The Role Of Higher Education Institutions In Enhancing students' civic engagement : A Case study applied to AL-Quds Open University- Salfeet Branch

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Abstract:

This study aimed at investigating the efficiency of the role of higher education institutions in enhancing students' civic engagement - Salfeet Branch, AL-Quds Open University. In order to achieve the purpose of the study, and to collect the necessary data, the researcher prepared a questionnaire which was valid and constant with coefficient 96%. To test the study hypothesis, the researcher used the analytical descriptive approach including Statistical Package for Social sciences (SPSS), percent means, Standard Deviations and ANOVA.
The study revealed:
There is an effective role of higher education institutions in enhancing students' civic engagement - Salfeet Branch, AL-Quds Open University from their viewpoint.
There is no effective role of higher education institutions in enhancing students' civic engagement - Salfeet Branch, AL-Quds Open University from their viewpoint due to the (Sex, Age, Marital status, Academic year, Profession) variables at statistical significance ($\alpha \geq 0.05$).
In the light of the results of the study, the researcher recommends:
Encouragement for acculturation and intercultural activities with international universities.
Specify certain budgets for activities of volunteering and group work.
Motivating student to get engaged in summer camps and sport activities outside the country to encourage them to communicate with international cultures.

Keywords: Role, Education Institutions, Enhancing, civic engagement.

Introduction

Higher education institutions are playing an important role in social work and enhancing individuals' national affiliation as they supply the human societies with qualified and trained people to develop the society. Also they supply the students with national and social work concepts in order to empower their civic engagement and adopt the society values.

In consideration with the institutional transformation in deep consequence on the ways of thinking, the structure of human consciousness, the paradigms of knowledge, the models of acculturation, the methods of learning and education, and the styles of communication and interaction, as well as the tendency of universities toward civic engagement with surrounding communities, the educational institutions should undertake a new approach to face these challenges and create a positive impact on their students' values and beliefs regarding the importance of being an active participants in their communities.

Reviewing related studies shows that the university students' participation in community service is increasing despite their embroilment in civic engagement and political process have descended significantly.

Transferring cultural heritage to the coming generations is one of the main missions of educational system and institutions including the manner they use in preparing students to involve them in civic engagement and fostering their ability to use communication skills among social interaction and practicing their role in social work and volunteering.

Learning and practicing civic engagement have to be embedded through the educational curriculum and preparing students for democratic empowerment and global citizenship.

Regarding the importance of the educational institutions and their civilization mission, the universities and colleges should cope with globalization and information revolution which pose several challenges and obstacles in order to activate their role toward appealing and promising future.

To achieve the new promising role of the educational institutions, the from their viewpoint and faculty members have to change their philosophy as well as our educational philosophy to enable the coming generations to cope with fluctuations in our life and to an effective civic engagement.
Therefore and regarding the rapid diffusion of electronic achievements and media techniques which create an enormous challenges, the universities should play and assure their role in civic engagement to maximize the benefit for the surrounding communities in different fields, especially social and economic development and upward of mobility of individuals. Also they should stress the link between students' skills and the manner to utilize them to benefit their community as a whole.

Some of researchers argue that some of universities ignore their responsibility in civic engagement which affect negatively the democracy in classrooms and increasingly

detached relationship between universities and surrounding communities. Ultimately, the debates of the role of higher educational institutions in civic engagement don't end, as they are in threshold of a grand change, and so to achieve real traction in higher education, they have to define civic engagement and establish civic learning outcomes clearly.

The educational institutions practice their main responsibility in transferring cultural heritage to the individuals of the society including educating and bringing them up to appreciate love, peace, respect other views, freedom of expression, dialogue and equality to spread security and stability among the society.

AL_Quds Open University is doing its best to care about Palestinian people, so it enhances cultural and civilization heritage of Palestine and transfer them to the coming generations as well as to qualify individuals to participate in sustainable development process, politically, economically culturally, and socially through its civic engagement.

To guarantee the quality of educational outcomes and to maximize its role in social development; AL-Quds Open University is working to deepen the concepts of social peace, cooperative and democratic work, and to spread stability and security among Palestinian society.

Study Problem:

The cultural context forms the values of the nation, and it represents the active incentive for globalization in several fields such as economics, culture policy and social matters, especially throughout the changeable world and the wide effect of media and electronic tools.

The Israeli Occupation and its daily procedures represent the main economical and cultural obstacle that prevent the activate cooperation with the other nations, in addition to its several attempts to affect Palestinian values and restrict cooperation and civic engagement among Palestinian society, as well as utilizing the daily communication with the Israeli society to pledge their need to a continuous supply with requirements of living including higher education access for the Palestinian people.

