

# Faculty Members At Baghdad University's Perceptions Of The Social Role Of The Faculty Of Ibn Rushd College Of Education

Mahmoud Lateef Abed\*

\*Assist. Lect Diyala General Directorate of Education Al Rahmh Secondary School for boys. Email: 987@gmail.com

\*Corresponding Author: Mahmoud Lateef Abed

\*Assist. Lect Diyala General Directorate of Education Al Rahmh Secondary School for boys. Email : 987@gmail.com

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## Abstract

The purpose of this study was to determine the societal function that Baghdad University's faculty of the faculty of Ibn Rushd college of education will play in 2022. A questionnaire with four dimensions—academic responsibility (teacher education), community duty, personal responsibility, and community research—has been devised to help achieve this aim. A randomly chosen sample of 62 faculty members was used to evaluate the validity and reliability of the instrument before it was made available. The end result revealed that faculty members at JU had strong social responsibility roles across all four categories, with an average score of 4.22.

5.00. THIS HIGHLIGHTS HOW IMPORTANT FACULTY MEMBERS' ROLES IN SOCIETAL AND SOCIAL OBLIGATIONS ARE. THE FINDINGS ALSO SHOWED THAT THERE WERE NO STATISTICALLY SIGNIFICANT VARIATIONS ATTRIBUTABLE TO FACULTY MEMBERS' DEMOGRAPHIC CHARACTERISTICS, WITH THE EXCEPTION OF THE ACADEMIC RANK VARIABLE AT THE COMMUNITY AND PERSONAL DIMENSIONS OF ACADEMICS. ADDITIONALLY, THERE ARE NOTABLE VARIATIONS BETWEEN TEACHERS WHO WERE EDUCATED IN THE US AND EUROPE IN TERMS OF ACADEMIC AND SOCIETAL ELEMENTS. THE STUDY'S FINAL RECOMMENDATION WAS THAT THE MINISTRY OF HIGHER EDUCATION CREATE AN INSTITUTIONAL WORK AND GIVE IT TOP PRIORITY BY IMPLEMENTING PROGRAMS THAT BENEFIT THE COMMUNITY IN MANY WAYS. IN THEIR PROGRAMS AND COURSES, THE COLLEGE OF EDUCATION SHOULD EMPHASIZE THE IMPORTANCE OF SOCIAL RESPONSIBILITY.

**Keywords:** University social responsibility, Higher education, Baghdad University faculty of education, community services.

## 1- INTRODUCTION

The Baghdad University, established in 1957, has developed into the largest and most prestigious higher education facility in Baghdad and has gained notoriety on a national and worldwide scale. Students have had access to a variety of academic programs from more than 250 schools in 24 different disciplines. Baghdad University offers 94 bachelor's degrees in a variety of fields. At the graduate level, Baghdad University offers 111 master's programs, which make up roughly 25% of the city's master's programs, and 38 doctorate programs, which account for more than 50% of the city's doctoral programs. Baghdad University has qualified academics working in tandem with its ambition and aspirations to excel; many of them have held numerous key positions in Baghdad's academic, administrative, and political spheres; some of them are ministers, advisers, deputies, and university heads; others have achieved greatness in innovation, scientific research, and literature (Al- Sudairy,2016).

In addition to aiming for the pinnacle of perfection, Baghdad University also makes an effort to incorporate the concepts of comprehensive quality management and the most recent information technology into its plans and initiatives. The Baghdad University has attained high ranks in a number of international rankings. It is one of the top 600 institutions in the world, one of the top 10 Arab universities, and it most recently received four stars from QS. In addition, Baghdad University's programs have received numerous international accreditations.

The objectives of the Baghdad University are to prepare scientists, researchers, and practitioners who can address regional and global challenges in education, and to offer the highest level of academic standards in the practice of teaching, research, and community service. In this way, the university hopes to serve as an example for others and contribute to the development of educational theories and practices through scientific research(Alkhazim,2014).

In recent years, the phrase "corporate social responsibility" has become widely used in the media and among universities. This places a great responsibility on the higher education institution as a whole to emphasize its role as a responsible in the community, an initiative and a pioneer in supporting its society in all of its programs, as well as bearing the responsibility of spreading the general and social culture of values, knowledge, and skills related to citizenship. This places a great responsibility on the higher education institution as a whole in highlighting its role as a responsible Supreme. The aims and tenets of several ideas in charitable activity, volunteer and social work, solidarity, solidarity, and participation are aligned with the idea of social responsibility (Al- Sayed, & Al Ali, 2017).

