The Role of Faculty Members in Promoting the Practice of a Culture of Dialogue Among Students at Al-Balqa Applied University in Jordan

Mohammad Omar AL-Momani[1], Hana Mahmoud al-Friehat[2], Fakhri Falah Al-Ali Al-Momani[3]

Abstract

The objective of the present study was to ascertain the role of faculty members in fostering a culture of dialogue among students at Al-Balqa Applied University in Jordan, from the perspective of the students themselves, and its relationship to the variables of gender and type of academic specialization. A descriptive approach was utilized in conjunction with a questionnaire comprising 15 items, which served as the study instrument. The study sample consisted of 1,245 male and female students from Al-Balqa Applied University, across its various specializations and colleges. The study concluded that the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University was (moderate), with an arithmetic mean of (3.27) and a standard deviation of (0.63). The findings further revealed no statistically significant disparities in the role of faculty members in fostering a culture of dialogue among students at Al-Balqa Applied University, as perceived by the students themselves, contingent on the variables of gender and academic specialization.

Keywords: The Present Study Focuses on Faculty Members, The Culture of Dialogue, And University Students in the Context of Higher Education.

Introduction

The contemporary world is characterized by an unprecedented scientific revolution and rapidly accelerating technological development. These developments have contributed to the creation of numerous means of communication and contact between individuals, peoples, and cultures. The contemporary world has become increasingly interconnected, characterized by the facilitation of direct interaction among individuals from diverse cultural and civilizational backgrounds. For this communication to succeed in achieving its objectives of understanding, harmony, and cultural and civilizational coexistence between disparate peoples and societies, as well as between members of the same society, dialogue has become a fundamental requirement and an urgent need. This is imperative to circumvent animosity, discord, confrontations, strife, violence, and warfare among diverse groups. Furthermore, it is essential to mitigate the disparity of opinion, amalgamate divergent perspectives, fortify local and global community security, facilitate community advancement, and promote human intellectual growth (Ahmad et.al, 2023; Al-Maz, 2021; Al-Sharie, 2023; Al-Mutrak, 2008).

[1] Department of Applied Sciences, Al-Huson University College, Al-Balqa Applied University, Jordan m.o.e.m@bau.edu.jo, Email: https://orcid.org/0000-0003-3871-0254
[2] Educational Sciences Department, Ajloun University College, Al-Balqa Applied University, Jordan, Email: drhana.freihat@bau.edu.jo
[3] Educational Sciences Department, Ajloun University College, Al-Balqa Applied University, Jordan, Email: fakhri-momani@bau.edu.jo

Dialogue is a critical component of human interaction, facilitating the exchange of ideas and perspectives among individuals. It serves as a fundamental intellectual and cultural pillar, enabling individuals to articulate their thoughts and arguments, substantiated by evidence, to others. This process significantly impacts the collective capacity for collaborative thinking, analysis, and reasoning. Additionally, dialogue fosters a sense of interconnectedness, mitigating feelings of isolation and promoting effective communication. It is essential to emphasize that dialogue is not merely a tool for exchange; it is also a catalyst for adherence to ethical, social, and cultural standards of behavior, contingent on the nature of the situation and the involved parties. The cultivation of a culture of dialogue, with its associated skills and practices, is paramount to the effective functioning of society (Ahmed, 2018; Al-Ajili et.al, 2018; Al-Dosari, 2016).

Dialogue is a prevalent practice in various educational institutions. The practice of this concept is evident in family settings, where parents engage in it with their children. Similarly, educators in institutions of learning, such as schools and universities, incorporate it in their instructional practices with students. The practice is also evident in various media forms, architectural structures, and religious institutions (Watson et.al, 2023; Saleem & Atir, 2023; Sarja & Arvaja, 2021; Sukkar, 2013). Nonetheless, these methodologies may be encumbered by certain deficiencies and drawbacks, including the imposition of personal convictions and an unwarranted adherence to these convictions, the propagation of futile debate, and the extension of dialogue beyond its designated scope and objectives, among other limitations (Roca et.al, 2022; Faraj, 2020; Bahnassi, 2020). In the contemporary era, there is an urgent need to establish and cultivate a culture of dialogue within educational and teaching institutions. This dialogue should be recognized as a fundamental and enduring method in education, providing opportunities for students to engage in meaningful discourse, express their perspectives, contribute to the development of ideas, and shape the intellectual landscape. This pedagogical approach is designed to have a profound impact on the student's intellectual and emotional development, fostering the growth of their capacity for critical thinking and ethical reasoning. The knowledge and skills acquired through this educational experience will persist in the student's memory and influence their future professional and personal decisions (Al-Tamimi & Al-Tamimi, 2014; Al-Anzi, 2018; Al-Saeed, 2014).