Referring to the basic purpose of establishing AL-Quds Open University which related to meet Palestinians need of higher education, it uses a flexible and effective open (blended) learning style. So, the problem of this study should be defined as: Is the role of AL-Quds Open University – Salfeet Branch effective in enhancing students' civic engagement from their viewpoint?

The questions of the study:

Is the role of AL-Quds Open University – Salfeet Branch effective in enhancing students' civic engagement from their viewpoint?

Are there any significant differences at the significance ($\alpha <= \alpha$ 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement from their viewpoint due to the variables (Sex, Age, Academic level, Specialization, profession, and Residence place) at the significance of ($\alpha <= \alpha$ 0.05)from their viewpoint?

Study Hypothesis:

There are no significant differences at the significance ($\alpha <= \alpha$ 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement from their viewpoint due to the variables (Sex, Age, Academic level, Specialization, and Residence place) from their viewpoint.

There are no significant differences at the significance ($\alpha <= \alpha$ 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the profession variable from their viewpoint.

The aims of the study :

To investigate the efficiency of the role of Alquds Open university –Salfeet branch in enhancing students' civic engagement from their viewpoint.
To find out whether there are significant differences at the statistical level ($\alpha=0.05$) for the effect of the role of Alquds Open university –Salfeet branch in enhancing students' civic engagement from their viewpoint.

The importance of study:

The importance of the study manifested from the importance of education in providing and bringing the students up on the values of the society and from the prospective results and suggestions of the study. In addition to the importance of the role of higher educational institutions as well as civic engagement.

Study Population:

This study will include all students in Salfeet Branch in the second semester of the academic year 2012/2013.

Study Methodology:

To achieve the purpose of the study which is concluded to investigate the role of AL-Quds Open University – Salfeet Branch in enhancing students' civic engagement, the researcher used the analytical descriptive method including Statistical Package for Social Sciences (SPSS) since its suitability for the study purposes. Accordingly, to collect the necessary data, the researcher designed and prepared a questionnaire which distributed among students in Salfeet Branch and ask for their responds. Therefore, the descriptive correlation design was selected to determine relationships between independent and dependent variables.

Definition of Terms:

Civic engagement: "Individual and collective actions designed to identify and address issues of public concern" and it includes the right of people to define the public good, determine the policies by which will seek the good,

and reform and replace institutions that don't serve that good. (American psychology association. Retrieved 24 Aug.,2012
http://wikipedia.org/wiki/civic engagement).

- **The Role:** A prescribed or expected behavior associated with a particular position or status in a group or organization.

- **Higher education institution:** An institution of higher education is a school that awards a bachelor's degree or not less than a 2year program that provides credit towards a degree or provides not less than 1 year of training towards gainful employment or is a vocational program that provides training for gainful employment and has been in existence for at least two years which meets the following criteria:

1. Admits as students only persons with a high school diploma or equivalent, or admits as regular student persons who are beyond the age of compulsory school attendance.

2. Public, private, or non-profit, accredited or pre accredited and is authorized to operate in that state.

3. Accredited or pre accredited and is authorizes to operate in the state.
   http://www.nrcyd.ou.edu/etv/defining-institutions

- **AL_Quds Open University:** It is general and nongovernmental university which was established by Palestinian Liberation Organization and set out its missions in 1991 in Palestine with several branches in and out of Palestine to offer open learning (blended learning) service for Palestinian people. (AL-Quds Open University- strategic plan 2007-2011, p,3)

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-Theoretical Framework and Related Studies:

Introduction:

Civic engagement represents the third mission of education institution along side with teaching and researching which should be defined in the light of the degree of legitimacy for community engagement of several types.

It is obvious that the most important mission of higher education is to transfer the knowledge from professors to the students which activate communication in the classrooms and democratic learning style where the students should spend their time experiencing new cultures and involving in discussions between them as well as with diverse audience.

Some of the educational institutions don't encourage this style of communication among the university's environment. Moreover, some of them have become detached from surrounding communities, restricting a student's opportunity for engagement with community

members.(Boyte ,2004) By the beginning of the 20th century, consuming knowledge versus producing it was transferred to be the purpose of students in the classroom. So, this meets the modern civic education which calls for a transformation of the academy and its daily practices, especially in the classroom (Peters, 2010)

Thus, civic engagement of the universities could be defined as an ethical policy of the community of university performance including " students, faculty members, employees and management staff" their responsibilities toward cognitive, teaching and ecological effects which executed by the university throughout interactional dialogue with the surrounding community to enforce human and sustainable development (Jossey & Jossey, 2008).

