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## Social and Personal Responsibility as Determinants of Intellectual Awareness and National Belonging Among Students

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### Abstract

*The current study aimed to identify the impact of social and personal responsibility as determinants of intellectual awareness and national belonging among university students and determine the level of social and personal responsibility, intellectual awareness, and national belonging among students. The study sample consisted of 484 male and female students. The results of the study showed that the level of social responsibility among university students came with a higher degree of personal responsibility, which reached an arithmetic average of 29.8, followed by personal responsibility with an arithmetic average of 28.6. Moreover, it was also found that the field of identity and acceptance of others came with a high degree with an average of 62.1, followed by the third dimension, which was concerned with information and relationships and had an average of 61.7, and, finally, the correct understanding of Sharia, which had an average of 61.7 and finished in last place. The results also showed a statistically significant effect of both intellectual awareness and national belonging and the relationship between them, and the impact of social and personal responsibility on the dependent variables and the interaction between them was noted with a positive impact of 0.272 for social responsibility and 0.265 for personal responsibility and a statistical significance of less than 0.05 for social personality on intellectual awareness and national belonging, and the negative impact of the influential relationship between them is also evident in the sense that the greater the social responsibility of the study members, the more this reflected positively on their intellectual awareness as well as on their national affiliation. Conversely, this illustrates the varying levels of influence of predictive variables on predicted variables.*

**Keywords:** social and personal responsibility, intellectual awareness and national belonging among students

### Introduction

Awareness and social responsibility focus on interacting with others and with the natural world in respectful and caring ways, and people who possess social awareness and responsibility contribute to the well-being of their social and physical environments, as well as supporting the development of welcoming and inclusive communities in which individuals feel safe and a sense of belonging, and a conscious and socially responsible individual contributes positively to his family, community and environment, empathises with others and values their views, and solves problems peacefully. Students build and maintain diverse and positive peer and intergenerational relationships, recognise and respect the needs and feelings of others, and share their needs and feelings in appropriate ways. They modify their words and actions in order to nurture their relationships ((Wren, 2021; Haeri et al., 2022) developing students' social responsibility includes four main dimensions: knowledge, skills, values and work. Knowledge includes exposure to contemporary social issues. Civic skills include the ability to solve social problems, obtain and evaluate different sources of information and perspectives, critically analyse

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arguments, form an unbiased attitude towards social issues, and work cooperatively with others. Values consist of accepting responsibility for the actions of the individual and his community and showing empathy and tolerance. Finally, the main dimension of work involves solving a social problem through service in society. Programmes that lack one or more dimensions may lead to non-learning intrinsic outcomes (Hatcher et al., 2023). Personal responsibility helps a person to accept the fact that he is fully responsible for the actions that he performs. In most cases when making mistakes, humans tend to point fingers at other people or blame others, and personal responsibility plays a vital role in the success of many college students. Most college students find themselves unable to balance personal responsibility and success. Some students may miss classes altogether, others submit assignments late, while others stack up exams (instead of reading and comprehension). Sullivan argues that personal change requires timing (Downing, 2016) Failure to develop a particular skill, ability or practice does not mean that a person will never succeed. Personal responsibility is a person's ability to take care of themselves by maintaining health, having a healthy mind, managing their emotions, and even treating themselves with respect. Personal responsibility requires taking responsibility for one's actions and behaviour and accepting the consequences resulting from these actions. Furthermore, personal responsibility requires a person to understand that what they do affects the people around them, but taking personal responsibility is the key aspect of success. Personal responsibility in college teaches a person how to properly and effectively manage their time for future endeavours and requires a person to recognise what he wants to achieve in college and understand the need to manage their time effectively and wisely between external life and university life. Students who are aware of their learning styles benefit from material and learn better (Brown, 2009; Delgado-García et al., 2022)

