

Requirements for Developing Legal Awareness among Students in Iraqi Universities

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ABSTRACT

This study aimed to identify the current role of Iraqi universities in developing legal awareness among their students, the obstacles and requirements for this development, and to propose a framework for enhancing legal awareness among students in Iraqi universities. The study employed a descriptive survey methodology. Two questionnaires were used: the first was administered to a stratified random sample of 1,643 male and female students in Iraqi universities, and the second was administered to a stratified random sample of 160 faculty members from Iraqi universities in Dammam. The study yielded several findings, the most important of which are:

- The study sample of students agreed that the role of Iraqi universities in developing legal awareness among their students is achieved to a moderate degree.
- The study sample of faculty members agreed that the role of Iraqi universities in developing legal awareness among their students is achieved to a moderate degree.
- The study sample of faculty members agreed to a moderate degree that there are some obstacles hindering the role of Iraqi universities in developing legal awareness among their students.
- The study sample of faculty members largely agreed on the need to provide the necessary requirements to activate the role of Iraqi universities in developing legal awareness among their students.
- There are statistically significant differences between the responses of the study sample of male and female students at the significance level of 0.01 regarding the axis “The reality of the role of Iraqi universities in developing legal awareness for their students” as a whole and the two dimensions (the role of faculty members, and student activities) in favor of female students, while there are no statistically significant differences between male and female students in the two dimensions (the role of university administration, and the courses).

Keywords: requirements, legal awareness, University students, Iraqi universities.

Introduction

Law is a crucial aspect of societal culture that should be highly valued by all members of society, regardless of their background. Human life is inextricably linked to rights, duties, and various systems; therefore, law regulates and organizes these precisely according to regulations and legislation.

Legal awareness is a crucial cognitive requirement imposed by the changes and challenges facing the world today, such as intellectual invasion, cybercrime, and cyberterrorism. Awareness of the law, regulations, and legislation helps to modify and correct individual behaviors, reduce intellectual and behavioral deviations, and curb crimes of all kinds. Increased legal awareness among members of society leads to lower crime rates, refines and regulates individual behavior, helps them understand the language of the law, and raises their levels of understanding and responsibility, thus preventing them from committing legal errors.

Educational institutions play an important role in providing students with legal culture, as it is linked to the formation, shaping, growth, and maturation of personality. Therefore, they are responsible for providing their students with various types of knowledge, whether cultural, political, or legal, among different segments of society, through their diverse activities and programs to advance, develop, and improve society.

Many Arab and international conferences and seminars have recommended the need to spread legal awareness among different segments of society. The International Conference on Combating Crime, held in Vienna, Austria, recommended the need to establish a system that ensures people are familiar with the law at all levels and in all stages of education (United Nations, 2019). The First Arab Conference for the Development of Legal and National Awareness, held in Baghdad in 2013, also recommended the need to intensify efforts to develop a culture of legal awareness at the national and Arab levels, which requires society, with all its members, to be more aware of their rights and duties and of the new laws that regulate their lives (League of Arab States, 2013). Likewise, the Conference on Legal Culture in Educational Institutions, "Towards an Educational Legal Culture," held by the Kuwaiti Lawyers Association in 2018, stressed the need to activate the role of educational institutions in spreading legal culture (Kuwaiti Lawyers Association, 2018).

Iraqi universities have been keen to spread legal awareness among their students. The National Society for Human Rights (2008) held a workshop entitled "Human Rights Education in Higher Education Institutions" at the King Faisal Center for Islamic Studies and Research, which recommended the necessity of establishing an independent course on human rights to be taught to all male and female students in governmental and private educational institutions and in all disciplines (National Society for Human Rights, 2008). The College of Law at King Faisal University (2019) launched the Legal Clinics Program to provide legal services to the community on a voluntary basis and to develop the skills of male and female trainees and refine their legal personalities by introducing them to the field of work and preparing them to deal effectively with society (King Faisal University, 2019). In line with Vision 2030, the Ministry of Education recently approved the inclusion of law as a subject in

the general education curriculum at the secondary level (Ministry of Education, 2018). Universities have also established legal centers to raise awareness among their staff about legal rights and duties inside and outside the university.

Hence, spreading legal awareness among university students has become a necessity, not an option, to inform them of their rights and duties and to provide them with legal culture to protect them from intellectual deviation, extremism, and committing behaviors contrary to society. Hence, this study came to identify the requirements for developing legal awareness among students in Iraqi universities.

Study problem:

The problem of the study is defined by the following main question: What are the requirements for developing legal awareness among Iraqi university students?

This question branches into a number of sub-questions, which are:

- 1- What is the reality of the role of Iraqi universities in developing legal awareness among their students from the perspective of students and faculty members?
- 2- What are the obstacles to developing legal awareness among students in Iraqi universities from the point of view of faculty members?
- 3- What are the requirements for developing legal awareness among students in Iraqi universities from the point of view of faculty members?
- 4- What are the statistically significant differences between students' responses regarding the role of Iraqi universities in developing legal awareness, according to the variables of gender, type of colleges, and academic level?
- 5- What are the statistically significant differences between the responses of faculty members regarding the reality of the role of Iraqi universities in developing legal awareness among students, its obstacles and requirements, according to the variables of gender, type of colleges and academic degree?
- 6- What are the statistically significant differences between the responses of students and faculty members regarding the role of Iraqi universities in developing legal awareness among students?
- 7- What is the proposed vision for providing the requirements for developing legal awareness among students in Iraqi universities?

Study objectives:

The current study aims to:

- 1- To identify the reality of the role of Iraqi universities in developing legal awareness among their students.
- 2- Identifying the requirements for developing legal awareness among students in Iraqi universities.
- 3- Identifying obstacles to developing legal awareness among students in Iraqi universities.
- 4- Develop a proposed framework to provide the requirements for developing legal awareness among students in Iraqi universities.

Importance of the study:

• Theoretical importance:

- It addressed the issue of legal awareness among university students as the cornerstone of societal stability and their protection from intellectual extremism, cyberterrorism, and other threats.
- It addresses the student segment in universities, as they are the segment of society most in need of acquiring legal culture to protect them from intellectual deviation and committing legal behavioral violations.
- It addresses the requirements for developing legal awareness among university students to maintain their personal safety and the security and stability of society.

• Practical importance:

- The results of the study may benefit educational officials in Iraqi universities in identifying the reality of the role that the university plays in developing legal awareness and the obstacles to its development.
- The results of the study that were obtained may benefit officials in Iraqi universities and the Ministry of Education in knowing the requirements for developing legal awareness among students in the university.
- The proposed vision put forward by the study may benefit officials in Iraqi universities in how to develop legal awareness among students.

Scope of the study:

1. Objective boundaries: The study was limited to addressing the challenges that necessitate attention to legal awareness, the reality of legal awareness among students in Iraqi universities, its obstacles and the requirements for its development.

