The Role of Political Discourse of King Abdullah II bin Al-Hussein in Fostering Humanitarian and Ethical Values among University of Jordan Students: A Perspective from Faculty Members

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ARTICLE INFO	ABSTRACT
	This study aimed to investigate the role of the political discourse of King Abdullah II bin Al-Hussein in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members. The researcher employed a descriptive-analytical quantitative method. To achieve the study's objectives, the researcher developed a scale measuring the role of King Abdullah II bin Al-Hussein's political discourse in nurturing humanitarian and ethical values among University of Jordan students, as perceived by faculty members. This scale comprised 44 items distributed across five domains: personal values, social values, national values, humanitarian values, and cognitive values. The study sample consisted of 60 faculty members selected purposively for the academic year 2023/2024. The results of the study indicated that the role of King Abdullah II bin Al-Hussein's political discourse in fostering humanitarian and ethical values among University of Jordan students, as perceived by faculty members, was high, with all domains showing high scores. The study recommended the establishment of a course focusing on King Abdullah II bin Al-Hussein's political discourse in universities and colleges to instill humanitarian and ethical values among students. **Keywords:** Political Discourse, King Abdullah, Ethical Values, Faculty Members, University of Jordan.

Introduction

The contemporary era witnesses numerous rapid and successive changes resulting from the scientific and cognitive revolution, advancements in information and communication technologies, and the emergence of globalization with its various aspects. These developments have led to contemporary challenges characterized by some negative repercussions, which many societies endure, such as the proliferation of violence and extremism, violations of rights and duties, and a weakening commitment to humanitarian and ethical values. Humanitarian and ethical values have held significant importance in Islam, making them a fundamental cornerstone for the stability, prosperity, security, and safety of societies throughout ages and generations. Deviation from these values entails grave consequences (Al-Aqeeli & Ya'qoub, 2019). The divine religions have been replete with numerous examples and models of humanitarian and ethical values. Ethics have been the foundation of these religions, and Islam, like previous religions, encompasses a comprehensive ethical call, encompassing the highest and noblest ethical practices (Wattfa, 2020). Humanitarian and ethical values constitute a set of principles that promote self-respect for individuals and others as a distinguishing value. They serve as the psychological deterrent preventing deviation from righteousness, thus shaping one's behavior and actions within a defined framework consistent with the principles and rules accepted by the rest of society (Hubbat, 2021).

Al-Balushi (2023) emphasized that the significance of humanitarian and ethical values lies in their role as a fundamental element in the existence and continuity of society, constituting an essential component of its identity and character. Society cannot survive and persist without being governed by a set of ethical laws and rules that regulate and coordinate relationships among individuals, serving as the standard guiding their

behavior and correcting their deviations. Thus, it can be said that humanitarian and ethical values aim to strengthen social relationships and enhance individual adaptation to oneself and to their society. The importance of humanitarian and ethical values for individuals lies in their protection from deviation and in determining their directions and behaviors in life. Human behavior stems from moral values that organize their behavior, determining what they should do and adopt, and what they should refrain from and avoid (Al-Ghunaimin & Al-Sarhan, 2017). Additionally, these values guide individuals' choices in various aspects of life. Humanitarian and ethical values make individuals more inclined towards or preferential to a specific direction, whether political, social, or economic. One of their benefits to individuals is determining their status and value in the society in which they live. As much as an individual embodies humanitarian and ethical values in their actions and transactions, they will gain status in their community (Al-Badi, 2020).

Poet Ahmed Shawqi, regarding the sociological perspective on the relationship between civilization and ethics, says: "Nations prevail as long as they preserve their morals, if their morals are gone, they perish" Where humanitarian and ethical values play a crucial role in safeguarding the cultural privacy of human societies and preserving their self-identity from loss and assimilation amidst all these cultural and informational interferences coming to us through modern technologies, which attempt to dominate and control our societies intellectually and culturally, making the Western cultural pattern predominant. This necessitates cooperation to develop a social value framework that helps individuals confront all the transformations that can occur in society (Hamdi, 2017). The political discourse of King Abdullah II bin Al-Hussein reflects humanitarian values, representing those values advocated by the United Nations and its principles. It also reflects strength of content, precision of meaning, and an open mind in dealing with others (Al-Badainah & Al-Zu'bi, 2019). King Abdullah II bin Al-Hussein's political discourse is rich in humanitarian meanings, which have formed a sophisticated style in his address to the peoples of the world. Through his discourse, King Abdullah II bin Al-Hussein seeks to revive noble humanitarian values, promote a spirit of brotherhood among human beings, and with his insightful vision, spread a culture of tolerance, and stand as a barrier against the ideas of extremism, radicalism, and strictness. King Abdullah II bin Al-Hussein states: "The values of Islam, Christianity, and Judaism, as well as our shared human values, do not accept the killing of civilians or the brutality that has been witnessed before the world in the past weeks of killing and destruction. We cannot accept our just legitimate cause turning into a focal point igniting conflict between religions" (from King Abdullah II's speech at the Extraordinary Arab Islamic Summit on Gaza hosted by the Kingdom of Saudi Arabia in Riyadh, November 11, 2023).

