The Scope of Understanding the Concept of Citizenship By Jordanian University Students

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ABSTRACT

Universities remain a main vehicle for the transmission of democratic values and play a large role in educating students for democracy and citizens for active and reflective practices. Therefore, this study aimed to examine the Jordanian university students' knowledge of the citizenship concept. This study also aimed to reveal if there are significant differences (a=0.05) in knowledge of citizenship concept due to sex, residency and college variables. To achieve this goal the researcher utilized a tool consisted of (35) items that cover four dimensions: freedom and political participation, identity, sense of belonging, and pluralism and openness.
Findings of the study revealed that:
-   The total level of all dimensions on the Jordanian university students toward the concept of citizenship was high.
-   There were significant differences among student with regard to sex variable on the dimensions of identity, pluralism, and freedom and political participation, in favor of males.
-   There were significant differences among rural and urban students on the dimensions of loyalty in favor of rural students, and in favor of urban students' on the dimension of freedom and political participation.
-   There were significant differences among students of scientific and humanistic colleges on the dimensions of pluralism and freedom and political participation in favor of humanistic colleges.
In light of the study, the researcher recommends the following:
-   Civic Education course should be sustained by democratic principles, pluralism and openness, political participation, and sense of belonging.
-   Non-governmental organizationd should give a role in political socialization and citizenship education.
Jordanian mass media should carry out information programs related to citizenship, identity and loyalty.

Keywords: Citizenship, Identity, Pluralism, Political Participation, Jordanian University Students.

INTRODUCTION

As a result of the technological and electronic multimedia revolution, the world today is witnessing rapid and sudden changes in all aspects of life. The world has been going through and transferring the world into a small global village where people continue to interact and communicate regardless of their places. This interaction among people from different cultures is likely to be uneven where some cultures control other cultures and the strong dominates the weak. All civilizations continue to struggle with each other without any logic and serious and constructive dialogue. One cannot imagine how our world today is full of injustice and oppression of the weak by the powerful knowing that the strong and powerful in our times is able to enter our homes and ourselves without permission by its remarkable and able means of contacts. In addition, the current century is the era of rapid explosion of knowledge and information, technology and rapid communications. It is an era of severity, violence, drugs, materialism and decline of human values. (Al-Shraideh, 2005).

In light of all these changes in terms of the balance of power, control, emergence of political and economic groups, the growing of the number of people who adopt and support the liberal ideology (that easily crossed the geographical and political boundaries with the help of communication technology), and the focus on the individual's needs as a basis for daily political choices at work and in the civil society in general. (Baraka, 2007). With these general changes in addition to the specific

changes that confronting Arab people and the Arab region the concept of citizenship witnessed a clear change in its content, its uses, its connotations and the individual understanding to its principles and the values and behaviors that are associated with it constitute a destructive element that does not assist in building the society and the nation (Al'amer, 2005).

Some communities are concerned about this rapid change that has covered most aspects of life such as economical, social and cultural. This profoundly affected the cohesion of societies and their stability. It also led to the emergence of different trends and values. Some countries are trying to use its educational system as one of the most important social systems, which seek to prepare its members to face the future as well as maintain the fundamental values and principles of society and to respond to national aspirations (Khalid, 2001).

Today's events show a clear challenge to the concept of citizenship in the Arab and Muslim world in particular. Such a challenge is emphasized by the real life situations that people are living with which many politicians' intellectuals and journalists are occupied. There are intellectual, cultural, political and social factors behind this challenge. These factors are crystallized as one force that promotes a new concept of global citizenship in an era known as the era of globalization supported by a military force that encourages it (Lee and Robbins, 1995).

Among the most important variables that are fundamental reasons for the resurgence of this new concept of citizenship are as follows (Longstreet, 1997):

- The growth in the global telecommunications industry will increase the impact of English language in the daily life of the peoples of the world.
- Cultural difference will become the focal point of national and international policies.
- Moral and religious identities will increase dramatically affecting the decentralization of power in the world.
- Conflict within groups (moral, religious and regional) will increase significantly within and among nations.
- The impact of global media on human behavior will increase dramatically.
- The sense of community and social responsibility will subside significantly.
- Increasing problems of ethnic and religious groups in many countries of the world and an outbreak of violence and even genocide.

