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The Social Role of the Faculty of Educational Sciences as Percieved

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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

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 programs, which represent about 25% of master 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.

The UJ aims: 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 "social responsibility for institutions" has begun to resonate with us in the printed media in recent years. Therefore, it must be emphasized in this respect to the contribution of the higher education institution as a whole, in

all its programs, the deployment of public and social culture of values, knowledge and skills related to citizenship, tolerance and acceptance of others and dialogue, equal and literature difference, moral reasoning, and the composition of the upper intellectual skills, in any case the concept of social responsibility is not very different in terms of goals or principles of many concepts in the work of charity and volunteer work, and social solidarity and participation [1].

In his speech, Minister Twist praised the joint initiative to create an interest that highlights new philosophies that universities can't be far from: considering that social responsibility is one of the most important turning points for universities. He said that: the world's top universities have turned to a new trinity that is learning instead of education, research and development and innovation rather than 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 21st century [2].

However, the role that universities play in diagnosing societal problems and contributing effectively. To overcome them, 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, and this is a strength points enable universities to continue to circulate Experience and expand their reach within the scientific methodology based on specific temporally and spatially plan, moreover; social responsibility has become a key to the promotion of these universities. The social responsibility of universities is a major aspect of the three functions: education, research, social partnership or social responsibility. Its role is directed towards the different social groups, students and employees of these universities and society [3].

UJ devoted great attention to the development of social responsibility in its various cultures and practices. It provides scientific services that contribute to the development and development of society and raise awareness among 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 aims of the UJ is to enhance cooperation in the field of teaching social responsibility between the universities at the country, activate the responsibility of universities and provide initiatives on social responsibility in them. Moreover, the main objective of the activity goes beyond community services, and to further struggle for democracy, and to place greater value on the preservation of the environment.

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 [4].

At the community level outside the university, what did the university offer to its community outside its responsibility in education or providing services that are being paid for by them or by the state on their behalf ?The university has the vast resources and human resources of professors, students and staff and can implement many social responsibility initiatives once their role is felt .The University is also able to gain the confidence of business men and the community to support its initiatives. But the truth is that it lacks ambition and lacks the systematic framework that makes it sustainable and has an effective societal value, both at the level of society and the environment of the university, society and the environment in general.

Universities by virtue of their nature, vision, mission and influential role in societies are supposed to take a leading role in social responsibility. Colleges and universities faculty members are in a position to provide the kind of leadership that could transform their institutions toward greater community, cooperation harmony. So that leadership role that faculty might play in institutional transformation. The like to nurture their desire to be associated with an institution that is rooted in idealism and hope [5].

This requires the creation of a department or committee that is organizationally linked to higher management, with the tasks of social responsibility and the achievement of its objectives. Examples of these objectives include: Support sustainable development programs and projects, Interaction with different community issues and needs, Cooperation with charities in society, Commitment to national responsibilities. These can be achieved by: Preparing studies consistent with the needs of society, take care of the environment, adopting training programs for young people to qualify them for work, and design educational programs to serve community.

At the level of social responsibility for its internal society, universities are supposed to create a positive working environment for all its employees that contribute to achieving job satisfaction and stimulate productivity and creativity and strengthen the element of belonging. So that the JU have to discussed the changing of academic culture through social changes, by activating the role of faculty members participation and the inclusion of social responsibility in structuring through the post of vice president for community partnership. To the impact of community participation on the universities where knowledge becomes more useful when they exchange, and increase the quality of educational programs and effectiveness when communicating with the real world around them, in addition to the community participation maintains a strong relationship between students and the community around them, It can be said that the activation of this activity in universities requires the support of senior leaders and therefore placed in the organizational structure of the University and at the organizational level, which is consistent with its importance if they are convinced

of this importance [6].

The social responsibility of the universities is understood and applied, which is becoming important and expanding in the scope of programs and services offered to its internal and the larger society. So, the community it is now asks questions to our universities about their social role. What did you offer to help solve the problems of society? What will you offer solutions, initiatives and research for different development projects? Do they have strategic social responsibility plans? What have you done and will do - for example - in the development of education, health and social services? There are certainly efforts and universities active in this area, but this responsibility in general need to activate and make a quantum leap so that the results are remarkable and influential [7].

The University of Jordan will take the lead in leading social change towards partnership and capacity building in the face of the challenges that no sector can overcome alone. The intersection of official, civil and private concerns in a reciprocal and interactive manner and facilitates the adoption of decisions that save societies from persistent economic, environmental and social problems, ensures the well-being of a better life. Which must be established for a competitive strategic thought that serves society and the nation in general? So UJ have a responsibility to ensure that their academic and research programs are not only subject to the requirements of the labor market. And to encourage multidisciplinary approaches to link applied natural sciences to social sciences.