The political discourse of King Abdullah II bin Al-Hussein constitutes titles that can serve as a constitution and ethical approach. His discourse emphasizes the idea of harmony among followers of religions, especially since both followers of Islam and Christianity represent more than half of the world's population. This implies that the principles upon which these two religions are based, such as tolerance, compassion, and respect for human dignity, are capable of making the world more harmonious and understanding. This strengthens dialogue between religions and civilizations and emphasizes that groups claiming to belong to Islam while practicing terrorism and extremism, and distorting Islamic ideas and principles, are misguided groups. They are not part of Islam, and Islam is innocent of them. They are a group that does not believe in the divine teachings brought by the Prophet of Islam, Muhammad (peace be upon him). Thus, they are not Muslims and do not belong to Islam in any way. Their false claim of referring to the Quran is deceitful and dishonest. King Abdullah II states: "Our religion came with a message of peace. The eternal covenant, issued at the gates of Jerusalem nearly 15 centuries ago and over a thousand years before the Geneva Conventions, commanded Muslim soldiers not to kill a child, a woman, or an elderly person, not to cut down a tree, not to harm a monk, and not to destroy a church. These are the rules of engagement that Muslims must apply and adhere to, as they are imperative for anyone who believes in our common humanity. The life of every civilian is precious" (from King Abdullah II's speech at the Cairo Peace Conference, Arab Republic of Egypt, Cairo, October 21, 2023). He also says: "Faith illuminates our path as Jordanians in all our endeavors, just as it does for followers of different religions around the world. We obey the commandments of God Almighty by treating all humans with equal respect and human dignity, and we walk together on a difficult journey towards peace and hope" (from King Abdullah II's speech at the Road to Peace Award ceremony, Cairo, May 9, 2022).

The attention to the human and ethical values of students from their entry into educational institutions is required. This is achieved through the establishment of a sound social upbringing, and the institution and its faculty members' focus on enhancing those values through the teaching methods and learning resources used in education. Additionally, it is essential to raise awareness among decision-makers in educational institutions about the importance of the ethical dimension and its practice. Attention is now turning towards universities as they are responsible for preparing qualified individuals scientifically, culturally, and ethically, in addition to their role in developing human and ethical values and shaping positive attitudes among students. This is because students are considered the nation's wealth and the means of comprehensive development, and the role of the political discourse of King Abdullah II in developing human and ethical values is defined by creating a suitable climate and a positive learning environment that encourages students to acquire these values. During the study and selection of the research topic, the researcher did not find anyone who addressed the topic in this manner. However, many researchers have addressed aspects of the research topic in their studies, and these

were obtained from some libraries, scientific journals, and Arab and international databases to be used in the current study.

Al-Abiad and Zaki (2023) conducted a study aiming to determine the differences in the role of the university in promoting ethical values and intellectual security according to gender and university variables. The study used the descriptive approach, and two questionnaires were used to measure the role of the university in promoting values and intellectual security. The study was conducted on a sample consisting of (897) students from the universities of Minya and Prince Sattam bin Abdulaziz. The results showed statistically significant differences between the mean scores of genders in the role of the university in promoting ethical values, in favor of females.

Ahmed (2022) conducted a study to identify the role of the university in promoting positive citizenship values from the perspective of faculty members. The study used the survey descriptive method, and the questionnaire was used as a tool to achieve its objectives. The study found that the most prominent positive citizenship values that the university seeks to promote among its students are individual loyalty and belonging to the homeland, love for the homeland, and concern for its stability and security. The study also found that the extent to which the university promotes positive citizenship values among its students from the perspective of faculty members was moderate.

The study by Habt (2021) aimed to identify the royal vision of the ethical values system and the reform process by identifying the topics addressed by the royal vision, global patterns, persuasion, arguments, evidence, and frameworks. The study relied on content analysis as a means of data collection. The study community included all royal speeches, letters, local, regional, and international television and newspaper interviews published on the official website of King Abdullah II bin Al Hussein between January 1, 2015, and December 31, 2020, totaling (136) speeches. The sample was selected by the exclusive comprehensive survey method for all publications during the previous period on the ethical values system and its relationship to the reform process, totaling (73) activities. The study relied on a speech analysis form as a measurement tool and concluded that the royal vision for the reform process in Jordan is a continuous and gradual process aimed at achieving the best for the Jordanian citizen and enabling them to actively participate in the construction process, in addition to enforcing the rule of law to achieve justice, equality, transparency, and accountability in all state institutions and individuals. In light of the results, the study recommended adopting the royal vision for the ethical values system and its connection to the reform process.

Hamad's study (2021) aimed to understand the reality of ethical values among students at Assiut University in the digital age. The study used the descriptive method, and the questionnaire was used as a study tool, applied to a sample consisting of (1538) students. The study found that the students' awareness of ethical values in the digital age was of moderate degree, and there were statistically significant differences between the mean estimates of the study sample attributed to the academic specialization in favor of practical colleges.

Mahmood and Nudrat (2018) conducted a study aimed at understanding the professional ethical practices of university teachers and the role of demographic variables. The study was conducted on a sample consisting of (733) teachers working in social science faculties at eight universities in the Punjab province of Pakistan. A questionnaire was used to collect data, covering three areas of professional ethics: teaching, research, and administration. The results showed that in terms of professional ethical practices in teaching and research, female teachers were much better than male teachers, and the professional ethical practices in teaching and research among teachers with higher academic qualifications were significantly better. However, the results indicated no statistically significant differences in professional ethical practices in administration attributed to demographic variables.