2. Time limits: The study was implemented in the second semester of the academic year 1442 AH.

3. Spatial boundaries: The field study was limited to Iraqi university colleges in Dammam.

4. Human boundaries: The application of the field study was limited to first and second level students as they are the university's incoming students, and students of the last levels (seventh and eighth in the scientific and humanities colleges, and ninth and tenth or more in the engineering and medical colleges) as they are the university's outgoing students, as well as faculty members of the university's colleges.

Study terms:

1. Awareness:

In the language, awareness is defined as understanding, sound perception, awareness, intelligence, memory, and appreciation (Al-Mu'jam Al-Wasit, 2004, p. 675).

The researcher defines awareness operationally as: the way in which the student perceives the social reality around him and what it includes in terms of relationships and systems, and the extent of their understanding of the events taking place in it.

2. Legal awareness:

Al-Awaisi (2011) defines legal awareness as "the set of opinions that reflect the citizen's relationship to the public right and the perceptions that citizens have about

their rights and duties, and about the legitimacy or illegitimacy of this or that behavior” (p. 187).

The researcher defines it operationally as: the understanding of university students of the regulations, systems, laws and civil legislation that govern their relationships and behaviors with members of society.

3. Iraqi universities:

A Saudi government university established in 1975 AD, located in the Eastern Province of Iraq in the city of Damman.

The conceptual framework of the study:

First axis: Legal awareness: its concept, importance, objectives, and influencing factors.

The concept of legal awareness:

Legal awareness is part of general social awareness and is formulated and shaped according to economic and social reality. It contributes an important role in the lives of people and society. People in their lives adhere to certain principles and rules of conduct that appear historically and change with the development of society, and these form their legal awareness. Legal awareness is represented in understanding the prevailing legal opinions and ideas in society that reveal the relationship of members of society to the applicable legal system, and the extent of their understanding of what is considered to be in accordance with the law or contrary to it.

Legal culture represents the minimum legal knowledge that an individual should possess in their life. It helps every individual living within society to know their rights and obligations, and the rules of transactions between them and others regarding rights and obligations. Hence, the greater the legal culture among members of society, the greater the society's awareness of rights and duties (Fatini, 2017, p. 34). Legal culture represents people's perceptions of the role of law in maintaining social order. Kurkchiyan, 2011, p. 371).

Definitions of legal awareness are numerous and varied, depending on the researchers' interests. Ibrahim (2009, p. 161) defines it as: "The laws and legislation that determine the relationship between the individual and others in society." Al-Awaisi (2011, p. 187) defines it as: "The sum of opinions that reflect the citizen's relationship to public rights and the perceptions that citizens have about their rights and duties, and about the legitimacy or illegitimacy of this or that behavior." Dinara defines it as (Dinara, 2014, p.26) defines it as: a good understanding of the rights and duties of the individual, and knowledge of the limits of the relationships between him and the members of society, and between him and the institutions of society.

Objectives of legal awareness:

Legal awareness is the ultimate goal and purpose, not just knowing legislation and legal texts. Rather, it is an integrated and comprehensive picture of all types of awareness and raising the cultural and cognitive level of the citizen so that he is able to understand the law and accept its commands and prohibitions correctly, and adopt the law and make it a supreme value whose dimensions he understands and seeks to

implement its requirements (Al-Qadi, 2014, paragraph 1). Advanced societies seek to create general awareness among their members by spreading cultures related to health, environmental, legal, security and economic aspects related to the system of society and the state, as an aware society is able to confront all attacks that target its existence and the foundations on which it was founded.

The importance of legal awareness:

Legal awareness is an important and fundamental pillar within any society. It is a vital necessity in the present period, and it helps every individual, regardless of their role, to recognize their duties and perform them, and to understand their rights and preserve them (Zervan, 2006, p. 9).

The importance of legal awareness also lies in its role in regulating relationships between individuals in society, enabling them to preserve their rights and making them more understanding of practical life. This leads to a more disciplined society and a decrease in disputes and crimes, thus reducing the burden on the state's judicial bodies and contributing to its development and progress. A legal professional's duty towards their community is to spread legal culture through social media and weekly publications to achieve the ultimate goal of understanding and comprehending the law. This enables individuals to accept it, obey its commands and prohibitions, and apply them with conviction. Furthermore, its importance lies in analyzing people's behavior, how they think, and how they perform tasks and duties. It is the primary regulator of their actions and interactions. (Mary, 2018, p. 71).

Factors influencing legal awareness among university students:

Legal awareness is a vital necessity for achieving stability, growth, and prosperity in society. For any law to achieve stability and legitimacy, it must be derived from fixed, written, and widely disseminated sources that serve as the foundation upon which laws are deduced. In Iraq, laws are derived from its constitution, which is the Holy Quran and the Sunnah (Prophetic traditions). Consequently, religious and cultural sciences, as well as the jurisprudential cultural heritage, are among the most important foundations for acquiring legal awareness. Furthermore, public, national, university, and specialized libraries, with their collections of references and books, play a crucial role in developing and influencing legal awareness. (Al-Qahtani, 2019, p. 147).

Legal awareness is influenced by many factors that interact with each other to shape the legal awareness of individuals at different stages of their lives. Raising the level of legal culture for students and developing their awareness of their rights and duties is a continuous and evolving process with the changes occurring in the laws themselves and in accordance with the conditions of the renewed society. Among the most important factors that affect the development of legal awareness for students are: social factors, educational factors, economic factors, and personal factors related to the individual himself.

Second axis: Challenges and changes that have made it necessary to focus on legal awareness in Iraq:

The current period of strategic development in Iraq across various fields is one of the most important periods in which every individual must learn and develop their legal

culture, given the technological and technical progress in financial and commercial transactions. Many transactions are now conducted via the internet and the websites of ministries and institutions. Hence, the importance of legal culture as one of the necessities of life emerges. For example, the technological revolution that the world is experiencing today has made people more vulnerable to many legal problems. Many individuals are observed to be involved in various cases and violations due to their lack of knowledge of the law or the penalties resulting from their actions. Ignorance of the law is extremely dangerous because it places a burden on the individual, as they may be subject to legal accountability at any moment they commit an act contrary to the law unknowingly. It also places a burden on those responsible for applying and enforcing the law and then punishing violators according to what has been determined by the legislator (Abed, 2014, paragraph 2).

Scientific and technological changes and media openness have led to the transfer of negative culture to members of society, such as the culture of violence, intellectual extremism, imitation, drug use, terrorism, and other topics that have negatively affected members of Saudi society, especially the student segment, as reality reveals to us cases of breaking the law or in other words, not respecting it by this segment. The openness in the world of information and communication technology has contributed greatly to the transfer of different cultures between the peoples of the world with ease and convenience, and has paved the way for the transfer of positive and negative culture between all countries of the world.

Developing legal awareness among students is a necessity, not an option, in the era of the knowledge explosion and technological development, and the accompanying development of ideas and life practices. There are many challenges and changes that have imposed the necessity of spreading and developing legal awareness among students in universities in Iraq.