Students with social skill deficits often suffer from low self-esteem, loneliness, and peer rejection. Students who have been rejected by their peers will change the way in which they interact in social situations after this rejection almost immediately, and some students know their responsibility as a university student, with teachers developing their educational skills not only because of experience but also through their students. Some students know their responsibility as university students (Lee & Carrasquillo, 2006) personal sense of deep attachment to social groups, physical spaces, and individual and collective experiences — is a basic human need that predicts many mental, physical and social outcomes, as well as economic and behavioural ones. However, differing perspectives on how to conceive, evaluate and develop belonging have hampered much-needed progress on this important and timely topic. To address these critical issues, we conducted a narrative review that summarises the current perspectives on belonging, describes a new integrative framework for understanding and studying belonging, and identifies several key avenues for future research and practice. Physical safety and well-being are closely related to the quality of human relationships and the characteristics of the social world (Allen et al., 2021). The competencies of national belonging are represented in two elements: the first from which we propose that affiliation emerges is that of competencies: possessing a set of skills and abilities (subjective and objective) necessary to communicate and experience belonging. These skills enable individuals to communicate with others, recognise their cultural background, develop a sense of identity, and connect with their place and country. Competencies enable people to ensure that their behaviour conforms to the social norms of a group, conforms to cultural values, and treats their place and land with respect. The development of social competencies is fundamental in social and emotional learning curricula and plays a crucial role in supporting positive development of young people. In turn, a deficit in social competencies can reduce the quality of relationships, social relationships, and social situations. The second element from which we suggest that belonging emerges is that of opportunities: the availability of groups, people, places, times and spaces that enable belonging to occur. The ability to communicate with others is useless if networking opportunities are not available. For example, studies of people from rural or isolated areas, first- and second-generation migrants, and refugees have found that these groups face more difficulty in managing psychological well-being, physical health,

and transitions. That belonging emanates from it is concerned with motives: the need or desire to communicate with others. A person who is motivated to belong is someone who enjoys positive interactions with others, seeks to establish personal relationships, and has positive experiences in long-term relationships, and in social situations, people who are motivated to belong actively look for similarities and things that they have in common with others. This characteristic may not always be interpreted by personality type or trait. Similarly, a person may have the motivation to connect with a place, their culture or ethnic background, or other contributors to belonging (Slavich, 2020; Baris, 2022)

Social responsibility theory is based on ethical practices in light of social responsibility theory. Before making a decision or completing a task, one must ensure that the decision or action is ethically sound, which applies especially to decisions or actions that affect others, and this theory depends on the common moral values in society as a whole: what individuals believe is right or wrong. It is the responsibility of each person to act in a way that benefits society or act morally and morally correctly, and there are several assumptions of social responsibility theory, including that each person should act individually for the good of society ((Glavas, 2016)The modern concept of “personal responsibility” consists of two threads woven together: one entails what needs to be done and the other what can be done. An individual is responsible for carrying out duties in a social system, and the ability of personal responsibility is a commitment to oneself, which means putting an end to blaming others, as well as acknowledging and accepting that “I am responsible”, and the phenomenon of widespread responsibility indicates the reduction of individual responsibility in a group when they feel part of the group. In emergency situations, for example, individuals feel minimal responsibility for responding to an incident or calling for help if they know that others are watching the situation or that they are part of a group of viewers. This type of phenomenon is present in most groups to varying degrees and can be minimised. This phenomenon tends to occur in groups with a specific number of people and when responsibility is not clearly defined. This phenomenon rarely occurs when the person is alone, and the prevalence increases in groups of three or more people ((Scott & Safdar, 2016; Sabrina, 2023)

Therefore, social responsibility and personal responsibility affect intellectual awareness and national belonging of students and contribute to creating the ability of positive interaction and purposeful behavioural practices among university students, as well as helping students to form positive relationships in the educational environment. In addition, belonging can lead to many positive life outcomes, and the feeling that one does not belong is strongly associated with a lack of meaning and purpose, an increased risk of mental and physical health problems, and a decrease in longevity. As technology has continued to evolve, the pace of life has accelerated. Traditional social values and beliefs have collapsed, and cultural and ethnic values have been threatened, making it all the more important to help people to create and maintain a basic sense of belonging. Focusing on competencies, opportunities, motivations and perceptions is a useful framework for developing strategies aimed at increasing people’s sense of belonging both individually and collectively.

## **Previous Studies**

Each ((Agustina et al., 2023) of paramount importance in creating the social and cultural conditions necessary for sustainability, and the study aims to apply university social responsibility to universities, study its impact on the social responsibility of students’ self-awareness, and build students’ awareness regarding social responsibility. The study sample consisted of 704 students from undergraduate programmes from eight different universities in Indonesia for a social responsibility test. The results of this study show that knowledge of ethics and corporate social responsibility among college students is highly valued in terms of personality. The results show the same results among students between the two university groups.

Bastos et al. (2019) (Bastos et al., 2019)contribution of the university’s social responsibility in neutralising

the factors that lead to social, economic and cultural inequality and achieving development. Exploratory research and descriptive research were conducted at two universities in southern Brazil. The study sample consisted of 1117 answers as part of the quantitative stage. The results of quantitative research showed that stakeholder perceptions showed significant differences, especially with regard to ethical and economic dimensions. As a theoretical contribution, this research presented the use of the academic model of corporate social responsibility applied to the context of Brazilian universities. As an empirical contribution, the research provided sufficient information to improve the management of social responsibility in universities, in addition to adding institutional programmes.

