The Social Role of The Faculty of Educational Sciences as Perceived by Faculty Members at Jordan University

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Abstract: This study aimed at identifying the social role of the faculty of educational sciences by faculty at the UJ in 2021. To achieve this goal, a questionnaire is developed, which is consisted of four dimensions: Academic responsibility (teacher education), community responsibility, personal responsibility, and Community Research. The tool was distributed after verifying its validity and reliability to a randomly selected sample of 62 faculty members. The result was: the social responsibilities roles of educational faculty at JU of faculty members were high in four dimensions, with average 4.22 from 5.00. This indicates the importance of the role of faculty members in societal and social responsibilities. The results also indicated that there were no statistically significant differences attributed to the demographic variables of faculty members, except on the variable of academic rank at the dimensions of community and personal regarding professors. Also, the significant differences in dimensions academic, and community regarding faculty graduated from USA and Europe. Finally, the study recommended that: the ministry of higher education will establish an institutional work and give it great importance by adopting initiatives that serve the community in varies aspects. The College of Education should activate the role of social responsibilities in their programs and curricula.

Keywords: University social responsibility, Higher education, U J faculty of education, community services.

دور المسؤولية المجتمعية لكلية العلوم التربوية من وجهة نظر أعضاء هيئة التدريس في الجامعة الأردنية

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وزارة التربية والتعليم || الأردن

المستخلص: هدفت الدراسة إلى تحديد الدور الاجتماعي لكلية العلوم التربوية كما يراها أعضاء هيئة التدريس في الجامعة الأردنية عام 2021. ولتحقيق الهدف تم تطوير استبانة تكونت من أربعة أبعاد: المسؤولية الأكاديمية (تعليم المعلم)، والمسؤولية المجتمعية، والمسؤولية الشخصية، والبحث المجتمعي. تم توزيع الأداة بعد التأكد من صدقها وثباتها على عينة مكونة من (62) عضو هيئة تدريس، تم اختيارهم عشوائيا. وتم تطبيق LSD لتحليل البيانات. وأشارت النتائج إلى أن: دور المسؤوليات الاجتماعية لأعضاء هيئة التدريس بالجامعة كما يراها أعضاء هيئة التدريس كانت عالية للأبعاد الأربعة بمتوسط كلي (4.22 من 5). وهذا يشير إلى أهمية (كبيرة جداً) لدور أعضاء هيئة التدريس في المسؤوليات المجتمعية. كما أشارت النتائج إلى عدم وجود فروق ذات دلالة إحصائية تعزى إلى المتغيرات الديموغرافية لأعضاء هيئة التدريس، باستثناء متغير الرتبة الأكاديمية في أبعاد المجتمع والشخصية بالنسبة للأساتذة. كما توجد فروق ذات دلالة إحصائية في الأبعاد الأكاديمية والمجتمعية فيما يتعلق بأعضاء هيئة التدريس ولصالح المتخرجين من الولايات المتحدة الأمريكية وأوروبا. وأخيراً أوصت الباحثة بأن تقوم وزارة التعليم العالي بإنشاء عمل مؤسسي وإعطائه أهمية كبيرة من خلال تبني مبادرات تخدم المجتمع في جوانب مختلفة. كما أوصت بأن تفعل كلية التربية دور المسؤولية الاجتماعية من خلال برامجها ومناهجها.

الكلمات المفتاحية: المسؤولية الاجتماعية للجامعة، التعليم العالي، كلية التربية، خدمات المجتمع.

1- INTRODUCTION.

The University of Jordan (UJ), which was founded in 1962, has grown to become Jordan's largest and leading institution of higher education, and has evolved into a comprehensive university with national and international prominence. It has offered a wide choice of academic programs for students who can choose from more than 250 Programs from 24 schools in various disciplines. UJ offers 94 bachelors in different programs. At graduate level, UJ provides 38 doctoral programs, which represent more than 50% of doctoral programs in Jordan, and 111 master's programs, which represent about 25% of master's programs in Jordan. UJ has qualified academics working in parallel with its ambition and aspirations to excel, many of them have held many key roles in academic, administrative and political fields in Jordan, some of them are ministers, advisers, deputies and heads of universities, while some are excelled in innovation, scientific research and literature.