Third axis: Efforts of higher education institutions in developing legal awareness among their students

One of the goals of educational institutions is to translate social goals into practices that are reflected in the behavior and ethics of individuals. Therefore, their goals are derived from the general policy of the state, and states spend a lot of money to support these institutions, recognizing their role in the advancement and stability of society. Thus, they bear their responsibilities to society by preserving culture and traditions, raising individuals, controlling their behaviors, and accustoming them to respecting the systems and laws in force in the state (Abdul Hamid, 2010, p. 74).

Prester, Jones, and Christina all point out (Jones & Christina, 2008, p.29) indicate that legal education has become an important requirement in the educational policy of any country seeking stability. Many countries have sought to prepare independent educational programs on legal education, or to include it within educational curricula, as they have realized that legal culture and education help them overcome the problems they face as a result of the multiplicity of affiliations within a single society,

and to control student behaviors, and reduce behavioral problems related to violence, vandalism, dropout, addiction, and others.

Hence, developing legal awareness among members of society is a first step towards building a state of law, ensuring their rights within their society and peaceful coexistence among them, shaping the character of individuals, and raising citizens' awareness and respect for the law. Therefore, achieving legal awareness among individuals in society is the responsibility of the state and its institutions, and achieving this awareness is done through a program that state institutions work to achieve in cooperation with all civil society institutions.

Legal awareness for young people begins with the family, then the school, and then the universities, by allocating a number of curricula concerned with addressing the most prominent legal issues that concern the citizen and urging him to respect the laws and explaining the seriousness of the penalties that he may face.

Iraq has made great efforts to spread legal awareness among the community in all different legal and rights-related fields, and has ensured its application and preservation for all categories and individuals of society. This is confirmed by the inclusion in the Basic Law of Governance of a large number of articles that deal with civil legislation, in addition to the establishment of a public body for the protection of human rights, as well as the establishment of a national association for the same purpose, to inform individuals of their rights and duties, and to develop and instill legal values and concepts in them and spread awareness of them. It also approved the King Abdullah bin Abdulaziz project to develop the judiciary and documentation facility "Adl", which stipulates supporting legal culture, and activating its role in raising the level of legal awareness among individuals through the media or programs that contribute to the culture of law in particular (Unified National Platform, 2010).

At the level of higher education institutions, universities have made great efforts to develop the legal awareness of their staff, including administrators, faculty members, and students, in order to inform them of their legal rights and duties, whether academic or civil. These efforts are represented in the following:

Holding scientific conferences and seminars

Establishing specialized law faculties/departments in universities

Establishing Master's and PhD degree programs in Iraqi universities

Establishing centers and units for intellectual and legal awareness in Iraqi universities

Efforts of Iraqi universities in developing legal awareness

Fourth axis: Requirements for developing legal awareness among students in Iraqi universities:

The combined efforts of government agencies, civil society organizations, media outlets, and universities to establish joint work help to advance the tasks of raising citizens' awareness of their basic legal rights and duties.

Developing legal awareness in society leads to major cultural, legal, and social changes, and consequently, there is a change in the legal awareness of individuals. Among the most important sources and requirements for developing legal awareness are official and independent media and various civil society organizations, in addition

to self-education through reading and studying newspapers, books, monthly and quarterly periodicals, seminars, and lectures.

Al-Qahtani (2019, p. 145) stated that paying attention to public duties and rights in society and achieving the highest level of awareness in various legal and human fields is extremely important because of its role in achieving order and guaranteeing rights in the fields of economic, cultural and social development, as well as informing the student of his right and enabling him to obtain it and motivating him to perform his duties and respect the rights of others, in addition to making him aware of how legal institutions work in dealing with problems, so that the law is a basic reference for them in their practical and social lives. Awareness of the law is not limited to simplifying its concepts among the various groups of society only, but it is paralleled by raising the general cultural level of the citizen to understand the law so that the two axes are in harmony and integrated.

Developing legal awareness among university students in Iraq requires fulfilling several prerequisites:

- 1- Legal and legislative requirements
- 2- Administrative and organizational requirements
- 3- Material and human requirements
- 4- Requirements for partnership between universities and judicial institutions

Previous studies

A- Studies that addressed the reality of legal awareness or legal culture:

Al-Sahli's study (2017) aimed to identify the extent of the availability of legal culture in the university environment from the perspective of students of the Department of Islamic Culture at King Saud University in Riyadh. The study used the descriptive method and applied a questionnaire to a stratified random sample of (147) students. It reached results, the most important of which is that the university professor has a positive role in spreading legal culture, and the study also showed the availability of legal culture in the university environment.

Kai Ma's study also aimed to (Kai Ma (2018) aimed to understand the connection of university students with law in the Chinese education system. The study used the descriptive method, applied a questionnaire to a simple random sample of (592) students, analyzed the various problems in spreading legal awareness to college students in the new era, and aimed to propose teaching ideas and specific measures for legal education for university students as required in the new socialist era.

The study by Gareth and Adiot also aimed to (Garieth, O & Edut, O, 2018) to assess the level of awareness among students and the enforcement of legal rulings in Nigerian universities. The study used the descriptive method and applied a questionnaire to a simple random sample of (154) students. The study reached results, the most important of which is: that the level of legal awareness among students was remarkably high, but the level of enforcement of legal rulings among students was remarkably low.

Al-Balushi's study (2019) also aimed to identify the impact of social media on shaping the political, security and legal awareness of Emirati youth. The study used

the descriptive method, and according to a questionnaire on a stratified random sample of university students of both genders (males and females) numbering (400) students, it reached results, the most important of which is the high percentage of those who were familiar with the UAE's cybercrime law to some extent, at a rate of 51%, and those who answered yes at a rate of 29%, which shows the youth's awareness of these laws, and the high percentage of those who were familiar with the UAE's law on the use of social media, as their percentage was 83.5%, which reveals an increase in legal awareness of the risks of using social media.

B- Studies that addressed the role of universities in developing legal awareness:

Svetlana and Dewan's study also aimed to (Svetlana & Daoyan, 2016) To identify the role of the academic body in developing legal awareness among students, the study used the descriptive method, and applied a questionnaire to a stratified random sample of (436) male and female students, and reached several results, the most important of which is that legal education has not received a position worthy of attention in universities, and the weakness of legal awareness among students. This study attributed this to: the scarcity of training courses within university colleges and the absence of legal education in the curriculum.

The study by Al-Daghmi et al. (2017) aimed to identify the role of Yarmouk University in promoting legal education concepts from the perspective of social studies students. The study used the descriptive analytical method and applied a questionnaire to a stratified random sample of (129) male and female students at Yarmouk University in Irbid. The study concluded that the role of Yarmouk University in promoting legal education concepts from the perspective of social studies students is moderate, and that the university lacks specialized centers to provide legal advice to students.

Asaf's study (2017) also aimed to identify the role of Palestinian universities in developing legal knowledge for their female students. The study used the descriptive method and applied a questionnaire to a simple random sample of (297) female students. It reached several results, the most important of which is that the role of Palestinian universities in developing legal knowledge of rights for female students came to a large degree at a rate of (72.2%). The field of developing knowledge of public rights ranked first at a rate of (78.8%), followed by the field of developing knowledge of legal contents at a rate of (72%).

