Original Research Article

Civic identity among undergraduate students at the Hashemite university in Jordan

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The goal of this study is to identify significant differences in civic identities among undergraduate students at Hashemite University and to analyse those differences based on gender, discipline, academic year, and GPA. Data was collected at random from 467 Hashemite University students enrolled in one of the university elective courses as part of their degree programmes during the first semester of 2016/2017. A descriptive method was used, with a 44-item Civic Attitudes and Skills Questionnaire covering six areas: civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes. According to the responses, students ascending by means had the following civic identities: "Political Awareness," "Civic Action," "Interpersonal and Problem-Solving Skills," "Leadership Skills," "Social Justice Attitudes," and "Diversity Attitudes." Except for "civic action" and "political awareness," all of these competencies were at the moderate level. The results revealed that academic year and gender had significant differences on the combined dependent variable of undergraduate students' civic identities at Hashemite University, whereas discipline and GPA did not.

Keywords: Civic identity, undergraduate students, the Hashemite University, Jordan, higher education

INTRODUCTION

It is necessary to clarify why certain students have different patterns of civic behavior relative to others. Such awareness is important in the formation of undergraduate civic learning programs that effectively represent an increasingly diverse students’ body. Nothing is understood about the features of students that are different on their personality expression. This research sought to explain the characteristics of students who have diverse expectations for civic behavior in universities. Conceptual and observational work sheds light on the particular way students embrace civic identities in university (Moely et al., 2008; Weerts et al., 2014).

All in, the researches on civic identities in universities shows that students are leaning toward one or two distinct frameworks of civic activity. Mainly, the model of social change reflects students who are committed to engaging in programs that concentrate on long-term change. Such events are also politically oriented and discuss pervasive societal issues (e.g., social, economic, environmental, etc.). Additionally, other students choose instant, non-political and cooperative initiatives. These practices come under the voluntary model, which focuses on short-term compassionate acts such as delivering meals in homeless shelters (Morton, 1995; Moely and Miron, 2005; Kahne et al., 2000; Moely et al., 2008; Westheimer and Kahne, 2004).

Various fields in sociology, youth development and political science offer information about how college students can gravitate to various types of civic action (or away from civic action altogether). Next, civic action is related to providing a developmental political experience as a youth (Otto, 1976; Verba et al., 1995; Glanville, 1999). Several adult volunteers had parents who were civilly active, served as role models for participation, and involved in volunteer events with their children (Dunham and Bengston, 1992; Zaff et al., 2003). Those experiences can be influenced by family wealth, since people who are civilly
engaged in adulthood are likely to be from a higher socio-economic context (Youniss et al., 1999). In furthermore, religious education is essential for the understanding of civic behavior and orientation. Past findings have found that parental religious participation is correlated with prosocial behavior (Bekkers, 2005).

In addition, high school experience and academic readiness are essential for understanding civic behavior in and after college. Engagement in high school policy making is strongly related to civic participation in adult years (Otto, 1976, Verba et al., 1995; Glanville, 1999). Astin, Sax, and Avalos (1999) have found that people who volunteer regularly in high school are twice as likely to dedicate at least some time to social work service nine years later. Moreover, they found that civically engaged students are expected to be among the most academically qualified. Higher verbal proficiency scores are correlated with increased political activity (Nie and Hillygus, 2001) and higher SAT scores are associated with civic engagement among college graduates (Bowen and Bok, 1998). Moely et al. (2008) found that academic expectations are significant in forecasting the civic interests of college students.

College settings and curricular options often form the civic engagement and identity of individuals during and after college. Hurtado, Engberg and Ponjuan (2003) reported that learners who have ongoing communication with different peers are more likely to vote in federal and state elections. Students who have studied in multicultural studies, majored in political science, history, or social science, have been found to be more likely to interact in groups after they have graduated from college (Misa et al., 2005).

A study of similar literature in Jordan found a lack of studies discussing the civic features and identities of undergraduate students at Hashemite University. Thus, this research attempted to examine the major variations between graduate students based on gender, discipline, academic year and GPA.

**Literature Review**

An analysis of Youniss et al. (1999) responses from a nationwide survey group of 13,000 high school seniors was analyzed to identify predictor variables of normative, non-conventional and deviant youth orientation. Normative orientation was indexed using indicators of traditional political engagement, religious participation, and the value of faith. Unconventional orientation was indexed to unconventional political participation (e.g., boycotting). Deviance was calculated by the use of marijuana. The level of community service greatly improved the predictability of these factors over and above the context features and part-time job participation. Participation in several forms of school-based extracurricular programs was favorably associated with doing service, as was modest part-time employment. The basic characteristics of attending Catholic school, being female, possessing a high socio-economic status and coming from an intact family all predicted service participation.