In general, citizenship is a set of rights and duties. These are legal duties and rights supported by the one's affiliation to a particular community. These rights and duties of citizenship may vary from one society to another. In spite of such differences in the concept of citizenship from one society to another, they have much in common and limitations that should not be ignored. Some of the most important similarities are the equality among all citizens in rights and duties, and facilitating cooperation among them and strengthening their loyalty to their homeland in which they live and help them to accept each other if difference among them arise (Al-Shraideh, 2005).

Theoretical Framework

The concept of civic education and citizenship is of great importance in social studies and among officials in government bodies and institutions and educating its citizens about their rights and duties. National education also plays a key role in developing the sense of belonging to ones homeland and instilling in him/her that society's values and traditions. Thus, national education plays a significant role in educating its people about their belonging and loyalty to their homeland and nation (Al-Kholi, 1980). Citizenship means belonging to a geographically specific spot of land or the citizen's relationship with a specific place. This relationship is characterized by permanence, continuity and flexibility, good relationship with others associated with a host of moral and material interests resulting from the interaction among citizens (Nasar, 2000).

In general, full political rights, including the right to vote and to hold public office, depend on citizenship. Citizenship entails obligations, usually including allegiance, payment of taxes, and military service. Historically, the concept arose in ancient Greece, where citizenship was granted only to property owners. The Romans initially used it as a privilege to be conferred upon or withheld from conquered peoples, but it was granted to all the empire's free inhabitants in AD 212. The concept disappeared in Europe during the feudal era but was revived in the Renaissance. Citizenship may normally be gained by birth within a certain territory, descent from a parent who is a citizen (Galston, 2001).

In practice, educational institutions such as schools and universities play a vital role in inculcating the values, attitudes, and perceptions of nationality in its citizens. They also deepen the spirit of national pride and national loyalty among its citizens. Knowing to what extent do

students understand and apply the concepts of values and attitudes is a clear indication of the right citizenship (Mahafza, 2001).

Defining Civic Education

Civic Education has been described in scholarly research as the "education that forms skills and abilities of students, enabling them to take a vital part in social and political life, creating civilians believing in the values of society, democracy and freedom". (The Ministry of Education, 2006). Civic Education however has been defined more comprehensively in international reports. For example, in a recent report issued by the United Nations in 2004 it has been described as educating youth on four components: 1) Human rights, which include empowering citizens to be able to engage in social development; 2) Law, social justice and democracy, meaning political and civic participation; 3) Development, meaning human development as the basis of human rights; 4) Pease, meaning peaceful resolution of conflict through negotiation and dialogue (Baraka, 2007).

Before the United Nations definition of civic education, classical Arabic literature described the basis for democratic education. Most scholars from the Muslim world based their writing in this regard on the preaching and writing of Prophet Mohammad. Scholars based their writings on civic education on the Prophet's saying "it is the duty of every Muslim man and woman to seek education". They further asserted that Muslims were encouraged to pursue knowledge for its own sake. The application of the concept of freedom of opinion was mentioned in Quran's verses descended in Mecca and Madina. The total freedom of opinion is a principle that was assured by Islam since it emerged, and applied by the Prophet Mohammad and his successors. According to verses of Quran, the principles promote rational and critical thinking about the creation of the world upon which people are free and not forced to believe in God. (Branson, 1998).

In international research, a significant study undertaken by Purta -Torney in twenty - four countries from around the world indicated a universal consensus among educators and scholars on the main themes of civic education. (Rayan, 1993). These scholars conceived civic education as a teaching approach that should be "cross disciplinary, participative, interactive, and related to life, conducted in a non - authoritarian environment, cognizant of the challenges of societal diversity and co-constructed with

parents and the community as well as the school.

One can conclude from the literature on civic education that there is no uniform definition of civic education. Two reasons are highlighted here that explain this fact. First, differences in definitions are due to differences in the administrative and political contexts in which civic education programs are implemented; second, they are due to the differences in goals and purpose for which civic education programs were initially planned (Baraka, 2007).

What is Civic Education?

Civic education in a democracy is education in self government. Democratic self government means that citizens are actively involved in their own governance; they do not just passively accept the dictums of others or acquiesce to the demands of others. As Aristotle put it in his *Politics* (c 340 BC), "if liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be attained when all persons alike share in the government to the utmost". In other words, the ideals of democracy are most completely realized when every member of the political community shares in its governance. (Branson, 1998)

Civic education in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. That does not mean, however, that democracy should be presented as utopia. Democracy is not utopian, and citizens need to understand that lest they become cynical, apathetic, or simply withdraw from political life when their unrealistic expectations are not met. To be effective civic education must be realistic; it must address the central truths about political life. (Mason, 2009)

Essential Components of a Good Civic Education

The literature on the components of civic education contains countless examples that dealt with the essential components of civic education. For example, Branson (1998) identifies three essential components for civic education: 1) civic knowledge; 2) civic skills; 3) civic dispositions.