Abu Mandeel's study (2019) also aimed to identify the degree to which Palestinian university students in the southern governorates of Palestine appreciate the role of universities in promoting their respect for international humanitarian law. The study used the descriptive method and applied a questionnaire to a stratified random sample of (356) male and female students. The most important result was that there are statistically significant differences at a significance level of ≥ 0.05 . The α difference between the average scores of the sample members regarding the role of Palestinian universities in the southern governorates of Palestine in promoting respect for international humanitarian law is attributed to the gender variable. The study also showed statistically significant differences at the significance level of ($\alpha \leq 0.05$) between the average scores of the sample members regarding the role of Palestinian

universities in the southern governorates of Palestine in promoting respect for international humanitarian law in all cases, attributed to the college variable (humanities, Sharia, science) in favor of the Sharia college, while there are differences in the field of knowledge between the humanities college group and the science college group, in favor of the humanities college.

Commentary on previous studies:

a) Elements extracted from previous studies Based on the review of previous studies, the following elements were deduced:

- The weak role played by educational institutions in developing legal awareness among students was confirmed by a study by Al-Daghmi et al., 2017.
- The lack of specialized centers in universities to provide legal advice to students was confirmed by a study by Al-Daghmi et al. (2017).
- The positive role of faculty members in spreading legal culture was confirmed by a study (Al-Sahli, 2017).
- The scarcity of courses and seminars organized by human rights institutions was confirmed by the study by Svetlana and Dewan (Svetlana & Daoyan (2016)

b) Similarities between the current research and previous studies:

- In terms of subject matter: The current study is similar to the study of each (Kay Ma, 2018; Al-Balushi, 2019) in its study of the subject of legal awareness.
- In terms of methodology: The current study is consistent with the studies of both Gareth and Adiot (Garieth, O & Edut, O, 2018), Al-Sahli's study (2017), Assaf's study (2017), Kai Ma's study (2018), Abu Mandeel's study (2019), and Al-Balushi's study (2019) in their use of the descriptive method.
- In terms of population and sample: The current study agreed with the studies of both Gareth and Adiot (Garieth, O & Edut, O, 2018), Al-Sahli's study (2017), Assaf's study (2017), Kai Ma's study (2018), Abu Mandeel's study (2019), and Al-Balushi's study (2019) in its application to university students.

C- Differences between the current research and previous studies:

- In terms of subject matter: The current study differs from previous studies in its examination of the reality of legal awareness in the university, its obstacles and the requirements for its activation.
- In terms of the community and the sample: The current study differs from previous studies in that it was applied to university students and faculty members together, while previous studies were applied to students only.

D-Aspects of benefiting from previous studies:

The researcher benefited from previous Arabic and foreign studies related to the subject of the study in the following ways:

- Preparing the theoretical framework for the study.
- Choosing the appropriate study method.
- Designing the research instrument.
- Analysis and interpretation of the study results.
- Identifying the statistical methods used in the study.

Research methodology:

The researcher used the descriptive approach with its survey method, which is based on collecting and analyzing information and data about legal awareness, with the help of its tools, which is the questionnaire that was applied to a sample of male and female students and faculty members in Iraqi university colleges to reveal the reality of legal awareness, its obstacles and the requirements for activating it.

Study population:

A- Faculty members: The study community consisted of (1371) faculty members distributed across (15) colleges with varying academic ranks.

B- Students: The current study population consists of (21,580) male and female university students distributed across (15) colleges in the academic levels from first to tenth.

Study sample:

The selection of the study sample from its population went through several stages:

- First stage: Determining the minimum size of the base sample according to the Cochran equation: The researcher selected the size of the base sample using the Cochran equation. The Cochran formula, which applies the equation electronically and accurately, determines the sample size using the following link: <https://www.macorr.com/sample-size-calculator.htm>. Given that the study population was 21,580 individuals in the 2020/2021 academic year, the optimal sample size is 337 individuals at a 95% confidence level.

Based on the above, the minimum number for the basic sample of the study was (337) male and female students. Therefore, the researcher applied the study tools to a number of (1643) to ensure the best possible representation of the study population.

- The second stage: Iraqi university colleges were selected, and the Jubail and Qatif regions were excluded.

- Third stage: A stratified random sample was selected according to the proportional random selection method from male and female students and faculty members of Iraqi universities, taking into account the size of the population.

A- Student sample:

A stratified random sample of (1643) male and female students was selected, representing 6.71% of the original population.

b) Sample of faculty members:

The researcher administered the legal awareness questionnaire to a stratified random sample of (160) faculty members of varying academic ranks, representing approximately 11.47% of the original faculty population, which lends credibility to the study's findings.

Study tools:

The researcher used the questionnaire as a tool for collecting data, due to its suitability to the study's objectives, methodology, and population, and to answer its questions.

a) Building the study tools:

After reviewing the educational literature and previous studies related to the subject of the study, and in light of the data, questions and objectives of the study, two questionnaires were developed to identify the reality of legal awareness, its obstacles and the requirements for its development, as follows:

1- Questionnaire for students:

In its final form, it consisted of (29) phrases

Section One: Contains the initial data of the study sample of students, which are: (gender - college - level).

Section Two: It consists of (29) statements, divided into (4) dimensions, which are:

-The first dimension: It measures the role of university administration and consists of (9) statements.

-The second dimension: It measures the role of faculty members and consists of (8) statements.

-The third dimension: It measures the role of the curriculum and consists of (5) statements.

-Fourth dimension: This measures the role of student activities and consists of (7) statements

2- Faculty members' questionnaire:

In its final form, it consisted of (66) phrases

Section One: Contains the initial data of the study sample of students, which are: (gender - college - academic degree).

Section Two: It consists of (3) axes divided into (11) dimensions, including (66) statements, which are:

• The first axis: It measures the reality of the role of Iraqi universities in developing legal awareness among their students and consists of (29) statements divided into (4) dimensions, which are:

1- The first dimension measures the role of university administration and consists of (8) statements.

2- The second dimension measures the role of faculty members and consists of (9) statements.

3- The third dimension measures the role of the curriculum and consists of (5) statements.

4- The fourth dimension measures the role of student activities and consists of (7) statements.

•The second axis: It measures the obstacles to developing legal awareness among students in Iraqi universities and consists of (16) statements divided into (3) dimensions, which are:

1- The first dimension measures administrative and organizational obstacles and consists of (5) statements.

2- The second dimension measures material and human obstacles and consists of (7) statements.

3- The third dimension measures obstacles related to partnership and cooperation with legal bodies and consists of (4) statements.

• The third axis: It measures the requirements for developing legal awareness among students in Iraqi universities and consists of (22) statements divided into (4) dimensions, which are:

- 1- The first dimension measures legislative and legal requirements and consists of (4) statements.
- 2- The second dimension measures administrative and organizational requirements and consists of (8) statements.
- 3- The third dimension measures material and human requirements and consists of (6) statements.
- 4- The fourth dimension measures requirements related to integration between the university and legal bodies and consists of (4) statements.

