

The Role of Irbid Directorate of Education in Supporting Of Citizenship and Loyalty Values among Students: Look From Inside

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Abstract

This study aimed to investigate the role of Irbid Directorate of Education in supporting of citizenship and loyalty values among students according to employers of the Directorate of Education in the Irbid governorate. The sample of the study consisted of the (134) employers who works in the Directorate of Education in Irbid governorate of Jordan. In order to investigate the purposes of the study, the researcher were developed a questionnaire that was distributed to the study sample. The results showed that there was a statistically significant role of the Directorate of Education in Irbid governorate in supporting of citizenship among students in opinion of its employees, there was a statistically significant role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees, and there were no statistically significant differences in the role of the Directorate of Education in Irbid governorate in supporting of citizenship loyalty values among students in opinion of its employees due to (Gender, Age, Education, Work experience).

Introduction

The problem of values has a long history, during which the quality of their priorities, the amount, the social significance of change. As the basis of the implementation of objectives are the following values: the value of active life; personal and national identity; national dignity; tolerant attitude to members of society; love of country, a sense of community and belonging family; a sense of responsibility to themselves and others; social mobility (Shipovskaya, 2010; Petranová, 2014).

Patriotism or loyalty to the country is an emotional attachment to the country, recognized as a homeland of the person. Differently it can be defined as a feeling of national pride and seen from different angles: ethnic, cultural, political and historical aspects of the nation. Patriotism also means a special sense of personal affection or emotional response, concern for the welfare and well-being of their country or State. This entails a willingness to make sacrifices for her protection or well-being. This emotional reaction is denoted as "love of Motherland". It is important to emphasize that patriotism is compatible with any faith or "object of affection»: Family, locality, city, tradition, land, State, and republic - are objects of patriotic loyalty. However, the term "loyalty" alone does not cover the whole range of values associated with patriotism (Chisick, 2005).

Citizenship is the relationship between the state and the individual, where each of the parties is responsible to each other, and this responsibility consists of a set of reciprocal rights and duties (Scruton, 2006). Citizenship - the moral quality of a person that determines the conscious and active performance of civic duties towards the state, society and nation; judicious use of their civil rights, exact observance and respect of the laws of the country (Shipovskaya, 2010). Thus, the concepts of loyalty and citizenship have a few different meanings: a patriot - it is always a citizen of his country, as a citizen - is not necessarily a patriot (Riser, 2013). Andrew Mason considers that the term "citizenship" means not only the legal status of a person, but also moral - assumes equal status among citizens. Citizenship is especially valuable: the citizens are members of a collegial body where they have equal rights; in this case a collective body controls the conditions of existence of its members, while none of them individually have these powers. But this membership gives them the opportunity to contribute directly or indirectly participate in shaping laws and policies. Obviously, citizenship has a significant instrumental value (Primoratz, 2013).

Patriotic education is directed to the formation and development of the individual, as a citizen - the patriot of the motherland - able to carry out civic duties in peacetime and wartime (Shipovskaya, 2010).

Historical aspect

The notions of citizenship and civic loyalty occur in Europe since the days of the 18th century, when there was a clear distinction between the concepts of loyalty to the state and loyalty to the Church. Then the priests could not teach in public schools because they could not inspire their students on love for the motherland (Chisick, 2005).

Loyalty to the homeland and patriotism has many critics. In the 19th century, the Russian writer Leo Tolstoy found patriotism stupid and immoral (Primoratz, 2013).

The views on loyalty to the country in the 20th century are also divided. On the one hand, Karl Marx precisely designated that "the workers have no country". On the other hand, the Stalinists and Maoists, had the view of socialist patriotism, based on the theory of socialism in one country (Motyl, 2001).

Nathanson Stephen (1989) defends a moderate patriotic position, which combines national loyalty and the requirements of human morality. However, this does not mean that the citizens of all countries should be patriots. At the same time, according to the author, loyalty level depends from the country and the government - if the nation does not have the qualities that deserve the loyalty and devotion, the patriotism in relation to them is inappropriate (Nathanson, 1989).

Some researchers have found correlations between the level of patriotism and loyalty to the country and the military actions. Thus, according to studies, the patriotism in Germany during the First World War was very common among the population (Morse; Shive, 2011).

Attempts have been made to investigate the questions of national identity, patriotism and loyalty from the perspective of Al-Qur'an and The Sunnah. So the study of Al-Karasheh Samih et al. (2010) showed that the concept of national identity and loyalty are mentioned in Al-Qur'an and the Sunnah (Al-Karasheh et al., 2010).

Competence of a citizen

Civic competence according to the Common European Framework as follows (Petranová, 2014):

- Respect for human rights including equality as a basis of democracy;
- Understanding and awareness of differences between religious or ethnic groups;
- A sense of responsibility to the State;
- Understanding and respect for social values necessary for ensuring social cohesion;
- Respect for the democratic principles of the country;

Characteristics and conditions of loyalty

In modern conditions the national loyalty of the following characteristics and conditions:

- People, related with the State by mutual obligations can apply for citizenship, regardless of family and faith
- Freedom of religion, conscience, expression and opinion are not a threat to the general loyalty
- Laws, applicable in the territory of the state, combine the fates to attract the general obedience and rapid unification in the threatened.
- National loyalty has peaceful purposes for the homeland.
- National loyalty connects classes and different confessions, and form the background for the political process based on consensus.
- A national loyalty guides people to respect the sovereignty and human rights.

