

## NATIONAL IDENTITY AND ITS RELATIONSHIP TO SOCIAL INTEGRATION AND PERSONAL RESPONSIBILITY AMONG UNIVERSITY STUDENTS

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### Abstract

The current study aimed to reveal the relationship between national identity, social inclusion, and personal responsibility among university students and identify the differences between these variables according to a number of independent variables. The study sample consisted of 408 male and female students from a number of universities.

The results of the study show that the level of social integration, personal responsibility, and national identity was to an average degree among the target study group, and that the presence of direct impact paths was statistically significant at the level of significance (0.01) between the scale of social integration, personal responsibility, and national identity and the impact of the demographic variables of age, gender, and social media on these variables, where there was a direct positive and statistically significant effect of all variables. The coefficient of R squared was 0.058 and the value of ANOVA (f) was 8.29, which were statistically significant at <.001. Furthermore, the results show the possibility of predicting the independent variables of personal responsibility, where the value of variance (F) was 12.8, the coefficient of interpretation of variance (R squared) was 0.086, the value of variance (F) of the predictability of national identity was 2.90, and the coefficient of interpretation of variance (R squared) was 0.0211. There were differences in the study variables (social integration, personal responsibility, and national identity) for gender, age, and social media, while there were no differences according to the interaction between these variables. There were statistically significant differences for sex regarding the three study variables (social integration, personal responsibility), and there were no differences in national identity. Moreover, there were no differences in each of social integration and personal responsibility regarding the interaction of sex with age, while differences were found in national identity according to the interaction between age and gender.

**Keywords:** Social and personal responsibility. Intellectual awareness. And national belonging among students

### Introduction

University students suffer from a number of problems, including poor social integration skills and a decrease

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in their level of personal responsibility, which indicates the problems from which students suffer in a number of psychological aspects, including a weakness of personality, a low level of self-confidence, and its reflection on an individual's skills in managing life skills as well as in dealing positively with various topics, which in turn reduces their ability to participate in various events and they suffer from a sense of isolation, psychological loneliness, and social withdrawal, falling on universities to play a role in shaping and refining an individual's personality in different ways, enhancing their skills and forming their personality through participation in cultural, methodological and extracurricular activities in various fields of business and practices that they undertake.

Therefore, pride in national identity embodies meanings of loyalty, solidarity, and national unity (Hassan, 2020). Al-Aiban (2018) also added the importance of encouraging researchers to address any challenge that affects national identity and show the basic factors that contribute to strengthening national identity and enable it to face cultural and external challenges, as well as providing students with the correct concepts of national identity. Additionally, the subject of national identity is of great importance regarding the social aspect because of its direct and close relationship with the social belonging of individuals. It determines the image that it carries of itself, and is characterized by its unity that is embodied in the inner soul. Moreover, it includes the property of feeling and feeling identity, and national identity represents the imprint that distinguishes a person from others, and its effectiveness is evident whenever it is demystified without giving up its status to other fingerprints, the identity of (Al-Aklabi & Al-Lawaj, 2020). The effects of national identity of students are reflected in social integration and the extent to which a student achieves success and their goals, as a student being more integrated into the university environment often reflects on him in a way. Social integration can also be seen in how students can deal with social and cultural customs or the behavioural factors and personal characteristics of community members, including the environment and educational practices within the university and the classroom, as well as what enables them to maintain their values, social customs, national identity, personal culture, and civilization combined.

Responsibility is one of the factors that contributes to the integration of an individual's personality, as an individual who has a deep sense of responsibility is able to make their decisions without hesitation or fear of their choice because they are aware that they have a role in society and are ready to take responsibility for their choices, whatever the results, and a responsible person is described as a morally committed and reliable person in the various tasks

entrusted to them. Responsibility also appears as the style of an individual, rather than merely knowledge or imitation, or simulates a set of habits and traits (Al-Dosari, 2011). This is confirmed by the study of Abdul Rahman Samaha (2000) and the study of Rashad Abdul Aziz Moussa (2003), as referred to in the study of El-Desouky (2020), stating that responsibility is a dimension of positive behaviour, as it is a behaviour in which an individual finds in oneself a motive to carry out for the benefit of others materially or morally, and takes multiple forms that include cooperation, giving, empathy, and a sense of responsibility towards helping others. Therefore, the concept of responsibility is one of the most important concepts on which the theory of choice is based. Choice theory (by Glasser) is a theory in counseling and psychotherapy. Thus, national identity affects the social integration and personal responsibility of university students and contributes to creating the ability of positive interaction and purposeful behavioral practices, and helps students to form positive relationships in the educational environment.