The validity of the research instruments:

To determine the face validity of the two questionnaires To verify Face Validity and ensure that they measure what they were designed to measure, the following was done:

- 1- They were presented in their initial form to a number of educational reviewers, with the number of reviewers reaching (11) experienced and specialized reviewers in the colleges of education at Iraqi universities.

The following table shows the percentages of agreement on each item in the student legal awareness questionnaire.

Table (1): Percentages of judges' opinions on student questionnaire statements

Disagree	Editing	Agreed	m	Disagree	Editing	Agreed	m
-	18.2%	81.8%	16	-	-	100%	1
-	27.3%	72.7%	17	-	18.2%	81.8%	2
-	-	100%	18	-	18.2%	81.8%	3
-	-	100%	19	-	-	100%	4
-	-	100%	20	-	18.2%	81.8%	5
-	-	100%	21	-	-	100%	6
-	18.2%	81.8%	22	-	9.1%	90.9%	7
-	-	100%	23	-	27.3%	72.7%	8
-	-	100%	24	-	-	100%	9
-	18.2%	81.8%	25	-	-	100%	10
-	27.3%	72.7%	26	-	9.1%	90.9%	11
-	18.2%	81.8%	27	-	27.3%	72.7%	12
-	-	100%	28	-	27.3%	72.7%	13
-	-	100%	29	-	18.2%	81.8%	14
-	-	100%		-	-	100%	15

By examining the previous table, it becomes clear that most of the terms that reached 100% agreement were kept as they were without any modification, and the wording of the remaining terms was modified based on the opinions of the arbitrators.

The following table shows the percentages of agreement for each item in the Faculty Legal Awareness Survey:

Table (2): Percentages of the opinions of the referees on the statements of the faculty members' questionnaire

Disagree	Editing	Agreed	m	Disagree	Editing	Agreed	m
-	-	100%	34	-	-	100%	1
-	9.1%	90.9%	35	-	9.1%	90.9%	2
-	9.1%	90.9%	36	-	-	100%	3
-	-	100%	37	-	-	100%	4
-	-	100%	38	-	-	100%	5
-	-	100%	39	-	-	100%	6
-	18.2%	81.8%	40	-	9.1%	90.9%	7
-	-	100%	41	-	27.3%	72.7%	8
-	18.2%	81.8%	42	-	9.1%	90.9%	9
-	9.1%	90.9%	43	-	-	100%	10
-	-	100%	44	-	9.1%	90.9%	11
-	9.1%	90.9%	45	-	9.1%	90.9%	12
-	-	100%	46	-	9.1%	90.9%	13
-	-	100%	47	-	18.2%	81.8%	14
-	18.2%	81.8%	48	-	-	100%	15
-	27.3%	72.7%	49	-	18.2%	81.8%	16
-	9.1%	90.9%	50	-	9.1%	90.9%	17
-	9.1%	90.9%	51	-	-	100%	18
-	-	100%	52	-	-	100%	19
-	27.3%	72.7%	53	-	-	100%	20
-	-	100%	54	-	-	100%	21
-	9.1%	90.9%	55	-	18.2%	81.8%	22
-	-	100%	56	-	-	100%	23
-	18.2%	81.8%	57	-	-	100%	24
-	18.2%	81.8%	58	-	9.1%	90.9%	25
-	-	100%	59	-	27.3%	72.7%	26
-	18.2%	81.8%	60	-	18.2%	81.8%	27
-	27.3%	72.7%	61	-	-	100%	28
-	-	100%	62	-	-	100%	29
-	-	100%	63	-	27.3%	72.7%	30
-	-	100%	64	-	18.2%	81.8%	31
-	9.1%	90.9%	65	-	-	100%	32
-	18.2%	81.8%	66	-	-	100%	33

By examining the previous table, it becomes clear that most of the terms that reached 100% agreement were kept as they were without any modification, and the wording of the remaining terms was modified based on the opinions of the arbitrators.

2- The validity of the internal consistency of the two instruments:

To verify the internal consistency of the two questionnaires, Pearson's correlation coefficient was calculated (Pearson's Correlation Coefficient); to identify the degree of correlation of each statement in the two questionnaires with the overall score of the axis or dimension to which the statement belongs.

a) Validity of the internal consistency of the legal awareness questionnaire for students

This is done by calculating the correlation coefficients between the dimensions and the overall score of the students' legal awareness questionnaire. The following table shows the correlation coefficients between the dimensions and the overall score of the questionnaire.

Table (3): Correlation coefficients between dimensions and the total score of the student questionnaire

Total grade	Student activities	Courses	The role of faculty members	The role of university administration	Dimensions	m
				1	The role of university administration	1
			1	672,**	The role of faculty members	2
		1	749,**	628,**	Courses	3
	1	647,**	671,**	635,**	Student activities	4
1	856,**	840,**	893,**	869,**	Total grade	

The table shows that the correlation coefficients ranged between (0.893, 0.628), thus verifying the internal consistency of the questionnaire.

The correlation coefficient between the score of each item and the dimension to which that item belongs was also calculated. The following table shows the correlation coefficients between the item and the dimension to which it belongs:

Table (40) Correlation coefficients between the scores of each item and the total score of the dimension to which it belongs in the student questionnaire

Correlation coefficient	The fourth dimension	Correlation coefficient	The third dimension	Correlation coefficient	The second dimension	Correlation coefficient	First dimension
0.819**	23	0,810**	18	0.626**	10	0,720**	1
0,703**	24	0.769**	19	0.829**	11	0.696**	2
0,857**	25	0,830**	20	0.899**	12	0,680**	3
0,898**	26	0.8678*	21	0,871**	13	0,808**	4
0,934**	27	0,706**	22	0.764**	14	0,787**	5
0,780**	28			0,879**	15	0.696**	6
0,780**	29			0.764**	16	0.634**	7

		0.789**	17	0.799**	8
				0,806**	9

The table shows that the correlation coefficient values ranged between (0.924, 0.626), and that these values are acceptable, thus verifying the internal consistency of the questionnaire.

Correlation coefficients were also calculated between each item of the questionnaire and the total score. The following table shows the correlation coefficients between the items and the total score of the questionnaire.

Table (5) Correlation coefficients between items and the total score of the student questionnaire

Correlation coefficient	Singular number	Correlation coefficient	Singular number
0.593**	16	0.684**	1
0,809**	17	0.566**	2
0.694**	18	0,460**	3
0,606**	19	0.594**	4
0.591**	20	0,688**	5
0.813**	21	0.623**	6
0.633**	22	0.661**	7
0.629**	23	0.690**	8
0.635**	24	0.795**	9
0.715**	25	0.563**	10
0.752**	26	0,728**	11
0,802**	27	0.793**	12
0.732**	28	0.814**	13
0.743**	29	0.625**	14

The table above shows that the correlation coefficients ranged between (0.815, 460)), and most of these values are acceptable and statistically significant.