Therefore, the higher educational institutions should enlarge their role of teaching the necessary skills to gain job and reap economic benefits from their ability to use these skills after graduation, since reviewing the activities of higher education institution reveals the absence of civic engagement in them. Accordingly, to maximize the learning experience, the students should be enabled to join the universities as co-producers of knowledge rather than being knowledge recipients.

As the transition of culture and values is slow and difficult because it concludes, changing values and teaching methods that are inherent, the universities and colleges should prepare students for civic engagement and public work after graduation and enforce them to bridging social capital and involving in discussions and activities with people from all races and ethnics.

Ultimately, the essential role of higher educational institutions is succeeded in the development of this transformation, the conclusions could be summarized in (Malik and wagle,2001):
http://unpan1.un.org/intradoc/groups/public/documents/un/unpan006234.pdf

1. Development efforts are likely to fructify better long term benefits if they build in the components of civic engagement.

2. This emphasizes that civic engagements has significant implications for strengthening country capacities to manage development processes for which international resources might necessary.

Defining Civic Engagement:

Related to the confusing obvious domain of social capital, civic engagement should be understood as a process which organizes citizens and enables them to influence share, and control public affairs.

So, in this conception civic engagement contributes in social capital throughout interactions between people and processes they involved in for fruitful public outcomes. In addition to that, it participates in social capital and development efforts through the channels of voice, representation and a accountability, as civic engagement and development are linked.

Consequently, civic engage defined as a process through with stakeholder influence and share control over development initiatives, and the decisions and resources which affect them. (Malik and Wagle,2002,p3).

Some argues that civic engagement term means participation, other differ between them. Anyhow, civic engagement term is more specific participation, assuring civic objectives.

However, civic engagement is used to consolidate democratic system of governance and to heighten the global project of development in which people may choose to express dissatisfaction with an institution or process by ignoring, moving away from or working inside it.

One can expect a more accurate perception of needs which based on direct exchange of information (Robb, 2000). As participated people in decision-making can alleviate the problem resulting from adverse selection and enable the policy makers to better decisions.

Civic engagement principles (Diab,2010,pp10-11):

Civic engagement depends on several principles; here are the most important of them:

1. Environmental Restoration from possible dangers, especially pollution.

2. Values and Ethics which considered as a safety key for material and human investments.

3. Accountability and transparency which include the disclosure of accurate data about related activities for the common public interest.

4. Empowerment of the state and public sector which include balanced partnership between private and public sectors and stakeholders to save stability and security of the society.

5. Financial performance and results which include welfare levels achieved by good salaries, fringe benefits and good performance.

6. Workplace standards which should be connected with the management of human resources including training them to cope with job needs and requirements.

7. Collaborative relationships which depends on equity, justice and honestly with job partners.

8. Quality products and services which respond with different needs and requirements of the society. Also, it includes utilizing proficient elements and employing them to create positive competition with producers and importers.

9. Community involvement throughout bridging and communicating with the society and its institutions either in tangible or intangible sides.

The Role of the Universities in Fostering Values:

The universities in Palestine play an effective role in offering learning service alongside with involving in civic engagement especially in enhancing social values including volunteering and public work.

According to public opinion poll for Palestinian priorities in Palestinian, which was executed by Beir Zeit University, the Palestinian university were trusted by Palestinians despite their suffer from complicated circumstances and difficulties (Beir Zeit university, 2000). **home.birzeit.edu/dsp/opinionpolls/list.html**

In spite of these obstacles, the Palestinian Universities play a leading role to maintain Palestinian national and cultural identity and protect cultural heritage of Palestine as well as express national passion.

Socially, Palestinian Universities face several obstacles which should be overcome to deal with cultural and moral spheres in order to bring initiative and affiliated students up to participate in their society development.(Shaheen, 2004,p:48).Some of the Palestinian university deficiency in acting their role were attributed to common negative view toward humanitarian studies .(Abu Shaweesh ,2004,p1010)

Despite this deficiency and the fluctuate situation in Palestine caused by the Israel occupation, the Palestinian Universities doing their best to serve the surrounding communities including development, cultural, economical, social and political missions.(Mikdad and Helis,2000,p:3)

Some of these obstacles were related with the universities themselves such as researches, financial resources, and lack of scientific conferences, others related to Palestinian Ministry of higher education which restricts activities, especially in the governmental universities, and the gap between their outcomes and the requirements of the local work market and the needs of Palestinian Society. In addition to the Israeli occupation obstacles and procedures which make communications and transportation between Palestinian cities and villages very difficult, such as Israeli Military blocks, the Israeli siege of Gaza Strip and the closure of these universities by Israeli occupation authority. (Ministry of Palestinian higher education publishes, 2006,p:9).