The university is regarded as the formal educational institution that mirrors the conditions of society and guides its advancement towards comprehensive development. The concepts of communication and dialogue have emerged as fundamental tenets within the domain of contemporary educational thought, both within the university environment and in its broader context (Al-Najjar & Al-Madhoun, 2023; Al-Wahsh, 2017; Coryell et.al, 2021). The heightened interest in the subject in recent years can be attributed to its association with the processes of educational reform and renewal. These processes are contingent on the interaction of all elements of the educational system within the university, on the one hand, and the university's interaction and cooperation with other social institutions, on the other. Consequently, academic institutions are obligated to provide comprehensive preparation for students, encompassing moral, leadership, human, and social competencies, among others (Al-Laboudi, 2003; Al-Samadi, 2017; Al-Muzain & Al-Qudra, 2017). The cultivation and refinement of a culture of dialogue represents a fundamental objective of university education. Societies rely on education to instill this value and prepare generations who acquire a culture of dialogue and its practice. This culture is characterized by the ability to distinguish between positive issues and benefiting from them, and negative issues and avoiding them. It also includes the ability to overcome fear

and hesitation and enhance the positive, interactive, and reflective spirit among learners. This spirit is cultivated by instilling in learners the confidence to express their opinions and engage in dialogue with others. Learners discuss, establish arguments, and provide evidence about their opinions. They also exchange positive opinions and ideas to reach a shared understanding that achieves the goal of dialogue (Al-Zaidanin & Al-Zayoud, 2021; Muhammad & Salim, 2021; Lehtomäki et.al, 2018).

The implementation of a culture of dialogue in higher education institutions has been demonstrated to engender numerous substantial benefits. The provision of such opportunities enables students to articulate their perspectives and conceptualize ideas, fostering the development of the social competencies necessary for positive interaction with others. These competencies encompass a range of interpersonal skills, including effective communication, active listening, the capacity for self-expression, and the ability to accept feedback constructively (Sulé et.al, 2022; Sagatun et.al, 2019; Siveres et.al, 2021). Conversation in academic settings fosters a sense of community, intimacy, affection, collaboration, and integration, while addressing numerous behavioral challenges encountered by students. The proposed method has been shown to effectively mitigate symptoms of shyness, thereby reducing anxiety and fear in the learner. This, in turn, has been demonstrated to enhance the relationship between students and teachers. This dynamic, in turn, contributes to the transformation of extremist ideologies and the dissemination of misinformation (Casado et.al, 2021; Al-Wahsh, 2017; Al-Laboudi, 2003; Muhammad & Salim, 2021). The integration of dialogue in the classroom environment has been demonstrated to foster a more humane, fair, and egalitarian society. Dialogue, when practiced in educational settings, has been shown to encourage participants to apply it to a broader social scale (Al-Mutrak, 2008; Ahmed, 2018; Al-Samadi, 2017; Sagatun et.al, 2019).

A considerable number of researchers (Ahmad et.al, 2023; Al-Maz, 2021; Al-Sharie, 2023; Al-Mutrak, 2008; Ahmed, 2018; Al-Ajili et.al, 2018; Al-Dosari, 2016; Saleem & Atir, 2023; Sukkar, 2013; Al-Tamimi & Al-Tamimi, 2014; Al-Anzi, 2018; Al-Saeed, 2014; Al-Najjar & Al-Madhoun, 2023; Al-Wahsh, 2017; Al-Samadi, 2017). concur that the significance of the culture of dialogue within the university community is evident in its substantial role in promoting a set of national values, including loyalty, national belonging, tolerance, and positive citizenship. The university community is a microcosm of the larger society, exhibiting intellectual, social, ideological, and cultural diversity and differences. It is evident that the formation, development, and construction of nations and homelands do not depend on the influence of a specific class, sect, or intellectual or social group. Instead, the nation is formed through the integration of all classes, spectrums, and groups into a single national fabric that aims to serve the interests and advancement of the nation as a whole, rather than the interests of specific groups. This necessitates the promotion of a culture of dialogue among all citizens of the nation. Such a culture contributes to the respect of diversity and difference, the reduction of extremism and conflicts, and the establishment of solid foundations for peaceful coexistence with those who are different.

Despite the proliferation of avenues for fostering dialogue and the heterogeneity of its dissemination mechanisms within the university environment, the faculty member continues to serve as the preeminent and most significant source of knowledge for students. They derive insights and concepts from their professors, who, in turn, are influenced by their pedagogical approach and conduct (Watson et.al, 2023; Sulé et.al, 2022; Casado et.al, 2021). The university professor plays an instrumental role in promoting and cultivating a culture of dialogue among

students. This cultivation is achieved through the use of mediation, encouragement, coordination, and motivation. Consequently, the university professor facilitates the dissemination of democratic principles, promotes diversity and inclusivity, and guides students toward engaging in dialogue (Coryell et.al, 2021; Lehtomäki et.al, 2018; Siveres et.al, 2021; Al-Laboudi, 2003).