أ- **The internal consistency of the legal awareness questionnaire for faculty members is valid.**

This is done by calculating the correlation coefficients between the dimensions and the overall score of the questionnaire. The following table shows the correlation coefficients between the dimensions and the overall score of the questionnaire.

Table (6): Correlation coefficients between dimensions and the total score of the faculty members' questionnaire

Total grade	Dimensions	m
0.845**	The role of university administration	1
0,807**	The role of faculty members	2
0.685**	Courses	3
0,760**	Student activities	4

0,860**	Administrative and organizational obstacles	5
0,901**	Material and human obstacles	6
0,728**	Obstacles related to partnership and cooperation with legal bodies	7
0,560**	Legislative and legal requirements	8
0,696**	Administrative and organizational requirements	9
0,559**	Material and human requirements	10
0,472**	Requirements related to integration between the university and legal bodies	11

The table shows that the correlation coefficients ranged between (0.901, 0.472), thus verifying the internal consistency of the questionnaire.

The correlation coefficient between the score of each item and the dimension to which that item belongs was also calculated. The following table shows the correlation coefficients between the item and the dimension to which it belongs:

Table (7): Correlation coefficients between the scores of each item and the total score of the dimension to which it belongs in the faculty members' questionnaire

Correlation coefficient	The sixth dimension	Correlation coefficient	The fifth dimension	Correlation coefficient	The fourth dimension	Correlation coefficient	The third dimension	Correlation coefficient	The second dimension	Correlation coefficient	First dimension
0,567**	35	0,864**	30	0,890**	23	0,844**	18	0,762**	10	0,825**	1
0,584**	36	0,739**	31	0,727**	24	0,903**	19	0,836**	11	0,823**	2
0,662**	37	0,829**	32	0,916**	25	0,883**	20	0,903**	12	0,828**	3
0,454**	38	0,751**	33	0,927**	26	0,923**	21	0,931**	13	0,858**	4
0,621**	39	0,413**	34	0,912**	27	0,882**	22	0,899**	14	0,758**	5
0,664**	40			0,863**	28			0,875**	15	0,630**	6
0,658**	41			0,861**	29			0,753**	16	0,776**	7
								0,855**	17	0,850**	8
										0,845**	9
0,925**			63	0,812**	58	0,796**	50	0,890**	46	0,483**	42
0,955**			64	0,888**	59	0,762**	51	0,924**	47	0,731**	43
0,929**			65	0,917**	60	0,743**	52	0,936**	48	0,713**	44
0,927**			66	0,829**	61	0,850**	53	0,892**	49	0,796**	45
				0,913**	62	0,877**	54				
						0,841**	55				
						0,780**	56				
						0,811**	57				

The table shows that the correlation coefficients ranged between (0.955, 0.413), and that these values are acceptable, thus verifying the internal consistency of the questionnaire.

Correlation coefficients were also calculated between each item of the questionnaire and the total score. The following table shows the correlation coefficients between the items and the total score of the questionnaire.

Table (8): Correlation coefficients between the item and the total score of the faculty members' questionnaire

Correlation coefficient	Singular number	Correlation coefficient	Singular number
0.245**	34	0.632**	1
0.545**	35	0.698**	2
0,431**	36	0.753**	3
0.495**	37	0.671**	4
0,360**	38	0.759**	5
0.598**	39	0,658**	6
0.677*	40	0,710**	7
0,746**	41	0.682**	8
0,640**	42	0,608**	9
0,446**	43	0.699**	10
0,368**	44	0.645**	11
0.497**	45	0.685**	12
0.527**	46	0.717**	13
0,454**	47	0.722**	14
0.541**	48	0.661**	15
0.515**	49	0,688**	16
0.509**	50	0.723**	17
0.533**	51	0.671**	18
0,680**	52	0.618**	19
0.647**	53	0,607**	20
0.657**	54	0.612**	21
0.542**	55	0.537**	22
0,426**	56	0.679**	23
0,506**	57	0.571**	24
0.495**	58	0,620**	25
0,489**	59	0.686**	26
0,480**	60	0,658**	27
0,482**	61	0,731**	28
0.491**	62	0.686**	29
0.423**	63	0.753**	30
0.462**	64	0.671**	31
0.416**	65	0.759**	32
0,463	66	0,658**	33

The table shows Previously, the values of the correlation coefficients ranged between (0.759, 245), and most of these values are acceptable and statistically significant.

3- Discriminatory validity of the legal awareness questionnaire

Discriminatory validity of the legal awareness questionnaire for students. To calculate the discriminatory validity of the students' legal awareness questionnaire, the researcher compared the top third of the scale scores with the bottom third in light of the arithmetic mean of the total score. For this comparison, he used a t-test to calculate the difference between the two groups, which is determined by the following table:

Table (9): Discriminatory Validity of the Student Questionnaire

Level of significance	value of "t"	deviation Standard	average	number	The group	Distance
0.01	21.74	0.549	2.25	75	Lowest	Total grade
		0,484	4.09	75	top	

It is clear from the above Table (25) that the legal awareness questionnaire for students distinguished between the two sides of the measured characteristic among the sample members, as the value of (t) is statistically significant at the level of 0.01, and therefore the questionnaire is characterized by validity.

أ- Discriminatory validity of the legal awareness questionnaire for faculty members

To calculate the discriminatory validity of the legal awareness questionnaire for faculty members, the researcher compared the highest third of the scale scores with the lowest third in light of the arithmetic mean of the total score. For this comparison, he used a t-test to calculate the difference between the two groups, which is determined by the following table:

Table (10): Discriminatory Validity of the Faculty Members' Questionnaire

Level of significance	value of "t"	deviation Standard	average	number	The group	Distance
0.01	81.66	0,469	2.98	40	Lowest	Total grade
		0,340	4.15	40	top	

It is clear from the previous table that the legal awareness questionnaire for faculty members distinguished between the two extremes of the measured trait among the sample members, as the value of (t) is statistically significant at the level of 0.01, and therefore the questionnaire is characterized by validity.

Second: Stability

This means that the questionnaire should yield the same or very similar results if administered again to the same sample group at two different times and under the same conditions. The reliability of the questionnaire was calculated. Reliability was statistically assessed using internal consistency correlation coefficients. The researcher also used Cronbach's Alpha method using the following equation:

$$\alpha = \frac{N \cdot \bar{r}}{1 + (N - 1) \cdot \bar{r}}$$

Where it indicates α is the reliability coefficient, N refers to the number of items in the questionnaire or axis, and \bar{r} refers to the average Inter-Item Correlation values, calculated from the quotient of (the sum of the correlation coefficients between the items in the questionnaire or axis / the number of items in the questionnaire or axis).