Therefore, national loyalty not only has to be present in a modern State, but also has to be actively supported by the government (Scruton, 2006).

Patriotism, loyalty to the country and the civil rights and responsibilities in different countries

In Europe scientists support the Euro-patriotism, but patriotism in Europe is usually directed at the nation-state (Billig, 1995). However, there are studies to the contrary. So, was conducted an interesting study in London, Paris and Berlin. Was assessed the level of loyalty of Muslims living in these European cities, according to the public and the Muslims opinion. As a result, only 35% of the population voted that Muslims are loyal to the country where they live, while this percentage in opinion of Muslims was twice higher (Nyiri, 2007).

Democracy in the UK owes its existence to the national loyalty, supported by the government and the opposition, as well as all the political parties and the electorate as a whole. Where the experience of national patriotism and loyalty is weak or absent, democracy cannot exist, as in this case, the opposition is a threat to the government (Scruton, 2006).

Public opinion polls in the United States showed that 75% of Americans have a sense of pride in their country, 50% of residents have a national flag at home, 15-20% of drivers have a flag on their cars, and 10% of people feel a sense of pride when they hear the National Anthem (Tolen et al., 2014). National loyalty in the United States is closely related to social identity, but the opposite statements about the merits and defects of patriotism are very common (Huddy, 2007).

Russian patriotism is unique - so great and deep people's love for the Motherland. The Russians went to the deprivation, and even self-sacrifice for the name of freedom homeland, showed resistance and heroism in its protection at all times. The citizen-patriot has always respected, and the military work was considered the most prestigious. Sovereign nature of Russian patriotism has predetermined a great sense of national pride for the great motherland, the high responsibility for the fate of world peace, for the implementation of peacekeeping in the near (Transnistria, South Ossetia, Tajikistan, Abkhazia), as well as in the far abroad (Yugoslavia). It should be emphasized that loyalty to the Russian state also implies hardness and stiffness, while protecting the interests

of the country, but excludes the national extremism and is incompatible with nationalism and its most dangerous form - chauvinism, generating hostility towards other nations (Shipovskaya, 2010).

Supporting citizenship and loyalty value among students in different countries

Most European countries use non-intrusive methods of propaganda of patriotism and loyalty to the country: the historical competitions, the program of studying the official language and national culture. So France is practicing state program of national cinematography. In Germany, there is an alternative civil service, covering the social, health and environmental protection, and it lasts on 2 months longer than military service (Tolen et al., 2014).

There are no specific government programs on patriotic education in the United States. Patriotism, pride and loyalty to the country are develop in US citizens from an early age by parents, schools, universities and society in general. Another way is the active promotion of the state symbols through mass media, products manufactured in the country, cinema industry, civil society organizations, including children and youth (Tolen et al., 2014).

A study conducted in Russia showed that the most important information resources in the patriotic education of youth were the media and the Internet, while the political parties and civil society organizations had no real weight. And the main reasons for blocking patriotism is the low living standard, lack of institutional trust, social inequality (Omelchenkova, et al., 2015). The study of Kuzmin Nikolai et al. (2015) showed that the system of patriotic education in Russia suggests the revival, creation and development of social and moral values, patriotism and loyalty to own country in the process of education and training in educational institutions of all types; a lot of work carried out by the government agencies, social movements and organizations; media, science and other organizations and creative unities. In addition, the authors propose a training program for future teachers on patriotic education of youth (Kuzmin, 2015).

Kazakhstan has a Youth Parliament - "Youth Maslahat", which includes 16 deputies as well as representatives of youth organizations in every region of the country. Each deputy prepares package of proposals for specific laws affecting the interests of youth. In its turn educational institutions carry out activities aimed at fostering respect for State symbols. School program includes discipline "Civil investigations." Military patriotic education is provided through the development of paramilitary games, meetings with war veterans, and excursions to the Glory Memorials. Mass media also actively participate in the development of patriotic and citizenship education, highlighting important social events (Tolen et al., 2014).

Kukovič Simona and Haček Miro (2014) in their study showed that educational programs in Slovenia include teaching various elements of patriotism, and actively supported by the state. One way to achieve loyalty to the homeland - is holding general school activities, such as visits to monuments of national heritage and social celebrations and national holidays (Kukovič, 2014).

After the defeat in World War II, in 1947, Japan adopted a law about education, which carefully avoided any reference to the "patriotism" and loyalty. In 2002, the Government of Japan has developed a training program for students, "a deep sense of love for the motherland." In 2006, Japan's parliament revised the "Basic Law on Education" and ordered the teachers to impart "a sense of patriotism and national dignity" to students from primary school (Tolen et al., 2014). The active campaign on patriotic education of young people operating in China since 1991, which is actively supported by the government at all levels, schools and universities, art and literature, media, etc. (Wang, 2008). But Rose Caroline (2010) in her comparative study showed that educational reform introduced in China and Japan, since the 1990s are similar from the perspective of strengthening of patriotic and moral education, but upon closer examination of these issues, the author notes the presence of nationalistic tendencies in the material, which actively propagandizing in schools and universities (Rose, 2010).