Torres-Gastelu and Kiss (2016) aimed to determine student teachers' perceptions of their ethical competencies. The study was conducted on a sample consisting of (567) university students who were distributed a questionnaire comprising (14) items reflecting overall ethical competencies. The results showed that university students' perceptions of their ethical competencies were high.

The current study aligns with previous research in its topics, but it distinguishes itself by examining the role of the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students from the perspective of faculty members. Therefore, this study holds value and originality within its temporal, spatial, and human limits. It also differs from previous studies in the novelty of its subject matter, as there is no study in the Arab environment - to the researcher's knowledge - that has addressed the variables of the current studies and its sample collectively. The problem of the study lies in the prevalence of certain behaviors and ethical values among university students that contradict the expected human values and ethical behaviors. Several researchers in this field have pointed out the common occurrence of negative phenomena such as students' indifference towards returning rights to their owners, disregarding their feelings, attempting to harm them, showing indifference, lack of respect, using offensive language, disrespecting teachers, and lack of discipline in the classroom, among other negative values. One of the reasons for the decline of ethical values into oblivion is the failure of universities to fulfill their role, especially in developing human and ethical values among students. This was confirmed by several studies such as the studies of (Rafat, 2019; Al-Qahtani, 2019) which indicated the shortcomings of universities in developing human and ethical values among students. Therefore, this study aims to address this problem at the University of Jordan by examining the role played by the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students, specifically answering the following questions:

1. What is the role of the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students from the perspective of faculty members?
2. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample regarding the role of the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students from the perspective of faculty members attributed to variables such as gender and job title?

Objectives

1. To identify the role of the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students from the perspective of faculty members.
2. To reveal the significance of differences between the respondents regarding the role of the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students due to demographic variables such as gender and job title.

Significance of the Study

Firstly, Theoretical Significance: The theoretical significance of this study lies in providing a theoretical framework that may contribute to further studies on concepts related to the study variables and their importance. This study is among the few - to the researcher's knowledge - that attempt to uncover the role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members. It is hoped that this study will be a qualitative addition to the Arab and Jordanian libraries, particularly with such applied research that may contribute to activating King Abdullah II's political discourse in the optimal manner for the development of humanitarian and ethical values among University of Jordan students.

Secondly, Practical Significance: This study can contribute to providing officials in all institutions, departments, and sections of the Ministry of Education, Higher Education, and particularly the University of Jordan, with the necessary information regarding the role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members. The researcher hopes that the results and recommendations of this study will contribute to achieving the desired qualitative leap for the University of Jordan in the subject of developing humanitarian and ethical values. Furthermore, it is expected that this study will motivate many researchers to conduct further future studies.

Terminological and Procedural Definitions

In accordance with the study's objectives, some key terms were defined theoretically by referring to previous literature, and procedurally according to their relevance to the study topic, as follows:

Role: Expected behavior by a member, adhering to prevailing social standards within the community and their aspirations and social organization.

Values: A set of moral standards and criteria agreed upon by people, used as a measure by which they weigh their actions, and judge their material and moral behaviors.

Humanitarian and Ethical Values: The set of humanitarian and ethical values that an individual exhibit in dealing with events they face, or individuals they interact with in life, most of which are acquired through upbringing and the environment they lived in during different stages of their life.

Faculty Members: Individuals who practice the teaching profession at the University of Jordan, holding a Ph.D. or Master's degree, and who responded to the study tool prepared to achieve the study's objectives.

Limitations

The study boundaries are represented by the following determinants:

1. Objective Boundaries: The role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from their perspective.
2. Spatial Boundaries: The current study was limited to the University of Jordan.
3. Temporal Boundaries: This study was conducted during the first semester of the academic year 2023/2024.
4. Human Boundaries: The current study sample was limited to faculty members at the University of Jordan.

Methodology and Procedures

The methodology and procedures encompass the study's objectives, the statement of the methodology it follows, the sources of data it relies on, a description of the study population and sample, the study tool it employs, in addition to specifying the study variables, and the statistical methods used to analyze the data and address the study's questions to reach the results.

Study Methodology

The current study utilized a descriptive analytical quantitative methodology to achieve its objectives, aligning with the nature of the study topic: the role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members.

Study Population and Sample

The study population consisted of all faculty members at the University of Jordan. As for the study sample, it was a random sample comprising (60) faculty members from the Faculty of International Studies and University Requirements, distributed according to the study variables (gender, academic rank), as shown in Table (1).

Table 1: Distribution of Sample Individuals According to Variables (Gender, Academic Rank)

Variable	Level	Frequency	Percentage
Gender	Male	46	77
	Female	14	23
	Total	60	100.0
Academic Rank	Lecturer	16	27
	Assistant Professor	26	43
	Associate Professor	9	15
	Professor	6	10
	Full Professor	3	5
	Total	60	100.0

Table (1) indicates that for the gender variable, 77% of the study sample were males, while 23% were females. Regarding their academic rank, 27% were lecturers, 43% were assistant professors, 15% were associate professors, 10% were associate professors, and 5% were full professors.