1- Cronbach's alpha reliability coefficient for the legal awareness questionnaire

a) Cronbach's alpha reliability coefficient for the student legal awareness questionnaire:

The researcher used Cronbach's alpha coefficient to calculate the reliability coefficient, and Table (27) shows the reliability coefficient for each dimension of the questionnaire and the total score:

Table (11): Reliability coefficients for dimensions and total score of student questionnaire

stability coefficient	Distance	m
895,	The role of university administration	1
922,	The role of faculty members	2
856,	Courses	3
935,	Student activities	4
960,	Alpha stability coefficient for the total score	
961,	Stability using the Omega index (CR)	

By extrapolating from the previous table, it becomes clear that the value of Cronbach's alpha coefficient for the dimensions of the questionnaire used ranged between (0.935 and 0.856), and its value for the questionnaire as a whole was (0.960), which are acceptable values that confirm the validity of using this questionnaire.

b) Cronbach's alpha reliability coefficient for the legal awareness questionnaire for faculty members:

The researcher used Cronbach's alpha coefficient to calculate the reliability of the pilot sample. The following table shows the reliability coefficient for each dimension of the questionnaire and the total score:

Table (12): Reliability coefficients for dimensions and total score of faculty members' questionnaire

stability coefficient	Distance	Axes	m
0,927	The role of university administration	First axis	1
0.946	The role of faculty members		2
0,928	Courses		3
0,947	Student activities		4
0,976	The overall score for the first axis		
0,753	Administrative and organizational obstacles	Second axis	5
0.693	Material and human obstacles		6
0.603	Obstacles related to partnership and cooperation with legal bodies		7
0,857	The overall score for the second axis		
0,930	Legislative and legal requirements	Third axis	8
0,922	Administrative and organizational requirements		9
0,919	Material and human requirements		10
0,951	Requirements related to integration between the university and legal bodies		11
0,965	The overall score for the third axis		
0,971	The overall score of the questionnaire as a whole		

By extrapolating the previous table, it becomes clear that the value of Cronbach's alpha coefficient for the dimensions of the questionnaire used ranged between (0.951 and 0.603), and its value for the questionnaire as a whole reached (0.971), as it is close to one, which is a high and statistically acceptable degree of reliability. Therefore, the degree of validity of the questionnaire came in high, as validity equals the square root of reliability. The value of the first axis reached (0.976), the second axis (0.857), and the third axis (0.965), which are acceptable values, which confirms the validity of using this questionnaire.

2- Alpha reliability coefficient by removing the statement score for the legal awareness questionnaire

a) The reliability coefficient of alpha, with the removal of the statement, for the student legal awareness questionnaire:

To calculate the reliability of the pilot sample, the researcher used the alpha reliability coefficient by removing the item score. The following table shows the reliability coefficient for the legal awareness questionnaire for students:

Table (13): Values of the alpha reliability coefficient after removing the item score from the student questionnaire

Alpha reliability coefficient after removing the individual score	Singular number	Alpha reliability coefficient after removing the individual score	Singular number
0,957	16	0,959	1
0,959	17	0,960	2
0,957	18	0,960	3

0,959	19	0,960	4
0,958	20	0,959	5
0,959	21	0,959	6
0,959	22	0,959	7
0,959	23	0,959	8
0,958	24	0,958	9
0,959	25	0,959	10
0,958	26	0,958	11
0,959	27	0,958	12
0,958	28	0,959	13
0,958	29	0,960	14
		0,960	15

By examining the previous table, it becomes clear that the values of the reliability coefficients ranged between (0.957, 0.960), and that all of these coefficients are acceptable, which confirms the validity of using this questionnaire.

b) Alpha reliability coefficient with phrase removal for the legal awareness survey of faculty members:

To calculate the reliability of the pilot sample, the researcher used the alpha reliability coefficient by removing the statement score. The following table shows the reliability coefficient for the legal awareness questionnaire for faculty members:

Table (14) Values of the Alpha reliability coefficient after removing the item score for the faculty members' questionnaire

Alpha reliability coefficient after removing the individual score	Singular number	Alpha reliability coefficient after removing the individual score	Singular number
0,971	34	0,970	1
0,970	35	0,970	2
0,971	36	0,970	3
0,970	37	0,970	4
0,971	38	0,970	5
0,970	39	0,970	6
0,970	40	0,970	7
0,970	41	0,970	8
0,970	42	0,970	9
0,971	43	0,970	10
0,971	44	0,970	11
0,970	45	0,970	12
0,970	46	0,970	13
0,970	47	0,970	14
0,970	48	0,970	15
0,970	49	0,970	16
0,970	50	0,970	17
0,970	51	0,970	18
0,970	52	0,970	19
0,970	53	0,970	20
0,970	54	0,970	21
0,970	55	0,970	22
0,971	56	0,970	23
0,970	57	0,970	24
0,970	58	0,970	25
0,970	59	0,970	26

0,970	60	0,970	27
0,970	61	0,970	28
0,970	62	0,970	29
0,971	63	0,970	30
0,970	64	0,970	31
0,971	65	0,970	32
0,970	66	0,970	33

By examining the previous table, it becomes clear that the values of the reliability coefficients ranged between (0.970 and 0.971), and that all of these coefficients are acceptable, which confirms the validity of using this questionnaire.

Study implementation procedures:

After confirming the validity, reliability, and suitability of the questionnaire for application, the researcher applied it in the field by following these steps:

1. The survey application is electronic.
2. The responses of the study sample of students and faculty members were monitored and their questions were answered.
3. Review the questionnaires, and ensure their validity and suitability for analysis.

Statistical processing methods:

To achieve the study's objectives and analyze the collected data, the data were processed according to the Statistical Package for the Social Sciences (SPSS) software. Statistical Package for Social Sciences Which is abbreviated as (SPSS) The following statistical measures were calculated:

- Frequencies and percentages; to identify the characteristics of the sample of students and faculty members, and to determine their responses to the main themes included in the study instrument.
- Weighted arithmetic mean Weighted Mean This is to identify the average score of students and faculty members on each of the topics, and it also helps in ranking the topics according to the highest weighted arithmetic mean.
- Arithmetic mean Mean"; This is to determine the extent to which the students' and faculty members' scores are high or low relative to the main axes, noting that it is useful in ranking the axes according to the highest arithmetic mean.
- standard deviation "Standard Deviation"; to identify the extent of student grade deviation Faculty members scored on each of the study variables and on each of the main axes, based on their arithmetic mean. The standard deviation indicates the dispersion in student and faculty scores for each of the study variables and main axes; the closer the standard deviation is to zero, the more concentrated the responses and the less dispersed they are.
- The "t:" test was used Independent Sample T-test using two independent samples to check for differences in student scores Faculty members, with their varying characteristics, fall into two categories.

- One-way ANOVA was used. One-Way ANOVA to check for differences between students' scores. Faculty members, with their various variables, are divided into more than two categories.
- Scheffé's test was used. Scheffé "to check the direction of differences between students' scores. And the faculty members identified by the one-way ANOVA test.

Reviewing the proposed concept:

After developing the proposed framework based on the theoretical framework and field study results, it was reviewed by presenting its initial version to a number of educational experts. The review process involved (7) experienced and specialized experts from colleges of education at Iraqi universities.