To overcome the obstacles that face the Palestinian universities in civic engagement, AL-Quds Open University has undertook several activities to enforce its role in civic engagement among Palestinian society, one of these activities was organizing civic engagement conference which was held in Nablus on 26/9/2011. Also, it organizes several workshops, symposiums and public work activities which aimed to empower national affiliation and cultural identity as a part of its civic responsibility.

AL-Quds Open University adopted open (blended) learning style to conquer the Israel procedures and enable Palestinian people to join higher education to get

undergraduate degree in several fields. The open learning style depends upon several branches and learning centers spread throughout Palestine from Rafah in Gaza to Jenin in the north of west bank. Also, it applies e-learning in a blended method to overcome Israeli military blocks and other procedures which prevent student to reach their Universities' campuses in Palestinian cities. Despite the difficult circumstances created by the Israeli occupation, the Palestinian universities enforce the values of virtue and tolerance among students through the curriculum, curricula and non academic activities which are organized by both students and the Universities managements: Educational effects, cognitive effect, ecological effects, and social effects (AL-Ajez,2006,p399): Therefore, it is obvious that AL-Quds Open Universities massage was stated to dedicate the University to serve Palestinian society in a common responsibility to achieve real partnership between them. Furthermore, the university offers several scholarships for students to enable them to pursue their undergraduate learning .

Accordingly, the university impact could be categorized as: Educational effects and Social effects. In addition, the university bridges trust with local work market and its components and guide students toward needed specializations (Shaheen, 2009,p8-10).

Related studies:

Crowley(2005) aimed to initiate a dialogue and to stimulate further research about the effectiveness of nonprofits in strengthening civic engagement and producing social capital in Ireland, also it explores further challenges in building civic participation.

Since the role of nonprofits in creating social capital as a potential indirect benefit is not assured in existing research about non profits in southwestern Pennsylvania.

To achieve the purpose of his study, the researcher used the descriptive methodology and focus groups. The study revealed the following obstacles that preventing people from involving and volunteering in their communities and social activities as much as they would like:

> -Nonprofit leaders in south western Pennsylvania identify many of the obstacles in the social capital community benchmark survey as challenges facing their organizations.

> -Work- related scheduling as a problem the focus groups faced in recruiting volunteers.

> -Also, focus groups stressed that lack of information as an obstacle to greater community involvement in their work.

Ryan(2007) presented an overview of the broad role of higher education in promoting active citizenship, and he tried to investigate the initiatives of higher education institutions which aimed at encouraging them to achieve their active citizenship missions.

In addition to that, the paper look at how higher education institutions are involving with local communities to promote increased equity of access to higher education and ensure more citizen benefit from them.

The researcher study used the descriptive methodology and it revealed that higher education institution strengthen their role in introducing individuals active citizenship, Students volunteering as well as they support effective service learning . And the study highlighted the higher education benefits in acting their civic engagement either economically and socially.

Boland (2008) examines the process of embedding a civic engagement dimension with the higher education curriculum in Ireland, as doctoral thesis from University of Edinburgh in UK.

The researcher used unstructured interview and documents as the main source of data. Interviews were done with academic staff, project directors, educational developers, academic managers and leaders. In addition to participated key actors from national policy context and international field of civic engagement, four orientations to it are identified and revealed the multifaceted rationale.

The study found that pedagogy for civic engagement as a concept and practice challenges, a range of assumptions and traditional practices, raised fundamental questions regarding the role and purpose of higher education and not just in contemporary Ireland.

Mclntosh and Munoz (2009) attempt at predicting civic engagement in urban high school students as the role of schools in promoting youth civic engagement still debatable. This study carried out in Jefferson County Schools (jcps) in Louisville, ky. The collected data in 2008, 2009 were used to identify and characterize a number of factors suggested theoretically and empirically, as it can be important and predictors of youth civic engagement.

The study shows that most factors in the applied model of civic engagement were positively related to youth civic engagement. The most important factors were community service, political discussion and environmental conservation, the moderate factors were non sport extracurricular activities, conflict resolution skill, positive character personal efficacy as well as willingness to contact public officials about issues of concern and intention to vote.

Other factors were weak and less-widespread associates with youth civic engagement. Therefore, this study reinforces claims that community service, discussion of politics and non sport extracurricular activities enhance and empower civic engagement. Also, these findings show an additional evidence of the potential value of environment conservation, conflict resolution skill, and character education as tracks to civic engagement. Terano(2010) addressed in his study civic engagement of international postgraduate students conceptual and methodological implications from a case study at the university of Pittsburg in England.