UJ is not only looking to reach the highest level of excellence, but it is also trying to apply the principles of total quality management and to use the latest information technologies in its programs and strategies. The UJ has achieved advanced positions in various international rankings: UJ is one of the best 600 Universities worldwide, one of the best 10 Arab universities, and it has recently achieved 4 stars according to QS. In addition, UJ has gained many international accreditations for its programs.

UJ's goals are: preparation of scientists, researchers and practitioners who are capable of addressing local and global education challenges, and provide the highest degree of academic standards in the practice of teaching, research and community service; so that it represents a model for others and contribute to the building of educational theories and practices through scientific research.

The term "corporate social responsibility" has been widely echoed in the media and at the university level in recent years; This places a great responsibility on the higher education institution as a whole in highlighting its role as a responsible in the community, an initiative and a pioneer in supporting its society in all its programs, as well as bearing the responsibility of spreading the general and social culture of values, knowledge and skills related to citizenship, tolerance, acceptance of others, dialogue, equality, moral difference, moral thinking, and building intellectual skills. Supreme. The concept of social responsibility is consistent with the goals and principles of many concepts in charitable work, voluntary and social work, solidarity, solidarity and participation (Al- Sayed, & Al Ali, 2017).

In his speech, Minister Twist praised the joint initiative to create an interest that highlights new philosophies from which universities cannot be far from: considering that social responsibility is one of the most important turning points for universities. He said: The best universities in the world have turned into a new trinity that learns instead of education, research and development and innovation instead of scientific research, and community responsibility rather than community service. The planners at the top

universities began to develop visions and strategies that achieve the new tasks of the twenty- first century (The Social Responsibility of Arab Universities, 2017).

However, the role that universities play in diagnosing societal problems and contribute effectively to overcoming these problems, especially since the universities have a major role in this. Because of their expertise and competencies, besides the contain human elements trained from different disciplines and segments and geographical distribution. This is a strength that enables universities to continue to popularize expertise and expand its reach within the scientific methodology based on a specific time and spatial plan. Social responsibility has also become a key to strengthening these universities. The social responsibility of universities is a major aspect of the three functions: teaching, research or social responsibility whose role must be directed towards the various social groups, students and workers in these universities and society (Al- Sudairi, 2016).

The University of Jordan has attached great importance to the development of social responsibility in its different cultures and practices. It provides scientific services that contribute to the development and development of society, educate students about the issues and trends of society, and develop a clear strategy for social responsibility at the level of their external and internal environment. One of the most important objectives of the university is to enhance cooperation in the field of teaching social responsibility among universities in the country, to activate the responsibility of universities and to present initiatives on social responsibility in them. Moreover, the main goal of the activity goes beyond communal services, to the further struggle for democracy, and to give more value to environmental preservation.

It was rare for a topic to be considered and influenced as much as the responsibility of society, especially as the problems that are afflicting the societies involve everyone in assuming their responsibilities in diagnosing societal problems and building effective strategies to overcome them. Therefore, it must play a pioneering role through which it can instill expertise and ability in the minds of citizens and mobilize them to formulate sound foundations for building a knowledge society that instills the behavior of individuals by voluntarily choosing their priorities and providing support for dire solutions that are worrying both their reality and their future.

At the community level outside the university, Al- Khuzaim asks: What is the university's societal role in education and providing services that it should play in society? The university has enormous resources and human resources of professors, students and staff and can implement many social responsibility initiatives assigned to it. The university is also able to gain the trust of business and society to support its initiatives. But the truth is that it lacks ambition and lacks the methodological framework that makes it sustainable and has an effective societal value, whether at the level of society, the university environment, society and the environment in general (Al- Khuzaim, 2014).