Equally, UJ must ensure that specialized courses include such things as the environment, social impact and ethical implications of scientific activity. Students should be introduced to ethical concepts, social responsibility, awareness of global challenges, and encourages them to work locally and think globally. And encourage intercultural exchange programs between educational institutions in other countries, so that universities can help further promote the concept of multiculturalism and improve skills of other cultures.

Faculty is also called to serve society as agents of social transformation. It's the scholarly work of faculty and their intellectual expertise that provide much of the information and the human resources for helping to guide these transitions, and to serve the large community through their consultative expertise and the new knowledge they create. The teaching staff should take into account the adoption of a multidisciplinary approach to teaching and the integration of natural, applied and social sciences so as not to isolate knowledge about their context.

There are Many roles can the university play enabling the student profession such as leadership development programs, community service activities, life-long learning communities, and the growing emphasis on civic responsibility. So, the college of education provides students how they can be a teacher with joy of teaching, and the opportunity to interact with student and opportunity to participate in shaping the societies next generation [8].

One of the most important aspects of social responsibility for universities is the formulation of productive and responsible citizens, the promotion of broad participation in the civil society, and the development of skills and attitudes to achieve this, which is important in higher education. This is often known as the "third task" involving technology transfer, innovation, and continuing education. This aspect of higher education is an essential part of the University's commitment to the whole society and is equally important to the educational experience and experience of each student. Although this dimension of higher education is important, it is rarely mentioned in the curriculum. Students make a huge wealth of valuable resources in helping the communities that the University provides. In addition to the fact that students involved in community partnership can learn how to deal with social, political and cultural issues, this engagement reinforces the sense of civic responsibility and encourages greater sense of responsibility for graduates and makes them willing to improve the lifestyle of all segments of society. Universities encourage their students to think about the service of the community and participate fosters new types of multicultural cooperation and understanding.

Of course, 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 global rankings of universities, have begun to close some sections with a modest research output in attracting highly skilled researchers from developed countries. However, it is not necessary for scientific research to be the basic message of most universities. The methodological battles within the social sciences contributed to a growing feeling within the educational research community. Several theories have suggested that the aims of social science are different, and they are understood [9].

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. Because this effort is a measurable human effort and a desire for competition.

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 [10].

The faculty of education was established by a Royal Decree on December, 27th, 1972, and began teaching in December 1973. When it was a department of the Faculty of Arts, the programs offered were: Bachelor's degree for special education, classroom teachers, and educational psychology. A diploma in education, Master degree and Ph.D. n curriculum and methods of teaching, counseling,

educational administration, I and educational planning. The faculty study plans and programs have undergone different attempts of development in order to cope with the local, regional and international demands. Now the college of education has a teaching staffed (97) faculty members most of them were 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.

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

The purpose of this study [11] 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 [12] 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 [13] 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.

1.1. Research Questions

The study aimed at answering the two questions:
1) What are the Social role responsibilities the faculty of educational science as perceived by 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?

1.2. 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 provide to the society as perceived by faculty members in the four dimensions: Academic responsibilities; community responsibilities; personal responsibilities; and community research responsibilities.

1.3. 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 2016-2017, at the University of Jordan.

2. Methodology

2.1. Population and Sampling

The population of the study: was the total faculty member of the faculty of educational sciences at the University of Jordan totaling of (94) members. The sample size of (62) faculty members selected by randomly method. Table 1 shows the distribution of the sample by their sex, academic rank, departments, years of experience, and the country from 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.*

		Frequency	Percent
Gender	Male	50	80.6
	Female	12	19.4
	Total	62	100

		Frequency	Percent
Academic rank	Professor	31	50
	Associate Professor	15	24.2
	Assistant Professor	16	25.8
	Total	62	100
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
Years of Experience	less than 7	14	25.8
	7 - 14 years	12	19.4
	more than 14	34	54.8
	Total	62	100
Town of graduation	Arab	23	37.1
	America Europe	39	62.9
	Total	62	100

2.2. Instrument

The instrument of the survey study was a questionnaire consisting of two parts: one for the demographic variables were asked the respondent about their Gender; academic ranks; departments; years of experience; and the country from they graduated. Part two was the social responsibilities of faculty of education which included four diminutions. Dimension I: Academic responsibility (teacher education), Dimension II: community responsibility, Dimension III: personal responsibility, and Dimension IV: Community Research. These dimensions adapted from Model Standard for Academic, social, Emotional, and Character Development by Josephson Institute (2013). The respondents were required to respond to a five-point Likert scale (one =absolutely not agree to 5 = absolutely agree).