The paper aimed to present part of the outcomes from a previous study entitled effective programming for international students based on their received social and cultural needs (Terano, 2007), and in addition to analyzing

the collected data, conceptual link between civic engagement and social and cultural participation has been assured, the researcher used descriptive statistics to identify correlations and 42 interviews were carried out and 250 questionnaires were distributed to collect the necessary data. The study results were:

- There was a strong link between participants' general cultural participation, social capital and civic engagement, according to the applied model in the study.

- The study demonstrates the importance of identifying social institutions that individuals associate with, in understanding their civic engagement tendency.

Hatcher (2010) offer a review essay defining the catchphrase understanding the civic engagement of college students addressed by Jacoby and associates (2009), the role of higher education in civic engagement concepts. In her study, she emphasized that civic engagement offers "a big tent" under which a number of initiatives and perspectives can gather and proceed to advice each institution to choose the term or definition and approach that best suits its inquire mission, culture and traditions. Hatcher emphasized that civic engagement is a complex term which includes variety of ways to involve college students in a meaningful action to improve the quality of life in communities and advance students' civic learning.

Hatcher concludes that the forms of civic engagement will depend partially upon campus mission and climate, administrative support, faculty disciplinary perspectives, student leadership, funding streams, political climate and community context. In addition to the civic learning spiral, each campus should weave together several sources to create effective civic engagement and to achieve their goals. Koopmann (2012) aimed to examine the relationship between participation in service learning and civic engagement in the 2 year college and to determine whether certain variables related to from their viewpoint' characteristics and service-learning characteristics were significant moderators on the outcomes of civic engagement. In order to measure civic engagement the researcher used seven dimensions: civic , electoral, political voice, civic awareness, future participation,

comfort with diversity and willingness to help others. The study revealed the service learners as a group showed significant gains in for the seven dimensions and the results varied widely according to subject area.

Despite the result of a comparative study of students in courses with service components and students in comparable courses without service component was no specific trends.

Due to a significant moderate of the relationship between service participation and number of civic engagement outcomes, the researcher hopes that the results of the study will be useful in developing best practices in service-learning pedagogy.

Kokoza (2013) aimed to investigate the relationship between multicultural students and civic education as a qualitative study to analyze the multicultural graduate college students' experiences of civic engagement. Also, it aimed to bring the voices of multicultural student participants into current discussions on civic education.

So, the study explores the civic engagement of experience of six students participants who identified as African, Asian, Latino and a native American.

The study reveals the effect of the following three factors in shaping the participants sense of belonging in relation to civic engagement: community, discourse and university. Also, it reveals that the study have implication for various constituencies, including student affairs professions, faculty and institution administrators.

In the light of these results, the study recommended: Encourage for future research include exploring multilateral and international students civic engagement experience in relation to such factors as geographical location, public and private institutions, socio-economic status and ethnic culture.

Study Population and Sample:

The study sample consists of (217) students with 20% of all the community in AL-Quds Open University in Salfeet Branch which is consisting of 1325 students. Forty eight students don't return their responses for their own reasons.

Part One: The Distribution of the whole sample according to independent variables
Table 1: The distribution of the study sample according to the sex variable

Sex	No.	Percentage%
Male	83	38.2
Female	134	61.8
Total	217	100

Table 2: The distribution of the study sample according to the age variable

Age(year)	No.	Percentage%
Less than 20 years	55	25.3
20-25 year	146	67.3
25 and more	16	7.4
Total	217	100

Table 3: The distribution of the study sample according to the marital status variable

Marital status	No.	Percentage%
Single	174	80.2
Married	38	17.5
Other	5	2.3
Total	217	100

Table 4: The distribution of the study sample according to the academic year variable

Academic year	No.	Percentage%
First	50	23.0
Second	52	24.0
Third	53	24.4
Fourth	62	28.6
Total	217	100

Table 5: The distribution of the study sample according to the profession variable

Profession	No.	Percentage%
Employed	44	20.3
Unemployed	173	79.7
Total	217	100

Study Tool:

Questionnaire for collecting information has been developed after surveying some previous studies dealing with the same subject. The questionnaire consists of two parts, the first is personal information, and the second is 50 Items concentrated on the role of AL-Quds Open University – Salfeet Branch in enhancing students' civic engagement.

Credibility:

The study tool was subjected for the test by experts who recommended its validity for the achieving of study purposes.

Reliability:

Was tested by using Khronapach Alpha test which was (0.96) , this result is acceptable for the study purposes.

Results and recommendations:

This study focuses on the role of AL-Quds Open University –Salfeet Branch in Enhancing students' civic engagement from their viewpoints.

For this purpose the researcher has utilized a tool to collect data from students who studied at AL-Quds Open University –Salfeet Branch in the West Bank. The respondents were selected by randomly. The results of the quantitative data will be presented as follows:

Research question one:

Is the role of AL-Quds Open University – Salfeet Branch an effective in enhancing students' civic engagement from their viewpoint?