Universities, by virtue of their role, vision, mission and influential performance in societies, are supposed to play a leading role in social responsibility. Faculty members in colleges and universities have the ability to provide leadership capable of transforming their institutions towards a pioneering developmental society, with a harmonious collaborative environment. Therefore, the leadership role of faculty members lies in institutional transformation and attachment to an institution rooted in idealism and hope (Astin, 2000: p. 32).

This requires the establishment of a department or committee that is organizationally linked to senior management, and with the tasks of social responsibility and achieving its goals. These goals include: supporting sustainable development programs and projects, interacting with various community issues and needs, cooperating with charities in the community, and adhering to national responsibilities. This can be achieved through: preparing studies commensurate with the needs of the community and caring for the environment, adopting training programs for young people to qualify them for work, and designing educational programs to serve the community.

Universities are supposed to create a positive work environment for all their employees that contribute to achieving job satisfaction, stimulating productivity and creativity, and strengthening the element of belonging based on their social responsibility towards their internal community. The university assumes the role of orientation to change the academic culture that achieves the required social changes; By activating the role of faculty participation and including social responsibility in the structuring of the position of Vice President for Community Partnership. The role of community participation is activated in universities, so knowledge becomes more useful when exchanging, and the quality and effectiveness of educational programs increases when communicating with the real world around them. In addition, community participation maintains a strong relationship between students and the community around them. Universities should support senior leaders by including their role in support of social responsibility in the university's organizational structure at the overall organizational level; This is in line with the importance of this role and establishes a clear methodology for the social responsibility of universities.

The understanding and application of the social responsibility of universities is carried out through missions expanded in the scope of programs and services provided to the internal community and the external community. So, society now has to ask the universities questions about their social role. And what did you do to help solve the problems of society? What will you offer of solutions, initiatives, research and various development projects? Do they have strategic plans for social responsibility? What have you done and will do to develop education, health and social services? Certainly, there are active efforts and universities in this field, but this responsibility in general needs to be activated and make a qualitative shift so that the results are noticeable and influential (Kabalan, 2015).

The University of Jordan will take the lead in driving social change towards partnership and capacity building in addressing challenges that no sector can overcome alone. The intersection of official,

civic and private interests in a reciprocal and interactive manner facilitates decision- making that saves societies from persistent economic, environmental and social problems, and ensures well- being for a better life. Which one should establish a competitive strategic thought that serves the community and the nation in general? Therefore, the University of Jordan bears the responsibility to ensure that its academic and research programs are not only subject to the requirements of the labor market. Encouraging interdisciplinary approaches to link the applied natural sciences with the social sciences.

The University of Jordan must ensure that specialized CSR courses focus on the environment, social impact, and ethical implications of scholarly activity. Students should be introduced to ethical concepts, social responsibility, awareness of global challenges, and encouraged to act locally and think globally. And encourage cultural exchange programs between educational institutions in other countries, so that universities can further help in promoting the concept of multiculturalism and improving skills of other cultures.

The college is an agent for community service to bring about social transformation; Through the faculty's academic work and intellectual expertise that provide a wealth of information and human resources to help guide these transformations, and serve the greater community through their advisory expertise and the new knowledge they create. Faculty members should consider adopting an interdisciplinary approach to teaching and integrating the natural, applied and social sciences so that knowledge is not isolated around its context.

There are many roles the university plays in empowering students such as leadership development programs, community service activities, lifelong learning communities, and an increased focus on civic responsibility. So, the College of Education empowers students as educators with teaching skills, twenty- first century strategies, the opportunity to interact with students, and the opportunity to participate in shaping next- generation societies (Astin, 2000: p.34).

One of the most important social responsibility goals of universities is to prepare productive and responsible citizens, promote broad participation in civil society, and develop skills and attitudes to achieve this, which is important in higher education. This is often known as the "third mission" which includes technology transfer, innovation and continuing education. This aspect of higher education is an essential part of the university's commitment to society at large and is equally important to the educational experience and expertise of each student. Although this dimension of higher education is important, it is rarely mentioned in the curriculum.