Data Collection Sources

Secondary Sources: The theoretical literature for the study was prepared based on literary and scholarly sources, including books, journals, articles, reports, as well as previous studies closely related to the study topic.
Primary Sources: To address the analytical aspects of the study topic, primary data was collected through a questionnaire as the primary tool for the study, which was developed and prepared based on the results of previous studies and research.
Study Tool: To achieve the study objectives, which aimed to uncover the role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members, a questionnaire was used to collect information as it was deemed more suitable for obtaining information and data related to the study objectives. The questionnaire consisted of (48) items distributed across (5) domains.

Validity and Reliability
A. Content Validity

To ensure the content validity, the questionnaire was presented to a group of reviewers consisting of faculty members and experts from various Jordanian universities. They judged the suitability of the questionnaire for data collection and ensured the clarity of its items. The proposed modifications by the reviewers were incorporated before distributing it to the study sample. Thus, the final questionnaire consisted of (44) items distributed across (5) domains.

B. Construct Validity

To verify the construct validity of the tool, indicators of construct validity were calculated using Pearson correlation coefficients between the item score and the total score of its domain, as well as between the item score and the total score of the tool, as shown in Table (2).

Table 2: (r) between (PS) and (OFS), & (r) between (PS) and (OTS)

Dimension	Paragraph	Correlation (r) with	
		OFS	OTS
Personal Values	1	.399[*]	.384[*]
	2	.639[**]	.429[*]
	3	.713[**]	.627[**]
	4	.723[**]	.616[**]
	5	.704[**]	.687[**]
	6	.786[**]	.732[**]
	7	.774[**]	.634[**]
	8	.709[**]	.776[**]
Social Values	9	.642[**]	.606[**]
	10	.745[**]	.773[**]
	11	.819[**]	.703[**]
	12	.724[**]	.682[**]
	13	.878[**]	.801[**]

	14	.728**	.565**
	15	.788**	.681**
	16	.850**	.750**
	17	.745**	.791**
	18	.769**	.726**
National Values	19	.763**	.796**
	20	.775**	.661**
	21	.865**	.833**
	22	.878**	.857**
	23	.689**	.624**
	24	.567**	.506**
	25	.778**	.738**
	26	.747**	.787**
	27	.839**	.757**
Humanitarian Values	28	.735**	.741**
	29	.772**	.645**
	30	.713**	.728**
	31	.893**	.859**
	32	.872**	.818**
	33	.803**	.801**
	34	.681**	.515**
	35	.773**	.634**
	36	.678**	.605**
Cognitive Values	37	.698**	.754**
	38	.911**	.801**
	39	.956**	.882**
	40	.911**	.756**
	41	.823**	.767**
	42	.920**	.803**
	43	.832**	.704**
	44	.909**	.879**

Statistically significant at α level ≤ 0.05.
Statistically significant at α level ≤ 0.01

From Table (2), it is evident that Pearson correlation coefficients between the item score and the total score of its domain ranged from 0.399 to 0.956. A correlation coefficient value of 0.30 was adopted as a criterion for accepting the items, as indicated by Brown (1983). Thus, none of these items were deleted. Moreover, Pearson correlation coefficients between the item score and the total score of the tool ranged from 0.384 to 0.882, all of which were higher than the value of 0.30, as indicated by Brown (1983), indicating the construct validity of the questionnaire.

Reliability of the Questionnaire
To verify the reliability of the questionnaire, Cronbach's Alpha coefficients (internal consistency) and test-retest reliability were calculated, as shown in Table (3).

Table 3: Reliability Indices for the Tool and its Fields

Questionnaire	Internal Consistency	Test-Retest Reliability	Number of Items
Personal Values	0.830	0.785	8
Social Values	0.918	0.901	10
National Values	0.902	0.896	9
Humanitarian Values	0.912	0.823	9
Cognitive Values	0.950	0.922	8
Total Instrument	0.976	0.932	44

From Table (3), it is evident that the internal consistency reliability coefficient for the questionnaire ranged between 0.830 and 0.950 for the sub-domains, and it was 0.976 for the entire tool. Furthermore, the test-retest reliability coefficients ranged between 0.785 and 0.922 for the sub-domains, and it was 0.932 for the entire tool. All these coefficients were higher than 0.70, indicating the reliability of the tool (Cronbach, 1951).

Scale Correction of the Study Tool

In this study, a five-point Likert scale was used to assess the extent of agreement of the study sample members with the questionnaire items, with the following weights: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The following scale was adopted to describe the mean values calculated using the five-point Likert scale for each item, which measured three levels: low, medium, and high. The following equation was applied:

(Upper Limit (5) - Lower Limit (1) / Number of Required Categories = (5-1)/3 = 1.33

Thus, the scale was applied as follows:

MA	Level
1.00 to 2.33	Low
2.34 to 3.67	Medium
3.68 to 5	High

Statistical Procedures

The data were statistically analyzed using appropriate statistical methods, including:

1. To address the first research question: Mean scores and standard deviations were used to determine the role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members.

2. To address the second research question: Mean scores and standard deviations were used according to the study variables (gender, academic rank), and Two-Way Analysis of Variance (ANOVA) was employed to ascertain the statistical significance of the apparent differences between the mean scores of the study sample members' estimates regarding the role of King Abdullah II's political discourse in fostering humanitarian and ethical values among University of Jordan students from the perspective of faculty members, attributed to variables: (gender, academic rank). Additionally, Multiple Two-Way ANOVA was conducted to determine the statistical significance of the apparent differences between the mean scores for each domain separately, according to the variable: (gender, academic rank).