### Theoretical Framework

#### First: National Identity

The concept of national identity is one of the concepts that records its permanent presence in the field of social sciences, and is one of the most common concepts in cultural and social life, but it includes a high degree of difficulty and complexity because it is very diverse in its connotations and terminology (Fatlawi, 2012). Al-Ayasrah (2019) defined it as a concept that includes all of the common characteristics and features that distinguish a person, society or homeland from others, and is the result of the interaction between a set of historical, geographical, economic and social factors. Al-Haidari (2010), as mentioned in Al-Aklabi & Al-Lawaj (2020), also believed that national identity is a safety valve that maintains unity and cohesion among the components of society in their different pluralities and affiliations, helps coexistence and social solidarity, and gives an individual balance and stability, as well as leading to authorization, coexistence and tolerance even in multi-ethnic and multicultural countries. National identity is also defined as the social bond that achieves cohesion and the unity of fabric between individuals and their homeland, as well as all national institutions and symbols that are associated with it, and is also the characteristic that distinguishes the sons of the homeland from others (Al-Mutawa and Al-Othman, 2021). Erikson (1958) saw that the process of building and forming national identity is a continuous process of excellence and crystallization of self-perception and discovery, and Erikson used the identity of the ego in exchange for identity disorder

to refer to the crisis of growth in adolescence and early youth, where its solution represents the basic requirement for the continuation of the process of normal growth during this stage as well as the turning point towards the independence necessary for proper growth in adulthood. Erickson's theory of psychosocial development is also the basis of, and central to, the spread of the use of the concept of identity, and I consider that the concept of identity develops through eight stages corresponding to eight ages in the life cycle, and if growth continues normally, a child's understanding of their identity increases at the end of each stage, as it is considered in psychosocial development to be an extension of what Freud presented about psychosexual development, but Freud focused on the growth and effectiveness of the ego, stressing the importance of emotional, social, biological and psychological aspects as determinants of growth (Al-Aklabi & Al-Luaj, 2020).

### Second: Social Integration

Social integration is the process by which an individual can adapt to the social environment in which they live by adhering to its laws and rules and absorbing the culture of society to become part of it and exercise its role effectively within the boundaries of this society. In addition, the concept of social integration is characterized by equal access to resources and rights, which can lead to positive results for physical and mental health, and the relationship between social integration and mental health is a positive relationship, meaning that the more the integration process is performed correctly, the higher the quality of an individual's mental health (Wilson & Secker, 2015). Boutros (2008) saw it as enabling an individual to adapt socially and psychologically through adherence to the ethics of society and via keeping pace with social norms and rules of social control and social change. Social integration in the field of psychology is referred to as the process of social normalization, which takes place within the framework of social relations in which an individual lives and interacts with them, whether these relationships are in the family community, amongst friends, or in large society in general, and is a prerequisite for mental health, and if an individual follows legitimate ways, it will cause them to be satisfied with themselves, as well as making their society satisfied with them (Al-Habat, 2003).

One of the characteristics of socially integrated people is an individual's sense of self-pride, strength and optimism, knowledge of the environment in its minute details, the establishment of balanced daily relationships, and the formation of positive tendencies towards them, and they will adhere to environmental laws, principles and values and possess the ability to cooperate with people to be able to meet with them within common goals that can be achieved alongside them. Furthermore, they have psychological stability, can realize the requirements of the needs of others, and can achieve these needs or at least help to achieve them and be free from their whims, personal reconciliation, and belonging to others. They have the ability of altruism and sacrifice, are characterized by their abilities to express their decisions towards themselves and others, and their qualities also include enjoying mental and physical health (Al-Hanjouri, 2021).