First: Civic Knowledge

This component is concerned with the content or what citizens ought to know; the subject matter, if you will. Any citizen entails an understanding of the historical, philosophical, and economic foundations of the political

system; the distinctive characteristics of the society and political culture; and the values and principles basic to constitutional democracy, such as individual rights and responsibilities, concern for the public good, the rule of law, justice, equality, diversity, truth, patriotism, and the separation of powers.

Second: Civic Skills: Intellectual and Participatory

The second essential component of civic education in a democratic society is civic skills. Citizens are to exercise their rights and perform their responsibilities as members of self- governing communities. They also need to acquire relevant intellectual and participatory skills. Moreover, a good civic education enables one to identify or give the meaning or significance of things that are tangible such as the flag, national monuments, or civic and political events. It also enables one to give the meaning or significance of intangibles, such as ideas or concepts including patriotism, majority and minority rights, civil society, and constitutionalism.

Third: Civic Dispositions: Essential Traits of Private and Public Character

The third essential component of civic education, civic dispositions, refers to the traits of private and public character essential to the maintenance and improvement of constitutional democracy. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences in home, school, community, and organizations of civil society. Those experiences should deepen understanding that democracy requires the responsibility of self governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success.

In the interest of brevity, those dispositions or traits private and public character might be described as:

a) Becoming an independent member of society.
b) Assuming the personal, political, and economic responsibilities of a citizen.
c) Respecting individual worth and human dignity.
d) Participating in civic affairs in a thoughtful and effective manner.
e) Promoting the healthy functioning of constitutional democracy.

Previous studies

There are several studies which are relevant to the subject of this research paper. Some of these studies include study on leadership in civic education; study which aimed at analyzing the concept of citizenship dimensions (political, social and cultural rights); Al-Zubair study (1999) which describes the state of fragmentation and weakness of identity and the absence of a clear concept of citizenship; Hahn (1999) study entitled "Citizenship Education: an empirical study of the policies, practices and outcomes", which conducted on a group of students in six countries (America, Britain, Germany, Denmark, Netherlands and Australia). The study results showed that the difference among students in citizenship behavior is caused by differences in educational systems and methods of practice in the classroom. The results showed also that the disparity among the students in their political interests.

Other studies that are related to the current study also include **Mahafza's** (2001) in which the author investigated the performance of second grade students pertaining to matters of citizenship. The results of the study revealed that there were significant differences between males and females on all axes in favor of males except the axes government. **Mahlstedt** study (2003) entitled "global citizenship education practice: an exploration of teachers in the united world colleges, try to explore the question of whether, and if so how, education for the values of global citizenship is possible". **Parker** (2003) also conducted a study entitled "teaching democracy: unity and diversity in public life", addressed the following main questions: how can we live together justly, in ways that are mutually satisfying, and which leave our differences, both individual and group, intact and our multiple identities recognized? Moreover, **Amer (2005)** conducted a study that aimed at identifying the extent of the impact of cultural openness on the concept of citizenship and its dimensions. **Sabeeh** (2005) in his study aimed at identifying the perceptions of secondary school students in the Kingdom of Saudi Arabia of the concept of citizenship and its relationship with social institutions. The results of his study indicated that 80% of the students were aware of the rights and duties of citizenship. 90% of the students showed high level of satisfaction with their performance of their citizenship duties in general. Also his study showed that students do not practice some of their citizenship rights such as the right to vote in elections, lack of awareness of freedom of

expression and opinion, and the right to participate and establish charities.

Through a review of all previous studies the researcher noted the following:

1. That some of these studies investigated the attributes of leadership in civic education.

2. Other studies investigated the concept of citizenship among secondary school students.

3. Some addressed the impact of cultural openness on the concept of citizenship among the youth at the secondary level.

4. Finally, some of the previous studies addressed the prospects for the development of civic education.

In general, we could say that the researcher benefited from those studies in enriching the theoretical background of this study. He also benefited from the methods used in those studies in selecting the study sample and in constructing the tool of the study. This study is different from previous studies in that it dealt with a wide range of variables and their impact on the students' knowledge of the dimensions of the concept of citizenship. Further, this study dealt with the concept of citizenship as perceived by university students in contrast to previous studies that focused on secondary school students.