Considering that social responsibility is one of the most significant turning points for universities, Minister Twist complimented the combined endeavor to foster an interest that spotlights new ideologies from which colleges cannot be far away. The top institutions in the world, according to him, have evolved into a new trinity that emphasizes societal responsibility over community service, research and development over instruction, and creativity above scientific research. Planners at prestigious colleges have started to create ideas and plans that will help them accomplish the new demands of the twenty-first century (The Social Responsibility of Arab Universities, 2017).

However, given their importance in this, universities have a crucial role to play in diagnosing social issues and making a meaningful contribution to solving them. because they not only comprise human components trained from many disciplines, sectors, and geographic locations, but also because of their skills and competencies. This is a characteristic that enables institutions to maintain their outreach within the scientific process and popularize knowledge based on a predetermined temporal and geographic framework. The development of these universities has also evolved to depend heavily on social responsibility. One of the three duties of universities is social responsibility, which must be focused on the many social groups, students, and employees at these institutions as well as society as a whole (Al- Sudairi, 2016). The growth of social responsibility has been given a lot of weight by the Baghdad University in all of its many cultures and practices. It offers scientific services that aid in the growth and development of society, enlightens students about societal problems and trends, and helps them create a clear plan for social responsibility in both their internal and external environments. Enhancing collaboration among the nation's universities in the area of social responsibility instruction, as well as energizing university responsibility and presenting social responsibility projects inside them, is one of the university's top priorities. Additionally, the primary objectives of the activity go beyond providing communal services and include intensifying the fight for democracy and elevating environmental preservation in importance.

It was unusual for a topic to be thought about and influenced as much as society's responsibility, especially given the problems that plague the societies and require everyone to assume their responsibilities in diagnosing societal problems and developing successful solutions. In order to create a knowledge society that instills the behavior of individuals by voluntarily choosing their priorities and offering support for dire solutions that are worrying both their reality and their future, it must take the lead by instilling expertise and ability in the minds of citizens and mobilizing them to do so.

What role should the university play in society in terms of education and service provision? is the question Al- Khuzaim poses to the community outside the institution. The university can carry out various social responsibility programs that have been allocated to it because of its vast resources and human resources of faculty, students, and staff. Additionally, the institution is able to win the confidence of industry and society to support its projects. However, the reality is that it lacks the ambition and methodological foundation necessary to be durable and to have a significant positive social impact, whether at the level of society, the university environment, society, or the environment as a whole (Al- Khuzaim, 2014).

Universities are expected to take the lead in social responsibility because of their position in society, as well as their vision, purpose, and impactful performance. College and university faculty members have the leadership skills necessary to change their institutions into a cutting-edge developing society with a harmonious collaborative atmosphere. As a result, faculty members have a leadership role in institutional development and loyalty to an organization founded on ideals and promise (Astin, 2000: p. 32).

This necessitates the creation of a department or committee charged with fulfilling its objectives and being organizationally tied to top management. Supporting sustainable development initiatives, engaging with diverse community needs and challenges, working with local charities, and upholding national obligations are some of these objectives. This may be done by developing studies that are appropriate for community needs and environmental protection, implementing training programs for children to prepare them for employment, and creating educational programs that benefit the community.

All university workers are expected to work in a supportive atmosphere that fosters job satisfaction, encourages creativity and productivity, and strengthens a sense of belonging based on their social duty to their internal community. By enacting the function of faculty engagement and including social responsibility in the design of the post of Vice President for Community Partnership, the university adopts the role of orientation to create the academic culture that accomplishes the necessary social reforms. In universities, the community participation role is activated, making knowledge more useful when exchanging and improving the quality and effectiveness of educational programs by interacting with the outside world. Community involvement also fosters a solid connection between students and the area they live in. Senior leaders should be supported by universities by having their role supporting social responsibility included in the organizational structure of the university at the overall organizational level. This is in line with the significance of this role and creates a transparent framework for the social responsibility of universities.

Through missions broadened in the spectrum of programs and services offered to the internal community and the external community, universities carry out the knowledge and implementation of their social responsibility. As a result, society must now inquire of colleges as to their social function. And what did you do to aid in resolving societal issues? What ideas, solutions, research, and other development projects have you got to offer? Do they have a social responsibility strategy? What have you done, and what will you do, to advance social, medical, and educational services? There are undoubtedly universities and active initiatives in this area, but this duty as a whole has to be engaged and undergo a qualitative change in order for the outcomes to be apparent and significant (Kabalan, 2015).