Francisco de Vitoria University has also developed an educational project unique in Europe that integrates social responsibility as a compulsory subject in all university courses. It has the aim of increasing the awareness of university students of commitment and social responsibility so that all individuals gain an understanding of the ideas presented and then adopt these values, make them their own, and apply them in their future careers. Our goal is to assess the impact of this education on our students. To do so, we used a valid and reliable tool, namely a personal questionnaire. The study sample consisted of 757 students to collect information at two different moments (pre-test and post-test).

One study (García-García et al., 2020) to analyse students' personal and social responsibility programmes and their families' perceptions of responsibility, positive social behaviour, empathy, violence, and levels of physical activity. The study sample consisted of 57 students and 32 of their parents. The results showed that there were statistically significant initial differences in favour of the control group regarding personal and social responsibility in comparison to the experimental group, which disappeared at the end of treatment. There was an increase in antisocial behaviour of the control group at the end of treatment. Moreover, the experimental group reinforced values in the perception of violence among students and families in comparison to the control group. These results appear to be contradictory, and may be partly due to the short-term intervention programme and the small number of sample participants.

A study carried out by (Fonseca et al., 2019) 120 students, and the results showed that the level of social responsibility and commitment among students in general was high (4.70). As for the degrees of the dimensions of the study, it should be taken into account that they came in the following order: professional practice through social commitment (4.98), personal discovery of values (4.74), criteria items (4.61), social responsibility training (4.60), and commitment to others and the environment (4.52). The study found that the students in the sample enjoyed a high level of social responsibility, taking into account the elements of advocacy, service, teamwork and influence in the immediate environment. Similarly, the results showed that commitment to others and the environment, the search for the common good, empathy, and service to others were the elements with lower values.

A study conducted by (Lio et al., 2023) among seminary students. Furthermore, it examined the relationship between self-awareness and personal responsibility. The study sample consisted of 36 students. The results of this study showed that the majority of students had an average level of self-awareness (81%) as well as personal responsibility (78%). In addition, the data showed a correlation between self-awareness and personal responsibility, with a significance level of  $.01 < .05$  and a moderate correlation score (.426). Based on these findings, a study was conducted ((سلطان، علي & فوزى، 2022)) entitled *The Culture of National Belonging among Students of the Faculties of Education at Shaqra University and its Role in Developing Awareness of Sustainable Development from Their Point of View "A Field Study"*, with the aim of identifying the level of national belonging culture among students of the Faculties of Education at Shaqra University and its role in developing awareness of sustainable development from their point of view. It used the descriptive approach and relied on a questionnaire as a tool for data collection, which consisted of two elements: the first element aimed at measuring the level of belonging culture, while the second element aimed to measure the level of awareness of

sustainable development, and the study population consisted of all male and female students of the Faculties of Education at Shaqra University, amounting to 3429 male and female students. The study was applied to a sample of 306 male and female students from Shaqra University, the results of which indicated that the level of awareness among Shaqra University students of the culture of national belonging was high, as was their awareness of sustainable development, and there was a positive relationship between awareness of the culture of national belonging and awareness of sustainable development. Additionally, there were no statistically significant differences in the responses of the study sample due to the gender variable, while there were differences attributed to the academic level variable in favour of the fourth level.

(Gregorova & Heinzova, 2019)) had the goal of studying the characteristics of measuring social and personal responsibility of university students after completing a service learning course in Slovak conditions. This study, conducted at a university in Slovakia, asked two questions: (1) Does completing a service learning course lead to changes in students' social and personal responsibility and attitudes towards community service? (2) Is there a relationship between personal and social responsibility and attitudes towards community service? Service learning and the third mission of the university are almost unknown in Slovak higher education; similarly, there are currently no relevant testing tools adapted for Slovak conditions. As a result, we adopted an external scale, namely Conrad and Hideen's (1981) Scale of Social and Personal Responsibility (SPRS). We also used qualitative research methods. Compared to the control group, service learning students scored statistically significantly higher on the post-test on social welfare, duty, responsible business performance, and subscales of global responsibility. The results of the research revealed the need for new measurement tools that take into account the specific context of the implementation of service learning in Slovakia.