The instrument was prepared first in English language, and translated to Arabic language. After that the questionnaire distributed to sex faculty members to get its validity, we ask them to give their opinion on the dimensions and the statements of the questionnaire if they measure the social responsibility of the faculty of education, and to make any changes. The first copy of the questionnaire was of four dimensions with 119 statements and after make changes and remove statements that all the judges agree to remove, the questionnaire stated at 113 statements in four dimensions. Dimension I; includes 22 statements; dimension II includes 31 statements; dimension III includes 38 statements; and dimension IV includes 21 statements.

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

2.3. Statistical Analyses

The statistical analyses used to answer the research questions were means, slandered 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.

3. 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.

The results in table 3 indicated that the heist social responsibilities for the faculty of educational sciences as perceived by faculty members is the academic responsibility with mean equal to (4.33), followed by the academic responsibility with mean (4.29), followed by the community responsibility with mean (4.15), and at the end were community research (4.11).

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

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 manes of four dimension of the social responsibilities: (academic, community, personal, and research) due to faculty member gender: males and females.

Table 5 shows that no significant differences, ($\alpha \leq 0.05$) between the manes of two dimensions of the social responsibilities: Academic, and research due to faculty member's academic rank. It shows significant differences between the manes of the dimension of community social

responsibility due to faculty member academic rank, ($\alpha \leq 0.05$). Also, it shows significant differences between the manes of the dimension of personal social responsibility due to faculty member academic rank, ($\alpha \leq 0.03$). A LSD method for follow up investigation was administered to understand the direction of these differences. Table 6 shows that.

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 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 manes 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 8 shows that no significant differences ($\alpha \leq 0.05$) between the manes of two dimensions of the social responsibilities: (personal, and research) due to faculty member country from thy Graduated. On the other hand, there was a significant difference ($\alpha \leq 0.05$) between the

means of academic responsibilities due to country from they graduated in light to faculty they graduated from United States of America and Europe (mean=4.37) comparing to faculty graduated from Arab countries (mean=4.14). Also, there was a significant difference ($\alpha \leq 0.05$) between the means of community responsibilities due to country from they graduated in light to faculty they graduated from United States of America and Europe (mean=4.27) comparing to faculty graduated from Arab countries (mean=3.96).

4. Conclusion and Recommendations

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). Which indicate 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 thy 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). in 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 addressing 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.

Appendix

To achieve the objective of the study, this questionnaire was built to reveal the degree of social responsibility of the Faculty of Educational Sciences at the University of Jordan among faculty members, and the following table shows the questionnaire [14-15].

Table 9. Shows the Means and Standards Deviation of all dimensions and statements of the social Responsibilities of faculty of educational science at Jordan University.

	Paragraphs	Means	Std. Deviations
	Dimension I: Academic responsibility (teacher education)		
1	Lifelong Learning	4.4032	.71195
2	access to the knowledge necessary to achieve personal growth	4.3710	.65871
3	maintaining the mental growth of the PROCESSIONS of the unfolding	4.3226	.56610
4	learning from mistakes such as the checklist to help make the right decisions	4.3871	.66171
5	sincerity in working	4.6129	.61016
6	full interaction with the elements of the educational process	4.2258	.52540
7	continue in self-directed learning	4.1774	.75800
8	proficiency in education capable of satisfying the multiple aspects of the requirements	4.0000	.82977
9	profession and the capacity for knowledge acquisition	4.3387	.51034
10	absorption of knowledge	4.1613	.77234
11	optimum knowledge	4.1774	.66590
12	analytical capacity in the assessment	4.1935	.76477
13	capacity for creativity and innovation	4.3226	.56610
14	attendance, confident that gives positive impressions	4.2581	.69978
15	openness receptive mental	4.1129	.68004
16	independence in mental development	4.2419	.64492
17	human personality thinking owning an independent	4.2258	.68758
18	deal wisely in attitudes	4.3548	.67985
19	Logical Decision-making	4.3065	.86059
20	ethical decision-making	4.6613	.65144
21	capacity to take decisions actors	4.2419	.80338
22	ability to reach the best results	4.2097	.70448