To explain the results the researcher adopted the percentage averages which are responses at these items .(Mckmimie ,B2011):

-Between 4.20- 5 is totally high degree effect, between 3.40- 4.19 is a high degree effect, between 2.60- 3.39 is a medium degree effect, between 1.80- 2.59 is a low degree effect, between 1-1.79 is totally low degree effect.
-For every statement, category and the total average of the tool as shown in table (6) below
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Table 6: The average for every statement, category and the total average

No	Item	Mean	Deviation	Degree Effect
First category: The role of the university in supplying students with civic engagement values.				
1	The academic curriculum includes values which enforce students' civic engagement.	3.76	1.00	high
2	The university holds conferences, symposiums, workshops concerning with civic engagement.	3.85	0.89	high
3	The university welcomes social persons to talk about civic engagement.	3.62	0.98	high
4	The university welcomes central commission of election for electors' registration.	4.03	0.95	high
5	The curriculum in the university enforces democracy, transparency, accountability and civic engagement.	3.66	1.08	high
Second: Category: The role of the university in enhancing national affiliation and enforcing national identity.				
1	The university organizes activities and events in national occasions.	4.43	0.85	Totally high
2	The university specifies curriculum to enhance national affiliation and Palestinian Identity.	3.99	0.96	high
3	The university engages with civic social institutions with national activities.	3.93	0.88	high
4	The university organizes conferences, symposiums, and workshops about the history of Palestinian struggle.	3.81	0.99	high
5	The university organizes exhibitions of Palestinian heritage.	4.18	1.04	high
Third category: The role of the university in enhancing the national security concept				
1	The university organizes symposiums and workshops to promote students awareness of national security concept.	3.65	1.15	high
2	The curricula in the university include values to enforce students' awareness of national security concept.	3.50	1.03	high
3	The university organizes cultural activities to develop students' common sense of national security.	3.49	1.01	high
4	The university welcomes security persons to talk about the importance of students' sense of security.	3.56	1.04	high
5	The university affords training courses about information security.	3.67	1.07	high
Fourth category: The role of the University in enhancing students' volunteerism and social work.				
1	The management of the university encourages students to involve in volunteerism and group activities.	4.00	1.00	high
2	The academic plan of the university imposes specified hours in social work as a requirement of the students' graduation.	3.84	1.06	high
3	The curriculum in the university is included with concepts which urge students to volunteerism and grouped work.	3.63	1.03	high
4	The university specifies a certain budget to enforce students volunteering and grouped work.	3.39	1.07	medium
5	The university affords training courses to institutions in local society.	3.56	1.12	high
Fifth category: The role of the university in enhancing the concepts of ecology conservation				
1	The curriculum in the university includes the concepts of ecological maintenance.	3.78	1.04	high
2	The university organizes campaigns to conserve ecological and hygienic issues.	3.68	1.02	high

3	The university management encourages students to involve in ecological activities.	3.53	1.04	high
4	The university participate with other institution in local society in organizing conferences, symposiums concerning rational of water consumption and ecological maintenance.	3.63	1.01	high
5	The university organizes conferences and workshops concerning with diversified ecological issues such as: water, wastewater, and solid, waste,....etc.	3.52	1.13	high
Sixth category: The role of the university in taking cares with graduates and follow them up.				
1	The management of the university employs its graduates and does its best in the other institutions.	3.27	1.34	medium
2	The university affords diversified scholarships.	4.05	1.13	high
3	The university participates the donors in training and rehabilitant graduates according to work market needs.	3.76	1.06	high
4	The department of following graduates up in the university organizes employing days in which it welcomes private sector institutions.	3.49	1.06	high
5	The university management communicates with the institutions of public and private sectors to enable graduated students to join training courses.	3.65	1.05	high
Seventh category: The participation of the university in social development.				
1	The university organizes conferences and workshops about economical and educational issues in different fields.	3.91	0.94	high
2	The university affords learning service with low fees in comparing with local and international universities.	3.99	0.97	high
3	The university employs part-time faculty members in each semester in addition to its faculty members.	3.96	0.94	high
4	The university welcomes economical activities of the private sectors such as annual olive festivals	3.91	0.92	high
5	The open learning approach of the university enables students to work alongside learning involvement	4.17	1.04	high
Eighth category: The role of the university in social dimension of civic engagement .				
1	The university helps to spread tolerance and democratic values and encourage dialogue among students.	3.87	1.08	high
2	The university encourages the students to involve in social activities.	3.78	1.03	high
3	The university organizes activities for innovative students.	3.57	1.20	high
4	The university urges students to engage in local and regional races about innovative actions.	3.55	1.14	high
5	The university organizes free services and activities among surrounding communities.	3.44	1.23	high
Ninth category: The university participation in intercultural and international acculturation.				
1	The university organizes open cultural activities with other religions.	3.32	1.29	Medium
2	The university organizes open cultural activities with other cultures.	3.31	1.15	Medium
3	The university urges students to engage in outside summer camps.	3.08	1.25	Medium
4	The university urges students to participate in global, cultural heritage and activities.	3.45	1.13	high
5	The university encourages students to involve in regional and global sport and similar activities.	3.44	1.19	high
Tenth category: Students involvement in social work				
1	I participate in activities of volunteering.	4.00	1.17	high
2	I participate and vote in elections.	4.03	1.13	high