The interpretations of psychological theories of social integration have varied and been dealt with from multiple aspects, including Erik Eriksson's theory, where social integration is linked, from his point of view, to the concepts of sacrifice, volunteer work, and charitable activities, which are efforts that challenge and resist reality, and they work on social change and behavioral modification, and the highest degree of integration is to sacrifice all of the energy and work that an individual has to achieve the best as well as a good and more prosperous generation. This theory stems from a main principle that believes that man is a social being who lives within groups of individuals and influences them and is affected by them, and thus observes the behaviour, habits and attitudes of other individuals and learns and imitates them. A socially integrated individual has certain abilities, including the ability to see alternative points of view, awareness that their behaviour has consequences for others, and the ability to excel and transcend selfishness (Al-Janjouri, 2021). Freud, pioneer and founder of the psychoanalytic school, saw that the process of social integration is often unconscious, in which an individual is unaware of the real causes of many of the behaviour that they perform, as a socially adapted individual is one who can satisfy the requirements necessary for them by socially acceptable means and methods (Abdellatif, 2017).

### Third: Personal Responsibility

Personal responsibility is one of the aspects of human existence and a manifestation of mental health. An individual who bears personal responsibility is a person who does not suffer from mental disorders, adapts to himself and others, and a sense of personal responsibility reduces an individual's belief in luck and dependence and instils in them efficiency, maturity, conscious will, and setting objective goals and achieving them. Al-Dosari (2011) defined it as satisfying an individual for their needs while not depriving others of the opportunities to satisfy their needs in various fields as well as fields that include the individual themselves, families, friends, neighbors and communities at all levels. As defined by Klaser, referred to in Al-Dhahabi and

Al-Zuhairi (2019) B, it is the ability to achieve the needs of an individual in a way that does not deprive others of their abilities to achieve their needs and rights, and a responsible person is an individually independent person who has an underlying sense of their ability to determine what they want from life and satisfy their needs and goals in responsible ways. Ahmed (2014) also defined it as a sense of duty and self-commitment as well as voluntary commitment to an individual, including their actions and their awareness of them, being fully aware of and carrying out all of the tasks assigned to them alone. Al-Rahamna and Al-Safafa (2023) also defined it as self-awareness, vigilance of conscience, and recognition of the work of an individual. As defined by Al-Lihyani and Al-Ghamdi (2011), personal responsibility means an individual's awareness of their duties towards themselves, and then their behaviour that reflects that responsible awareness in order to preserve and develop themselves.

Personal responsibility increases the level of self-efficacy of individuals and their personal control over themselves, and it is clear that an individual, through their personal responsibility, realizes their needs and works to satisfy them, leading to a high level of self-esteem of the individual, which is one of the characteristics of a successful and independent personality. Additionally, a person who feels personal responsibility always tends to help others and provide them with a helping hand, which leads to strengthening their relationship with members of society, and developing a sense of responsibility in students through dialogue and discussion, instilling self-confidence without excess, and promoting the values of self-accountability without blame or reproach will satisfy their psychological, social and educational needs (Al-Rahamna and Al-Safafa, 2023).

### Previous Studies

Abdul Rasoul (2007) conducted a study to identify the relationship between religious awareness, personal responsibility, and social responsibility, as well as the differences between male and female students regarding religious awareness, personal responsibility, and social responsibility. The study sample consisted of 264 male and female students enrolled in the third year of the Faculty of Education in Sohag, including 140 male and female students and 124 female students, the results of which indicated that female students tend to commit more, there are no differences between male and female students with regard to personal responsibility, there is a statistically significant correlation between apparent religious awareness and personal responsibility, and there is a statistically significant correlation between essential religious awareness and personal and social responsibility.

The study of Al-Namlah (2016) aimed to identify the role of the Deanship of Preparatory Programs at Imam Mohammad Ibn Saud Islamic University in building the national identity of its students as well as differences according to the two variables of gender and educational path. The study sample consisted of 500 male and female students. The results showed the role of the Deanship of Preparatory Programs in building the national identity of its students, where the axis of the value of belonging finished in first place, followed in order by the value of rights and duties and the value of participation. The results indicated that there were no differences between the members of the study sample regarding the role of the Deanship of Preparatory Programs in building national identity due to the variables of gender and educational path.