Statement of the Problem

Universities play a vital role in inculcating the values, attitudes, and perceptions of nationality in its citizens. They also deepen the spirit of national pride and national loyalty among its citizens. Knowing to what extent do students understand and apply the concepts of values and attitudes is a clear indication of the right citizenship. Thus, this study tries to explore the scope of understanding the concept of citizenship by Jordanian university students. Specifically, the present study attempts to answer the following questions:

1. To what extent is the Jordanian university student's knowledge of the concept of citizenship?

2. Are there any significant differences (a=0.05) at the Jordanian university students' understanding the concept of citizenship due to sex, residency and college variables?

Methodology and Procedures
Methodology

The objective of this study was to explore the issue of understanding of the concept of citizenship by Jordanian

university students. So the descriptive and analytical statistical techniques were used.

Population and Sample

The population of the study consisted of all students at six Jordanian universities, three of them public universities: (Yarmouk, Mutah, and the Hashemite University) and the other three private universities (Irbid, Al-Zaytouneh, and Jarash University). The universities chosen based on their locations (two universities are located at the North, two in the middle, and two located south of Jordan). The sample of this study consisted of 900 students (150 students from each university) enrolled during the second semester of the academic year 2010/2011. The researcher chose 150 students from each university randomly.

Instrument

To achieve the aim of this study, the researcher developed a questionnaire based on reviewing the related literature and the instrument of Mahafza (2001); Al-Sabeeh (2005); and Al-Shraideh (2005). The questionnaire consisted of (35) items and four dimensions. These items were rated on a 5 -point Likert Scale as follows: 1) strongly disagree; 2) disagree; 3) intermediate; 4) agree; and 5) strongly agree.

Validity and Reliability

To assess the validity of the questionnaire, the researcher used the content validity of the questionnaire items by using expert validation. Questionnaires were distributed to a panel of twelve experts who specialize in education and social sciences at the Hashemite University. Each member asked to suggest additional items, delete items, or modify the wording as they considered appropriate. The primary version of the instrument consisted of (41) items. The instrument's judges examined the measure and agreed that it did assess what it was supposed to assess, they modified and rephrased few words to be understood by the participants and they deleted (6) items. The remaining items were (35).

To assess the reliability of the questionnaire the researcher used: 1) a test - retest on a pilot group of (60) respondents; the same test was re-taken by the same population after two weeks, and it was 0.83; and 2) Crunbach Alpha to measure the internal consistency between items and between the domains and it was 0.94.

This result satisfied the current study.

Low	1 - 2.33

Scoring procedure

To analyze the results, the researcher depended on ordering the mean scores and standard deviation of the items. The researcher specified the rating of the degree of agreeable to three levels according to the following criteria:

Rating category	Means
High	3.68 - 5.0
Medium	2.34 - 3.67

Results and Discussion

Question #1: To what extent is the Jordanian university student's knowledge of the dimensions of the concept of citizenship?

In order to answer this question, the means and standard deviations for the four dimensions were computed. Table (1) presents the results.

First: The Identity Dimension

Table 1. Means and standard deviations for the Identity Dimension Dimensions ranked according to their levels

No.	Item	M	SD	Level
1	The openness of media leads to the widespread of dominant ideas	4.43	1.30	High
2	Openness to the world causes a society to lose its identity.	4.40	0.96	High
3	Information Technology changes the political awareness of the youth.	4.40	0.93	High
4	The Islamic religious heritage encompasses solutions to all our contemporary problems.	4.33	1.07	High
5	I am not willing to accept any discussion related to my creed.	4.26	1.28	High
6	Individual loyalty should be directed toward one's society/community.	4.18	1.11	High
7	The current revolution in mass media constitutes chaos and topsy-turvy in the political concepts of the youth.	3.85	1.42	High
8	Most of west-based political ideas are disruptive, thus would not suit our community/society.	3.20	1.40	Medium
9	I feel embarrassed from those calling for (advocating) political change.	3.10	1.31	Medium
	Total	4.01	1.20	High

Table (1) shows the means and standard deviations for the identity dimension ranked according to their levels.