A study carried out by (2021, الذحطاري & محمد) university students, clarify the role of the national affiliation programme in the intellectual recommendation system among King Faisal University students, and reveal the role of the coexistence programme in the intellectual insurance system among King Faisal University students. The study sample consisted of 861 female students, and the size of the vocabulary of the advanced studies community with the study tool was that of 156 female students, with the creative awareness programme increasing student awareness of issues that result in the results of modern scientific patents, and then enhancing the level of intellectual security, as well as enhancing the national affiliation programme by encouraging students through encouraging the intelligence of the homeland and its gains, combatting the transmission of a malicious rumour about the homeland, and spreading the spirit of its interpretation. In them, the programme promoted the rejection of extremism and intellectual intolerance among students through lectures presented by the programme, which focused on national identity, ideas of security for others, and consolidation and human relations among students, and the coexistence programme contributed to enhancing the thoughts of other students through the commitment to accepting others without paying attention to their social class, sect or union, which indicates the rejection of religious and tribal intolerance and racism among female students. There was the existence of statistically significant differences between the averages of students' responses towards the axis (the role of the national affiliation programme in the security care system) and intellectual awareness.

## **The Current Study**

Intellectual awareness is an essential attribute of mastering self-leadership, as it represents the ability to understand an individual's feelings, thoughts and actions and how they affect an individual's life. This is especially important when it comes to taking responsibility for one's life using discipline and self-control, and personal awareness and responsibility include understanding the links between personal and social behaviour and well-being. They encourage people to make constructive and ethical decisions and act on them, and people who possess personal awareness and responsibility show self-esteem, perseverance in difficult

situations, and exercise responsibility. They understand that there are consequences to their decisions and actions, and intellectual awareness is determined by the ability to recognise and understand an individual's emotions, thoughts and actions. It is an introspective process that allows us to look inwards and understand our inner workings. Self-awareness helps us to identify our strengths and weaknesses and understand how they affect our lives. It is an essential attribute in the development of self-driving skills.

The problem with the study is the nature of the influential relationship between the basic variables in the current study (social and personal responsibility as factors that determine the nature of intellectual awareness and national belonging among university students) and what the researchers observed in the results of previous studies that showed the nature of the relationship and the impact between these variables as a study (Allen et al., 2021; Bastos et al., 2019; Brown, 2009; Downing, 2016; Fonseca et al., 2019; Gregorova & Heinzova, 2019; Hatcher et al., 2023; Lee & Carrasquillo, 2006; Lio et al., 2023; Martins et al., 2015; Slavich, 2020; Wren, 2021) whose results indicated the impact of social and personal responsibility on intellectual awareness, national belonging, and the trend of national values and their promotion in society as well as its repercussions for them in society. The essence of the problem is determined in answering the basic questions of the study, namely:

**H1** *What is the level of social and personal responsibility, intellectual awareness, and national belonging among students?*

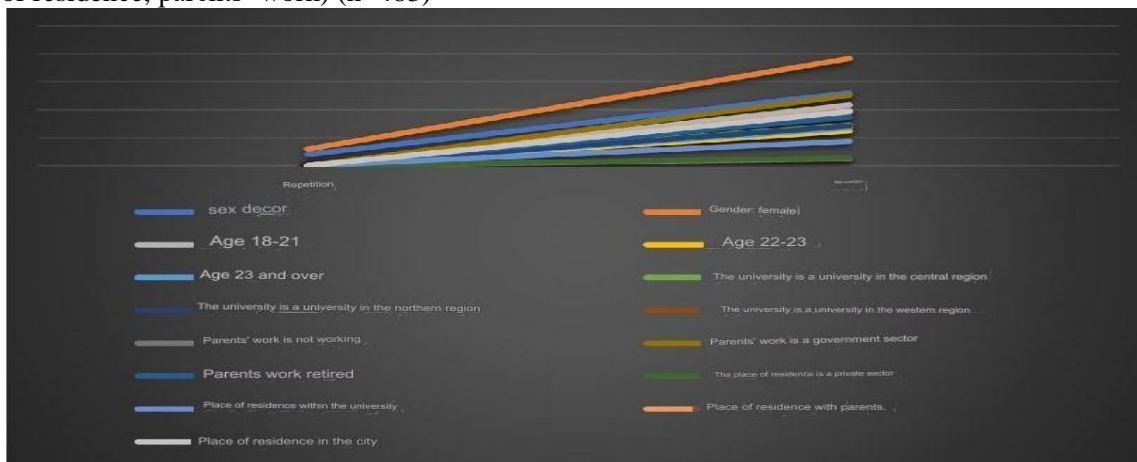
**H2** *What is the impact of social and personal responsibility on students' intellectual awareness and national belonging?*