Kahne et al. (2000) study draws on three fields of study on the interaction between college service learning and citizenship. It explored the need to: consider the relationship between diverse approaches to service learning and good citizenship; link service learning study to scholarly problems and structures in relevant disciplines; and examined relationships between higher education’s civic mission and the design, implementation, and impact of civic curriculum. The research article of Moely, McFarland, Miron, Mercer, and Ilustre (2002) showed that students in service-learning courses across fields of study had improved Civic Attitudes and Skills Questionnaire scores on all subscales, excluding diversity perceptions, after a semester of enrollment.

The Westheimer and Kahne (2004) study indicates that educators and policy makers are gradually implementing initiatives aimed at improving democracy through civic education, service learning and other pedagogy. However, their underlying values are distinct. This study brings attention to a number of theories about what good citizenship is and what good people do that are reflected in civic training. It provides analyzes of a 2-year educational activities in the United States aimed at fostering democracy. Drawing on democratic theory and the results of their research, the authors expand on three principles of the "good" citizen—personally accountable, participatory, and justice-oriented—that underscore the political consequences of education for democracy. Analysis reveals that the narrow and sometimes ideologically conservative definition of citizenship, reflected in many of the latest attempts to teach democracy, represents not subjective decisions, but democratic choices with political implications.

A result replicated through another research by Simons and Cleary (2005) used the CASQ that observed reductions in political awareness, social justice behaviors, and problem-solving abilities in service-learners operating in two separate schools across a total of 59 undergraduates studying in two sections of an educational psychology course at a private university in the eastern metropolitan area during the spring of 2003.

Schamber and Mahoney (2008) used some of the CASQ subscales to equate students who willingly participated in the service-learning section of the General Education Seminar with those who did not. Students in both sections engaged in readings, debates and group work relating to civic engagement and social justice concerns, while students in the community-based section provided 12 to 15 hours of service in their choice of a variety of local agencies. Results showed statistically substantial changes in the attitudes of service-learning participants to political knowledge and social justice relative to no improvement for those who did not participate. However, service-learning students also reported a drop in their civic action plans.

The Seider et al. (2013) study compared the perceptions of 244 white students and 118 colored students enrolled in a community service learning program at Beacon University during the 2008–2009 academic year. The Social Action Program is a community service learning program funded by the philosophy department of Beacon University.
that aims to teach the participants about social injustice. Participants devote 10 hours per week for the whole school year at one of about 50 separate anti-poverty service classes. The findings of the study showed that students of color involved in the community service learning program identified the academic aspect of the program as providing a poorer sense of community than their white classmates did, and many demonstrated an unwillingness to participate in race discussions with their classmates or to react to viewpoints that they interpreted as inexperienced, incorrect, or insulting.

This study considered on and off campus, students interact with a variety of individuals who may or may not represent the same race, ethnicity, religion, sexual orientation, and so forth. These interactions created dissonance that fosters personal and civic growth when students reflect on and critically analyze their thoughts, reactions, and feelings related to new concepts, belief systems, and backgrounds. More importantly, students’ civic identities were assumed have an impact on how they perceive the world around them and their role in it.

This study provides an enhanced understanding of the student population at the case study institution and aids in refining the ways it can best support the university’s students as they engage civically. However, it does not examine faculty or community agency perspectives.

**METHODOLOGY**

**Research Design**

The research was a quantitative one utilizing "Civic Attitudes and Skills Questionnaire (CASQ)" among participants’ undergraduate students in the Hashemite University.

**Population and Sample of Study**

A total of 500 undergraduates studying in four sections of the "university and Student" course during the first semester of the 2016/2017 academic year was sampled. Just 467 students successfully completed and used the survey in this research, with a response rate of 93%. Therefore, the final study contained 256 females (55%) and 211 males (45 %). As far as classification is concerned, seniors made up 196 (42%), juniors made up 140 (30%), sophomores made up 131 (28%) of the research. As far as GPA is concerned, there were 187 students with 3 to 4 GPA, 225 students with 2 to 2.9 GPA and 55 students with 1.0 to 1.9 GPA. As far as discipline is concerned, there were 271 scientific and 196 humanities disciplines. Students were told that participating was optional, and they were informed that their contributions were confidential.