Ortmann Stephan (2009) showed in his study that even after forty-three years of independence, national loyalty in Singapore still controversial and remains a topical issue. Creating a strong sense of national patriotism for the government is essential to increase the loyalty of citizens to the State that is very important for the ruling elite, whose legitimacy is based largely on the economic performance and good governance (Ortmann, 2009).

The Mamat Rashidah's study (2014) found that a sense of patriotism and devotion to own country among Malaysians is not developed in the best way and depends from the national and religious utensils. In this connection, the government needs the active actions to inculcate the younger generation a sense of pride and loyalty to their homeland, but today there are no high-quality educational programs to achieve these goals (Mamat, 2014).

A study of Al-Shammari Talal Saleh (2014), conducted in Kuwait showed that the media affect the level of loyalty to the country. The media have to produce programs that instill civic quality enroot patriotism, impartiality and integrity and urged students to participate national events (Al-Shammari, 2014).

Alian, Imran Ali (2014) conducted a study whose aim was to determine the degree of citizenship of university students in the Gaza Strip and its dependence on age, gender, type of college, and citizenship status (citizen - not citizen). The study showed that the degree of citizenship was high and did not depend on variable

characteristics (Alian, 2014).

Supporting of citizenship and loyalty value among students in Jordan

All countries, including Jordan, certainly aspire to instill in their people a sense of pride, love for the Motherland, citizenship and loyalty to their country. And usually it is laid in childhood by parents, and then strengthened in youth in schools and universities (Shipovskaya, 2010). Cantini Daniele (2012) emphasizes in his study that the universities in developing countries are of great significance not only for the maintenance of state power and economic and social reforms, but, even more importantly, they have an impact on the lives of young people. This is especially important in non-liberal countries, where one of the aims of education is - the spread of the modern concept of citizenship, critical thinking and common values (Cantini, 2012). Citizenship education can be defined as education, from early childhood to cultivate clear thinking citizens who are involved in decisions affecting society, nation and State. Knowledge of the country's institutions, as well as recognition that the rule of law applies to social and human relations is a part of any citizenship education (Elkhateeb, 2015).

Civic and patriotic education is seen as an integral process, which has two sides: one - to master the civic and patriotic knowledge and skills to operate with them; the other - the formation of civic and patriotic attitudes and appropriate behavior. The result of their interaction and development is the formation of civic and patriotic aspects of worldview of students (Shipovskaya, 2010).

To this end the Government of Jordan holds events and produces various projects to support young people. In recent years, the Ministry of Education has registered many achievements, including decentralized directorates and schools, curriculum development, outcome-oriented, the development of education management information system. The Ministry of Education actively participates in international studies such as Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), conducts numerous seminars and training courses for teachers and training programs for parents. In addition the Ministry also made progress in connecting all schools to the Internet, as well as achievements in the framework of the Education Reform for Knowledge Economy Projects (ERfKE I and ERfKE II). The Ministry of Education aims to improve the quality of vocational education by improving monitoring, the creation of new training programs, and employment after graduation, and teacher training (Chapman, 2011). Also the first time in the Arab world was created and implemented the project The National Youth Strategy for Jordan, which explores issues relating to the lives of young Jordanians: questions of patriotism and loyalty to country, civil rights and citizenship, leisure, media and culture, education and employment, health and environment medium. The aim of this strategy is to create long-term plan for the development of the young generation. And the main guidelines steel (The Hashemite Kingdom of Jordan, Higher Council for Youth and United Nations Development Programme, 2004):

- strengthening the sense of loyalty, solidarity and belonging to the homeland and its Constitution
- active involvement of youth in all aspects of national life
- mobilization and participation of all stakeholders - government agencies, civil society, national and international institutions, the private sector, and youth in the development and implementation of strategies and maximization of efforts for collaboration and coordination

This topic has two main components:

1. The development of young people who know their rights, duties and responsibilities, and actively participate in the democratic life of Jordan
2. Strengthening of civil and political rights and responsibilities of young Jordanians

The ways for achieving the objectives:

- The use of media to promote the principles and practices of citizenship and democracy
- Improvement of services for young people in education and public institutions in order to create the concept of citizenship, democracy and human values in work and everyday life
- Strengthening of life, personality and leadership skills of young people to increase their activity in the national and public life
- Raising awareness and knowledge in the field of civil and political rights and responsibilities of young people
- Training young people decision-making at all levels of civil society

Jarrar Amani Ghazi (2012) considers that teachers should develop a global citizenship education in Jordan that is unique in the Arab world, whereas previously the Arab governments have sought to teach students so as to force them to obey them and not to discuss political power. The author believes that the system should move from what is called "Education in / for citizenship" towards "education through citizenship." So the first type focuses on knowledge, whereas the second type focuses on behavior and above mentioned values (Jarrar, 2012).

