general joint courses shows the importance of respecting the customs and cultures of other countries". The respondents perceived that the general joint courses show the importance of respecting the customs and cultures of other countries as 22.1% agreed and 68.0% strongly agree. In response to the statement", The content of the textbooks for the general joint courses invites and encourages Saudi students to participate in national, religious, and historical events". The respondents perceived that the general joint courses invite and encourage them to participate in national, religious, and historical events as 19.6% agreed and 74.4% strongly agree. In response to the statement, "The content of the textbooks for the general joint courses assures obedience to the ruler according to the principles of the Islamic Sharia". The respondents perceived the general joint courses assure obedience to the ruler according to the principles of the Islamic Sharia" as 15.0% agreed and 74.3% strongly agree. In response to the statement", The content of the textbooks for the general joint courses encourages Saudi students to struggle with rumors about the homeland'. The respondents perceived that the general joint courses encourage them to struggle with rumors about the homeland as 23.0% agreed and 71.0 % strongly agreed. In response to the statement," The content of the textbooks for the general joint courses explains the characteristics of the Kingdom of Saudi Arabia's society". The respondents perceived that the general joint courses explain the characteristics of the Kingdom of Saudi Arabia's society as 19.6% agreed and 71.0 % strongly agreed. In response to the statement", The content of the textbooks for the general joint courses motivates Saudi students to maintain homeland interests and stability ". The respondents perceived that the general joint courses motivate them to maintain homeland interests and stability as 50.4% agreed and 39.9 % strongly agreed as



Table 4: Frequencies, Percentages, Means, and Standard Deviations for Perceptions of a sample of King Khalid University female students about the role that introductory courses play in enhancing their citizenship values

Ser No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank
1	The content of the textbooks for the general joint courses promotes the spirit of loyalty to the Kingdom of Saudi Arabia	Freq.	260	77	24	16	36	4.23	1.26	1
		%	63.0	18.6	5.8	3.9	8.7			
2	The content of the textbooks for the general joint courses builds the Saudi students' acquisition of a true spirit of citizenship in the Kingdom of Saudi Arabia's society	Freq.	134	215	12	33	19	4.00	1.04	5
		%	32.4	52.1	2.9	8.0	4.6			
3	The content of the textbooks for the general joint courses helps the Saudi students to reinforce the understanding of shouldering responsibility	Freq.	118	163	50	40	42	3.67	1.27	14
		%	28.6	39.5	12.1	9.7	10.2			
4	The content of the textbooks for the general joint courses emphasizes the principle of equality between Saudi male students and Saudi female students in teaching and learning	Freq.	124	169	27	49	44	3.68	1.30	12
		%	30.0	40.9	6.5	11.9	10.7			
5	The content of the textbook for the general joint courses teaches Saudi students	Freq.	172	177	12	39	13	4.10	1.05	3
		%	41.6	42.9	2.9	9.4	3.1			



Ser No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank
	about the figures who had a prominent role in the history of the Kingdom of Saudi Arabia	Freq.	150	159	22	40	42	3.81	1.30	7
		%	36.3	38.5	5.3	9.7	10.2			
6	The content of the textbook for the general joint courses encourages Saudi students to be proud of their culture, homeland, heritage, and the culture of other countries	Freq.	150	159	22	40	42	3.81	1.30	7
		%	36.3	38.5	5.3	9.7	10.2			
7	The content of the textbook for the i general jointcourses encourages Saudi students to respect the laws, regulations, and duties of their beloved country, the Kingdom of Saudi Arabia	Freq.	181	168	12	33	19	4.11	1.09	2
		%	43.8	40.7	2.9	8.0	4.6			
8	The content of the textbooks for the general joint courses shows the importance of respecting the customs and cultures of other countries	Freq.	132	153	35	49	44	3.68	1.32	12
		%	32.0	37.0	8.5	11.9	10.7			
9	The content of the textbooks for the general joint courses invites and encourages Saudi students to participate in national, religious, and historical events	Freq.	153	145	33	40	42	3.79	1.31	10
		%	37.0	35.1	8.0	9.7	10.2			
10		Freq.	134	215	12	33	19	4.00	1.04	5