The role of the faculty member in promoting a culture of dialogue among students often exceeds the role of educational curricula (Al-Najjar & Al-Madhoun, 2023; Al-Samadi, 2017; Muhammad & Salim, 2021; Al-Ajili et.al, 2018; Al-Anzi, 2018). This is due to the fact that the good performance of the faculty member can compensate for the weakness and deficiency in the content of the course. Faculty members at universities can contribute to spreading and promoting a culture of dialogue among students by performing their educational and pedagogical roles. In this capacity, faculty members serve as exemplars for their students, embodying the qualities and values that they seek to instill. This objective is achieved by fostering an environment that values and respects the diverse perspectives, concepts, and inclinations of students, even in instances where these perspectives may contradict those of the instructor (Al-Maz, 2021; Al-Wahsh, 2017; Sulé et.al, 2022; Casado et.al, 2021; Al-Laboudi, 2003). The instructor must also promote an atmosphere where students feel empowered to articulate their thoughts and ideas without fear of retaliation, censorship, or bias. Furthermore, it is imperative that educators foster an environment conducive to dialogue and discussion, recognizing the pivotal role these interactions play in the development of well-rounded individuals capable of engaging in critical thinking and constructive debate. The relationship between faculty members and students should be characterized by democratic principles, marked by frequent and effective dialogue and discussion. These interactions contribute to the consolidation of positive trends related to the values of freedom, democracy, and participation (Al-Maz, 2021; Al-Sharie, 2023; Saleem & Atir, 2023; Al-Anzi, 2018).

Research Problem

Dialogue occupies a significant place in all stages of education. Nonetheless, university life is distinguished from other forms of education by its emphasis on dialogue as a fundamental component of skill development and the enhancement of individual and collective capabilities (Sarja & Arvaja, 2021; Bahnassi, 2020; Al-Zaidanin & Al-Zayoud, 2021). It also establishes it as a fundamental element of interaction among the various components of the educational process, particularly between students and faculty members. This contributes to deepening the culture of dialogue, developing dialogue skills, activating critical thinking, encouraging innovation in the field of idea generation, and enhancing human relations (Al-Maz, 2021; Al-Najjar & Al-Madhoun, 2023; Coryell et.al, 2021; Siveres et.al, 2021).

Dialogue is of great importance at the individual and societal levels, and in all fields and levels, whether social, economic, political, or even at the educational and familial levels. The significance of dialogue is apparent in the advantages it engenders, which are exemplified by its role as a pivotal conduit for the exchange of ideas and information among individuals, thereby enhancing mutual comprehension. Additionally, it fosters a culture of listening and understanding, enabling individuals to acquire knowledge and comprehend others' perspectives (Ahmad et.al, 2023; Sukkar, 2013; Bahnassi, 2020). Dialogue facilitates a harmonious balance between an individual's need for autonomy and their desire to engage in interaction and participation with others. It also plays a crucial role in the civilized and peaceful management and resolution of conflicts and disputes that arise between individuals and societies (Sarja &

Arvaja, 2021; Roca et.al, 2022; Al-Tamimi & Al-Tamimi, 2014). The university community functions as an effective environment and an active incubator for cultivating a culture of dialogue. This is achieved through the deliberate and effective education it provides students on the practice of dialogue. The university is one of the most significant institutions relied upon to shape the structure of thought and learn methods of dialogue and thinking. Within this framework, discourse, deliberation, and the exchange of ideas are facilitated (Al-Wahsh, 2017; Al-Zaidanin & Al-Zayoud, 2021; Casado et.al, 2021; Muhammad & Salim, 2021; Al-Dosari, 2016).

In consideration of the aforementioned points, and in light of the pivotal role of the culture of dialogue as a foundational element and indispensable cornerstone for mitigating social divisions and attaining peace and harmony among individuals, it is imperative to acknowledge the responsibility of faculty members in higher education institutions to inculcate and advocate for the culture of dialogue among their students. These faculty members represent the most crucial component of the university system, given their uninterrupted and direct engagement with students, thereby positioning them as the most significant influencers on student behavior. Consequently, the present study endeavors to address the following research questions:

1- What is the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' perspectives?

2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' perspectives, attributed to the variable of gender (male, female)?

3- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' perspectives, attributed to the variable of the student's academic specialization (scientific, humanities)?

Study Objectives:

The study sought to achieve the following objectives:

1- To identify the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' own perspectives.

2. To determine whether there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' own perspectives, attributed to the variable of gender (male, female).

3. To determine whether there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' own perspectives, attributed to the variable of the student's academic specialization (scientific, humanities).