**Research Instrument**

Moely et al. (2002) developed the Civic Attitudes and Skills Questionnaire (CASQ). The CASQ breaks the broad understanding of civic development down into six subscales: civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes.

The original questionnaire contained 84 items focusing on skills that would be useful in civic endeavors, values related to civic engagement, and the likelihood of action and involvement in community issues. Factor analysis of responses from two samples of predominantly White, female undergraduate and graduate students in liberal arts courses yielded 44 items which were grouped into 6 conceptually meaningful subscales: Civic Action, Interpersonal and Problem-Solving Skills, Political Awareness assessing knowledge of current local/national politics, Leadership Skills, Social Justice Attitudes, and, Diversity Attitudes. The authors reported good internal consistency for the measure, with Cronbach's alpha for the various subscales ranging from .69 to .88. Test-retest reliability over a three-month period for students who did not engage in service-learning was also good (.70 or greater in at least one of the two samples) for five of the subscales, while the Interpersonal and Problem-Solving scale demonstrated more variability over time (r = .56 and .62).

Civic Action; assessed plans for future community involvement (8 items). Interpersonal and Problem-Solving Skills; assessed communication and teamwork abilities (12 items).Political Awareness; assessed knowledge of current local/national politics (6 items). Leadership Skills; measured the ability to guide others (5 items). Social Justice Attitudes; measured understanding of institutions' effect on the individual (8 items). Finally, Diversity Attitudes; assessed appreciation of relationships with diverse others (5 items). Responses were rated on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), with scale scores created by taking the mean of each subscale’s items.

For the aim of examining the validity of the instrument (face validity evidence) was confirmed by post-secondary education specialists. They were asked to assess whether the statements in the instrument were clear and suitable for what is required to be measured. Concerning the reliability of the instrument split-half procedure was used; a pilot study was conducted. Thirty-five undergraduate students participated within the pilot study; those students didn't participate within the final study. Stability coefficients for the instrument in every case were 0.88, 0.78, 0.78, 0.75, 0.83 and 0.86 for the first, second, third, fourth, fifth, and sixth subscales, respectively. These values were thought to be moderately satisfactory to support the objectives of the present study.

**Procedure, Data Collection and Analysis**

The researcher administered a survey to the students at the placement site. Each survey took about 15 minutes for the students to complete.

The Statistical Package for Social Sciences (SPSS) version 17 was used to analyze the data collected from the surveys. Descriptive statistics providing means and standard deviations were calculated for the first question. T-test was
employed to answer the second question. In order to understand the results of this study, it was important to set specific cut-off points to interpret the participants total scores related to their perception of their medical leadership competences. Regarding the cut-off points, it should be noted that the researcher used the response scale of each item that ranged from 1 to 5 to determine these cut-off points according to the following manner: 1-2.33 = low, from 2.34 to 3.67 = moderate, and 3.68-5.00 = high levels.

**RESULTS**

**Question 1: How do undergraduate students at Hashemite University perceive their civic identities?**

Research question 1 was about how the undergraduate students at Hashemite University perceive their civic identities. Means and standard deviations were used to answer this question. Table 1 presents means and standard deviations of each subscale ranked according to its highest mean value. As shown in the Table 1, the mean of the "Political Awareness" dimension has the highest mean (M=4.04) comparing to all other dimensions; "Civic action" (M=3.75), "Interpersonal and Problem-Solving Skills" (M=3.62), "Leadership Skills" (M=3.45), "Social Justice Attitudes" (M=3.45), and "diversity attitudes" (M=3.22), all of these competencies were in moderate level except "civic action" and "political awareness" that were in high levels.

**Question 2: Do undergraduate students’ civic identities at Hashemite University differ based on their academic year, discipline, gender, and GPA?**

Four-way MANOVA were conducted to determine whether there are significant mean differences in the undergraduate students’ civic identities at Hashemite University based on their academic year, discipline, gender, and GPA. Table 2 presents the four-way MANOVA results. MANOVA results revealed that academic year, and gender had significant differences on the combined dependent variables of undergraduate students’ civic identities at Hashemite University, while discipline, and GPA had no significant differences.

Table 3 revealed Means and Standard deviation for undergraduate students’ civic identities at Hashemite University differ based on their academic year, and gender.