Discussion of results

This chapter encompasses the presentation and discussion of the study's findings, which aimed to uncover the role of King Abdullah II bin Al-Hussein's political discourse in fostering human values and ethics among students at the University of Jordan from the perspective of faculty members.

Firstly: The results of the first question, which reads: What is the role of King Abdullah II bin Al-Hussein's political discourse in fostering human values and ethics among students at the University of Jordan from the perspective of faculty members? To address this question, arithmetic means and standard deviations were calculated for the study sample's estimates regarding the role of King Abdullah II bin Al-Hussein's political discourse in fostering human values and ethics among students at the University of Jordan from the perspective of faculty members, as depicted in Table (4).

Table 4: AM, SD, ranks, and levels for the estimates of the study sample.

Rank	Dimension	MA	SD	Level
1	Humanitarian Values	4.38	0.44	High
2	Personal Values	4.36	0.41	High
3	Cognitive Values	4.31	0.45	High
5	National Values	4.28	0.45	High
6	Social Values	4.22	0.43	High
Total	Overall	4.31	0.40	High

From Table (4), it is evident that the arithmetic means of the study sample's estimates regarding the role of King Abdullah II bin Al-Hussein's political discourse in fostering human values and ethics among students at the University of Jordan, from the perspective of faculty members, ranged between (4.22) and (4.38) with a high level of significance. The estimates for the humanitarian domain ranked first with an arithmetic mean of (4.38) and a standard deviation of (0.44) at a high level. The estimates for the personal domain ranked second with an arithmetic mean of (4.36) and a standard deviation of (0.41) at a high level. The estimates for the cognitive domain ranked third with an arithmetic mean of (4.31) and a standard deviation of (0.45) at a high level. The estimates for the national domain ranked fourth with an arithmetic mean of (4.28) and a standard deviation of (0.45) at a high level. The estimates for the social domain ranked fifth with an arithmetic mean of (4.22) and a standard deviation of (0.43) at a high level. The combined arithmetic mean for all domains was (4.31) with a standard deviation of (0.40) at a high level. This result can be attributed to the role of King Abdullah II's political discourse in fostering and enhancing human values and ethics by emphasizing the importance of humanitarian, ethical, national, and social values and the necessity of teaching students their duties, which they must fulfill through example, education, and guidance. Students learn ethics and develop internalized values that help them adhere to noble human and ethical values and practice them. The findings

of the current study are consistent with the study conducted by Al-Jurah (2022), while they differ from the studies conducted by Taha (2022) and Alfadhala (2021). Additionally, arithmetic means, standard deviations, rankings, were calculated for the study sample's estimates regarding the role of King Abdullah II bin Al-Hussein's political discourse in fostering human values and ethics among students at the University of Jordan, as perceived by faculty members, for each domain separately. Tables from (5) to (9) illustrate this.

1. Personal Values

Table (5) displays the arithmetic means, standard deviations, and levels for the study sample's estimates in the domain of personal values.

Table 5: AM, SD, and Levels for the Study Sample's Estimates in the Domain of Personal Values

No.	Paragraph	MA	SD	Level
1	The discourse contributes to enhancing the Arab-Islamic identity of students	4.33	0.53	High
2	The discourse urges students to practice positive behaviors in dealing to enhance humanitarian and moral values	4.36	0.51	High
3	Political discourse encourages moderation and centrism in dealing with other ideologies	4.32	0.58	High
4	Develops values of patience in students during facing critical situations	4.37	0.51	High
5	Develops in students commitment to deadlines such as attendance and departure from the hall	4.31	0.54	High
6	Enhances students' ability to speak the truth in all situations and support the truth	4.40	0.52	High
7	Urges students to adhere to agreements, covenants, and treaties	4.40	0.49	High
8	Political discourse develops various skills in students to meet the requirements of life	4.33	0.51	High
Overall		4.36	0.41	High

From Table (5), it is evident that the arithmetic means of the study sample's estimates for the domain of personal values ranged between (4.31) and (4.40) at a high level of significance. Paragraphs (6, 7), which state "Enhances students' ability to speak the truth in all situations and support the truth" and "Encourages students to adhere to agreements, covenants, and charters" respectively, ranked first with an arithmetic mean of (4.40) at a high level. Meanwhile, paragraph (5), which states "Develops students' commitment to deadlines such as attending and leaving the classroom," ranked last with an arithmetic mean of (4.31) and a standard deviation of (0.54) at a high level. The overall arithmetic mean for the study sample's estimates for the domain of personal values was (4.36), with a standard deviation of (0.41) at a high level. This result can be attributed to the political discourse of King Abdullah II's focus on human and ethical values, which contributes to his significant ethical role in shaping and refining positive personalities, enhancing social life culture, and advancing society's progress and prosperity. Furthermore, King Abdullah II's political discourse establishes human and ethical values based on a scientific and ideological principle that links faith with ethical behavior. This is due to the relationship between ethical laws and natural, psychological, social, and educational sciences, founded on human nature, free will, and a sense of moral responsibility. The findings of the current study align with the study conducted by Hamad (2021).