	Paragraphs	Means	Std. Deviations
	Total	4.2867	.41346
Dimension II: community responsibility			
23	provide the community	4.2742	.72811
24	able to develop competencies	4.3065	.86059
25	adoption of the construction value community	4.2258	.89478
26	building moral system to individuals	4.0000	.92329
27	providing logical ideas are applicable	4.4194	.73659
28	accept others	4.1290	.81951
29	accept evolution can change	4.1129	1.00987
30	happiness of the Lucrativeness of success	4.0323	.80912
31	endurance as commander of change	4.3226	.67202
32	self-understanding of the pressing crisis management	4.1774	.73605
33	capacity to motivating others	4.1774	.58741
34	flexibility while working	4.3065	.61641
35	balance in the management	4.2167	.66617
36	planned setup positions to achieve	4.2419	.95274
37	effective administration	4.1290	.68912
38	organization planned to invest time	4.0484	.89493
39	attention to the issues of the community	4.1290	.73516
40	sense of potential problems in the society	4.1935	.67359
41	ability to build positive relations	4.3226	.67202
42	Community communication channels open	4.4032	.61297
43	Community leadership seeking the society	4.0806	.83565
44	management of community problems including achieve appropriate solutions	4.1613	.83359
45	define the functions of the community roles competencies	4.0323	.90477
46	commitment to excellence Community	3.9032	.90009
47	*adopt the positive role of the progress in the community-oriented action*	3.9516	.81838
48	*stimulate internal motivation to serve the community*	3.9839	.63998
49	achieve social tolerance	4.1935	.67359
50	acceptance of difference in building on the conscious	3.8065	.82658
51	possession of technological culture to build bridges of communication successful	3.8387	.65770
52	possess financial culture capable of good investment of resources	3.9839	.58651
53	link school society	4.8710	.22128
	Total	4.1532	.52348
Dimension III: personal responsibility			
54	BENEVOLENT community possess personal characteristics of the community	4.0645	.67438
55	capacity to influence	4.0645	.62387
56	bring the desired development	4.1452	.69770
57	conscious endurance of responsibilities	4.2903	.75503
58	Consequent ethics values capable of promoting	4.4355	.61726
59	Integrity community capable of community service honestly	4.3871	.73227
60	sincerity in positive communication satisfied the needs	4.2097	.85194
61	honesty at work	4.3548	.81173
62	the investigator achievement	4.3065	.82161
63	unchanged capable of carrying out the obligations	4.1452	.69770
64	toward mutual respect with others	4.3387	.74534
65	possess the principles of respect for the self-estimated in dealing with others	4.2903	.79727
66	the leading roles of the maid	4.4677	.76217
67	respect for the environment in the community school infrastructure slipped	4.2419	.76148
68	respecting the privacy of others	4.2258	.68758
69	respect the capacity of others	4.2581	.69978
70	carry out the required duties in accordance with the standards set out	4.2581	.65124
71	what should be the outlook in proportion with social ethics	4.3770	.55269
72	adjusting the reactions in the marks the development of attitudes	4.1774	.55881
73	positive trends toward the development of life skills	4.4839	.64635
74	Community investment experiences to build self-knowledge reference Autonomous	4.4516	.64471
75	rationality in financial dealings at all levels	4.3226	.67202
76	decision-making in the Time Server health	4.3226	.56610
77	fair decision-making unequivocal condemnation of controversial	4.1935	.53832
78	adoption of the principles of social justice	4.3710	.55023
79	community justice	4.3387	.69997
80	complications understanding	4.3065	.64245
81	community issues in harmony with the nature of the society	4.3387	.67614
82	understanding of the views of others when they work practices	4.2903	.71028
83	The civil rights understanding	4.2419	.86243
84	The understanding of civil responsibilities	4.1613	.79328
85	respect the authority of law	4.1129	.74888

	Paragraphs	Means	Std. Deviations
86	participation in the democratic processes	4.3226	.62132
87	Development of the school environment in the community	4.2258	.75573
88	Protection of the environment	4.1613	.72865
89	Natural ability to focus community	4.3710	.63333
90	empowerment emanating	4.4032	.52666
91	confidence personal potential in achieving success	4.1129	.88900
	Total	4.3299	.54169
Dimension IV: Community Research			
92	conscious awareness of the importance of research in the dimensions of the educational process,	4.0968	.86289
93	Scientific Secretariat commitment to learn about community problems	4.2258	.68758
94	limit the possibilities for the community to invest more effectively	4.2742	.68159
95	development of the educational processes	4.2419	.66985
96	development of Educational Administration	4.0968	.69447
97	Educational Leadership concepts	4.3065	.58921
98	developing curricula for the advancement of community-based	4.1290	.71251
99	development of technological change curricula and technical support of the PROCESSIONS of the unfolding	3.9194	.79545
100	preparing studies from educational policies	3.8387	.79328
101	understand the challenges facing education	3.9516	.79810
102	study of technological literacy community	3.8226	.73605
103	development of appropriate solutions	3.9839	.81967
104	examine the possibilities available for investment	4.2742	.60515
105	development of community education	4.0161	.79942
106	development of effective training programs for teachers in accordance with global standards	4.1613	.65770
107	improving the school environment	4.2903	.71028
108	consolidating the principles of quality education in all levels of education	4.2581	.74516
109	a study of trends in society toward education	4.1290	.55763
110	study of the effectiveness of the educational programs applied	3.8710	.61361
111	study the outcomes of learning educational stages	4.3710	.55023
112	feasibility study of the application of the educational programs that have proved successful in other environments	4.3115	.53357
	Total	4.1119	.42902
	Main Total for the Four Dimensions	4.2180	.40237

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