As we could see from the Table (1), the means of the all items of the questionnaire that focus on the identity dimension is (4.01) and the standard deviation is (1.20) indicating that the overall level of knowledge of Jordanian university students of the concept of citizenship identity dimension is at a high level. This shows that Jordanian university students enjoy a high level of cultural awareness with regard to the identity dimension of citizenship. This could be attributed to the vital role that each of the family, school and university play.

Second: The Sense of Belonging Dimension

Table 2. Means and standard deviations for the sense of Belonging Dimension Dimensions ranked according to their levels

No.	Item	M	SD	Level
1	Every individual must strive to support his homeland as much as possible.	4.70	0.95	High
2	Citizenship is an individual's responsibility to contribute to public affairs.	4.60	0.92	High
3	A nation can accomplish a lot when its members are aware of their responsibilities.	4.20	1.15	High
4	One of my principles in my life is to achieve a high standard of performance in serving my homeland.	4.12	1.17	High
5	National unity is beyond reach in light of globalization.	3.70	1.26	High
6	Future arouses fear among the youth.	3.35	1.46	Medium
7	Contemporary conditions and lifestyle have decreased the feeling of loyalty to the homeland among many individuals.	3.02	1.66	Medium

No.	Item	M	SD	Level
8	Exaggerated loyalty to the homeland means extremism and contradicts the idea of global understanding.	2.90	1.85	Medium
9	Under the unsteady of global conditions and circumstances, I do not feel the importance of so-called peace and security.	2.75	1.96	Medium
Total		3.70	1.38	High

As we could see from the Table (2), the means of the total items that focus on the sense of belonging dimension of citizenship in the questionnaire is (3.70) and the standard deviation is (1.38). This indicates that the overall degree of the level of university students' knowledge of the concept of the sense of belonging dimension of citizenship came at a high level. This shows that the university student in Jordan understands the importance of the sense of belonging to the family and society which indicates his/her patriotism and citizenship. This result could be explained by the state of the cultural awareness that the members of the Jordanian society enjoy particularly university students.

Third: The Pluralism and Openness Dimension

Table 3. Means and standard deviations for the Pluralism and Openness Dimension Dimensions ranked according to their levels

No.	Item	M	SD	Level
1	The idea of multiple-parties in the Developing Countries is a risk to be avoided.	4.70	0.96	High
2	A community could achieve reform and progress only through encapsulation and investment of its human and materialistic resources.	4.21	1.18	High
3	Openness in culture and mass media raises the political awareness of the youth.	4.16	1.31	High
4	Satellite channels have led to ambiguity in the thoughts and beliefs that the youth adopt.	4.16	1.11	High
5	All ideas and opinions are subject to discussion and criticism.	4.03	1.26	High
6	The democratic political system adopted in the West is the best for leading the public.	4.03	1.47	High
7	The values of democracy minimize the effects of all differences that may threaten social stability.	3.46	1.32	Medium
8	The one-party system is the best towards the achievement of any society.	3.35	1.46	Medium
9	The spread of Western ideas and values encourages the spread of corruption in our countries.	3.25	1.45	Medium
10	Acceptance of the political ideas adopted in the Developed Countries is a characteristic of a civilized society.	2.99	1.44	Medium
Total		3.83	1.30	High

Table (3) indicates that the means of the total items that focus on the pluralism and openness dimension in the questionnaire is (3.83) and the standard deviation is (1.30). This reveals that the overall degree of the level of understanding of university students in Jordan of the concept of citizenship dimension of pluralism and openness is at a high level. This means that the awareness among the members of the Jordanian community, particularly university students regarding the importance of a high level of multiplicity of ideas is in the best interest of the country. This requires openness to the outside world and taking advantage of this openness to the serve the interests of the country.

Fourth: The Dimension of Freedom and Political Participation

Table 4. Means and standard deviations for the dimension of Freedom and Political Dimension Participations ranked according to their levels

No.	Item	M	SD	Level
1	I believe the freedom of expression has limits that should not be transgressed.	4.20	1.13	High
2	To maintain our political system, mass media should be under control.	4.01	1.16	High
3	Individuals must have the opportunity to express their opinions freely.	3.75	1.41	High
4	Political decision-making, I believe, is difficult and decisive; thus, not every individual can participate in it.	3.70	1.34	High

No.	Item	M	SD	Level
5	An individual should keep away from political affairs since those are the responsibility of leaders and governments only.	3.45	1.32	Medium
6	The responsibility of participation brings one needless troubles.	2.98	1.55	Medium
7	I believe that violence and power can be an appropriate approach in confronting some affairs.	2.85	1.53	Medium
	Total	3.56	1.35	Medium

Table (4) reveals that the means of the total items that deal with the dimension of freedom and political participation in the questionnaire is (3.56) and standard deviation is (1.35). This indicates that the overall degree of the level of knowledge of university students in Jordan of the dimension of freedom and political participation of the concept of citizenship is at an intermediate level.