Table (6) illustrates the arithmetic means, standard deviations, and levels for the study sample's estimates in the domain of social values.

Table 6: AM, SD, and Levels for the Study Sample's Estimates in the Domain of social values

No	Paragraph	MA	SD	Level
9	Encourages students to cooperate in providing assistance to those in need	4.30	0.51	High
10	Ensures the dissemination of a policy of love and rejection of violence within the university	4.33	0.50	High
11	Urges students to participate in each other's joys and sorrows	4.10	0.68	High
12	Encourages the application of the principle of forgiveness when possible	4.26	0.52	High
13	Develops acceptance of opinions and criticism among students with open-mindedness	4.23	0.55	High
14	Assists students in forming good relationships based on respect and appreciation	4.24	0.51	High
15	Urges students to respect opinions	4.29	0.48	High
16	Encourages students to exchange social visits among themselves	3.96	0.70	High
17	Encourages students to participate in community service activities	4.23	0.52	High
18	Develops students' listening skills to others	4.26	0.55	High
Overall		4.28	0.45	High

From Table (6), it is apparent that the arithmetic means of the study sample's estimates for the domain of social values ranged between (3.96) and (4.33) with a high level of significance. Paragraph (10) stating "Emphasizes spreading a policy of love and rejecting violence within the university" ranked first with an arithmetic mean of (4.33) and a standard deviation of (0.50), also at a high level. Meanwhile, paragraph (16) stating "Encourages students to exchange social visits among themselves" ranked last with an arithmetic mean of (3.96) and a standard deviation of (0.70), again at a high level. The total arithmetic mean for the study sample's estimates for the domain of social values was (4.28) with a standard deviation of (0.45) at a high level. The researcher attributes this to the significance of social ethics as a fundamental element in the existence and continuity of society, constituting an essential component of its identity and personality. Society cannot survive and persist without being governed by a set of ethical laws and rules that regulate and coordinate relationships between individuals, serving as the standard for directing their behavior and correcting their deviations. Thus, it can be said that humanitarian and ethical values aim to strengthen social relationships and enhance individual adaptation to oneself and to one's society. This finding aligns with the study conducted by Ahmad (2022).

3. National Values
Table 7: AM, SD, and Levels for the Study Sample's Estimates in the Domain of national values.

No	Paragraph	MA	SD	Level
19	Calls for adopting the principle of tolerance instead of extremism inside and outside the college.	4.26	0.60	High
20	Calls for organizing national seminars and meetings that develop humanitarian and ethical values.	4.17	0.66	High
21	Promotes the care of college and student property, and public property among students.	4.30	0.52	High
22	Encourages students to strengthen the relationship between freedom and responsibility to understand rights and duties.	4.30	0.49	High
23	Highlights the national dimension through students' participation in university celebrations and national activities.	4.21	0.58	High
24	Rejects class discrimination in all its forms (gender, religion, party, etc.).	4.32	0.63	High
25	Prioritizes public interest over private interest in all student actions.	4.29	0.56	High
26	Deepens national unity through political discourse.	4.30	0.55	High
27	Guides students to collective and voluntary work in their activities that serve the nation.	4.30	0.52	High
Total	Overall	4.28	0.45	High

From Table (7), it is evident that the arithmetic means of the study sample's estimates for the domain of national values ranged between (4.17) and (4.32) with a high level of significance. Paragraph (24) stating "Rejects class discrimination in all its forms (gender, religion, party...)" ranked first with an arithmetic mean of (4.32) and a standard deviation of (0.63), also at a high level. Meanwhile, paragraph (20) stating "Calls for organizing national seminars and meetings that promote humanitarian and ethical values" ranked last with an arithmetic mean of (4.17) and a standard deviation of (0.66), again at a high level. The total arithmetic mean for the study sample's estimates for the domain of national values was (4.28) with a standard deviation of (0.45) at a high level. The researcher perceives this result as logical since political discourse consistently advocates for combating class discrimination in all its forms, by encouraging students to learn and research with utmost fairness and equality. Additionally, faculty members' full awareness of King Abdullah II's political discourse's role in rejecting violence constitutes one of the most important policies that can help promote a healthy and positive educational environment. Hence, faculty members play a pivotal role in implementing this policy and encouraging positive ethics and behaviors within the university, by fostering a culture of respect and mutual understanding among students and directing efforts towards enhancing open and continuous dialogue about violence issues and how to address them. This finding aligns with the study conducted by Hubat (2021).

4. Humanitarian Values
Table 8: AM, SD, and Levels for the Study Sample's Estimates in the Domain of Humanitarian Values

No	Paragraph	MA	SD	Level
28	Encourages students to participate in positive activities and praises them.	4.34	0.51	High
29	Political discourse promotes human rights in society.	4.33	0.52	High
30	Emphasizes to students the concept of achieving justice, and not discriminating in treatment regardless of race, gender, color, or religion.	4.45	0.51	High
31	Trains students on good dialogue, listening, and adhering to conversational etiquette.	4.33	0.59	High
32	Reinforces the principle of honoring commitments in dealings with everyone.	4.35	0.49	High
33	Encourages students' creativity in the field of humanitarian and ethical values.	4.34	0.52	High