Importance of the Study:

The importance of the study lies in a number of factors, including:

1. The significance of the subject matter explored in the study is paramount. The subject of

discourse, which is the focal point of this study, has become imperative for all societies to achieve peace, internal security, openness, and acceptance of others, particularly in the current era of globalization, technological advancement, and modern communication technologies, which have transformed the world into a interconnected entity, devoid of geographical boundaries and barriers.

2. The age group of the study sample is of particular importance, as it is represented by young university students. A comprehensive understanding of the prevailing culture of dialogue among university students is imperative for the formulation of effective strategies by relevant decision-makers aimed at enhancing the discourse culture among young individuals. This enhancement is expected to have a positive impact on the development of students' character, leading to a transformation in their behaviors and attitudes toward diverse opinions.

3. The present study makes a direct contribution to the field by shedding light on the role of faculty members in promoting a culture of dialogue among students. Additionally, it functions as an indirect catalyst for the direction of attention toward all other elements of the educational process, including curricula and university administration. It thereby activates their role in promoting a culture of dialogue among students. Fourthly, the present study aims to provide assistance and support to Al-Balqa Applied University and its various faculties. To this end, the study will first identify the current state of the prevailing dialogue culture on campus. Then, it will seek to identify the obstacles that prevent this culture from achieving its goals and work to remove them.

Study Limitations:

The study results are represented in the following limitations:

- Spatial boundaries: Al-Balqa Applied University with its various faculties spread across the governorates of the Hashemite Kingdom of Jordan.

- Temporal boundaries: The study was conducted during the first semester of the academic year (2024/2025).

- Human boundaries: The study was conducted on students at Al-Balqa Applied University who were actually registered and currently enrolled in various faculties and specializations.

Field Study Procedures:

Study Methodology:

The researchers employed a descriptive approach, a methodological decision that was congruent with the nature of the study and its objectives. The descriptive approach is regarded as "one of the forms of systematic scientific analysis and interpretation, aimed at describing a specific phenomenon or problem and depicting it quantitatively by collecting standardized data and information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study (Melham, 2000).

Study community:

The study population comprised all students enrolled at Al-Balqa Applied University, across its various colleges and specializations, who were registered at the university and physically present in the study seats during the first semester of the 2024–2025 academic year.

Study Sample:

The study sample consisted of 1,245 male and female students from Al-Balqa Applied University in its various colleges and specializations. These students were required to be registered at the university and present in the study seats during the first semester of the academic year 2024/2025. The sample was selected by a simple random method, and 1,300 electronic questionnaires were distributed to the study community sample through social media groups for Al-Balqa Applied University students, such as WhatsApp and Facebook groups. Incomplete questionnaires were excluded from the analysis, resulting in a final sample size of (55) questionnaires. The following table, number (1), presents the distribution of sample members according to the study variables.

variable	the Categories	repetition	percentage
Sex	Male	481	39%
	Female	764	61%
the total		1245	100%
Student's academic major	Humanities major	698	%56
	Scientific specialization	547	44%
the total		1245	100%

Table (1) Distribution of Sample Members According to Study Variables

Study Tool:

The development of a study instrument in the form of a questionnaire was imperative to achieve the study objectives. This endeavor entailed a comprehensive review of pertinent educational literature and previous studies related to the study topic. The following studies were consulted: study (Ahmad et.al, 2023), study (Al-Najjar & Al-Madhoun, 2023), study (Saleem & Atir, 2023), study (Al-Sharie, 2023), study (; Faraj, 2020), and study (Muhammad & Salim, 2021). The questionnaire was divided into two sections. The first section contained the fundamental data of the sample members according to the study variables (gender and the type of specialization of the student). The second part of the study included an initial form of 19 paragraphs that measured the role of faculty members in promoting the culture of dialogue among students at Al-Balqa Applied University.

Validity of the Study Tool:

The validity of the study tool was verified by following the following steps:

First: The validity of the arbitrators: The study tool was presented in its initial form to a group of specialized arbitrators from the faculty members of Al-Balqa Applied University and Yarmouk University in the field of curricula, teaching, educational administration, and its principles. The group consisted of 12 arbitrators. The purpose of the presentation was to ensure the clarity of each phrase, the soundness of its formulation, and the extent to which it belonged to the study tool and achieved its objectives. In addition to proposing any other amendments, which included the addition, deletion, or merging of some paragraphs, the necessary amendments were made based on the comments given by the honorable arbitrators. These amendments included the deletion and merging of some paragraphs, so that the number of paragraphs of the questionnaire in its final form remained at fifteen.

Second: Internal consistency validity: The application of the questionnaire was extended to a survey sample from the same study community, but from outside its sample, which comprised 50 male and female students. The Pearson correlation coefficient was calculated between the score of each paragraph and the total score of the scale. The following table No. (2) clarifies this.