Al-Shadouh (2016) conducted a study aimed at identifying the degree of contribution of the Deanship of Student Affairs at Jerash University to the development and strengthening of the national identity of students from the students' point of view, as well as its relationship with some variables (gender, academic level, and specialization). The study sample comprised 250 male and female students. The results of the study showed that students' estimates of the role of the Deanship of Student Affairs at Jerash University in developing and strengthening the national identity of students were to an average degree, and the results showed that there were statistically significant differences concerning the role of the Deanship in developing and strengthening national identity attributed to the impact of gender (in favour of males) and the impact of academic level (in favour of second-year students or above), and the results showed that there were no statistically significant differences due to the impact of specialization.

The study of Al-Aklabi & Al-Lawaj (2017) also aimed to know the effectiveness of a proposed training programme in promoting Islamic values and national identity among students of the University of Bisha in light of the Kingdom's Vision 2030. The study sample consisted of 88 male and female students. The results of the research showed that there were statistically significant differences between the averages of the experimental group scores and the average scores of the control group following the application of the training programme in favor of the experimental group (male and female students), while there were no statistically significant differences between the average scores of the experimental group following the application of the proposed training programme in the dependency application.

Mabrouk's study (2018) also aimed to know the role of Imam Abdulrahman

Bin Faisal University administration in developing the values of citizenship and community participation among students, as well as differences in the values of citizenship and community participation. The study sample consisted of 590 male and female students. The results of the study indicated a high general level of citizenship and community participation among students at the university, and that loyalty to citizenship achieved the highest values of citizenship, followed by commitment to community standards and then a sense of moral responsibility towards society, and there were no fundamental differences in the level of citizenship. In general, attributed to the specialization or community standards of young people at the university, the study found that girls are more committed to the values of society than are young people, and also found that graduates are more committed than newcomers to community standards. Moreover, there were no significant differences attributed to the variables of the study with regard to the sense of moral responsibility towards society, and the results of the study showed a positive and statistically significant correlation between the role played by the university and the values of citizenship and community participation among young males and females at Imam Abdulrahman Bin Faisal University.

Al-Saif's study (2018) also sought to identify the role of local and Gulf government schools and satellite channels in strengthening the Saudi national identity, which applied to university graduates in the first and second year enrolled in the Higher Institute for Security Studies in Riyadh, totaling 760 graduates. The results of the study indicated that sources of basic education in Saudi society (schools and media) are effective in building a national personality, and the study also made suggestions to support national security, which will directly reflect on psychological and social security in general.

Miguel, Luis, Lourdes & Eugenio (2017) conducted a study to reveal the extent to which an intervention programme affects student performance and has positive effects on social and personal responsibility. The study sample consisted of 271 students from the first and second years of secondary education (12-14 years). The experimental group consisted of 132 students, while 139 students formed the control group. The results showed that the performance of the experimental group students was much better than the performance of the control group students. In addition, the theme of social responsibility seems to be associated with commitment, self-discipline, and perseverance. In terms of sex, males appear to score higher in the factors of good behaviour, friendliness, and order. Furthermore, there is the existence of a positive relationship between the trends of social responsibility and parenting in an open communication style.

The study conducted by Bugdayci (2019) aimed to identify the levels of social and personal responsibility skills of secondary school students. The study sample consisted of 602 male and female students, the results of which indicated that there are high levels of social responsibility skills, as well as statistically significant differences at the level of significance (0.05) or below it, between students' skills attributed to the variable of gender (in favour of female students) and the existence of differences in students' skills due to the variable of grade (in favor of the fifth and sixth grades compared to the seventh and eighth grades).

Courel (2019) conducted a study that aimed to classify a random sample of adolescents according to their violent and athletic attitudes to determine the impact of levels of personal and social responsibility on them. The study sample consisted of 595 adolescents. The results of the study indicated the negative impact of aggression on obedience and social behaviours during the school stages, but sportsmanship mitigated this negative impact. The highest level of personal and social responsibility came from athletic and violent teenagers. Hadi (2018) conducted a study aimed at identifying university integration, knowing the differences between males and females in the variable of university integration, and identifying future anxiety among students of the College of Education. The study sample consisted of 400 male and female students, the results of which indicated that there is a weak relationship between university integration and future anxiety, and that there are statistically significant differences in university integration and future anxiety attributed to the variable of gender (in favour of males).