Ser No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank
	The content of the textbooks for the general joint courses assures obedience to the ruler according to the principles of the Islamic Sharia	%	32.4	52.1	2.9	8.0	4.6			
	The content of the textbooks for the general joint courses	Freq.	153	145	33	44	38			
11	encourages Saudi students to struggle with rumors about the homeland	%	37.0	35.1	8.0	10.7	9.2	3.80	1.29	9
	The content of the textbooks for the general joint courses	Freq.	132	154	34	53	40			
12	explains the characteristics of the Kingdom of Saudi Arabia's society	%	32.0	37.3	8.2	12.8	9.7	3.69	1.30	11
	The content of the textbooks for the general joint courses	Freq.	171	178	12	33	19			
13	motivates Saudi students to maintain homeland interests and stability	%	41.4	43.1	2.9	8.0	4.6	4.09	1.08	4
Mean* for total								3.89	1.02	

* The mean of 5 degrees

In response to the statement, "The content of the textbooks for the general joint courses promotes the spirit of loyalty to the Kingdom of Saudi Arabia ".The respondents perceived "The content of the textbooks for the general joint courses promote the spirit of loyalty as 18.6%vagreed, and 63.0%strongly agreed. In response to the statement," The content of the textbooks for the general joint courses builds the Saudi students' acquisition of a true spirit of citizenship in the Kingdom of Saudi Arabia's society". The respondents perceived that the general joint courses build the Saudi students' acquisition of a true spirit of citizenship 52.1%agreed, and %strongly 32.4%agreed. In response to the statement," The content of the textbooks for the general joint courses helps the Saudi students to reinforce the understanding of shouldering responsibility. The respondents perceived that the general joint courses help the

Saudi students to reinforce their understanding of shouldering responsibility as 39.5 % agreed, and 28.6% strongly agreed. In response to the statement, "The content of the textbooks for the general joint courses emphasizes the principle of equality between Saudi male students and Saudi female students in teaching and learning". The respondents perceived that the general joint courses emphasize the principle of equality between Saudi male students and Saudi female students in teaching and learning" as 40.9 % agreed, and 30.0 % strongly agreed. In response to the statement, " The content of the textbook for the general joint courses teaches Saudi students about the figures who had a prominent role in the history of the Kingdom of Saudi Arabia ". The respondents perceived that the general joint courses teach them about the figures who had a prominent role in the history of their country " as 42.9 % agreed, and 41.6% Strongly agreed. In response to the statement, " The content of the textbook for the general courses encourages Saudi students to be proud of their culture, homeland, heritage, and the culture of other countries ". The respondents perceived that the general joint courses encourage them to be proud of their culture, homeland, heritage, and the culture of other countries " as 38.5% agreed, and 36.3% Strongly agree. In response to the statement "

The content of the textbook for the general joint courses encourages Saudi students to respect the laws, regulations, and duties of their beloved country, the Kingdom of Saudi Arabia" The respondents perceived that the general joint courses encourage them to respect the laws, regulations, and duties of their beloved country" as 40.7 % agreed, and 43.8 % Strongly agreed. In response to the statement, " The content of the textbooks for the general joint courses shows the importance of respecting the customs and cultures of other countries". The respondents perceived that the general joint courses show the importance of respecting the customs and cultures of other countries as 37.0 % agreed and 32.0% strongly agreed. In response to the statement", The content of the textbooks for the general joint courses invites and encourages Saudi students to participate in national, religious, and historical events". The respondents perceived that the general joint courses invite and encourage them to participate in national, religious, and historical events as 35.1% agreed and 37.0% strongly agreed. In response to the statement. "The content of the textbooks for the general joint courses assures obedience to the ruler according to the principles of the Islamic Sharia". The respondents perceived the general joint courses assure obedience to the ruler according to the principles of the Islamic Sharia" as 52.1% agreed and 32.4% strongly agree. In response to the statement", The content of the textbooks for the general joint courses encourages Saudi students to struggle with rumors about the homeland'. The respondents perceived that the general joint courses encourage them to struggle with rumors about the homeland as 35.1% agreed and 37.0 % strongly agreed. In response to the statement, " The content of the textbooks for the general joint courses explains the characteristics of the Kingdom of Saudi Arabia's society". The respondents perceived that the general joint courses explain the characteristics of the Kingdom of Saudi Arabia's society as 37.3% agreed and 32.0% strongly agreed. In response to the statement", The content of the textbooks for the general joint courses motivates Saudi students to maintain homeland interests and stability ". The respondents perceived that the general joint courses motivate them to maintain homeland interests and stability as 43.1% agreed and 41.4% strongly agreed.