3	I involve in symposiums about acculturation to spread awareness of the importance of civic engagement.	3.85	1.07	high
4	I communicate with my colleagues and people in the surrounding communities.	4.16	1.00	high
5	I involved in social and national committees.	3.74	1.25	high

First category: The role of the university in supplying students with civic engagement values. It is clear from the above table the degree effect is high on all items of the first category, the average ranges between (3.62-4.03).

Second: Category: The role of the university in enhancing national affiliation and enforcing national identity. The above table shows the degree effect is very high on statement (1) which talks about the university organizes activities and events in national occasions with average 4.43, Items(2,3,4,5) has a high degree effect with average ranges between 3.81-4.18.

Third category: The role of the university in enhancing the national security concept. It is clear from the above table the degree effect is high on all Items of the third category, the average ranges between (3.49-3.67).

Fourth category: Students volunteerism and social work. It is clear from the above table the degree effect is high on all Items of the fourth category except statement 4 with a medium effect, the average of the high degree effect Items ranges between (3.56- 4).

Fifth category: The role of the university in enhancing the concepts of ecology conservation. The above table shows that the degree effect is high on all Items of this category, the average ranges between (3.52-3.78).

Sixth category: The roles of the university in taking care with graduates and follow them up. It is clear from the above table the degree effect is high on all Items of the sixth category except statement 1 with a medium effect, the average of the high degree effect Items ranges between (3.49- 4.05).

Seventh category: The participation of the university in social development. The above table shows that the degree effect is high on all Items of this category, the average ranges between (3.91 -4.17), the averages of this category are the highest in the comparison of the others categories which means the participation of the university in social development is distinguished.

Eighth category: The role of the university in social dimension of civic engagement. The above table shows that the degree effect is high on all Items of this category, the average ranges between (3.44 -3.87).

Ninth category: The university participation in intercultural and international acculturation. The degree effect is high on Items(4,5) of this category the two Items take about the role of the university in encouraging students to participate in global sports, cultural heritage and activities , Items(1,2,3) of this category has a medium degree effect with average ranges between (3.08 -3.32).

Tenth category: Students involvement in social work. The above table shows that the degree effect is high on all Items of this category, the average ranges between (3.74 - 4.16).

Table 7: shows the averages and degree effect of all categories and the total average of all statement

Category number	Mean	Deviation	Degree Effect
1	3.77	0.66	High
2	3.94	0.70	High
3	3.54	0.79	High
4	3.65	0.80	High
5	3.58	0.83	High
6	3.59	0.84	High
7	3.97	0.73	High
8	3.58	0.94	High
9	3.28	0.96	Medium
10	3.94	0.90	High
Total	3.60	0.69	High

Table (7) It is clear from the above table that category (7) represents the highest average with a high degree effect this category talks about the role of the university in participating in social development. On the contrary category (9) represents the lowest average with a medium degree effect this category concentrates on the university participation in intercultural and international acculturation. Categories (1,2,3,4,5,6,7,8,10) represents a high degree effect with average ranges between (3.54-3.97) , the total average score of all Items represents a high degree effect with average 3.60, and so it agrees with Crowley(2005), Ryan (2007), Boland (2008), Mclntosh(2009), Kokoza (2013), Terano(2010), Hatcher(2010), Koopmann (2012).

Results of the study Hypothesis:

To answer the second question, the researcher will examined the study hypothesis:

The First Hypothesis: There are no significant differences at the level of (α <= α 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to sex variable.

The researcher used the (independent t-test) to know the significance of the differences on the total average of the tool due to the sex variable. The results were as stated in table (8) below.

Table 8: The differences on the total average of the tool due to the sex variable

Sex	Mean	Standard Deviation	Degrees of Freedom	t	Sig.(2-tailed)
Male	3.59	0.82	215	-0.24	0.81
Female	3.61	0.59			

*Statistically significant at (α <= 0.05)

Table(8) shows that there are no statistical differences at (α <= 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the sex variable, and so it agrees with, Ryan (2007), Boland (2008), Mclntosh(2009), Al- Kokoza (2013), Terano(2010), Hatcher(2010), Koopmann (2012)and disagree with Crowley(2005).