## Materials & Methods

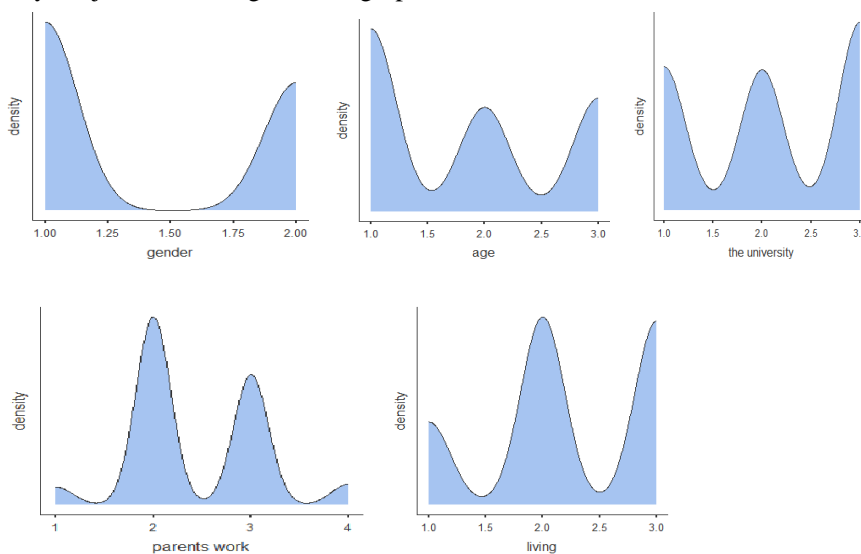
### Participants

The study population consisted of all Saudi university students enrolled in Saudi universities (the middle university, a university in the northern region, a university in the western region), and the study sample consisted of 484 male and female students enrolled in a number of these universities, who were randomly selected (in a simple, random way) and met the conditions for participation in the current study, represented as follows: 1. The respondent must be a student enrolled in one of the aforementioned universities. 2. The respondent must consent to answer the study tools. The following is the distribution of study subjects according to the demographic variables of the study, as presented in Table 1.

**Table 1.** Distribution of study subjects according to demographic variables (sex, age, university, place of residence, parents' work) (n=483)



**Figure 1:** Study subjects according to demographic variables



## Measures

To achieve the objectives of the study, the following tools were used: 1. Identification of demographic information that includes the demographic variables, 2. Social and personal responsibility, 3. Intellectual awareness scale, and 4. National affiliation scale. These tools are illustrated below.

### Social and personal responsibility scale

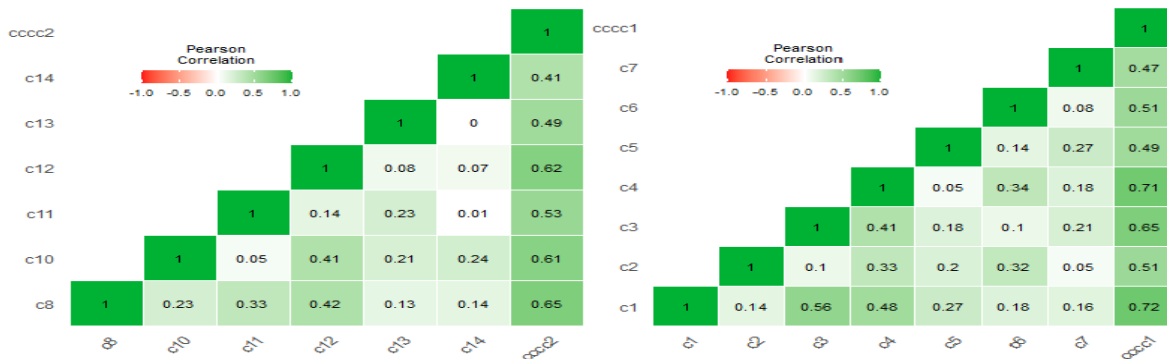
The scale used by Martins et al. (2015) was used, which consists of 14(Martins et al., 2015)self-direction (items 8 to 14). The second dimension refers to social responsibility, which reflects the responsibility required to create a positive learning environment that reflects respect and care for others (items 1 to 7). For the purposes of correcting the scale, a five-point Likert scale was used, which ranged from 1 (strongly disagree) to 5 (strongly agree). The measurement model for sample 1 does not provide evidence of suitable results for the data of the PSRQ ( $\chi^2 = 269.94$ ,  $p < .01$ ;  $\chi^2/df = 3,552$ ; PCFI = .56; PGFI = .53; CFI = .86; GFI = .87; RMSEA = .09). Both PCFI and PGFI were above the cut-off point of .60, while CFI and GFI were below .90. For the purposes of the present study, the authenticity of the tool has been verified by 1. The authenticity of the content of the tool was measured by presenting it to a group of professors specialised in Arabic and foreign languages, measurement, and psychological evaluation to verify the validity of the tool in its current form after translating and modifying the paragraphs in terms of linguistic formulation, as well as calculating the correlation coefficient (correlation matrix) as shown in Table 2.