Table 4 revealed ANOVA summary for undergraduate students’ civic identities at Hashemite University differences based on their gender, and academic year. From the table, gender, indicates that male undergraduate students with all dimensions "civic action" M=3.92, SD=.437, "Interpersonal and Problem-Solving Skills" M=3.90, SD=.592, "Political Awareness" M=4.18, SD=.486, "leadership skills" M=3.71, SD=.530, "social justice attitudes" M=3.54, SD=.485, and "diversity attitudes" M=3.39, SD=.453 differ significantly from female undergraduate students.

Table 5 showed Scheffe post hoc analysis for undergraduate students’ civic identities at Hashemite University differences based on their academic year.

The results in Table 5 indicates that undergraduate students with "civic action" dimension in first year (M=3.99) differ significantly from students in second (M=3.66), third (M=3.47), and forth years (M=3.88). In the "political awareness" dimension, undergraduate students in first year (M=4.30) differ significantly from second (M=3.84) and third year (M=3.84) students. Forth year students (M=4.17) differ significantly from second year students (M=3.84), and differ significantly from third year students (M=3.84). Undergraduate students with "Leadership skills" dimension in first year (M=3.82) differ significantly from students in second (M=3.46), third (M=3.04), and forth years (M=3.50). Second year students (M=3.46) differ significantly from third year students (M=3.04). Forth year students (M=3.50) differ significantly from third year students (M=3.04). In the "diversity attitudes" dimension, undergraduate students in first year (M=3.44) differ significantly from second (M=3.13), third (M=3.18),

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**Table 1.** Means and standard deviations of subscales of civic identity perceived by undergraduate students at Hashemite University

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Civic action</td>
<td>3.75</td>
<td>0.51</td>
<td>High</td>
</tr>
<tr>
<td>2 Interpersonal and Problem-Solving Skills</td>
<td>3.62</td>
<td>0.72</td>
<td>Moderate</td>
</tr>
<tr>
<td>3 Political Awareness</td>
<td>4.04</td>
<td>0.51</td>
<td>High</td>
</tr>
<tr>
<td>4 Leadership Skills</td>
<td>3.45</td>
<td>0.71</td>
<td>Moderate</td>
</tr>
<tr>
<td>5 Social Justice Attitudes</td>
<td>3.45</td>
<td>0.46</td>
<td>Moderate</td>
</tr>
<tr>
<td>6 Diversity Attitudes</td>
<td>3.23</td>
<td>0.50</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

**Table 2.** Four-way MANOVA for undergraduate students’ civic identities at Hashemite University differ based on their academic year, discipline, gender, and GPA

<table>
<thead>
<tr>
<th>Effect</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis df</th>
<th>Error df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>0.740</td>
<td>11.582</td>
<td>12.00</td>
<td>854.00</td>
<td>0.00*</td>
</tr>
<tr>
<td>Discipline</td>
<td>0.013</td>
<td>0.953</td>
<td>6.00</td>
<td>427.00</td>
<td>0.457</td>
</tr>
<tr>
<td>Gender</td>
<td>0.077</td>
<td>5.446</td>
<td>6.00</td>
<td>427.00</td>
<td>0.00*</td>
</tr>
<tr>
<td>GPA</td>
<td>0.988</td>
<td>0.427</td>
<td>12.00</td>
<td>854.00</td>
<td>0.953</td>
</tr>
</tbody>
</table>
Table 3. Means and Standard deviation for undergraduate students’ civic identities at Hashemite University differ based on their academic year, and gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Civic action</th>
<th>Interpersonal and Problem-Solving Skills</th>
<th>Political awareness</th>
<th>Leadership skills</th>
<th>Social justice attitudes</th>
<th>Diversity attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female (281)</td>
<td>M 3.63</td>
<td>3.43</td>
<td>3.94</td>
<td>3.29</td>
<td>3.38</td>
<td>3.12</td>
</tr>
<tr>
<td></td>
<td>SD 0.524</td>
<td>0.726</td>
<td>0.505</td>
<td>0.765</td>
<td>0.425</td>
<td>0.503</td>
</tr>
<tr>
<td>Male (186)</td>
<td>M 3.92</td>
<td>3.90</td>
<td>4.18</td>
<td>3.71</td>
<td>3.54</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>SD 0.437</td>
<td>0.592</td>
<td>0.486</td>
<td>0.530</td>
<td>0.485</td>
<td>0.453</td>
</tr>
<tr>
<td>Academic Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (130)</td>
<td>M 3.99</td>
<td>3.89</td>
<td>4.30</td>
<td>3.82</td>
<td>3.60</td>
<td>3.44</td>
</tr>
<tr>
<td></td>
<td>SD 0.484</td>
<td>0.679</td>
<td>0.438</td>
<td>0.523</td>
<td>0.564</td>
<td>0.414</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (107)</td>
<td>M 3.66</td>
<td>3.43</td>
<td>3.84</td>
<td>3.46</td>
<td>3.31</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>SD 0.332</td>
<td>0.445</td>
<td>0.503</td>
<td>0.623</td>
<td>0.314</td>
<td>0.545</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (129)</td>
<td>M 3.47</td>
<td>3.50</td>
<td>3.84</td>
<td>3.04</td>
<td>3.44</td>
<td>3.18</td>
</tr>
<tr>
<td></td>
<td>SD 0.550</td>
<td>0.903</td>
<td>0.414</td>
<td>0.811</td>
<td>0.331</td>
<td>0.530</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 0.458</td>
<td>0.612</td>
<td>0.534</td>
<td>0.601</td>
<td>0.511</td>
<td>0.432</td>
</tr>
</tbody>
</table>