Students are an immense wealth and one of the most valuable resources in the development of the societies to which the University contributes. In addition to the fact that students who practice community partnership can learn how to deal with social, political and cultural issues, such participation fosters a sense of civic responsibility, encourages a greater sense of responsibility for graduates, and prepares them to improve the lifestyle of all segments of society. Universities encourage their students to

think of community service and participation that fosters new types of cooperation and multicultural understanding.

There is no doubt that scientific research is necessary in the production of knowledge to serve the community and improve the quality and quality of life. Some universities seeking to improve their position in the world university rankings have started closing some departments with mediocre research outputs and attracting highly skilled researchers from developed countries. However, research does not have to be the primary mission of most universities. Methodological battles within the social sciences have contributed to a growing sentiment within the educational research community. Several theories have suggested that the goals of the social sciences are different but understandable (Noddings, 2016).

The current reality reflects a severe lack of such services, so this concept should be given a greater role, and an intense interest to enable our university and other educational institutions to serve the community and its participation in growth, especially with the spread of universities. This effort is a measurable human effort and a desire for competition (Al- Sayed, & Al Ali, 2017).

The university is moving forward in expanding its role in serving and leading the community and activating a related executive plan for this purpose .A committee has been set up in this regard and has concluded to develop perceptions of work on four axes: The focus of the educational impact, the role of community participation, the knowledge, the environmental impact (Rababah, 2017).

The College of Education was established by royal decree on December 27, 1972, and began teaching in December 1973. When it was a department in the College of Arts, the programs offered were: Bachelor's Degree in Special Education, Classroom Teachers, Educational Psychology and Diploma in Education, Master's and Doctorate. Curricula, teaching methods, guidance, educational administration and educational planning. Academic plans and programs for faculty members have gone through various attempts to develop in order to keep pace with local, regional and international requirements. The College of Education now includes (97) faculty members, most of whom graduated from Western universities.

Universities, as educational institutions, play a vital role in the development and improvement of society, and contribute to the well- being of citizens. Given the social responsibility of universities with a large number of stakeholders: students, institutions, government, employees, businesses, the local community, etc. The university in its day- to- day management is an institutional entity that defines the vision, mission, plans and strategic practices of its social role with the challenge of introducing a socially responsible approach in its management. (Elva, Xavier, & Jesús, 2017).

There are many studies that dealt with the issue of the social responsibility of universities, including:

The purpose of this study (Muhammad, A., Ishamuddin, M., Sharina, O. & Umar, H., 2021) is to ascertain the range of activities undertaken by universities for their social responsibility initiatives. The results showed that it is necessary for universities to integrate social responsibility initiatives into their

administrative policies and procedures in order to achieve a meaningful impact. Universities all over the world need to take social responsibility as an integrated process of the organization and formulate their teaching, education and training activities accordingly. The study recommended conducting relevant research to develop a deeper understanding of the concept of social responsibility.

The purpose of this study (Issam, 2019) is to propose a contemporary dimension (on top of the dimensions of teaching and research) of the social responsibility of universities in most educational institutes. Based on the new definition, a mechanism for estimating the sustainability of the USR has been proposed. The correlative methodology about USR was designed with the researchers' views, and USR characteristics were identified and included in the proposed new definition of USR. And Shared Value Creation (CSV), in addition to knowledge and sustainability. This paper proposes a new extended version of sustainability for the social responsibility of universities. The Green Cloud project was taken as a means of demonstrating the cooperation between the university and the cloud service provider located in the Middle East (Dubai). The sustainability estimate is provided with virtual numbers to illustrate the technique.

This paper (Livingstone, & Ritah, 2016) presents a comparative analysis of social responsibility (CSR) in public and private universities in Uganda. method was used Cross- sectional survey of 780 respondents. This included 44 university administrators, 356 employees and 380 students. They were selected from 22 universities. The results show that both public and private Universities offered CSR albeit to a very low degree. Moreover, getting involved in CSR has varied greatly across universities in a way that has been a lot Less in public universities than in private universities. drawing of literature and University community partnership models for higher education delivery, a case for the universities' engagement with their communities is then increased Highlighting recommendations towards achieving this goal.