**Table 2.** Stability of the social and personal responsibility scale

	Scale Reliability Statistics				
	Mean	SD	Cronbach's $\alpha$	McDonald's $\omega$	
Social Responsibility	6.94	1.25	0.738	0.804	
Personal Responsibility		7.35	1.22	0.704	0.763

Table 2 shows the value of the Cronbach alpha coefficient for social and personal responsibility, which amounted to 0.738 and 0.704, respectively, which are appropriate values for the current study.

**Figure 2.** Correlation matrix (social responsibility and personal responsibility)



**Intellectual awareness scale**

A prepared scale ((البلوي et al., 2019)For the purposes of correcting the scale, a five-point Likert scale was used, which ranged from 1 (strongly disagree) to 5 (strongly agree). The psychometric efficiency of the instrument was verified by presenting it to a number of arbitrators, as in Table 3.

**Table 3.** Stability coefficient of the intellectual awareness scale

	Scale Reliability Statistics			
	Mean	SD	Cronbach's α	McDonald's ω
Scale	8.05	1.11	0.743	0.934

Table 3 shows the value of the Cronbach alpha coefficient for social and personal responsibility (0.743), which is an appropriate value for the current study.

**National affiliation scale**

A scale prepared (Sadek, 2022) consisting of 40(2022, صادق) purposes of correcting the scale, a five-point Likert scale was used, which ranged from 1–5 (always, often, sometimes, rarely, never), with the highest score estimated to be 200 and the lowest degree 40. The tool producer has verified the psychometric properties, where the stability coefficient of the tool was 0.80. For the purposes of the current study, the apparent honesty has been verified by presenting the tool to a number of specialists, as in Table 4.

**Table 4.** Stability coefficient of the national affiliation scale

	Scale Reliability Statistics			
	Mean	SD	Cronbach's α	McDonald's ω
Scale	5.44	2.07	0.731	0.905

Table 4 shows the value of the Cronbach alpha coefficient for social and personal responsibility (0.731), which is an appropriate value for the current study.

**Statistical**

To verify the efficiency of the psychometric tools, a correlation matrix between the instrument's paragraphs and the basic dimensions was used, and to test the hypotheses of the study, single variance analysis was used in the form of one-way ANOVA, with moderation estimates being used to answer the



effect of independent variables on the function, as well as Toki's test for dimensional comparisons.

## Results

The level of social and personal responsibility, intellectual awareness, and national belonging among students

**Table 5.** Arithmetic averages and standard deviations of the study tools (social and personal responsibility, intellectual awareness, and national belonging among university students) (n=483)

	Descriptive	
	Social Responsibility	Personal Responsibility
Mean	29.8	28.6
Standard deviation	4.63	4.68

Table 5 clarifies that the level of social responsibility among university students came with a higher degree of personal responsibility, as it reached an arithmetic average of 29.8, followed by personal responsibility with an arithmetic average of 28.6.

	Descriptive			
	The field of identity and acceptance of others	Correct understanding of religion	Dealing with information networks and social media	Scale of intellectual awareness
Mean	62.1	61.0	61.7	185
Standard deviation	6.45	4.66	3.39	11.6

**Table 6** clarifies that the field of identity and acceptance of others came with a high degree and an average of 62.1, followed by the third dimension dealing with information and relationships, which had an average of 61.7, and, finally, the correct understanding of Sharia, which had an average of 61.7 and finished in last place.

Dimensions	Descriptive						Total degree of national affiliation	
	First	Second	Third	Fourth	Fifth	Sixth		
Mean	25.7	34.8	23.5	39.1	29.1	31.8	184	
Standard deviation	6.49	4.67	7.54	3.50	5.09	4.72	24.3	

Table 7 clarifies that the level of national belonging came with a high degree among university students, where the highest of these dimensions was the fourth dimension of national responsibility with an arithmetic average of 39.1, followed by the second dimension of joining groups with an arithmetic average of 34.8 and then the sixth dimension of preservation of public property with an arithmetic average of 31.8. The lowest of these dimensions was the third dimension of relations within the family with an average of 23.5.

### The impact of social and personal responsibility on students' intellectual awareness and national belonging

The impact of social and personal responsibility on the dependent variables (intellectual awareness and national belonging among students) was verified as follows.

First: The impact of social responsibility on intellectual awareness and national belonging and the interaction between them are shown in Table 7.6.