The objectives of citizenship education (Petranová, 2014; Elkhateeb, 2015):

- The relations between individuals and society: individual and collective freedoms, and rejection of any kind of discrimination, the ability to realize the basic humanistic values and national cultural heritage
- The relations between citizens and the government: application and protection of democratic principles of democracy in organization of the State, the ability to understand one's own rights within the context of a responsible approach to one's duties
- The relations between the citizen and democratic life: the ability to objectively understand one's own interests in connection with the interests of a broader group or society
- The responsibility of the individual and the citizen in the international community, openness to cultural and ethnic diversity.

In general, the topic and its objectives seek to build a culture of democracy, pride and loyalty to Jordan and its leadership (The Hashemite Kingdom of Jordan, Higher Council for Youth and United Nations Development Programme, 2004).

The concept is that Jordan has an education system that provides citizens during their life studying opportunity, in accordance with their future and current needs to create economically sustainable State through educated population and skilled labor (The Hashemite Kingdom of Jordan, United Nations Educational, Scientific and Cultural Organization, 2011; The Hashemite Kingdom of Jordan, Ministry of Education Directorate of Educational Research and Development, 2006; The Hashemite Kingdom of Jordan, Higher Council for Youth and United Nations Development Programme, 2004; Petranová, 2014). However, the number of studies on the comprehensive analysis to identify common problems and to analyze on a higher level in Jordan is not enough (The Hashemite kingdom of Jordan, Ministry of Education, 2014).

Alaqeel Ismat and Allahyari Hassan (2014) in their study showed that Jordanian universities actively involved in development of patriotic direction among students and employees and makes it mainly with the help of faculty members. The main directions are the sense of loyalty, patriotism and security. But the level of activity depends on the type of college (Alaqeel, 2014).

Cantini Daniele (2012) believes that in modern Jordan in terms of citizenship comes a certain shift from the old model of a citizen, supported by the State, to the new, where the citizen as a consumer (Cantini, 2012).

Al-Khawaldeh Taiseer M. (2013) conducted a research aimed to identifying the role of faculty members in Jordanian universities in promoting the values of citizenship from the perspective of students. The results showed that the level of impact of the teaching staff in Jordanian universities in promoting the values of citizenship was generally moderate. In addition, the study showed a statistically significant dependence on gender - in favor of the female, type of University - in favor of private and humanitarian, age of students - in favor of freshmen (Al-Khawaldeh, 2013).

Sroor Fatima M. and Al-Azzam Mohammad N. (2012) conducted the study to disclose the role of Islamic education in enhancing the value of citizenship in primary schools in Jordan. The results showed that the degree of impact of training programs in primary schools for development of citizenship values among the students was also average (Sroor, 2012).

Thus the authors recommend the university administration to pay more attention to the issue of values of citizenship (Sroor, 2012; Al-Khawaldeh, 2013).

However, there are cardinally opposing views on the participation of the education system in support of loyalty in educational institutions. Thus, Merry Michael S. (2009) considers loyalty to the motherland is natural and partially justified, but the cultivation of loyal patriotism in schools - superfluous, since it is contrary to the aims of education, which include the instilling of critical thinking skills (i.e. the ability to impartially consider evidence of the opposite), and capacity building for economic independence. The author argues that loyal patriotism can lead to disruption of understanding of history, unhealthy superiority towards other cultures and countries, and forced loyalty to their homeland (Merry, 2009).

In contrast to this study, the Al-Zyoud Mohammad Sayel et al. (2013) considered issues of peace education in Jordan and England. The results showed that the education of youth in the spirit of peace and high moral values is an important part of education in both countries. In England, teachers collaborate with international organizations in the field of teaching human rights, citizenship, geography, history, literature, English language and religion. For strengthening peace between cultures, teachers train students in religion, different faiths, carry out activities on the theme of religious holidays, and organize field trips to areas of cultural minorities, so that students can see another way of life and traditions. At the same time, Jordanian teachers train students to Islam, citizenship, English and Arabic languages, literature and history. Jordanian teachers also implement projects to promote cultural tolerance by training students to human rights and expression of their views and feelings. The authors showed that in Jordan, as in England training of citizenship and loyalty to own country among young people occur at the same time with instilling a sense of respect for other countries, traditions and cultures (Al-Zyoud et al., 2013).

Elkhateeb Tasneem (2015) also believes that citizenship education should be directed to instilling respect for others and the recognition of the equality of all people in the struggle against all forms of

discrimination (racism, gender, religious, etc.), strengthening the spirit of tolerance and peace among people (Elkhateeb, 2015).

Context of the problem

Each country meets with different circumstances and challenges when it comes to citizenship education, patriotism and loyalty to the homeland. And in this case it is necessary to develop its own long-term strategy and plan of action. This task should be entrusted to a group of professionals at all levels of education, starting from the Ministry of Education to the Directorates of Education. In addition, initiatives coming from schools and universities should be actively supported by the State.

But in order to understand the work front, it is necessary to study the involvement of a particular structure in organization and supporting of citizenship and loyalty. This study aims at identifying the role of the Directorates of Education in supporting of citizenship and loyalty values among students in the Governorate of Irbid.

Significance of the Study

Thus previous studies and publications showed that the sense of loyalty to their country, patriotism, readiness to perform their civic duty in full - an integral conditions for building a strong and developed State. This makes necessary of involvement of government in the creation and implementation of programs for imparting the above-mentioned qualities to young people. In this regard, the research of participation of the Government of Jordan, in particular its departments - the Ministry of Education and the Directorate of Education locally - in support and development of citizenship and loyalty to the country are very important.