34	Contributes to creating a university environment free from violence.	4.44	0.52	High
35	Enhances the value of honesty through the consistency of words with actions.	4.40	0.49	High
36	Encourages students to maintain cleanliness in all its forms.	4.41	0.53	High
Overall		4.38	0.44	High

From Table (8), it is evident that the arithmetic means of the study sample's estimates for the domain of humanitarian values ranged between (4.33) and (4.45) with a high level of significance. Paragraph (30) stating "Emphasizes students' understanding of achieving justice and not discriminating in treatment based on race, gender, color, or religion" ranked first with an arithmetic mean of (4.45) and a standard deviation of (0.51), also at a high level. Meanwhile, paragraph (29) stating "Calls for preserving students' feelings" ranked last with an arithmetic mean of (4.33) and a standard deviation of (0.52), again at a high level. The total arithmetic mean for the study sample's estimates for the domain of humanitarian values was (4.38) with a standard deviation of (0.44) at a high level.

5. Cognitive Values

Table 9: AM, SD, and Levels for the Study Sample's Estimates in the Domain of Cognitive Values

No	Paragraph	MA	SD	Level
37	Encourages dealing with all matters objectively.	4.26	0.59	High
38	Reinforces the concept of humanitarian and ethical values in curricula and activities.	4.36	0.51	High
39	Participates in finding solutions to academic problems.	4.33	0.50	High
40	Provides examples that demonstrate humanitarian and ethical values.	4.32	0.50	High
41	Enhances the use of both class and extracurricular activities in instilling ethical values in students.	4.28	0.56	High
42	Emphasizes the use of various modern teaching methods (such as storytelling, dialogue, plays, cultural activities, etc.) in promoting humanitarian and ethical values among students.	4.30	0.51	High
43	Contributes to enhancing the ethical educational human system.	4.27	0.56	High
44	Links humanitarian and ethical values with real-life situations.	4.30	0.52	High
Total	Overall	4.31	0.45	High

From Table (9), it is evident that the arithmetic means of the study sample's estimations for the domain of cognitive values ranged between 4.26 and 4.36, indicating a high level. Paragraph (38), which states "enhances the concept of human and ethical values in curricula and activities," ranked first with an arithmetic mean of 4.36 and a standard deviation of 0.51, both at a high level. Conversely, Paragraph (37), stating "urges dealing objectively with all matters," ranked last with an arithmetic mean of 4.26 and a standard deviation of 0.59, also at a high level. The overall arithmetic mean of the study sample's estimations for the cognitive values domain was 4.31, with a standard deviation of 0.45, both at a high level. The researcher attributes this to His Majesty the King's political discourse emphasizing the leading role of university professors in education and teaching, where they teach students, impart knowledge and skills across various subjects and specialties, enhance critical thinking, logical analysis, and research skills, in addition to focusing on developing their human and ethical values and principles. Furthermore, they aim to equip students with the tools and knowledge to become cultured individuals and contributors to society. This result aligns with Ahmed's study (2022).

Secondly: Regarding the results of the second question which asks: Are there statistically significant differences ($\alpha \leq 0.05$) in the responses of the study sample members regarding the role of the political discourse of King Abdullah II bin Al Hussein in developing human and ethical values among University of Jordan students from the perspective of faculty members attributed to variables (gender, academic rank)? To answer the second research question, arithmetic means and standard deviations were calculated for the study sample's estimations regarding the role of King Abdullah II bin Al Hussein's political discourse in developing human and ethical values among University of Jordan students from the perspective of faculty members, according to the study variables, as outlined in Table (10).

Table 10: AM and SD of the study sample's

Field	Variable	Level	MS	SD	Level
Personal Values	Gender	Male	4.26	0.39	High
		Female	4.39	0.42	High
	Academic Rank	Instructor	4.34	0.42	High
		Lecturer	4.30	0.39	High
		Assistant Professor	4.41	0.43	High
		Associate Professor	4.38	0.47	High
		Professor	4.34	0.38	High

Social Values	Gender	Male	4.06	0.37	High
		Female	4.28	0.43	High
	Academic Rank	Instructor	4.18	0.45	High
		Lecturer	4.16	0.39	High
		Assistant Professor	4.34	0.46	High
		Associate Professor	4.20	0.43	High
		Professor	4.25	0.38	High
National Values	Gender	Male	4.00	0.35	High
		Female	4.34	0.46	High
	Academic Rank	Instructor	4.27	0.43	High
		Lecturer	4.28	0.42	High
		Assistant Professor	4.32	0.56	High
		Associate Professor	4.20	0.41	High
		Professor	4.24	0.39	High
Humanitarian Values	Gender	Male	4.20	0.37	High
		Female	4.44	0.45	High
	Academic Rank	Instructor	4.37	0.46	High
		Lecturer	4.39	0.46	High
		Assistant Professor	4.45	0.47	High
		Associate Professor	4.25	0.40	High
		Professor	4.36	0.35	High
Cognitive Values	Gender	Male	4.10	0.40	High
		Female	4.38	0.44	High
	Academic Rank	Instructor	4.24	0.44	High
		Lecturer	4.31	0.43	High
		Assistant Professor	4.39	0.50	High
		Associate Professor	4.27	0.42	High
		Professor	4.33	0.43	High
	Gender	Male	4.14	0.31	High
		Female	4.36	0.41	High
Overall	Academic Rank	Instructor	4.28	0.39	High
		Lecturer	4.29	0.38	High
		Assistant Professor	4.38	0.46	High
		Associate Professor	4.25	0.39	High
		Professor	4.30	0.34	High