In order to address difficulties that no sector can solve on its own, the University of Baghdad will take the lead in fostering societal change toward cooperation and capacity development. Decision-making that protects societies against enduring economic, environmental, and social issues and promotes well-being for a better life is facilitated by the confluence of official, civic, and private interests in a reciprocal and interactive way. Which one should develop a competitive strategy idea that benefits the neighborhood and the country as a whole? As a result, it is the Baghdad University's duty to make sure that its academic and research programs are independent of labor market demands, promoting interdisciplinary methods to connect the social sciences with practical scientific sciences.

The Baghdad University must make sure that specialist CSR courses emphasize the influence that research has on society, the environment, and the ethical issues that arise. To motivate students to behave locally and think internationally, it is important to educate them to ethical notions, social responsibility, and understanding of global concerns. And support initiatives for cultural interaction with educational institutions in other nations so that universities may do even more to advancing diversity and strengthening the abilities of other civilizations.

The faculty's academic work and intellectual expertise provide a wealth of information and human resources to help guide these transformations, and the college acts as an agent for community service to bring about social transformation. They also serve the larger community through their advisory expertise and the new knowledge they create. So that information is not compartmentalized around its environment, faculty members have to think about integrating the natural, practical, and social sciences into their teaching methods.

The university plays a variety of roles in empowering students, including via leadership development initiatives, volunteer work, lifelong learning communities, and a stronger emphasis on civic duty. Therefore, the College of Education equips students to become educators with teaching techniques, twenty-first century tactics, the chance to connect with students, and the chance to take part in forming the societies of the future (Astin, 2000: p.34).

Preparing responsible and productive individuals, encouraging widespread engagement in civil society, and developing the abilities and attitudes necessary to do so are among universities' most significant social responsibility objectives. This is sometimes referred to as the "third mission," which also encompasses innovation, technological transfer, and ongoing education. This facet of higher education is as crucial to each student's educational experience and competence as it is to the university's commitment to society at large. Despite the importance of this aspect of higher education, it is seldom included in the course material.

One of the most important assets in the growth of the societies to which the university contributes is its student body, which is a tremendous wealth. In addition to teaching students how to cope with social, political, and cultural concerns, community partnership also promotes civic duty, helps graduates to feel a higher sense of responsibility, and equips them to enhance the standard of living for all societal groups. Universities urge their students to consider volunteering and other forms of involvement in the community that promote new forms of collaboration and intercultural understanding. There is no question that scientific research is essential for the generation of information to benefit society and raise standards of living. In an effort to move up in the global university rankings, several colleges have been eliminating departments with subpar research outputs and hiring highly qualified experts from industrialized nations. However, most colleges do not have to have research as their main objective. A developing feeling within the field of educational research is a result of methodological conflicts in the social sciences. The objectives of the social sciences are distinct yet clear, according to a number of ideas (Noddings, 2016).

Since there is currently a severe lack of these services, it is important to give this concept more weight and focus in order to empower our university and other educational institutions to serve the community and encourage its participation in growth, particularly given the proliferation of universities. This effort is a quantifiable human effort driven by a competitive spirit (Al- Sayed, & Al Ali, 2017).

The institution is making progress in developing its leadership and service to the community by enacting a relevant executive strategy. The emphasis of the committee in this respect is on the educational effect, the role of community engagement, the knowledge, and the environmental impact. It has come to a conclusion that these four axes should be used to generate views of the work (Rababah, 2017).

On December 27, 1972, a royal proclamation founded the College of Education, and classes there started in December 1973. Programs offered while it was a division of the College of Arts included the Bachelor's in Special Education, the Certificate for Classroom Teachers, the Master's in Educational Psychology, and the Doctorate in Educational Psychology. Curriculums, instructional techniques, counseling, management of education, and educational planning. Various efforts have been made to construct academic plans and programs for faculty members in order to stay up with local, regional, and worldwide needs. There are now (97) faculty members at the College of Education, the majority of whom attended Western institutions.

Universities, as educational institutions, are essential to the growth and advancement of society and to the welfare of its members. Given that universities have a wide range of stakeholders, including students, organizations, the government, staff, employers, the local community, etc., they have a social obligation to do so. The university has the problem of

implementing a socially responsible management style while managing its day-to-day operations. The university specifies the vision, purpose, goals, and strategic practices of its social role. Xavier, Elva, and Jess (2017).