Table 4. ANOVA summary for undergraduate students’ civic identities at Hashemite University differ based on their gender, and academic year

<table>
<thead>
<tr>
<th>Source</th>
<th>Dependent Variable</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Civic action</td>
<td>3.536</td>
<td>1</td>
<td>3.536</td>
<td>17.253</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Interpersonal and Problem-Solving Skills</td>
<td>11.057</td>
<td>1</td>
<td>11.057</td>
<td>25.337</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Political Awareness</td>
<td>2.210</td>
<td>1</td>
<td>2.210</td>
<td>10.313</td>
<td>.001*</td>
</tr>
<tr>
<td></td>
<td>Leadership Skills</td>
<td>4.479</td>
<td>1</td>
<td>4.479</td>
<td>11.444</td>
<td>.001*</td>
</tr>
<tr>
<td></td>
<td>Social Justice Attitudes</td>
<td>1.272</td>
<td>1</td>
<td>1.272</td>
<td>6.461</td>
<td>.011*</td>
</tr>
<tr>
<td></td>
<td>Diversity Attitudes</td>
<td>1.924</td>
<td>1</td>
<td>1.924</td>
<td>8.717</td>
<td>.003*</td>
</tr>
<tr>
<td>Academic Year</td>
<td>Civic action</td>
<td>5.349</td>
<td>3</td>
<td>1.783</td>
<td>8.699</td>
<td>.000*</td>
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<tr>
<td></td>
<td>Interpersonal and Problem-Solving Skills</td>
<td>3.373</td>
<td>3</td>
<td>1.124</td>
<td>2.577</td>
<td>.053</td>
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<td></td>
<td>Political Awareness</td>
<td>6.535</td>
<td>3</td>
<td>2.178</td>
<td>10.164</td>
<td>.000*</td>
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<tr>
<td></td>
<td>Leadership Skills</td>
<td>9.953</td>
<td>3</td>
<td>3.318</td>
<td>8.476</td>
<td>.000*</td>
</tr>
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<td></td>
<td>Social Justice Attitudes</td>
<td>1.318</td>
<td>3</td>
<td>.439</td>
<td>2.233</td>
<td>.084</td>
</tr>
<tr>
<td></td>
<td>Diversity Attitudes</td>
<td>3.904</td>
<td>3</td>
<td>1.301</td>
<td>5.894</td>
<td>.001*</td>
</tr>
<tr>
<td>Error</td>
<td>Civic action</td>
<td>86.293</td>
<td>421</td>
<td>0.205</td>
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<tr>
<td></td>
<td>Interpersonal and Problem-Solving Skills</td>
<td>183.725</td>
<td>421</td>
<td>0.436</td>
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<tr>
<td></td>
<td>Political Awareness</td>
<td>90.224</td>
<td>421</td>
<td>0.214</td>
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<tr>
<td></td>
<td>Leadership Skills</td>
<td>164.795</td>
<td>421</td>
<td>0.391</td>
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<td>Social Justice Attitudes</td>
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<td>421</td>
<td>0.197</td>
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<tr>
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<td>Diversity Attitudes</td>
<td>92.949</td>
<td>421</td>
<td>0.221</td>
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<tr>
<td>Corrected Total</td>
<td>Civic action</td>
<td>122.084</td>
<td>466</td>
<td></td>
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<tr>
<td></td>
<td>Interpersonal and Problem-Solving Skills</td>
<td>237.602</td>
<td>466</td>
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<tr>
<td></td>
<td>Political Awareness</td>
<td>122.012</td>
<td>466</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Skills</td>
<td>235.776</td>
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<tr>
<td></td>
<td>Social Justice Attitudes</td>
<td>96.962</td>
<td>466</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversity Attitudes</td>
<td>116.784</td>
<td>466</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and forth year (M= 3.11) students.