From Table (10), it is evident that there are apparent differences among the arithmetic means of the study sample's estimations regarding the role of King Abdullah II bin Al Hussein's political discourse in developing human and ethical values among University of Jordan students from the perspective of faculty members across the five domains and overall, according to the variables (gender and academic rank). To determine the statistical significance of the differences among the arithmetic means of the study sample's estimations regarding the role of King Abdullah II bin Al Hussein's political discourse in developing human and ethical values among University of Jordan students from the perspective of faculty members across the five domains (linear combination), according to the study variables (gender and academic rank), a Two-way Multivariate Analysis of Variance (MANOVA) was employed, utilizing Hotelling's Trace test. Table (11) illustrates these results.

Table 11: Hotelling's Trace Test results for the effect of gender and academic rank on the study sample's

Variable	Value	F Value	D.F.	EDF	p-value	η2
Gender	.097	2.339b	5.000	120.000	.046	.089
Academic Rank	.148	.876	20.000	474.000	.619	.036

The results of the Hotelling's Trace test indicated the following:
- There is a statistically significant effect of gender variable in the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in the five fields (linear composition). This explains 8.9% of the variance in the estimates.
- There is no statistically significant effect of academic rank variable in the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in the five fields (linear composition). This explains 3.6% of the variance in the estimates.

To determine the statistical significance of differences between the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in the five fields, individually, according to study variables (gender, academic rank), the Univariate Analysis of Variance was employed. Table (12) illustrates this.

Table 12: Results of the analysis of variance for comparing the AM of the estimates of the study sample.

Source	DV	SS	D.F.	MS	F	p-value	$\eta2$
Gender	Human Values	.520	1	.520	2.922	.090	.023
	Personal Values	1.360	1	1.360	7.632	.007	.058
	Knowledge Values	1.574	1	1.574	7.925	.006	.060
	National Values	1.461	1	1.461	7.544	.007	.057
	Social Values	2.055	1	2.055	10.656	.001	.079
Academic Rank	Human Values	.243	4	.061	.341	.850	.011
	Personal Values	.676	4	.169	.948	.439	.030
	Knowledge Values	.175	4	.044	.221	.927	.007
	National Values	.431	4	.108	.556	.695	.018
	Social Values	.419	4	.105	.543	.704	.017
Error	Human Values	22.049	54	.178			
	Personal Values	22.090	54	.178			
	Knowledge Values	24.636	54	.199			
	National Values	24.017	54	.194			
	Social Values	23.917	54	.193			
Total	Human Values	22.753	59				
	Personal Values	23.996	59				
	Knowledge Values	26.376	59				
	National Values	25.918	59				
	Social Values	26.378	59				

Table (12): Results of the Univariate Analysis of Variance for comparing the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in the five fields, individually, according to variables: gender, academic rank.

Table 12 shows the following is evident:
- There are statistically significant differences between the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in all fields except for the field of humanitarian ethics, according to the gender variable.
- There are no statistically significant differences between the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in all five fields, according to the academic rank variable.

To determine the statistical significance of differences between the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in all fields (overall), according to study variables (gender, academic rank), Two-way Analysis of Variance (ANOVA) without interaction was employed. Table (13) illustrates this.

Table 13: ANOVA results for comparing the means of the estimates of the study sample

Source	SS	D.F.	MS	F	p-value	$\eta2$
Gender	1.340	1	1.340	8.644	.004	.065
Academic Rank	.290	4	.073	.468	.759	.015
Error	19.221	54	.155			
Total	20.802	59				

Table 13 shows the following conclusions:
- There are statistically significant differences between the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in all fields (overall), according to the gender variable.

- There are no statistically significant differences between the means of the estimates of the study sample regarding the role of the political discourse of King Abdullah II bin Hussein in developing humanitarian and ethical values among students of the University of Jordan from the perspective of faculty members in all fields (overall), according to the academic rank variable.
- The researcher considers these results logical, as the study sample of males was larger than that of females, with the male faculty members comprising 46 compared to the number of female faculty members. The results showed no statistically significant differences between the arithmetic means of the study sample estimates regarding the role of King Abdullah II's political discourse in developing human and ethical values among University of Jordan students from the perspective of faculty members in the five fields (overall), according to the variable (academic rank). The researcher attributes this to the equal view among faculty members regarding the role of political discourse in developing human and ethical values among students, regardless of their academic rank. This comes in consideration of students being the nation's wealth and the means of comprehensive development and its goal. The role of King Abdullah II's political discourse in developing human and ethical values among University of Jordan students from the perspective of faculty members is determined by creating an educational environment conducive to learning, encouraging students to acquire these values. This role is related to the role of the university lecturer, irrespective of their academic rank, who should be a good role model for their students, embodying values of respect and virtue in their character, as the responsibility for promoting and developing human and ethical values lies with them.

Recommendations

- Enriching university curricula with a system of ethical principles.
- Training faculty members to suit the university environment and interact effectively with students.
- Developing a university guide for students as a code of humanitarian and ethical values.
- Introducing a course on King Abdullah II's political discourse in universities and colleges to instill humanitarian and ethical values in students.

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