Numerous studies have examined the topic of colleges' social responsibility, including:

The aim of this research is to determine the breadth of actions carried out by universities for their social responsibility efforts (Muhammad, A., Ishamuddin, M., Sharina, O. & Umar, H., 2021). The findings demonstrated that in order to have a significant influence, institutions must include social responsibility activities into their administrative policies and processes. The teaching, education, and training activities at universities across the globe must be designed with social responsibility as an integrated organizational process. To better grasp the idea of social responsibility, the study advised pursuing pertinent research.

At this article (Livingstone, Ritah, 2016), social responsibility (CSR) in Uganda's public and private institutions is compared. cross-sectional survey with 780 respondents was the methodology utilized. This includes 380 students, 356 staff members, and 44 university officials. They were chosen from a pool of 22 institutions. The findings demonstrate that both public and private Universities provided CSR but to a very low degree. Additionally, participation in CSR has varied widely amongst institutions, with public universities having a far lower rate of participation than private colleges. Using of literature and University community partnership models for higher education delivery, a case for the institutions' involvement with their communities is then expanded Highlighting suggestions for accomplishing this aim.

### Research Questions

The two questions that the research set out to address were:

- 1- What are the social roles' obligations in the faculty of Ibn Rushd college of education, in the opinion of the professors at Baghdad University?
- 2- Does a faculty member's perception of the means of social duties and obligations change significantly (p 0.05) based on their gender, academic level, departments, years of experience, and the nation in which they received their degree?

### Definition of Terms

Faculty Members: all teaching and administration staff working at the faculty of Ibn Rushd college of education at the Baghdad University holding the rank of: professor; associate professor and assistant professor.

Social responsibilities: The roles of the faculty of Ibn Rushd college of education that can be provided to the society as perceived by faculty members in the four dimensions: Academic responsibilities; community responsibilities; personal responsibilities; and community research responsibilities.

### Study Limitation

The study was limited to faculty members at the faculty of Ibn Rushd college of education, male and female, who teach at the summer semester in the academic year 2022, at Baghdad University.

## METHODOLOGY.

### Population and sampling

Study Population: The total number of faculty members in the faculty of Ibn Rushd college of education at Baghdad University was (94) members. The sample of (62) faculty members was randomly selected. Table No. (1) shows the distribution of the sample by gender, academic rank, departments, years of experience, and the country from which they graduated.

**Table (1)** Frequencies, percentages of the sample size study distributed by their sex, academic rank, departments, years of experience, and the country from them graduated.

Variables	Categories	Frequency	Percent
Gender	Male	50	80.6
	Female	12	19.4
	Total	62	100.0
Academic rank	Professor	31	50.0
	Associate Professor	15	24.2
	Assistant Professor	16	25.8
	Total	62	100.0
Academic department	curricula	19	30.6
	Educational Administration	9	14.5
	libraries	7	11.3
	educational psychology	9	14.5
	Special ed.	10	16.1
Total	62	100.0	
Years of Experience	less than 7	14	25.8
	7- 14 years	12	19.4
	more than 14	34	54.8
	Total	62	100.0
Town of graduation	Arab	23	37.1
	America Europe	39	62.9
	Total	62	100.0

## Instrument

The research instrument (a questionnaire) has two sections: one for demographic information. The reply was questioned about his gender, academic standing in his department, years of experience, and the nation from where he graduated. The College of Education's social obligations, which included four derogations, made up the second section. Academic duty (teacher preparation) is the first dimension, followed by community responsibility, personal responsibility, and community research, and finally, fourth-dimension responsibility. These criteria were modified from the Josephson Institute's Standard Model for Academic, Social, Emotional, and Personal Development (2013). On a five-point Likert scale (one being utterly disagree, and five being fully agree), respondents were asked to provide their answers.

Arabic was later added after the utility was first created in English. The questionnaire was then sent to six faculty members (experts) in order to confirm its validity. They were asked for their feedback on the questionnaire's dimensions and paragraphs, as well as any improvements they may have made. The questionnaire's first iteration included four dimensions and (119) paragraphs. The questionnaire originally included 113 paragraphs with four dimensions; after revisions and the removal of information that all experts believe should be removed, it had 113 paragraphs. 22 paragraphs make up the first dimension, 31 paragraphs make up the second dimension, 38 paragraphs make up the third dimension, and 21 paragraphs make up the fourth dimension.