Purpose of the Study

The purpose of the study was to determine the role of Irbid Directorate of Education in supporting of citizenship and loyalty values among students according to employers of the Directorate of Education in the Irbid governorate.

Research Questions

1. What is the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees?
2. What is the role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees?
3. Is there any statistically significant difference in the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees due to (Gender, Age, Education, Work experience)?
4. Is there any statistically significant difference in the role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees due to (Gender, Age, Education, Work experience)?

Definition of Terms

Loyalty – a moral and political principle, social feeling, the content of which is the love for the Fatherland and the willingness to subordinate their private interests to its interests (Shipovskaya, 2010).

Citizenship - a stable legal connection between the person and the state, as expressed in the presence of mutual rights, obligations and responsibilities (Shipovskaya, 2010).

Directorate of Education - is the department of Jordan Ministry of education that manages the educational system on governorates level (Wikipedia, 2015).

Delimitations of the Study

The study was limited to staff of the Directorate of Education in Irbid Governorate in Jordan. The participants of the study were male and female employees of Irbid Directorate of Education.

Methodology

Design of the study

The study was a descriptive study which followed the analytical and descriptive methods.

The Population and Sample of the Study

The population of the study consisted of the whole male and female employers (n=150) in the Directorate of Education in Irbid governorate of Jordan in the academic year 2015/2016.

The sample of the study consisted of the (134) participants were chosen from population of the study. Table (1) shows the distribution of the sample according to the personal variables.

Table 1. Distribution of the participants of the study according to personal variables

Variable	Categories	Frequency	Percent
Gender	Male	78	58.2
	Female	56	41.8
	Total	134	100
Age	Less than 25	4	3.0
	25-35 years	29	21.6
	36-45 years	82	61.2
	More than 45	19	14.2
	Total	134	100
Education	Bachelor	84	62.7
	Master Degree	37	27.6
	PhD	13	9.7
	Total	134	100
Work Experience	Less than 5 years	19	14.2
	5-10 years	36	26.9
	10-15 years	41	30.6
	More than 15 years	38	28.4
	Total	134	100

- For gender variable, the highest frequency for “Male” category with (78) frequencies and percent of (58.2%), but the lowest frequency for “Female” with (56) frequencies and percent of (41.8%).
- For age variable, the highest frequency for “36-45 years” category with (82) frequencies and percent of (61.2%), followed by “25-35 years” category with (29) frequencies and percent of (21.6%), but the lowest frequency for “Less than 25” with (4) frequencies and percent of (3.0%).
- For education variable, the highest frequency for “bachelor” category with (84) frequencies and percent of (62.7%), followed by “master degree” category with (37) frequencies and percent of (27.6%), but the lowest frequency for “PhD” with (13) frequencies and percent of (9.7%).
- For work experience variable, the highest frequency for “10-15 years” category with (41) frequencies and percent of (30.6%), followed by “More than 15 years” category with (38) frequencies and percent of (28.4%), but the lowest frequency for “Less than 5 years” with (19) frequencies and percent of (14.2%).

The tool of the Study

For the purposes of the current study, the researcher developed questionnaire including these items: 4 items – personal information, 12 items - opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of citizenship among students, 12 items - opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of loyalty values among students.

Validity and Reliability of the Study tool

A questionnaire was given to the 7 university professors. They were asked to ensure the questionnaire items linguistic clarity and validity, the appropriateness of the questionnaire items to the objectives of the study, and add or modify questionnaire items.

The reliability of the questionnaire was verified through a pilot study of 20 participants who were not included in the sample of the study. The reliability coefficient of the questionnaire was calculated by using Cronbach Alpha. The test-retest was also used on the pilot study with a two weeks period between the two applications. Table 2 shows that.

Table 2. Results of Cronbach Alpha and Test-retest Reliability

Questionnaire Domain	Cronbach Alpha	Test-retest Reliability
The Role of Department in Supporting of Citizenship Values Among Students	0.81	0.84
The Role of Department in Supporting of Loyalty Values Among Students	0.83	0.85
The Role of Department in Supporting of Citizenship and Loyalty Values Among Students	0.85	0.87

Table 2 shows that Cronbach Alpha reliability coefficient values were ranged between 0.81-85 at $\alpha \leq 0.05$ and test-retest reliability coefficient were ranged between (0.84-0.87), which is acceptable for the objectives of this study.

The Statistical Treatment

The Statistical Package for the Social Science (SPSS) was used to analyze the data, and used the following treatments:

- Means and standard deviation for perceptions of opinion of employers about the role of their department in supporting of citizenship and loyalty values among students were calculated.
- One Sample T-test.
- Independent sample t. Test.
- One Way ANOVA.

Findings of the study

This part includes the findings of the study which aimed at determined the level of supporting of citizenship and loyalty values among students according to employers of the Directorate of Education in the Irbid governorate.

Results related to answer first question: What is the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees?. To answer this question means and standard deviations for each item and questioner as a whole calculated, table (3) shows that:

Table 3. Means and standard deviation for perceptions of opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of citizenship values among students.