The Second Hypothesis: There are no significant differences at the level of (α <= α 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to age variable.

The researcher used the total average of the tool to know the significance of the differences averages due to the age variable. Table (9) below illustrates this relationship.

In order to calculate the degree of differences in the mean square, the one way (ANOVA) test was used due to the age variable. Table (10) below shows the results.

Table 9: The differences averages due to the age variable

	Less than 20 years	Between 20 and 25 years	More than 25 years
Total Average	3.54	3.59	3.88

Table 10: One Way ANOVA for the mean scores variation in correlation with the age variable

	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	* Significant
Total Average	Between Groups	1.51	2	0.76	1.61	0.20
	Within Groups	100.22	214	0.47		
	Total	101.73	216			

*Significant on the level(α <=0.05)

	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	* Significant
Total Average	Between Groups	0.65	2	0.33	0.69	0.50

Table (10) shows that there are no statistical differences at (α <= 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the age variable and so it agrees with, Ryan (2007), Boland (2008), Kokoza (2013), Terano(2010), Hatcher(2010), Koopmann (2012) and disagree with Crowley(2005), Mclntosh(2009)

The Third Hypothesis: There are no significant differences at the level of (α <= α 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to marital status variable. The researcher used the total average of the tool to know the significance of the differences averages due to the marital status variable. Table (11) below illustrates this relationship.

Table 11: The differences averages due to the marital status variable

	Single	Married	Other
Total Average	3.59	3.60	3.96

In order to calculate the degree of differences in the mean, the one way (ANOVA) test was used due to the marital status variable. Table (12) shows the results. Table (12) shows that there are no statistical differences at (α <= 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the marital status variable and so it agrees with Crowley(2005), , Boland (2008), Mclntosh(2009), Kokoza (2013), Terano(2010), Hatcher(2010), Koopmann (2012), and disagree with Ryan (2007).

The Fourth Hypothesis: There are no significant differences at the level of (α <= α 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the academic year variable.

The researcher used the total average of the tool to know the significance of the differences averages due to the academic year variable. Table (13) below illustrates this relationship.

Table 12: One Way ANOVA for the mean scores variation in correlation with the marital status variable

	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	* Significant
Total Average	Between Groups	0.65	2	0.33	0.69	0.50
	Within Groups	101.07	214	0.47		
	Total	101.73	216			

*Statistically significant at (α <= 0.05)

Table 13: The differences averages due to the academic year variable

	First	Second	Third	Fourth
Total Average	3.61	3.72	3.50	3.57

In order to calculate the degree of differences in the mean, the one way (ANOVA) test was used due to the academic year variable. Table (14) shows the results. Table (14) shows that there are no statistical differences at (α <= 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the academic year variable and so it agrees with Crowley(2005), Ryan (2007), Boland (2008), Kokoza (2013), Hatcher(2010), Koopmann (2012), and disagree with Terano(2010), Mclntosh(2009)

The Fifth Hypothesis: There are no significant differences at the level of (α <= α 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic engagement due to the profession variable.

The researcher used the (independent t-test) to know the significance of the differences on the total average of the tool due to the profession variable. The results were as stated in table (15) below.

Table 14: One Way ANOVA for the mean scores variation in correlation with the academic year variable

	Source of Variation	Sum of Squares	Degrees of	Mean Square	F	* Significant
Total Average	Between Groups	1.36	3	0.45	0.96	0.41
	Within Groups	100.36	213	0.47		
	Total	101.73	216			

*Statistically significant at (α <= 0.05)

Table 15: The differences on the total average of the tool due to the profession variable

The Profession	Mean	Standard Deviation	Degrees of Freedom	t	Sig.(2-tailed)
Employed	3.56	0.76	215	-0.43	0.66
Unemployed	3.61	0.67			

*Statistically significant at (α <= 0.05)

Table(15) shows that there are no statistical differences at (α <= 0.05) for the effect of the role of AL-Quds Open University- Salfeet Branch in enhancing student's civic

engagement due to the profession variable and so it agrees with, Ryan (2007), Boland (2008), Mclntosh(2009), Kokoza (2013), Terano(2010), Hatcher(2010), Koopmann

(2012) and disagree with Crowley(2005).

Recommendations:

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

1. Encouragement for acculturation and intercultural activities with international universities.

2. Specify certain budgets for activities of volunteering and group work.

3. Motivating student to get engaged in summer camps and sport activities outside the country to encourage them to communicate with international cultures.

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