Research Questions.

The study aimed at answering the two questions:

1- What are the responsibilities of the social role in the College of Educational Sciences as seen by the faculty members at the University of Jordan?

2- Is there a significant difference ($\alpha \leq 0.05$) between the means of the social roles responsibilities as perceived by faculty member due to their gender, academic rank, departments, years of experiences and the country from they graduated?

Definition of Terms

Faculty Members: all teaching and administration staff working at the college of educational science at the University of Jordan holding the rank of: professor; associate professor and assistant professor.

Social responsibilities: The roles of the college of educational sciences that can be provided to the society as perceived by faculty members in the four dimensions: Academic responsibilities; community responsibilities; personal responsibilities; and community research responsibilities.

Study Limitation

The study was limited to faculty members at the college of educational science, male and female, who teach at the summer semester in the academic year 2021, at the University of Jordan.

METHODOLOGY.

Population and sampling

Study Population: The total number of faculty members in the Faculty of Educational Sciences at the University of Jordan was (94) members. The sample of (62) faculty members was randomly selected. Table No. (1) shows the distribution of the sample by gender, academic rank, departments, years of experience, and the country from which they graduated.

Table (1) Frequencies, percentages of the sample size study distributed by their sex, academic rank, departments, years of experience, and the country from them graduated.

Variables	Categories	Frequency	Percent
Gender	Male	50	80.6
	Female	12	19.4
	Total	62	100.0
Academic rank	Professor	31	50.0
	Associate Professor	15	24.2
	Assistant Professor	16	25.8
	Total	62	100.0
Academic department	curricula	19	30.6
	Educational Administration	9	14.5
	libraries	7	11.3
	educational psychology	9	14.5
	Special ed.	10	16.1
	Total	62	100.0
Years of Experience	less than 7	14	25.8
	7- 14 years	12	19.4
	more than 14	34	54.8
	Total	62	100.0
Town of graduation	Arab	23	37.1
	America Europe	39	62.9
	Total	62	100.0

Instrument

The study tool (a questionnaire) consisted of two parts: one for demographic variables. The respondent was asked about his gender; Departmental academic ranks. years of experience; And the country of those who graduated. The second part was the social responsibilities of the College of Education, which included four derogations. The first dimension: academic responsibility (teacher preparation), the second dimension: community responsibility, the third dimension: personal responsibility, and the fourth dimension: community research. These dimensions are adapted from a Standard Model for Academic, Social, Emotional, and Personal Development by the Josephson Institute (2013). Respondents were asked to respond on a five- point Likert scale (one = absolutely disagree, 5 = completely agree).

The tool was first prepared in English and translated into Arabic. Then the questionnaire was presented to six faculty members (experts) to ensure its validity, they were asked to express their opinion on the dimensions and paragraphs of the questionnaire if they measured the social responsibility of the College of Education and made any changes. The first version of the questionnaire consisted of four dimensions and (119) paragraphs. After making changes and removing the data that all experts agree to remove, the questionnaire was contained in 113 paragraphs with four dimensions. The first dimension includes 22 paragraphs; The second dimension includes 31 paragraphs; The third dimension includes 38 paragraphs; The fourth dimension includes 21 paragraphs.

For the reliability of the questionnaire, the Cronbach's alpha, Guttmann split- half coefficient, and Spearman- Brawn coefficient were stated after cumulating the instruments from the respondents. Table 2 shows the reliability of the four dimensions of the questionnaire.

Table (2) The reliability of the questionnaire dimensions

Dimensions	Cronbach's alpha	Guttmann split- Half coefficient	Spearman- Brawn coefficient
Academic responsibility (teacher education)	0.87	0.78	0.79
community responsibility	0.96	0.78	0.78
personal responsibility	0.90	0.81	0.82
Community Research	0.87	0.82	0.83

Statistical Analyses:

The statistical analyses used to answer the research questions were means, standard deviations, one- way analyses of variance (ANOVA), Cronbach's alpha, and Guttmann split- Half coefficient, Spearman- Brawn coefficient, and LSD for follow up investigation if needed.