This result could be explained by the notion that the university students' awareness affects their understanding of the concept of citizenship. This might be attributed to the fact that their first priority at this time is to focus on building their future by graduating from the university getting a job and establishing themselves. This will be the first step towards freedom. This in turn affects their freedom of expression and their understanding of success and failure. The more a student understands the significance of the stage that he/she is in the more it affects his/her different life aspects. Therefore university students try to stay up to date with what is happening around them in the world without allowing that to affect their future in any way. This is their criterion for moving forward. For them this is the first stage of freedom by preparing themselves for life. Also we could see students' awareness through their rejection of force, violence and favoritism for achieving their goals.

Question #2: Are there any statistically significant differences at the Jordanian University students' understanding of the concept of citizenship due to sex, residency and college variables?

In order to answer this question, means and standard deviations for the three variables were computed. Table (5) presents the findings.

First: sex variable

Table 5. Means and standard deviations and t-test for the dimensions of the Concept of citizenship according to sex

No.	Dimension	Sex				T-value	Significance
		Male		Female			
		M	SD	M	SD		
1	Identity	4.01	1.13	3.86	1.23	0.17	0.04*
2	Sense of belonging	4.25	1.06	4.19	1.12	0.06	0.26
3	Pluralism & openness	4.10	0.98	3.89	1.31	0.21	0.01*
4	Freedom & political participation	4.52	1.36	4.35	1.29	0.17	0.03*

* Significant at (a= 0.05)

Table (5) shows that there were significant difference among males and females with regard to sex variable on the dimensions of identity, pluralism and openness , and freedom and political participation, in favor of males.

The author attributes such differences between males and females to the family upbringing. The Jordanian society is a male-centered society. Families in raising their children focus on males more than females particularly when it comes to politics. This is because in the Jordanian society the participation in political affairs is controlled almost by males. Females' participation in this area is restricted to the affairs that are important to them. However, at this time women in the Jordanian society started participation in all aspects of life. For instance some women became ministers, managers, presidents Further, there were no significant statistical differences between males and females as far as citizenship and patriotism are concerned.

Second: Residency variable

Table 6. Means and standard deviations and t-test for the dimensions of the concept of citizenship according to residency

No.	Dimension	Residency				T-value	Significance
		Rural		Urban			
		M	SD	M	SD		
1	Identity	3.36	1.16	4.50	1.41	- 0.16	0.41
2	Sense of belonging	4.45	1.01	4.23	1.17	0.22	0.04*
3	Pluralism & openness	4.16	0.95	4.11	0.92	- 0.03	0.36
4	Freedom & political participation	4.01	1.42	4.15	1.04	- 0.17	0.02*

* Significant at (a=0.05)

Table (6) shows that there were significant differences among rural and urban students on the dimension of sense of belonging in favor of rural students, and in favor of urban students on the dimension of freedom and political participation. Also, there were no statistically significant differences among rural and urban students on the dimensions of identity and pluralism and openness.

The researcher attributes the differences in the dimension of the sense of belonging between those who reside in the villages and those who reside in the cities also to family upbringing. Families in rural areas emphasize the importance of one's belonging to his /her family. This sense of belonging to one's family affects positively and strengthens one's patriotism. Students' sense of belonging to their families and their small societies in most cases extends to their sense of belonging to their countries and nations. Pertaining to the differences between those who live in the cities and those who live in rural areas concerning freedom and political participation, it could be attributed to that fact that students who live in the city are more open to the society and the world. This is because the opportunities for contacts available to those who live in the cities are more than those available to students who live in the villages. Further, students who grow up in villages are always trying to abide by their families recommendations to stay away from politics. Therefore, we could see significant statistical differences in favor of those who live in the cities than those who live in the villages.