Discussions

To answer research question 1: What are the perspectives of university male students at King Khalid university about the role played by general joint courses in promoting their citizenship values?(Table3) The survey findings revealed that male students at King Khalid university perceived that the general joint courses promote their citizenship values. Table (3)

shows the general average of the role played by general joint courses in promoting citizenship values among male students at King Khalid university came to a higher degree with an arithmetic average of(4.48)

To answer research question 2: What are the perspectives of university female students at King Khalid university about the role played by general joint courses in promoting their citizenship values? The survey findings indicated that female students at King Khalid university perceived that the general joint courses promote their citizenship values. Table (4) shows the general average of the role played by general joint courses in promoting citizenship values among male students at King Khalid university came to a high degree with an arithmetic average of(3.89).

To answer research question 3: Are there statistically significant differences between the mean responses of male and female university students regarding the role played by general joint courses in promoting citizenship values among King Khalid university students? To answer this question, the two researchers used a T-test to indicate the differences between the two independent groups to identify the differences between the responses of the sample members regarding the role played by general joint courses in promoting citizenship values among King Khalid university students according to the difference in gender. The following tables show the results obtained:

Table (5)T-test for the significance of the difference in the responses of the sample members regarding the role played by general joint courses in promoting citizenship values among King Khalid university students according to the difference in the gender

<u>The Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>T-value</u>	<u>Sig.</u>
Male	587	4.48	0.44	11.10	0.000
Female	413	3.89	1.02		(0.01)

It is clear from Table (5) that the value of (t.test) is significant at the level of 0.01, which indicates that there are differences in the responses of the sample members regarding the role played by general joint courses in promoting citizenship values among King Khalid university students according to the difference in the gender, and these differences were in favor of the sample of male students.

The results of this research paper verified and ratified the findings of previous studies, which examined the role played by general joint courses in promoting citizenship values among King Khalid university students. (Boutbal,2016; Al-Hajri ,2007; Al-Maliki ,2009; Gharbi and Mous,2022)

Conclusions

The current research paper purposed to explore the Role of General Joint Courses in Promoting Citizenship Values among University Students from the Perspectives of Students at King Khalid University This study posed a number of questions and came to many findings. The major results can be outlined as follows: - the degree to which general joint courses played in promoting citizenship values among university students is higher from the perspectives of

male students at King Khalid University. Table (3) shows the general average of the role played by general joint courses in promoting citizenship values among male students at King Khalid university came to a higher degree with an arithmetic average of(4.48).The degree to which general joint courses played in promoting citizenship values among university students is higher from the perspectives of female students at King Khalid University. Table (4) shows the general average of the role played by general joint courses in promoting citizenship values among male students at King Khalid university came to a high degree with an arithmetic average of(3.89). There are statistically significant differences between the mean responses of male and female university students regarding the role played by general joint courses in promoting citizenship values among King Khalid university students in favor of the sample of male students. . Curricula of general joint courses promote citizenship values such as motivating Saudi students to maintain homeland interests and stability, encouraging Saudi students to struggle with rumors about the homeland. They encourage Saudi students to be proud of their culture, homeland, and heritage. They promote knowledge among Saudi students about their rights, and obligations as citizens. They encourage students to address the problems faced by society. They promote national values and loyalty and belonging among students

Pedagogical implication

This study has taken the first step towards developing an understanding of what must be one of the most challenging areas of educational investigation and we hope it will provide a point of departure for additional reflections about the role of curricula in enhancing citizenship values among the young people.

Recommendations

The study recommends the necessary to carry out further exploration and closer examination of citizenship values among students and their effect on other variables such as the promotion of national values, and patriotism among students.