Correlation coefficient	The number	Correlation coefficient	The number	Correlation coefficient	The number
.57**0	11	.66**0	6	.69**0	1
.56**0	12	.72**0	7	.58**0	2
.52**0	13	.60**0	8	.67**0	3
.73**0	14	.58**0	9	.63**0	4
.55**0	15	.74**0	10	.70**0	5

Table (2) Correlation Coefficient Between the Score of Each Statement and the Total Score for the Study Scale

**Statistically significant at the significance level ($\alpha \le 0.01$)

As demonstrated in Table No. 2, the tool's various phrases exhibited statistical significance in their correlation with each other and with the scale as a whole. This finding suggests the tool's internal consistency is valid.

Stability of the Study Tool:

In order to verify the stability of the study tool, it was applied to a survey sample from the same study community, but from outside its sample. This sample consisted of 50 male and female students from Al-Balqa Applied University. The Cronbach's alpha stability coefficient for the tool as a whole was calculated, and it amounted to 0.89. This is a high and appropriate stability value for the purposes of applying the study.

Statistical Methods Used in the Study:

The data were statistically processed using the Statistical Package for the Social Sciences (SPSS 21) program as follows:

- Pearson's correlation coefficient to verify the validity of the study tool.

- Cronbach's alpha to verify the reliability of the study tool.

- Frequencies and percentages to identify the characteristics of the study sample.

- Arithmetic means and standard deviations to answer the first question of the study.

- Independent samples t-test to answer the second and third questions of the study.

Each paragraph of the questionnaire was assigned a graded weight according to the five-point Likert scale as follows: very high (5 points), high (4 points), medium (3 points), few (2 points), very few (1 point).

To determine the length of the five-point Likert scale cells, the following criterion was used:

Criterion = (Highest – Lowest) ÷ Highest

$(5 - 1) \div 5 = 0.80$

Subsequently, this value was appended to the lowest value in the scale to ascertain the upper limit for this cell. This process was repeated for the remaining cells. The following table, number 3, presents the standard that was adopted for the study. The objective of the study was to determine the role of faculty members in promoting the culture of dialogue among students at Al-Balqa Applied University. The determination of the standard was based on the arithmetic averages.

degree Appreciation	Arithmetic mean range
Very few	From 1 to 1.80
Few	from 1.81 to 2.60
Medium	2.61 to 3.40
Large	from 3.41 to 4.20
very large	From 4.21 to 5

Table (3)

The approved criterion for determining the role of faculty members in promoting the practice of the culture of dialogue among students at Al-Balqa Applied University according to arithmetic averages.

Study Results and Discussion

To answer the study's first question, which is: "What is the role of faculty members in promoting the practice of a culture of dialogue among students at Al-Balqa Applied University, from the students' own perspective?"

The arithmetic means, standard deviations, and ranks were calculated to estimate the study sample members' role in promoting the culture of dialogue among students at Al-Balqa Applied University. The students' responses were arranged in descending order according to their arithmetic means. The following table (No. 4) shows the results.

Table (4) Arithmetic means, standard deviations and ranks for the study sample members' assessment of the role of faculty members in promoting the practice of the culture of dialogue among students at Al-Balqa Applied University from the students' own point of view, arranged in descending order according to their arithmetic means.

Rank	Paragraph	arithmetic mean	standard deviation	Grade
1	The faculty member instructs students to listen attentively to the presentation.	4.12	0.67	large
2	The faculty member constantly emphasizes the importance of dialogue as a means of understanding.	4.01	0.64	large

3	The faculty member calls on students to respect the opinions and positions of their colleagues that differ from their own.	3.82	0.52	large
4	The faculty member encourages students to learn dialogue skills.	3.74	0.78	large
5	The faculty member develops the students' freedom of opinion and expression.	3.66	0.63	large
6	The faculty member is keen to allocate sufficient space for dialogue with students during the lecture.	3.54	0.71	large
7	The faculty member promotes a culture of dialogue during the educational process.	3.37	0.70	Medium
8	The faculty member encourages me to express my point of view in front of my classmates.	3.20	0.59	Medium
9	The faculty member is keen to direct students to take advantage of office hours to discuss issues of interest to the student.	3.11	0.53	Medium
10	The faculty member involves students in making some decisions through dialogue.	3.04	0.58	Medium
11	The faculty member respects the student's opinion even if it differs from his opinion.	2.95	0.52	Medium
12	The faculty member treats all students fairly when expressing their opinions.	2.83	0.68	Medium
13	The faculty member uses educational, social and political issues, developments and events as topics for discussion.	2.74	0.67	Medium
14	The faculty member works continuously to reduce tension, nervousness and intolerance during the dialogue.	2.55	0.63	Few
15	The faculty member imposes his opinion on the students and binds them to his decisions.	2.41	0.72	Few
The overall average score for the role of faculty members in promoting the practice of a culture of dialogue among students		**3.27**	**0.63**	**Medium**