RESULTS.

The result of the study will be presented on the base of the two questions, as follows:

Research question one: 1- What is the Social role responsibilities of the faculty of educational science as perceived by faculty members at the University of Jordan? To answer this question the means, frequencies, and standard deviation were computed. Table (3) shows the means, and standard deviations for the dimensions of social responsibilities as perceived by faculty members of the faculty of education at the University of Jordan. Annex 1 shows the means and standard deviations for all the questionnaire statements.

Table (3) Means, standard, of the social responsibilities at the faculty of educational sciences as perceived by faculty members at Jordan University

Dimensions of social responsibility	N	Mean	Std. Deviation
Personal responsibility	62	4.33	.54
academic responsibility	62	4.29	.41
community responsibility	62	4.15	.52
Community Research	62	4.11	.43
Total	62	4.22	.40

The results in table (3) indicated that the heights social responsibilities for the faculty of educational sciences as perceived by faculty members is the academic responsibility with mean equal to (4.33), then the academic responsibility with a mean (4.29), then the community responsibility with mean (4.15), And finally, community research (4.11). Research question 2: Is there a significant difference ($\alpha \leq 0.05$) between the means of the roles of social responsibilities as perceived by faculty member due to their gender, academic rank, departments, years of experiences and the country from they graduated?

To answer this research question means, frequencies, and one- way ANOVA were computed for the dimensions of social responsibility as perceived by faculty members according to their sex, academic rank, departments, years of experiences, and the country from they graduated.

Table (4) Means, frequencies, and one- way ANOVA for the dimensions of social responsibility As perceived by faculty members according to their gender.

Dimensions of responsibility	Means: Gender		F	Sig.
	M (50)	F (12)		
academic	4.28	4.33	0.157	0.69
community	4.19	3.98	1.654	0.20
Personal	4.32	4.37	0.104	0.75
Research	4.1	4.22	0.195	0.66

Table (4) shows that no significant differences between the means of four dimension of the social responsibilities: (academic, community, personal, and research) due to faculty member gender: males and females.

Table (5) Means, frequencies, and one- way ANOVA for the dimensions of social responsibilities as perceived by faculty members according to their academic rank.

Dimensions of responsibility	Means: academic rank			F	Sig.
	Prof.(31)	Associate Prof.(15)	Assistant. Prof.(16)		
academic	4.33	4.10	4.38	2.29	.11
community	4.31	3.98	4.00	3.06	.05
Personal	4.51	4.12	4.19	3.62	.03
Research	4.16	4.06	4.11	.64	.53

Table (5) shows that no significant differences, ($\alpha \leq 0.05$) between the means of two dimensions of the social responsibilities: Academic, and research due to faculty members academic rank. It shows significant differences between the means of the dimension of community social responsibility due to faculty member academic rank, ($\alpha \leq 0.05$). Also, it shows significant differences between the means of the dimension of personal social responsibility due to faculty member academic rank, ($\alpha \leq 0.03$). The LSD method was used for follow- up investigation to understand the trend of these differences. Table No. (6) shows this.

Table (6) Means, frequencies, and one- way ANOVA for the dimensions of social responsibility as perceived by faculty members according to their departments.

Dimensions of responsibility	Means: Departments					F	Sig.
	curricula (27)	Ed. Ad. (9)	Ed. psychology (9)	libraries (7)	Special ed. (10)		
academic	4.28	4.35	4.12	4.45	4.30	.70	.60
community	4.22	4.22	3.88	4.23	4.10	.80	.53
Personal	4.45	4.34	4.03	4.50	4.17	1.43	.24
Research	4.12	4.16	3.84	4.35	4.13	1.52	.21

Table (6) shows that no significant differences ($\alpha \leq 0.05$) between the means of four dimensions of the social responsibilities:(academic, community, personal, and research) due to their faculty member departments:

Table (7) Means, frequencies, and one- way ANOVA for the dimensions of social responsibility as perceived by faculty members according to years of experiences.