After combining the instruments from the respondents, the Cronbach's alpha, Guttman split-half coefficient, and Spearman-Brown coefficient were calculated for the questionnaire's reliability. Table 2 displays the four questionnaire dimensions' dependability.

**Table (2)** The reliability of the questionnaire dimensions

Dimensions	Cronbach's alpha	Guttman split-Half coefficient	Spearman- Brown coefficient
academic accountability (teacher education)	0.87	0.78	0.79
community responsibility	0.96	0.78	0.78
personal responsibility	0.90	0.81	0.82
Community Study	0.87	0.82	0.83

## Statistical Analyses:

Means, standard deviations, one-way analyses of variance (ANOVA), Cronbach's alpha, Guttman split-half coefficient, Spearman-Brown coefficient, and LSD for further inquiry, if necessary, were the statistical analyses utilized to address the research topics.

## RESULTS.

On the basis of the two questions, the study's findings will be given as follows:

**The first research question is:** According to faculty at Baghdad University, what are the social roles and obligations of the Ibn Rushd College of Education faculty? The means, frequencies, and standard deviation were calculated to provide an answer. The characteristics of social obligations as assessed by faculty members at Baghdad University's faculty of education are shown in Table 3 along with averages and standard deviations. The averages and standard deviations for each of the questionnaire statements are shown in Annex 1.

**Table (3)** Means, standard, of the social responsibilities at the faculty of Ibn Rushd college of education as perceived by faculty members at Baghdad University

Dimensions of social responsibility	N	Mean	Std. Deviation
Personal responsibility	62	4.33	.54
academic responsibility	62	4.29	.41
community responsibility	62	4.15	.52
Community Research	62	4.11	.43
Total	62	4.22	.40

The results in table (3) showed that, according to faculty members, the academic responsibility at Ibn Rushd College of Education is at the top, with a mean equal to (4.33), followed by the academic responsibility's mean of (4.29), the community responsibility's mean of (4.15), and finally, community research (4.11). Do faculty members' perceptions of the means of the duties of social obligations change significantly ( $p < 0.05$ ) based on their gender, academic level, departments, years of experience, and the nation in which they graduated?

Means, frequencies, and one-way ANOVA were calculated for the dimensions of social responsibility as assessed by faculty members according to their sex, academic rank, departments, years of experience, and the nation from where they graduated in order to respond to this study question.

**Table (4)** Means, frequencies, and one- way ANOVA for the dimensions of social responsibility As perceived by faculty members according to their gender.

Dimensions of responsibility	Means: Gender		F	Sig.
	M (50)	F (12)		
academic	4.28	4.33	0.157	0.69
community	4.19	3.98	1.654	0.20
Personal	4.32	4.37	0.104	0.75
Research	4.1	4.22	0.195	0.66

Table (4) demonstrates that there are no gender-related variations in the means of the four dimensions of social duties (academic, community, personal, and research).

**Table (5)** shows the means, frequencies, and results of a one-way ANOVA for faculty members' perceptions of several social responsibility aspects based on their academic standing.

Dimensions of responsibility	Means: academic rank			F	Sig.
	Prof. (31)	Associate Prof. (15)	Assistant. Prof. (16)		
academic	4.33	4.10	4.38	2.29	.11
community	4.31	3.98	4.00	3.06	.05
Personal	4.51	4.12	4.19	3.62	.03
Research	4.16	4.06	4.11	.64	.53

Table (5) shows that no significant differences, ( $\alpha \leq 0.05$ ) between the means of two dimensions of the social responsibilities: Academic, and research due to faculty members academic rank. It shows significant differences between the means of the dimension of community social responsibility due to faculty member academic rank, ( $\alpha \leq 0.05$ ). Also, it shows significant differences between the means of the dimension of personal social responsibility due to faculty member academic rank, ( $\alpha \leq 0.03$ ). The LSD method was used for follow- up investigation to understand the trend of these differences. Table No. (6) shows this.

**Table (6)** Means, frequencies, and one- way ANOVA for the dimensions of social responsibility as perceived by faculty members according to their departments.