A review of Table No. 4 reveals that the arithmetic mean of the total score for the study sample members' assessment of the role of faculty members in promoting the culture of dialogue among students of Al-Balqa Applied University was 3.27, with a standard deviation of 0.63. The average rating was as follows: six paragraphs received a high rating, seven received an average rating, and only two received a low rating. The paragraph that states, "The faculty member directs the students to listen to his speech" was assigned the highest rank, with an arithmetic mean of 4.12 and a standard deviation of 0.67. In second place was the paragraph that states "The faculty member constantly emphasizes the importance of dialogue as a means of understanding," with an arithmetic mean of 4.01 and a standard deviation of 0.Paragraph 64,

which states "The faculty member works continuously to reduce intensity, nervousness, and fanaticism during dialogue," received the lowest rank, with an arithmetic mean of 2.55 and a standard deviation of 0.63. Conversely, paragraph 63, which states, "The faculty member imposes his opinion on the students and obligates them to his decisions," received the highest rank, with an arithmetic mean of 2.41 and a standard deviation of 0.72.

This outcome can be ascribed to the conviction and cognizance of faculty members regarding the significance of dialogue and interaction with students, given its favorable outcomes and influence on cultivating and honing the student's personal, cognitive, scientific, and ethical dimensions. The findings further suggest that faculty members possess the personal and academic aptitudes necessary to facilitate dialogue. Moreover, there is a prevailing sentiment among faculty members that contemporary learning strategies and methods can be most effectively implemented within an educational environment that is based on discussion and dialogue, rather than on memorization and imitation. This may be one of the issues and objectives from which the mission of Al-Balqa Applied University stems.

The dialogue process between teacher and student, predicated on understanding, invariably contributes to the achievement of desired goals, which in turn positively impacts student behavior, thereby fostering trust and closeness between teacher and student. It is imperative to acknowledge that the university education stage, regarded as a pivotal juncture in the evolution and enhancement of the educational process, transcends the mere memorization of academic content. This phase is meticulously designed to furnish students with a plethora of essential experiences and competencies, including the cultivation of effective communication skills.

To answer the second question of the study, which states: "Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the role of faculty members in promoting the practice of dialogue culture among students at Al-Balqa Applied University from the point of view of the students themselves, which are attributed to the gender variable (males, females)?"

The arithmetic mean, standard deviation, and the statistical t-test for independent samples were calculated to reveal statistically significant differences between the average responses of the study sample to the role of faculty members in promoting the culture of dialogue among students at Al-Balqa Applied University from the students' point of view, which are attributed to the gender variable (males, females). The following table No. (5) shows this:

field	Sex	repetition	arithmetic mean	standard deviation	value (t)	Significance level
The role of faculty members in promoting the practice of a culture of dialogue	male	481	4.12	0.59	1.657	0.284*
	female	764	4.24	0.62		

Table (5)

Results of the (t) test for the differences between the average responses of the study sample members to the role of faculty members in promoting the practice of the culture of dialogue among students at Al-Balqa Applied University from the students' point of view, which are

attributed to the gender variable (males, females)

*Statistically significant at the significance level (α ≤ 0.05)

Table 5 demonstrates that there are no statistically significant differences at the significance level (α ≤ 0.05) between the average responses of the study sample members to the role of faculty members in promoting the practice of dialogue culture among students at Al-Balqa Applied University from the students' point of view, which is attributed to the gender variable (males, females). This finding suggests that university students, irrespective of gender, engage in dialogue culture to a comparable extent as faculty members. This phenomenon can be attributed to the sociocultural context of Jordanian society, which is characterized by a democratic climate that fosters freedom of expression, dialogue, and discussion irrespective of gender. This dynamic is further accentuated by the inherent diversity of Jordanian universities, which serve as natural venues for ongoing dialogue between faculty members and their students.

To answer the third question of the study, which states: "Are there statistically significant differences at the significance level (α ≤ 0.05) in the role of faculty members in promoting the practice of dialogue culture among students at Al-Balqa Applied University from the point of view of the students themselves, which are attributed to the variable of the type of academic specialization of the student (humanities specialization, scientific specialization)?"

A series of calculations were performed to ascertain statistically significant differences between the average responses of the study sample to the role of faculty members in promoting the culture of dialogue among students at Al-Balqa Applied University from the students' point of view. These differences were attributed to the variable of the type of academic specialization of the student (humanities specialization, scientific specialization). The following table No. (6) clarifies this:

field	Type of specialization	repetition	arithmetic mean	standard deviation	value (t)	Significance level
The role of faculty members in promoting the practice of a culture of dialogue	humanitarian	698	3.94	0.68		
	scientific	547	4.05	0.63	1.982	0.125*

Table (6)

Results of the (t) test for the differences between the average responses of the study sample members regarding the role of faculty members in promoting the practice of the culture of dialogue among students at Al-Balqa Applied University from the students' point of view, which are attributed to the variable of the type of academic specialization of the student (humanities specialization, scientific specialization)