Al-Najjar (2019) also conducted a study aimed at revealing the relationship between mental alertness and both the need for knowledge and academic inclusion among graduate students at the College of Education, as well as the possibility of predicting academic integration through mental alertness. The study sample consisted of 296 male and female students. The results of the study indicated that there is a significant and positive correlation between the dimensions of the mental and the total degree of the variable itself and each of some dimensions of the need for knowledge and its total degree, as well as some dimensions of academic integration and its total degree. The results also indicated that there is no effect of the impact of gender on the dimensions of academic integration and the total degree of academic integration.

Al-Jubaili (2020) also conducted a study aimed at revealing the levels of school integration and emotional intelligence and showing whether there are

differences in the level of school integration according to emotional intelligence, gender, and type of education among a sample of secondary school students in Al-Ahsa Governorate (Saudi Arabia). The study sample consisted of 429 male and female students. The results of the study indicated that students have an average level of school integration on the scale of school integration as a whole and its sub-dimensions. In addition, there are statistically significant differences in the level of school integration as a whole due to gender and in favour of females, and there are differences in school integration as a whole due to the type of secondary education, and the study recommended the need to adopt methods and methods of teaching as well as systematic and extracurricular activities that will enhance opportunities for school integration and develop students' emotional intelligence.

The study undertaken by García, Sánchez, Pedreño & Valenzuela (2020) aimed to analyse students' personal and social responsibility programme and their families' perceptions of responsibility, positive social behaviour, empathy, violence, and levels of physical activity. The study sample consisted of 57 physical education students, including 32 of their parents, in an experimental group and a control group. The most important results indicate that there are statistically significant initial differences in the control group's interest in personal and social responsibility in comparison to the experimental group, which decreased at the end of treatment. An increase in antisocial behaviours of the control group was observed at the end of treatment. The experimental group also reinforced values in the perception of violence in students and families in comparison to the control group. These results appear to be contradictory, perhaps partly due to the short-term intervention programme and the small number of participants in the sample.

Al-Saed's study (2021) aimed to enhance the level of social responsibility among graduate students by designing a proposed programme and demonstrating its effectiveness in that. The study sample consisted of 30 students, and the results indicated the effectiveness of the programme in developing the level of social responsibility among graduate students as well as the absence of differences in the results of the experimental group between the dimensional and ancillary applications, which led to the effectiveness of the programme and the survival of its impact.

The study of Malki, Al-Asmari, Abdullah, Ismail and Muhammad (2020) aimed to develop and strengthen the national identity of first-grade middle school students in the city of Taif through a training programme in English. The programme consisted of 16 sessions, with two sessions per week. The study sample consisted of 47 female students in the first grade of the intermediate stage in Taif, and the research sample was divided into two groups: an experimental group consisting of 25 students and a control group comprising 22 students aged 12 to 14 years. The national identity questionnaire (prepared by the researchers) was applied before the programme was applied to the two groups. Thereafter, the programme was applied to the experimental group only. This study follows a semi-experimental approach and produced some results, including that there are differences between the experimental and control groups in the post-application in favour of the experimental group in the degrees of national identity, and there are statistically significant differences between the average scores of the pre- and post-application in the national identity questionnaire of the experimental group.

The study of Al-Roqi and Al-Sharif (2020) aimed to know the most prominent values of national identity in light of Saudi Vision 2030 from the point of view of students of Shaqra University. The study sample consisted of 261 male and female students. The results of the study indicated that the members of the study sample fully agree on the most prominent values of national identity in light of Saudi Vision 2030 from their point of view, the existence of a positive relationship between the actual reality of the role of Shaqra University administration in promoting the values of national identity to its students in all of its dimensions, the most prominent values of national identity from their point of view, and that the most prominent proposal to improve the role of Shaqra University administration in promoting the values of national identity is to enrich university study plans with contents that promote the values of national identity.