**Moderation Estimates**

	Estimate	HERSELF	95% Confidence Interval		With	p
			Lower	Upper		
Intellectual awareness	0.18995	0.01144	0.16661	0.21110	16.60	< .001
National affiliation	0.01275	0.01218	0.03703	0.01112	-1.05	0.295
Intellectual awareness * National affiliation	0.00338	0.00101	0.00141	0.00532	3.36	< .001

Table 8 clarifies the statistical significance of both intellectual awareness and national affiliation and the relationship between them, where it was statistically significant for the impact of social responsibility on the dependent variables and the interaction between them, and it is clear from Table 8 that there is a positive impact with a value of 0.272 and a statistical significance of less than 0.05 for social personality on intellectual awareness and national belonging. Furthermore, the negative impact of the influential relationship between them is clear, meaning the greater the social responsibility of the study members, the more this reflected positively on their intellectual awareness as well as on their national affiliation. Conversely, this shows the varying levels of influence of predictive variables on predicted variables, as in Table 7.

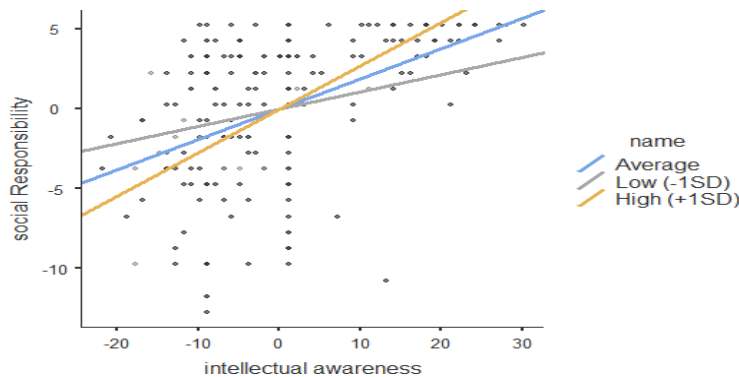
**Simple Slope Estimates**

	Estimate	HERSELF	95% Confidence Interval		With	p
			Lower	Upper		
Average	0.190	0.0123	0.1645	0.212	15.49	< .001
Low (-1SD)	0.108	0.0286	0.0493	0.161	3.77	< .001
High (+1SD)	0.272	0.0264	0.2192	0.322	10.32	< .001

**Note:** The effect of the predictor (intellectual awareness) on the dependent variable (social responsibility) at different levels of the moderator (national affiliation) is shown.

Simple Slope Plot

**Figure 3.** Nature of the impact of social responsibility on intellectual awareness and national belonging



Second: The impact of personal responsibility on intellectual awareness and national belonging and the interaction between them are presented in Table 10.

**Moderation Estimates**

	Estimate	HERSELF	95% Confidence Interval		With	p
			Lower	Upper		
Intellectual awareness	0.2482	0.01191	0.22380	0.27098	20.8389	< .001
National affiliation	-0.0235	0.00974	-0.04261	-0.00440	-2.4110	0.016

Intellectual awareness *	3.19E-5	9.07E-4	-0.00178	0.00183	0.0351	0.972
National affiliation						

Table 10 clarifies the statistical significance of both intellectual awareness and national affiliation and the relationship between them, where it was statistically significant for the impact of personal responsibility on the dependent variables, but it was not statistically significant regarding the interaction between them, and it is clear from Table 10 that there is a statistically significant positive effect with a value of 0.265 and statistical significance of less than 0.05 for personal responsibility on intellectual awareness and national belonging. Moreover, the negative impact of the influential relationship between them is evident in the sense that greater social responsibility of the members of the study reflected positively on their intellectual awareness as well as on their national affiliation, and vice versa, which is evident in the varying levels of impact of predictive variables on the predicted variables.

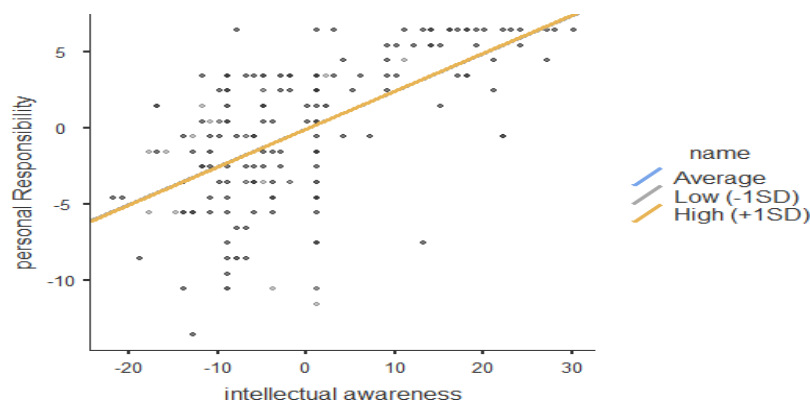
Simple Slope Estimates

	Estimate	95% Confidence Interval			With	p
		HERSELF	Lower	Upper		
Average	0.248	0.0119	0.224	0.271	20.80	<.001
Low (-1SD)	0.247	0.0235	0.200	0.293	10.54	<.001
High (+1SD)	0.249	0.0265	0.196	0.305	9.40	<.001

**Note:** The effect of the predictor (intellectual awareness) on the dependent variable (personal responsibility) at different levels of the moderator (national affiliation) is shown.