Table 6 indicates that there are no statistically significant differences at the significance level (α ≤ 0.05) between the average responses of the study sample members to the role of faculty members in promoting the practice of the culture of dialogue among students at Al-Balqa Applied University from the students' point of view, which is attributed to the variable of the

type of student's academic specialization (humanities, scientific specialization). This outcome can be ascribed to the congruence in the perceptions of university students concerning the function of faculty members at Al-Balqa Applied University in fostering the culture of dialogue among students, irrespective of their academic specializations. This may result in faculty members developing a heightened awareness of the significance and value of engaging in a culture of dialogue with students, irrespective of their academic specialization.

Summary of Results:

A review of the study's preliminary findings reveals that the faculty members' role in fostering a culture of dialogue among students at Al-Balqa Applied University was perceived by the students as having a medium degree of impact, with an arithmetic mean of 3.27 and a standard deviation of 0.63); furthermore, the absence of statistically significant differences at the significance level ($\alpha \leq 0.05$) between male and female university students in the role of faculty members in promoting the practice of the culture of dialogue among them is attributed to the study variables, which are gender (males, females) and type of academic specialization of the student (humanities specialization, scientific specialization).

Recommendations and Study Suggestions:

Based on the results of the current study, the researchers recommend the following:

1. Faculty members at the college should promote the practice of a culture of dialogue among students by engaging them in discussions of certain matters related to the course.

2. It is imperative to establish a secure and conducive learning environment within the university to foster an environment conducive to open dialogue and facilitate unrestricted engagement between students and faculty members.

3. Faculty members are charged with the responsibility of guiding students to participate in university activities that facilitate dialogue with their colleagues and faculty members.

4. Faculty members are charged with the responsibility of ensuring that specific course topics are presented in a manner that fosters critical thinking, engagement, and dialogue among students.

5. The objective is to incorporate the principles, etiquette, and conditions for practicing a culture of dialogue in academic courses, thereby contributing to the enhancement and advancement of the culture of dialogue among students.

6. Further studies must be conducted on the culture of dialogue. These studies should seek to identify the obstacles to practicing dialogue among university students. They should also examine the difficulties that prevent faculty members at higher education institutions from fulfilling their roles in promoting a culture of dialogue among students. Finally, the factors influencing the degree to which university students practice a culture of dialogue must be identified.

References

Ahmed, Siham. (2018). Dialogue Practice among Student Teachers at the Faculty of Education, Beni Suef University (Reality and Reinforcement Mechanisms). Journal of the Faculty of Education, Beni Suef University, 15(83), 136-194.

Ahmad, W., Azam, T., Arshad, M., Ahmed, B., & Zaman, H. M. F. (2023). Faculty Members' Perception of Learning Organization: A Case of Higher Education Institutions. SAGE Open, 13(1).

https://doi.org/10.1177/21582440231154409

Al-Ajili, Shatha, Mustafa, Amal, and Ibrahim, Hanan. (2018). The impact of university life on developing a culture of community dialogue from the perspective of students at the Arab University of Amman. Arab Journal of Arts and Humanities, 2(5), 55-74.

Al-Anzi, Ahoud. (2018). The culture of academic dialogue among university students from the perspectives of students and faculty members at Kuwait University. Unpublished master's thesis, University of Kuwait, State of Kuwait.

Al-Dosari, Rashed. (2016). The Practice of Dialogue at King Saud University from the Students' Perspective - The College of Education as a Model. International Journal of Specialized Education, 5(4), 161-188.

Al-Laboudi, Mona. (2003). Dialogue: Its Techniques, Strategies, and Teaching Methods. Wahba Library for Printing and Publishing.

Al-Maz, Muhammad. (2021). The Perspectives of Students of the Faculty of Education at Egyptian Universities on the Culture of Dialogue: An Ethnographic Study. Journal of Scientific Research in Education, 22(8), 90-148.

Al-Mutrak, Aisha. (2008). The Relationship between University Study and Students' Performance of Verbal Communication Skills. Unpublished Master's Thesis. King Saud University, Riyadh, Saudi Arabia.

Al-Muzain, Suleiman, and Al-Qudra, Hamid. (2017). The Role of Palestinian Universities in Establishing a Culture of Community Dialogue from the Perspective of Their Students and Ways to Enhance It. Al-Quds Open University Journal of Educational and Psychological Research and Studies, 5(18), 211-226.

Al-Saeed, Issam. (2014). Towards a University Educational Environment Supportive of the Culture of Dialogue among Students. Journal of the Faculty of Education, Port Said University, 16(16), 244-287.

Al-Samadi, Hind. (2017). The degree of possession of a culture of dialogue by Qassim University students and its role in promoting tolerance. International Journal of Specialized Education, 6(6), 93-107.