Acknowledgments

The two authors offer their heartfelt gratitude and sincere thanks to the Deanship of Scientific Research at King Khalid University for funding this research paper through the General Research Project under grant number [G.R.P.1 /43/No 108, YP,1443).

About the authors

1. Drs. Ali Albashir Mohammed Alhaj

Ali Albashir Mohammed Alhaj received his first Ph.D./in English literature/ from the University of Khartoum, in 2003, his second Ph.D., in translation / from Omdurman Islamic University, in 2014, and his third Ph.D. in Applied Linguistics / Sudan University of Science and Technology 2018. His 4th Ph.D. in Pure linguistics from Bahri University in 2021. Drs. Ali published a lot of papers in ISI, DOAJ, GOOGLE SCHOLAR, EBSCO, and SCOPUS Journals, and 45 books, and 10 books of his books were translated into ten international languages <https://orcid.org/0000-0003-4845-176X>

2. Professor Mesfer Ahmed Mesfer Alwadai

Mesfer Ahmed Mesfer Alwadai is a full professor of Curriculum and Instruction at the College of Education, King Khalid University Saudi Arabia. He obtained his Ph.D. in Curriculum from Southern Illinois University Carbondale (SIUC). Dr. Mesfer published a lot of papers in ISI, DOAJ, GOOGLE SCHOLAR, EBSCO, and SCOPUS Journals, as regional, and

national refereed and indexed journals. He acts as a consultant, expert, and Dean of Dhahran Aljanoub College of Sciences and Arts. <https://orcid.org/0000-0001-5403-1337>.

References

- [1] Alhaj, A. A. M., & Albahiri, M. H. (2022). Exploring the Impact of Utilizing Weblogs Platform Technology to Enhance Translation Female Students' Written Translation Performance at King Khalid University. *Arab World English Journal*, 13 (4) 53-66. DOI: <https://dx.doi.org/10.24093/awej/vol13no4.4>.
- [2] Al-Gassem, T. (2020). The Role of Jordanian Universities in Promoting Citizenship Values among Students. *Journal of Education and Practice*, 11(33), 40-50.
- [3] Al-Hajiri, F. (2007). The degree to which Kuwaiti university students adhere to citizenship values and the role of the university in their development. *unpublished Master theses, Amman: Arabic University of Jordan*.
- [4] Al-Maliki (2009). The role of national education in developing the values of citizenship among primary school students, an unpublished master's thesis, Umm Al-Qura University, Makkah Al-Mukarramah.
- [5] Al-Smadi, K., Abd Wahid, N., Yunus, A. M., & Almomani, H. O. (2020). Evaluation Of Female Students' attitudes Toward The Value Of Citizenship For The Eighth-Grade Book Of National And Civic Education In The Governorate Of Ajloun. *International Journal of Education, Psychology, and Counselling (IJEPC)*, 5(34).
- [6] Al-Shraideh, K. (2005). Making Citizenship in a Changing World: A Vision in Social Policy. The 13th Conference for the Educational Work Leaders, Al-Baha, Saudi Arabia.
- [7] Al-Zoubi, M., & Al-Dalabeeh, D. (2016). The Role of Irbid Directorate of Education in Supporting Citizenship and Loyalty Values among Students: Look from Inside. *Journal of Education and Practice*, 7(3), 83-101
- [8] Bauthal, Saad Eddin(.(2016)The Role of the School in Developing the Values of Citizenship among Learners, *Journal of Humanities and Social Sciences*(3),91-103.
- [9] Calderon, J. (2006). *Methods of research and thesis writing* (2nd Ed.). Mandaluyong City: National Bookstore.
- [10] In Rillo, R., & Alieto, E. (2018). Indirectness Markers in
- [10] Coleman, V. I., & Borman, W. C. (2000). Investigating the underlying structure of the citizenship performance domain. *Human resource management review*, 10(1), 25-44.
- [11] Davidson, R., & Liu, Y. (2020). Reaching the world outside: cultural representation and perceptions of global citizenship in Japanese elementary school English textbooks. *Language, Culture and Curriculum*, 33(1), 32-49.
- [12] Ersoy, A. F., & Öztürk, F. (2015). Patriotism as a citizenship value: perceptions of social studies teacher candidates.
- [13] Ersoy, (2013). *An Analysis of Social Studies Textbooks in Turkey: From National Citizenship to Global Citizenship*. Anadolu University, Turkey
- [14] Ghanem, B. O., Hadhrami, A. S. A., Sheirah, K. M. A., & Al Shaqran, R. I. A. R. (2022). The School Principals And Teachers' Role In Promoting
- [15] Gharbi, I. A., & Mouas, S. (2022). *Investigating Citizenship Discourse Features Represented in the Algerian EFL Secondary School Textbook (Case study: IAS Textbook)* (Doctoral dissertation, Université Ibn Khaldoun-Tiaret-).
- [16] Gu, M. M., & Yu, L. (2022). An investigation of citizenship construction among students in higher education: a Foucauldian perspective. *Higher Education*, 84(1), 51-65.