No.	Items	Mean	Std. Deviation	Rank	Degree
1	The Directorate of Education in Irbid governorate supports students in respect for human rights	3.60	0.97	6	Medium
2	The Directorate of Education in Irbid governorate supports students in understanding and awareness of differences between religious or ethnic groups	3.60	1.07	6	Medium
3	The Directorate of Education in Irbid governorate supports students in developing of sense of responsibility to the State	3.66	1.01	4	Medium
4	The Directorate of Education in Irbid governorate supports students in understanding and respect for social values	3.63	1.07	5	Medium
5	The Directorate of Education in Irbid governorate supports students in respect for the democratic principles of the country	3.90	1.06	1	High
6	The Directorate of Education in Irbid governorate participates in spreading of state symbols among students	3.75	1.04	3	High
7	The Directorate of Education in Irbid governorate	3.78	1.01	2	High

No.	Items	Mean	Std. Deviation	Rank	Degree
	supports civic organizations for students				
8	The Directorate of Education in Irbid governorate creates educational programs for teachers in area citizenship education	3.01	1.31	9	Medium
9	The Directorate of Education in Irbid governorate creates educational programs for students in area citizenship education	3.14	1.21	5	Medium
10	Educational programs in universities created with the participation of The Directorate of Education in Irbid governorate and include learning civil right and the laws of the country	3.18	28	7	Medium
11	The Directorate of Education in Irbid governorate seeks to increase the activity of students in the national and public life through classroom and extracurricular activities with the aim to strengthening of life, personality and leadership skills	3.63	1.06	5	Medium
12	Directorate organizes volunteer teams to clean public places (mosques, monuments of historical heritage) from garbage	3.01	1.24	9	Medium
Total		3.49	0.32	Medium	

Table (3) shows that means of items ranged between (3.90-3.01). The highest means reached (3.90) for item (5) "The Directorate of Education in Irbid governorate supports students in respect for the democratic principles of the country" with high degree, then for items (7) "The Directorate of Education in Irbid governorate supports civic organizations for student" by means (3.78) with high degree, then for item (6) "The Directorate of Education in Irbid governorate participates in spreading of state symbols among students" by means (3.75) with high degree, whereas the lowest means was (3.01) for items (8) "The Directorate of Education in Irbid governorate creates educational programs for teachers in area citizenship education" and (12) "Directorate organizes volunteer teams to clean public places (mosques, monuments of historical heritage) from garbage" with medium degree.

The overall means of all the items for the domain **opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of citizenship values among students** was (3.49) with medium degree.

To detect the presence of a role statistically significant at the significance level (0.05) to the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees One Sample T-test test was used. Table (4) shows that.

Table 4. One Sample T-test for items of "opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of citizenship values among students"

Domain	Mean	Std. Deviation	t	df	Sig.
Opinion of employers about the role of their department in supporting of citizenship	3.49	0.32	17.905	133	0.00

The results show that the value of (t) was (3.49) with statistically significant of (0.00). This indicated that there was a statistically significant role at the significance level ($\alpha \leq 0.05$) of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees.

Results related to answer second question: What is the role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees?

To answer this question means and standard deviations for each item and questioner as a whole calculated, table (5) shows that:

Table 5. Means and standard deviation for perceptions of opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of loyalty values among students

No.	Items	Mean	Std. Deviation	Rank	Degree
1	The Directorate of Education in Irbid governorate plans the historical competitions among students	2.65	1.38	12	Medium
2	The Directorate of Education in Irbid governorate creates the program of studying the official language	3.63	1.02	6	Medium
3	The Directorate of Education in Irbid governorate creates the program of studying national culture	3.74	1.07	3	High
4	The Directorate of Education in Irbid governorate supports students in developing of sense of proud of the State	3.91	1.08	2	High
5	The Directorate of Education in Irbid governorate supports military patriotic education among students	3.60	1.25	8	Medium
6	The Directorate of Education in Irbid governorate supports meetings of students with war veterans	3.68	1.25	4	High
7	The Directorate of Education in Irbid governorate supports excursions of students to the monuments of national heritage	3.62	1.24	7	Medium
8	The Directorate of Education in Irbid governorate supports national art and literature events in universities	3.93	1.00	1	High
9	The Directorate of Education in Irbid governorate creates educational programs for teachers to support patriotic education	3.64	1.22	5	Medium
10	The Directorate of Education in Irbid governorate creates educational programs for students in area patriotic education	3.43	1.26	9	Medium
11	The Directorate of Education in Irbid governorate creates educational programs for parents to support patriotic education	3.43	1.27	10	Medium
12	Educational programs in universities created with the participation of The Directorate of Education in Irbid governorate include the truth history of the country	3.06	1.31	11	Medium
Total		3.53	0.34	Medium	

Table (5) shows that means of items ranged between (3.93-2.65). The highest means reached (3.93) for item (8) "The Directorate of Education in Irbid governorate supports national art and literature events in universities" with high degree, then for item (4) "The Directorate of Education in Irbid governorate supports students in developing of sense of proud of the State" by means (3.91) with high degree, then for item (3) "The Directorate of Education in Irbid governorate creates the program of studying national culture" by means (3.74) with high degree, whereas the lowest means was (2.65) for item (1) "The Directorate of Education in Irbid governorate plans the historical competitions among students" with medium degree.