Al-Sharie, Badour. (2023). The role of faculty members in promoting a culture of dialogue in the university environment from the perspective of students at Hafr Al-Batin University. Journal of Educational and Psychological Sciences, 7(9), 1-26.

Al-Najjar, Fatima, and Al-Madhoun, Sabri. (2023). The Culture of Dialogue in University Education: An Introduction to Global Citizenship (A Proposed Concept). Fayoum University Journal of Educational and Psychological Sciences, 17(8), 744-803.

Al-Tamimi, Imad, and Al-Tamimi, Iman. (2014). Promoting a Culture of Dialogue and Its Educational and Social Effects. Studies, 41(1), 64-81.

Al-Wahsh, Hala. (2017). The Extent of Practicing the Culture of Dialogue among Bisha University Students and Ways to Enhance It. Journal of the Faculty of Education, Ain Shams University, 41(3), 15-94.

Al-Zaidanin, Ayat, and Al-Zayoud, Muhammad. (2021). The Reality of the Culture of Dialogue and Acceptance of the Other among Jordanian University Students Based on International Experiences. Journal of the Islamic University for Educational and Psychological Studies, 29(6), 74-104.

Bahnassi, Shaimaa. (2020). The Role of Faculty Members in Faculties of Education in Promoting a Culture of Dialogue among Their Students: An Analytical and Evaluative Study. Journal of the Faculty of Education, Benha, 31(122), 245-295.

Casado, M. V., Flecha, A., Mara, L. C., & Girbés-Peco, S. (2021). Dialogic Methods for Scalability of Successful Educational Actions in Portugal. International Journal of Qualitative Methods, 20. https://doi.org/10.1177/16094069211020165

Coryell, J. E., Cinque, M., Fedeli, M., Lapina Salazar, A., & Tino, C. (2021). University Teaching in Global Times: Perspectives of Italian University Faculty on Teaching International Graduate Students. Journal of Studies in International Education, 26(3), 369-389. https://doi.org/10.1177/1028315321990749

Faraj, Alia. (2020). The Culture of Dialogue in Saudi Universities: The Perspectives of Faculty Members at

Prince Sattam bin Abdulaziz University. Sohag University Educational Journal, 70(70), 725-762.

Lehtomäki, E., Moate, J., & Posti-Ahokas, H. (2018). Exploring global responsibility in higher education students' cross-cultural dialogues. European Educational Research Journal, 18(2), 218-233. https://doi.org/10.1177/1474904118759154

Melham, Sami. (2000). Research Methods in Education and Psychology. Dar Al-Masirah for Publishing, Distribution, and Printing.

Muhammad, Abbas, and Salim Mazhar. (2021). Effective Dialogue among University Students. Diyala Journal of Humanities Research, 2(89), 324-348.

Sagatun Å, Kvarme LG, Misvær N, Myhre M, Valla L, Holen S. Evaluating a Web-Based Health-Promoting Dialogue Tool in School Health Services: Feasibility and User Experiences. The Journal of School Nursing. 2019;37(5):363-373. doi:10.1177/1059840519879489

Saleem, Heba, and Atir, Rabi'a. (2023). The Reality of the Culture of Dialogue and Acceptance of the Other at An-Najah National University. Journal of the Association of Arab Universities for Education and Psychology, 21(2), 1-31.

Sarja, A., & Arvaja, M. (2021). Transformative Authorship Through Critical Dialogue: Concepts, Theory, and Practice. Adult Education Quarterly, 73(1), 40-59. https://doi.org/10.1177/07417136211053368

Siveres, L., Neves, I., & Lucena, J. (2021). Dialog: A Meaning for Education. International Journal of English Literature and Social Science, 6(2), 414-420.

Sukkar, Ahmed. (2013). The Role of Faculty Members in Media Colleges and Their Counterparts in Palestinian Universities in Promoting a Culture of Dialogue among Their Students and Ways to Enhance It. Unpublished Master's Thesis. Al-Azhar University, Palestine.

Sulé, V. T., Sachs, A., Mansor, C., & Smydra, R. V. (2022). The case for case studies: Dialogic engagement and case study creation in a higher education classroom. Active Learning in Higher Education, 24(3), 321-336. https://doi.org/10.1177/14697874221075297

Roca, E., Merodio, G., Gomez, A., & Rodriguez-Oramas, A. (2022). Egalitarian Dialogue Enriches Both Social Impact and Research Methodologies. International Journal of Qualitative Methods, 21. https://doi.org/10.1177/16094069221074442

Watson, H. R., Wisdom, H., Michael, C., Marshall, N., & Neve, H. (2023). Equality pledges: A novel approach to embedding EDI and promoting positive culture change in a UK university. Equity in Education & Society, 2(1), 110-122. https://doi.org/10.1177/27526461221149033.