- [17] Halstead, M., & Taylor, M. J. (2005). *Values in education and education in values*. Routledge.
- [18] Halstead, J. M. (1996). Values and values education in schools. *Values in education and education in values*, 3, 14.
- [19] Harkavy, I. (2006). The role of universities in advancing citizenship and social justice in the 21st century. *Education, citizenship and social justice*, 1(1), 5-37.
- [20] Jacob, P. E., Flink, J. J., & Shuchman, H. L. (1962). VALUE DECISION: VALUES AND THEIR FUNCTION IN DECISION-MAKING:" Toward an Operational Definition for Use in Public Affairs Research". *The American Behavioral Scientist*, 5(9).
- [21] John Greville Agard Pocock,(1995) "The Ideal of Citizenship since Classical Times," in *Theorizing Citizenship*, ed. R. Beiner, (Albany: State University of New York Press, 1995), 29-52, 35
- [22] Khalid, Z., & Ghania, O. (2019). Gender positioning in the visual discourse of Algerian secondary education EFL textbooks: Critical image analysis vs teachers' perceptions. *Journal of Language and Linguistic Studies*, 15(3), 773-793.
- [23] Klaassen, C. (2012). Just a Teacher or also a Moral Example? In *Changes in Teachers' Moral Role* (pp. 13-29). Brill.
- [24] Kimmel, A. (1988). *Ethics and values in applied social research* (Vol. 12). Sage.
- [25] Mahafza, S. M. (2014). The scope of understanding the concept of citizenship by Jordanian university students. *Dirasat, Educational Sciences*, 41, 1.
- [26] Nobles, M. (2000). *Shades of Citizenship: Race and the census in modern politics*. Stanford University Press
- [27] Olson, M., Fejes, A., Dahlstedt, M., & Nicoll, K. (2015). Citizenship discourses: Production and curriculum. *British journal of sociology of education*, 36(7), 1036-1053
- [28] Pan, S. (2021). Identity, civic engagement, and learning about citizenship: University students' experiences in Hong Kong. *Compare A Journal of Comparative and International Education*, 51(7), 945-964.
- [29] Radwan, Khitam; Al-Zboon, Mohammad & AlZboon, Malik (2018). Role of Educational Media inPromoting the Values of CitizenshipAmong Students of Secondary Schools inZarqa Education Directoratefrom Viewpointof Their Teachers, *Modern Applied Science* 12(3), 23-33.
- [30] Reus-Smit, C. (1999). *The moral purpose of the state: Culture, social identity, and institutional rationality in international relations*. Princeton University Press.
- [31] Schofield, M. (2003). *Saving the city: Philosopher-kings and other classical paradigms*. Routledge
- [32] Stolp, S., & Smith, S. C. (1995). *Transforming School Culture: Stories, Symbols, Values & the Leader's Role*. ERIC Clearinghouse on Educational Management, 5207 University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207.
- [33] Von Heyking, A. J. (2006). *Creating citizens: History and identity in Alberta's schools, 1905-1980*. University of Calgary Press.
- [34] Williams-Pierce, C. C. (2011). Five key ingredients for improving student motivation.