Third: College variable

Table 7. Means and standard deviations and t-test for the dimensions of the concept of citizenship according to college

No.	Dimension	College				T-value	Significance
		Humanistic		Scientific			
		M	SD	M	SD		
1	Identity	4.52	0.98	4.62	1.22	- 0.10	0.22
2	Sense of belonging	4.33	1.07	4.48	1.04	- 0.15	0.31
3	Pluralism & openness	4.16	1.12	4.11	1.08	0.05	0.01*
4	Freedom & political participation	4.08	0.96	4.01	0.97	0.07	0.05*

* Significant at (a= 0.05)

Table (7) shows that there were significant differences among students of scientific and humanistic colleges on the dimensions of pluralism and openness and on freedom and political participation in favor of humanistic colleges. Also, findings revealed that there were no significant differences among colleges of humanistic and scientific students on the dimensions of identity and sense of belonging.

The researcher attributes such differences in favor of students from humanistic colleges to the nature of the studies that those students are pursuing in their scientific and humanistic colleges. In most cases the nature of studies in the humanistic colleges are less challenging than studies in the scientific colleges. Students in these colleges are required to work more intensely with their professors outside classes, in laboratories, and conducting research in the library. Thus, students from the humanistic colleges have more time to participate in clubs, different student activities and socializing with colleagues who belong to different political parties. All this affects students' opinions and views toward participating in politics beyond the university. This in

turn influences their belief in supporting pluralism, acceptance of others, freedom, and participating in politics on campus and off campus.

Recommendations

In light of the results of the study, the researcher recommends the following:

- Civic Education course should be sustained by democratic principles, pluralism and openness, political participation, and sense of belonging.
- Non government organization should give a role in political socialization and citizenship education.
- Jordanian mass media should carry out information programs related to citizenship, identity and loyalty.

Conclusion and Recommendations

The purpose of this study was to investigate self-

monitoring strategy for learning to read of higher basic stages students in Jordan and its relationship with the desire to learn. On the basis of the results of the study, it was concluded that self-monitoring strategy influenced students' desire to learn. However, such results could not be taken for granted, but need to replicate the experiment with different grades and sample size. In addition, the researchers encourage teachers to use self-monitoring strategy for its benefit in increasing autonomy and improving the academic performance of the students. Finally, the students in the study deemed that the self-monitoring strategy were useful and could give them valuable progress in English reading.

However, the researchers encourage teachers to use self-monitoring strategy for its benefit in increasing autonomy and desire to learn.

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مدى معرفة الطالب الجامعي الأردني بمفهوم المواطنة

سامح محافظه*

ملخص

هدفت هذه الدراسة تعرف مدى وعي الطالب الجامعي الأردني بمفهوم المواطنة، كما هدفت إلى معرفة إذا كانت هناك فروق ذات دلالة احصائية في درجة معرفة الطلبة لمفهوم المواطنة تعود إلى متغيرات الجنس، ومكان الإقامة والكلية. تكون مجتمع الدراسة من ثلاث جامعات حكومية (اليرموك، مؤتة، والهاشمية)، وثلاث جامعات خاصة (الزيتونة، إربد الأهلية، جرش)، أما عينتها فتكونت من (900) طالب وطالبة، وبمعدل (150) طالباً وطالبة من كل جامعة. وكشفت الدراسة العديد من النتائج، ومن أهمها:

− جاء المستوى الكلي لوعي الطالب الجامعي الأردني بمفهوم المواطنة بمستوى عالٍ.

− وجود فروق ذات دلالة احصائية عند مستوى (a=0.05) حسب متغير الجنس لصالح الذكور في ابعاد الهوية والتعددية وقبول الآخر والحرية والمشاركة السياسية.

− وجود فروق ذات دلالة احصائية في بعد الانتماء والمواطنة ولصالح الطلبة المقيمين في الريف ولصالح الطلبة القاطنين في المدينة في بُعد الحرية والمشاركة السياسية.

− وجود فروق ذات دلالة احصائية لصالح طلبة الكليات الإنسانية في بُعدي التعددية وقبول الآخر، والمشاركة السياسية.

في ضوء نتائج الدراسة أوصى الباحث بما يلي:

− تعزيز مقرر التربية الوطنية بمبادىء الديمقراطية والتعددية والمشاركة السياسية والانتماء والمواطنة.

− اعطاء مؤسسات المجتمع المدني دوراً كبيراً في عملية التنشئة السياسية وتربية المواطنة.

− قيام المؤسسات الاعلامية الاردنية بوضع برامج اعلامية للمواطنيين تتعلق بالمواطنة والهوية والانتماء.

الكلمات الدالة: المواطنة، الهوية، التعددية، المشاركة السياسية، الطالب الجامعي الأردني.