DISCUSSION

The results show that the mean of the "Political Awareness" dimension is higher than all other means, followed by "Civic action", followed by "Interpersonal and Problem-Solving Skills", followed by "Leadership Skills", "Social Justice Attitudes", and "diversity attitudes", all of these competencies were in moderate level except "civic action" and "political awareness" which were in high levels.

MANOVA results revealed that academic year, and gender had significant differences on the combined dependent variables of undergraduate students' civic identities at Hashemite University, while discipline, and GPA had no significant differences. Male undergraduate students with all dimensions "civic action", "Interpersonal and Problem-Solving Skills", "Political Awareness", "leadership skills", "social justice attitudes", and "diversity attitudes" differ significantly from that of female undergraduate students.

Results of the study indicate that undergraduate students
with "civic action" dimension in first year differ significantly from students in second, third, and fourth years. In "political awareness" dimension, undergraduate students in first year differ significantly from second and third year students. Forth year students differ significantly from students in second, third, and fourth years. Undergraduate students with "Leadership skills" dimension in first year differ significantly from students in second, third, and fourth years. Second year students differ significantly from third year students. In "diversity attitudes” dimension, undergraduate students in first year differ significantly from second, third, and forth years' students.

The findings from this study offer vital insights associated with civic identity in Hashemite University, suggesting that undergraduate students might gravitate in distinctive expressions of civic engagement that fluctuate across gender, and year of admission. In different words, year and gender appears to play crucial roles in predicting whether or not students can or won’t be civically engaged in university. Such findings support past literature suggesting that spiritual practices, traditions, and beliefs inform civic formation (Bekkers, 2005).

More analysis is needed to explain why academic discipline and GPA have not played such a crucial role in separating civic identities between undergraduate students. This study indicates that civic educators may need to devise supportive method on civic education that takes into consideration each student's unique demographic context, high school experience, interest, and religious background. Applied to the present research, a supportive method to civic education will concentrate on drawing the talents and passions of students to formulate their civic commitments. Based on the results of this research, civic learning programs should be structured to provide students with the opportunities to optimize their efforts in this area. Such a method will honor diverse expressions of civic engagement and roles of civic educators as mentors and catalysts to help students understand their full potential in contributing to their society.

This research results considered relevant delimitations and limitations. The following are limited generalized statements in this study: The research study involves undergraduate students enrolled in four sections of "University and Student" course during the first semester of academic year 2016/2017, limited to undergraduate students' perceptions. The delimitations and generalizations apply to this study: Instruments used in this study to measure undergraduate students' civic attitudes and skills, may not be representative of other instruments measuring dependent and independent variables of other studies. Data obtained from the study is limited to undergraduate students at the Hashemite University;
consequently, outcomes of this research may not be
generalized to other universities in the country.

Conclusions and Recommendations

From this research several recommendations for policy
concerning university and higher education institutions and
Ministry of Higher Education are desirable: Civic identity;
the main policy theme should be the ultimate aim of any
higher education development. Policies can be targeted at
connecting students to university and community services
that promote students' civic identity.

Policies must support students and community
relationships at all levels. Colleges, Universities and the
Ministry of Higher Education must inspire students through
legislation, instruction and communication; funding for
college and university activities. Formulation of legislation,
creation of knowledge networks (both human and
 technological) and the pursuit of creativity are some of the
requirements. that can facilitate the formation of students'
civic identity.

Establishing and maintaining students and community
partnerships is a social, political, and educational activity
involving multiple parties with diverse perspectives, which
can help to foster strong relationships.

University students are grappling with questions of
independence and control, but need help and assistance
from their parents and families. Encouraging supportive
environments under which students themselves play a
larger role in the design of programs affecting their parents
and their families, can play a crucial role in defining their
civic identities.

Conflict of interests

The authors declare that there is no conflict of interests
regarding the publication of this manuscript.

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