Dimensions of responsibility	Means: Departments					F	Sig.
	curricula (27)	Ed. Ad. (9)	Ed. psychology (9)	libraries (7)	Special ed. (10)		
academic	4.28	4.35	4.12	4.45	4.30	.70	.60
community	4.22	4.22	3.88	4.23	4.10	.80	.53
Personal	4.45	4.34	4.03	4.50	4.17	1.43	.24
Research	4.12	4.16	3.84	4.35	4.13	1.52	.21

The average of the four aspects of social responsibilities—academic, community, personal, and research—do not change significantly ( $p > 0.05$ ) because of the faculty members' departments, as shown in Table 6:

**Table (7)** shows the means, frequencies, and one-way ANOVA for the social responsibility aspects as perceived by faculty members based on their years of experience.

Sizes of accountability	Means: Years of Experience			F	Sig.
	less than 7 (16)	7- 14 years (12)	more than 14 (34)		
academic	4.35	4.03	4.35	2.95	.06
community	4.01	4.95	4.29	2.96	.06
Personal	4.19	4.21	4.44	1.58	.22
Research	4.15	4.09	4.10	.09	.91

Table (7) shows that no significant differences ( $\alpha \leq 0.05$ ) between the manes of four dimensions of the social responsibilities: (academic, community, personal, and research) due to their years of experience.

**Table (8)** Means, frequencies, and way ANOVA for the dimensions of social responsibility as perceived by faculty members according to country which they graduated.

Dimensions of responsibility	Means: Country of graduation		F	Sig.
	Arab (12)	USA & Europe (50)		
academic	4.14	4.37	4.59	.04
community	3.96	4.27	5.26	.03
Personal	4.19	4.41	2.36	.13
Research	4.18	4.07	1.06	.31

According to Table No. 8, there are no statistically significant variations in the social responsibility (personal and research) of the faculty member in the nation where she graduated ( $p > 0.05$ ). The means of academic duties in the countries from where they graduated, namely the USA and Europe (mean = 4.37) compared to the college from which they graduated, however, showed a significant difference (0.05). Arabian Peninsula (mean = 4.14) Additionally, there was a significant difference ( $p < 0.05$ ) between the faculty members who graduated from the United States of America and Europe (mean = 4.27) and those who did so from Arab nations (mean = 3.96) in terms of their community involvement.

## CONCLUSION AND RECOMMENDATIONS:

The study's findings demonstrate that faculty members' views on the faculty of education's social obligations were very significant (mean = 4.22 out of 5). This suggests that they are aware of their obligations and the role they must play in the field of education, right? From the perspective of the faculty, the students' personal social obligations had the most significant influence (mean=4.033), since they reflect the faculty's personality in how closely they work with them to help them succeed and build the foundation for their future success. Academic responsibility (mean=4.29) was the second important function that the faculty of education may play in terms of social duty. That indicates that the faculty member addresses the primary responsibility of the university, which is to impart information and life experiences to the people.

In general, the study's findings demonstrate no appreciable variations in the means of all social responsibility aspects when considering the gender, academic rank, departments, years of experience, and country of graduation of the faculty members. Academic rank caused the substantial variations in the community responsibility component, with professors (mean=4.31) participating in community activities more than associate professors (mean=3.98) and assistant professors (mean=4.00). However, according to academic level, there were substantial disparities in the dimension of personal responsibility, with professors (mean=4.51) having a greater influence on students' attitudes and personalities than associate professors (mean=4.12) and assistant professors (mean=4.19). Additionally, it was shown that their home nation had a substantial impact on the academic and communal aspects of their social obligations. The discrepancy between the faculty members who graduated from Arab nations and those who graduated from the United States and Europe (mean: 4.14 and 3.96) is significant. This outcome can be a consequence of the knowledge they gained while pursuing their doctorate and their life experiences in western nations.

While it is true that educational institutions teach the next generation of leaders and decision-makers, it is also their duty to make sure that their students grow up to be civically engaged individuals. If this is the case, the faculty of education at Baghdad University will have to fight against the effects of interest by prioritizing making money and viewing things as commodities that can be bought and sold. This perspective is a result of globalization, which diverts educational institutions from their main duties as social institutions that are in charge of meeting long-term societal needs.

The education department of Baghdad University has a duty to advance knowledge and develop the brainpower that will improve societal well-being and environmental security. We anticipate that the Ministry of Higher Education will create an institutional effort and give it top priority by enacting community-benefitting measures. The idea of a global citizen who is aware of the world around him and respects and values cultural variety should be included in the Baghdad University curriculum. Therefore, the college of education at Baghdad University should see its obligations as one of the main concepts addressing it in all of its primary functions.

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