The overall means of all the items for the domain **opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of loyalty values among students** was (3.53) with medium degree.

To detect the presence of a role statistically significant at the significance level ($\alpha \leq 0.05$) to the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees One Sample T-test test was used. Table (6) shows that.

Table 6. One Sample T-test for items of "opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of loyalty values among students"

Domain	Mean	Std. Deviation	t	df	Sig.
Opinion of employers about the role of their department in supporting of loyalty values	3.53	0.34	18.027	133	0.00

The results show that the value of (t) was (18.027) with statistically significant of (0.00). This indicated that there was a statistically significant role at the significance level ($\alpha \leq 0.05$) of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees.

Results related to answer second question: Is there any statistically significant difference in the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees due to (Gender, Age, Education, Work experience)?

To answer this question means and standard deviations of the citizenship domain depending on the variables (gender, age, education, work experience) was computed, table (7) shows that.

Table 7. Means and standard deviation for items of "opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of citizenship values among students" due (gender, age, education, work experience)

Variable	Category	N	Means	Std. Deviation
Gender	Male	78	3.53	0.32
	Female	56	3.44	0.31
	Total	134	3.49	0.32
Age	Less than 25 years	4	3.48	0.49
	25-35 years	29	3.52	0.28
	36-45 years	82	3.46	0.31
	More than 45	19	3.58	0.37
	Total	134	3.49	0.32
Education	Bachelor	84	3.50	0.31
	Master Degree	37	3.46	0.34
	PhD	13	3.51	0.34
	Total	134	3.49	0.32
Work experience	less than 5 years	19	3.51	0.32
	5-10 years	36	3.47	0.29
	10-15 years	41	3.48	0.28
	more than 15 years	38	3.50	0.39
	Total	134	3.49	0.32

For gender variable "Independent sample t. Test" was used to detect the differences between means in terms of gender, table (6) shows that.

Table 8. Results of (Independent sample t. Test) to detect differences of citizenship values among students in opinion of its employees due to gender variable (Female, Male).

Gender	N	Means	Std. Deviation	"t"	Sig.
Male	78	3.53	0.32	1.65	0.10
Female	56	3.44	0.31		

Table (8) shows that there are no significant differences at the level of significance ($\alpha \leq 0.05$) in terms of the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees due to gender, as the value of "t" reached (1.65) by statistical significant (0.10), means for male was (3.53) and for female was (3.44).

To detect the differences between means in terms of (age, education, work experience) variables One Way ANOVA test was used, Table (7) shows that.

Table 9. Results of One Way ANOVA test to detect differences of citizenship values among students in opinion of its employees due to variables (age, education, work experience)

Variables	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	0.249	3	0.083	0.822	0.484
	Within Groups	13.135	130	0.101		
	Total	13.384	133			
Education	Between Groups	0.037	2	0.018	0.181	0.834
	Within Groups	13.347	131	0.102		
	Total	13.384	133			
Work experience	Between Groups	0.029	3	0.010	0.095	0.962
	Within Groups	13.355	130	0.103		
	Total	13.384	133			

Table (9) shows that there are no significant differences at the level of significance ($\alpha \leq 0.05$) in terms of the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees due to (age, education, work experience).

Results related to answer second question: Is there any statistically significant difference in the role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees due to (Gender, Age, Education, Work experience)?

To answer this question means and standard deviations of the loyalty domain depending on the variables (gender, age, education, work experience) was computed, table (10) shows that.

Table 10. Means and standard deviation for items of "opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of loyalty values among students" due (gender, age, education, work experience)

Variable	Category	N	Means	Std. Deviation
Gender	Male	78	3.52	0.34
	Female	56	3.53	0.33
	Total	134	3.53	0.34
Age	Less than 25 years	4	3.67	0.28
	25-35 years	29	3.44	0.44
	36-45 years	82	3.56	0.29
	More than 45	19	3.51	0.38
	Total	134	3.53	0.34
Education	Bachelor	84	3.51	0.34
	Master Degree	37	3.54	0.36
	PhD	13	3.62	0.29
	Total	134	3.53	0.34
Work experience	less than 5 years	19	3.37	0.40
	5-10 years	36	3.54	0.35
	10-15 years	41	3.55	0.30
	more than 15 years	38	3.56	0.33
	Total	134	3.53	0.34

For gender variable "Independent sample t. Test" was used to detect the differences between means in terms of gender, table (11) shows that.

Table 11. Results of (Independent sample t. Test) to detect differences of loyalty values among students in opinion of its employees due to gender variable (Female, Male).

Gender	N	Means	Std. Deviation	"t"	Sig.
Male	78	3.52	0.34	-0.13	0.897
Female	56	3.53	0.33		

Table (11) shows that there are no significant differences at the level of significance ($\alpha \leq 0.05$) in terms of the role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees due to gender, as the value of "t" reached (-0.13) by statistical significant (0.897), means for male was (3.52) and for female was (3.53).