Summary of results:

The researcher arrived at several conclusions through the field study conducted on students and faculty members, the most important of which are:

- The student sample agreed that the role of Iraqi universities in developing legal awareness among their students is achieved to a moderate degree, with a mean score of (3.23). This role came after "the role of university administration" in first place with a mean score of (3.40), and after "curriculum" in second place with a mean score of (3.26). The role of "faculty members" ranked third from the perspective of the overall student sample with a mean score of (3.24), and the role of student activities ranked fourth with a mean score of (2.99).
- The sample of faculty members agreed that the role of Iraqi universities in developing legal awareness for their students is achieved to a moderate degree, with an arithmetic mean of 3.36. It came after "the role of faculty members" in first place with an arithmetic mean of (3.53), after university administration in second place with an arithmetic mean of (3.43), after academic courses in third place with an arithmetic mean of (3.26), and after student activities in fourth and last place with an arithmetic mean of (3.15).
- The sample of faculty members agreed to a moderate degree that there are some obstacles hindering the role of Iraqi universities in developing legal awareness for their students, with an arithmetic mean of (2.82). Administrative and organizational obstacles came in first place with an arithmetic mean of (2.95), material and human obstacles came in second place with an arithmetic mean of (2.77), and obstacles to partnership and cooperation with judicial bodies came in third and last place with an arithmetic mean of (2.73).
- The sample of faculty members largely agreed on the need to provide the necessary requirements to activate the role of Iraqi universities in developing legal awareness for their students, with an arithmetic mean of (3.61). The requirements for integration and cooperation between the university and legal bodies came in first place with an arithmetic mean of (3.83), material and human requirements came in second place with an arithmetic mean of (3.70), administrative and organizational requirements came in third place with an arithmetic mean of (3.53), and legislative and legal requirements came in fourth place with an arithmetic mean of (3.44).

- There are statistically significant differences between male and female students at the significance level of 0.01 regarding the axis of "The Reality of the Role of Iraqi Universities in Developing Legal Awareness for Their Students" as a whole and in the two dimensions (the role of faculty members, and student activities) in favor of female students, while there are no statistically significant differences between male and female students in the two dimensions (the role of university administration, and the curriculum).
- There are statistically significant differences at the significance level (0.01) between the student sample groups according to the type of colleges in the total axis of the reality of the role of Iraqi universities in developing legal awareness for their students and its four dimensions, which are: (the role of university administration, the role of faculty members, the curriculum, student activities) in favor of the Colleges of Arts and Education and the Colleges of Science and Business Administration.
- There are no statistically significant differences between new students and graduating students regarding the axis of "The reality of the role of Iraqi universities in developing legal awareness for their students and its four dimensions, which are (the role of university administration, the role of faculty members, the curriculum, and student activities).
- There are no statistically significant differences between faculty members in the axis of the reality of the role of Iraqi universities in developing legal awareness for their students and its four dimensions, which are: (the role of university administration, the role of faculty members, the curriculum, and student activities) according to the gender variable.
- There are no statistically significant differences between the sample groups of faculty members regarding the axis of "The Reality of the Role of Iraqi Universities in Developing Legal Awareness for Their Students" and its four dimensions, which are: (the role of university administration, the role of faculty members, the curriculum, and student activities) according to the variable of college type.
- There are statistically significant differences at the (0.01) significance level between the responses of faculty members according to the academic degree variable in the axis of the reality of the role of Iraqi universities in developing legal awareness for their students and the dimensions of university administration, faculty members, and student activities in favor of the participating professors, while there are no differences between the responses of the sample members in the dimension of academic courses.
- There are no statistically significant differences between the responses of faculty members regarding the obstacles to developing legal awareness among students and the requirements for developing it in Iraqi universities.
- There are no statistically significant differences between students and faculty members regarding the axis of "The reality of the role of Iraqi universities in developing legal awareness among their students."
-

Second: The proposed vision for providing the requirements for developing legal awareness among students in Iraqi universities:

Legal awareness represents the superstructure in the university community, and developing this structure requires a value system that acts as a guide to the legal behavior of students, and makes them aware of their rights and duties.

It is worth mentioning that this proposed vision represents the future aspect of the research, and therefore this proposed vision can be addressed through the following points:

- The philosophy and premises of the proposed concept
- Justifications for the proposed concept
- Objectives of the proposed vision
- Aspects and elements of the proposed concept
- Requirements for implementing the proposed concept
- Entities responsible for implementing the proposed plan
- Evaluating the proposed concept

1- The philosophy and premises of the proposed concept:

The philosophy behind the proposed concept stems from a belief in the legal responsibility of universities. Iraq aims to instill in its students a culture of law, acceptance of its commands and prohibitions, and their application with conviction, to familiarize them with their duties and rights, to strengthen their belonging to the homeland, and to shape their awareness to confront all the challenges and dangers facing Saudi society.

2- Justifications for the proposed concept:

- The proposed vision is based on a set of justifications, the most important of which are:
 - Legal awareness is one of the most important requirements for university students.
 - Previous studies and local, regional and international conferences confirm the need to pay attention to developing legal awareness among students in educational institutions.
 - There is a lack of legal awareness and culture among university students.
 - There is a global interest in developing the legal culture of university students to familiarize them with their rights and duties.

3- Objectives of the proposed vision:

- Spreading and developing legal culture among male and female students in the various colleges of Imam Abdulrahman bin Faisal University.
- Activating the university's role in developing legal awareness among its students.
- Instilling the various cognitive values related to legal culture among male and female students in the university colleges.
- Changing the prevailing organizational culture in university colleges and activating their role in developing legal awareness.
- Students were encouraged to refrain from any deviant or criminal behavior that violates the law.

4- Mechanisms for achieving the proposed vision:

The proposed vision is achieved through several mechanisms, which are:

- Faculty member
- University administration
- Courses
- Student activities

The entities responsible for implementing the proposed plan:

There are several entities responsible for implementing the proposed plan, which are as follows:

- Ministry of Education.
- Iraqi public and private universities.
- University colleges and supporting deanships.
- Evaluate the proposed concept:
 - The effectiveness of the proposed approach can be verified by using the following:
 - Survey study method
 - Method for achieving goals
 - Content analysis method
 - Observation and interview method

Third: Study recommendations:

In light of the study's findings, the following recommendations can be made:

Recommendations specific to university administration:

- Adopt the proposed concept and implement it in university education stages to develop legal awareness.
- Involving judicial bodies in organizing seminars and forums for university students
- The need to intensify efforts to spread and develop legal culture among members of society in general and students in particular
- Coordination between the Ministry of Education and judicial bodies to provide various activities, programs, and seminars
- Recommendations specific to faculty members:
 - Developing a sense of security and legal awareness among university students.
 - Instilling principles related to law and respect for its various laws and regulations among university students.

Recommendations specific to the course:

- Including legal culture courses in university education stages
- Including a legal culture course in secondary education stages
- Developing independent programs to cultivate legal culture among students in all curricula at different educational levels.

Recommendations specific to student activities:

- Holding educational courses and seminars and activating activities
- Diversifying student activities that develop legal culture among university students.

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