### Simple Slope Plot

**Figure 4:** Nature of the impact of personal responsibility on intellectual awareness and national belonging



From the tables above, the impact and nature of the influential relationship of both social and personal responsibility on the intellectual awareness and national belonging of university students are clear, where the results indicated the positive impact more to influence these variables of social responsibility higher and statistically significant than personal responsibility, which was also evident in the absence of an impact on the interactive relationship between the variables according to personal responsibility.

### Discussion

The results of the study showed that the level of social responsibility among university students came with a higher degree of personal responsibility, as it reached an arithmetic average of 29.8, followed by personal responsibility with an arithmetic average of 28.6, and it was also found that the field of identity and acceptance of others came with a high degree with an average of 62.1, followed by the third dimension, which concerned information and relationships, with an average of 61.7, and, finally, the correct understanding of Sharia, which had an average of 61.7 and finished in last place. The aforementioned result

is explained by the high level of social responsibility of students for a number of justifications that can be highlighted in the nature of social relations between the members of the study as well as the social skills with which students deal within the university and social activities, as well as interacting with each other. Furthermore, it can be said that the nature of the social culture prevailing in society as well as customs and traditions among them made this result logical and significant and with clear indicators, and with regard to personal responsibility after identity and the second dimension, it came with a higher degree and this corresponds to the theories of Friedman and Gohel, and theories that deal with the construction and formation of the self and of individual and collective personality, such as the theory of Carl Rogers' humanism, which emphasises the foundations and elements of self-building and the formation of individuals in different ways and work to promote. The current result may explain that the prevailing social values, religious culture, and the trend towards a proper understanding of the Islamic faith indicate that they have the need to build and form an individual personality and individual responsibility, and may explain the nature and characteristics of members of society and their individual and social sensitivity, as it imposes some individual and social restrictions on women as well as the development of their abilities and participation in a number of social responsibilities and tasks that they carry out periodically. In addition, the aforementioned results are consistent with a number of the results of previous studies showing varying levels of personal and social responsibility among study subjects (Agustina et al., 2023; Allen et al., 2021; Bastos et al., 2019; Brown, 2009; Downing, 2016; Fonseca et al., 2019; García-García et al., 2020) to the second result, it indicated the existence of a statistically significant effect of both intellectual awareness and national belonging and the relationship between them, and the impact of social and personal responsibility on the dependent variables and the interaction between them was noted with a positive effect of 0.272 for social responsibility and 0.265 for personal responsibility and with a statistical significance of less than 0.05 for social personality on intellectual awareness and national belonging, and the negative impact of the influential relationship between them is also evident in the sense that whenever the social responsibility of the study members increased, this reflected positively on their intellectual awareness as well as on their national affiliation, and vice versa, which is evident in the varying levels of impact of predictive variables on the predicted variables, and this is explained by the researchers in different aspects and in the nature of the influential relationship between the variables related to intellectual awareness and national affiliation, as well as the formation of social and personal responsibility among the study members, and agrees with a number of theories studying the nature of the influential relationship, such as the theory of social exchange, the theory of relations, sociocognitive theories, and theories concerned with the construction and formation of social and moral values in individuals, such as Kohlberg's theory (Coser, 1957; Cropanzano et al., 2017; Kemper, 1991).

## **Limitations**

The current study was limited to the study of social and personal responsibility as determinants of the awareness and national belonging of university students. The spatial dimension is determined by university students in Saudi Arabia (a university in the central region, a university in the northern region, a university in the western region), and the current study was applied during the summer semester of the academic year 1444 AH.

## **Recommendations**

In light of the results of the current study, the following recommendations are made:

1. Urging students to participate in activities and initiatives that enhance their national and intellectual awareness and national belonging in a way that serves their community and devotes them to individual and social responsibility.

2. Focusing on training university students on personal responsibility through holding training workshops and programmes that help them to develop themselves in a way that reflects on their social relations and national belonging.
3. Holding educational meetings, extracurricular activities, and training initiatives for students to enhance their skills and personal and social responsibility, reflect on their intellectual awareness and national affiliation, and enhance their personal and self-skills in a variety of ways.

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