To detect the differences between means in terms of (age, education, work experience) variables One way ANOVA test was used, Table (12) shows that.

Table 12. Results of One way ANOVA test to detect differences of loyalty values among students in opinion of its employees due to variables (age, education, work experience)

Variables	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	0.389	3	0.130	1.136	0.337
	Within Groups	14.828	130	0.114		
	Total	15.217	133			
Education	Between Groups	0.132	2	0.066	0.573	0.565
	Within Groups	15.085	131	0.115		
	Total	15.217	133			
Work experience	Between Groups	0.534	3	0.178	1.575	0.199
	Within Groups	14.683	130	0.113		
	Total	15.217	133			

Table (12) shows that there are no significant differences at the level of significance ($\alpha \leq 0.05$) in terms of the role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees due to (age, education, work experience).

Conclusions

The present study aimed to investigate the role of Irbid Directorate of Education in supporting of citizenship and loyalty values among students according to employers of the Directorate of Education in the Irbid governorate. This study raised a number of questions and reached many results. The main results can be summarized as follows:

- There was a medium role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees
- There was a statistically significant role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees.
- There was a medium role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees.
- There was a statistically significant role of the Directorate of Education in Irbid governorate in supporting of loyalty values among students in opinion of its employees.

- There were no statistically significant differences in the role of the Directorate of Education in Irbid governorate in supporting of citizenship values among students in opinion of its employees due to (Gender, Age, Education, Work experience).

Recommendations

Based on the study findings, the researcher suggests the following recommendations:

- The directorate of education should design educational programs for teachers and students in the field of education for citizenship include learning civil right and the laws of the country.
- The Directorate of Education should design curricular and extracurricular programs that aim to increase the activity of students in the national and public life.
- The directorate of education should organize educational programs and workshops for teachers and students that contribute in increase the values of loyalty.
- The Directorate of Education should support and encourage schools to organize excursions of students to the monuments of national heritage consistently
- The need for further research and studies of citizenship and loyalty values among students and their impact on other variables such as the reduction of violence among students.

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Appendix

Questionnaire

Greetings...

The researcher conducted a study entitled “THE ROLE OF IRBID DIRECTORATE OF EDUCATION IN SUPPORTING OF CITIZENSHIP AND LOYALTY VALUES AMONG STUDENTS. LOOK FROM INSIDE.”. Sure to check out the answer to all the paragraphs of the questionnaire attached by placing signal (✓) in front of matching alternatives placed at each paragraph, note that your responses will be used only for the purposes of scientific research, and will be informed full

confidentiality.

Thankful for your kind cooperation

1. Personal information.

- 1. Gender:** Male Female
- 2. Age:** Less than 20 20-30 years 30-40 more than 40
- 3. Education:** Bachelor Master Degree PhD
- 4. Work experience:** less than 5 years 5-10 years 10-15 years
more than 15 years

2. Opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of citizenship among students

NO.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Directorate of Education in Irbid governorate supports students in respect for human rights					
2	The Directorate of Education in Irbid governorate supports students in understanding and awareness of differences between religious or ethnic groups					
3	The Directorate of Education in Irbid governorate supports students in developing of sense of responsibility to the State					
4	The Directorate of Education in Irbid governorate supports students in understanding and respect for social values					
5	The Directorate of Education in Irbid governorate supports students in respect for the democratic principles of the country					
6	The Directorate of Education in Irbid					

	governorate participates in spreading of state symbols among students					
7	The Directorate of Education in Irbid governorate supports civic organizations for students					
8	The Directorate of Education in Irbid governorate creates educational programs for teachers in area citizenship education					
9	The Directorate of Education in Irbid governorate creates educational programs for students in area citizenship education					
10	Educational programs in universities created with the participation of The Directorate of Education in Irbid governorate and include learning civil right and the laws of the country					
11	The Directorate of Education in Irbid governorate seeks to increase the activity of students in the national and public life through classroom and extracurricular activities with the aim to strengthening of life, personality and leadership skills					
12	Directorate organizes volunteer teams to clean public places (mosques, monuments of historical heritage) from garbage.					

3. Opinion of employers of the Directorate of Education in Irbid governorate about the role of their department in supporting of loyalty values among students

NO.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Directorate of Education in Irbid governorate plans the historical competitions among students					
2	The Directorate of Education in Irbid governorate creates the program of studying the official language					
3	The Directorate of Education in Irbid governorate creates the program of studying national culture					
4	The Directorate of Education in Irbid governorate supports students in developing of sense of proud of the State					
5	The Directorate of Education in Irbid governorate supports military patriotic education among students					
6	The Directorate of Education in Irbid governorate supports meetings of students with war veterans					
7	The Directorate of Education in Irbid governorate supports excursions of students to the monuments of national heritage					
8	The Directorate of Education in Irbid governorate supports national art and literature events in universities					
9	The Directorate of					

	Education in Irbid governorate creates educational programs for teachers to support patriotic education					
10	The Directorate of Education in Irbid governorate creates educational programs for students in area patriotic education					
11	The Directorate of Education in Irbid governorate creates educational programs for parents to support patriotic education					
12	Educational programs in universities created with the participation of The Directorate of Education in Irbid governorate include the truth history of the country					