Dimensions of responsibility	Means: Years of Experience			F	Sig.
	less than 7 (16)	7- 14 years (12)	more than 14 (34)		
academic	4.35	4.03	4.35	2.95	.06
community	4.01	4.95	4.29	2.96	.06
Personal	4.19	4.21	4.44	1.58	.22
Research	4.15	4.09	4.10	.09	.91

Table (7) shows that no significant differences ($\alpha \leq 0.05$) between the manes of four dimensions of the social responsibilities: (academic, community, personal, and research) due to their years of experience.

Table (8) Means, frequencies, and way ANOVA for the dimensions of social responsibility as perceived by faculty members according to country which they graduated.

Dimensions of responsibility	Means: Country of graduation		F	Sig.
	Arab (12)	USA & Europe (50)		
academic	4.14	4.37	4.59	.04
community	3.96	4.27	5.26	.03
Personal	4.19	4.41	2.36	.13
Research	4.18	4.07	1.06	.31

Table No. (8) shows that there are no statistically significant differences ($\alpha \leq 0.05$) between social responsibility: (personal, and research) attributable to the faculty member in the country from which she graduated. On the other hand, there was a significant difference ($\alpha \leq 0.05$) between the means of academic responsibilities in the country from which they graduated namely the USA and Europe (mean = 4.37) compared to the college from which they graduated. Arab countries (mean = 4.14). Also, there was a significant difference ($\alpha \leq 0.05$) between the means of community responsibilities because of the country from which they graduated, namely, the United States of America and Europe (mean = 4.27) compared to faculty members graduating from Arab countries (mean = 3.96).

CONCLOSION AND RECOMENDATIONS:

The result of the study shows that opinions of faculty members at the faculty of education on social responsibilities of the faculty of education was very important (mean=4.22) out of (5). This indicates that they understand the role to do in the career of education and their responsibilities? The personal social responsibilities had the most importance role (mean=4033) from the point view of the Faculty as reflect their personality to do their work close to the student and guide them to success, and they can

construct their ability to billed their life future. The second importance role can faculty of education do for social responsibility was the academic responsibility (mean=4.29). That means the faculty member address the main duty of the university in their mined to educate the people and teach them the knowledge and gave them the experience of life.

The result of the study in general shows no significant differences between the means of all dimensions of the social responsibilities in regard to faculty members' gender, academic rank, departments, years of experiences, and the country from they graduated. The significant differences were found in the dimension of community responsibilities due to academic rank, and this deference were professors (mean=4.31) are playing role on community services more than those they ranked associate professors (mean=3.98), and assistant professors (mean=4.00). On the other hand, significant differences were found in the dimension of personal responsibilities due to academic rank, and this deference were professors (mean=4.51) are playing role on developing student attitude and there personality more than those they ranked associate professors (mean=4.12), and assistant professors (mean=4.19). Also, it was found significant differences in academic, and community dimensions of social responsibilities due to the country from they graduated. This difference in large of the faculty member whom they graduated on USA and Europe (mean=4.37, 4.27) against whom graduated from Arab countries (mean=4.14 and 3.96) respectively. This result could be due to the experience they had in their studying their doctoral and their life experience in western countries.

It can be said that faculties of education are training future leaders and decision- makers, but it is their responsibility to ensure that their graduates become socially responsible citizens. If this is the case, faculty of education at UJ must resist the effects of interest only by making profits and looking at things as if they were commodities that are sold and bought, a view contributed by the effects of globalization, which distracts educational institutions from their primary responsibilities as social institutions that are responsible for long- term societal needs.

The faculty of education at UJ has the responsibility to contribute to knowledge and to raise the intellectual capacity that will bring health to societies and the safety of the environment. We hope that the Ministry of Higher Education will establish an institutional work and give it great importance by adopting initiatives that serve the community. The UJ curriculum should address the concept of a global citizen who has knowledge of the wide world around him and respects and appreciates cultural diversity. The college of education at UJ should therefore consider their responsibilities as one of the important principles addressed to them in all their main tasks.

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