The study of Al-Sadiq and Muhammad (2022) aimed to identify the relationship between the values of citizenship, each of the positive personality traits, and social intelligence and reveal the predictive ability of positive personality traits and social intelligence with citizenship values. The study sample consisted of 250 male and female students from the first and fourth years at the Faculty of Education in Harshada, the results of which indicated a statistically significant correlation between citizenship values, positive personality traits, and social intelligence, as well as the relative contribution of independent variables (happiness, positive thinking, emotional balance) of 50.3% in predicting citizenship among university students.

#### Materials and Methods

Participants: The study population consisted of all Saudi university students

(Central University, University in the Northern Region, University in the Western Region), and the study sample consisted of 408 male and female students enrolled in a number of these universities, who were randomly selected (in a simple random way) by answering an electronic link (Google Forms) and who met the conditions for participation in the current study, which were as follows: 1. The respondent must be a student enrolled in one of the aforementioned universities. 2. The respondent's consent to answer the study tools. The following is the distribution of the study subjects according to the demographic study variables, according to (Figure 1).

**Measures**

**Social Integration Scale:** prepared before atrophy and betrayal (2020) and consisting of 49 items distributed on three dimensions: the first dimension: the academic field consists of 1-20 items; the second dimension: the social field consists of 21-33 items; the third dimension: the emotional field consists of 34-49. For the purposes of correcting the scale, a five-point Likert scale was used, which ranged from 1 (Applies to me to a small degree) to 5 (Applies to me very much). In addition, for the purposes of the present study, the validity of the tool was verified through the following: the content of the tool was validated by presenting it to a group of specialized professors and a number of arbitrators, as well as calculating the stability coefficient of the social integration scale, which amounted to 0.82, with McDonald's coefficient of stability ( $\omega$ ) being 0.88, which are appropriate values.

**Personal Responsibility Scale:** prepared by Al-Rahamna & Al-Safafa (for 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 tool was verified by presenting it to a number of arbitrators, as well as calculating the coefficient of stability of the personal responsibility scale, which amounted to 0.72, with McDonald's coefficient of stability ( $\omega$ ) being 0.85, which are appropriate values.

**National Identity Scale:** prepared by Khatatbeh & Al-Dosari (2023) and consisting of 24 items. The tool was prepared to verify the psychometric properties of the tool by calculating the correlation coefficients, which ranged from 0.782-0.853. For correcting the scale, a five-point Likert was used, which ranged from 1 (Not very applicable) to 5 (Very applicable). The psychometric efficiency of the instrument was verified by presenting it to a number of specialists, as well as calculating the stability coefficient of the national affiliation scale, which

amounted to 0.75, with McDonald's stability coefficient ( $\omega$ ) being 0.95, which are appropriate values.

**Results**

**First: The level of social integration, the level of personal responsibility, and the national identity of university students'**

**Second: Influential paths between social integration and personal responsibility to strengthen the national identity of university students** Figure 2, 3

It is clear from Table 2 that there are no direct impact paths statistically significant at the level of significance (0.05) between means of communication, personal responsibility, social integration, age, and gender, while it is clear that there are direct and statistically significant impact paths between the independent variables on the variables. The value of ANOVA (f) was statistically significant and amounted to 8.29 and the coefficient of R squared was 0.058. Table 3 shows the effect of independent variables in predicting social integration. The results indicated the inability to predict social integration through age as well as the possibility of predicting statistical significance between gender, social media, and social integration. It is clear from Table that there is statistical significance on all tracks and it is also clear that the value of R squared (0.058) and the value of ANOVA (f) (8.29) have statistical significance (<.001), with the table showing the effect of variables and the value of t and its statistical significance (Table 3).

**Dependent variable: personal responsibility scale**

Table 4, 5 shows the influence of independent variables (age, gender, social media) in predicting social inclusion, and the value of variance (ANOVA)

**Dependent variable: national identity scale**

Table 6, 7 shows the effect of independent variables (age, gender, social media) in predicting social inclusion, and the value of variance (ANOVA) Table 8-10

**Third: Differences between social integration, personal responsibility, and national identity according to the interaction between independent variables (age, gender, social media)**

It is clear from Table 11 that there are statistically significant differences



Figure 1. Shows the study subjects according to demographic variables.

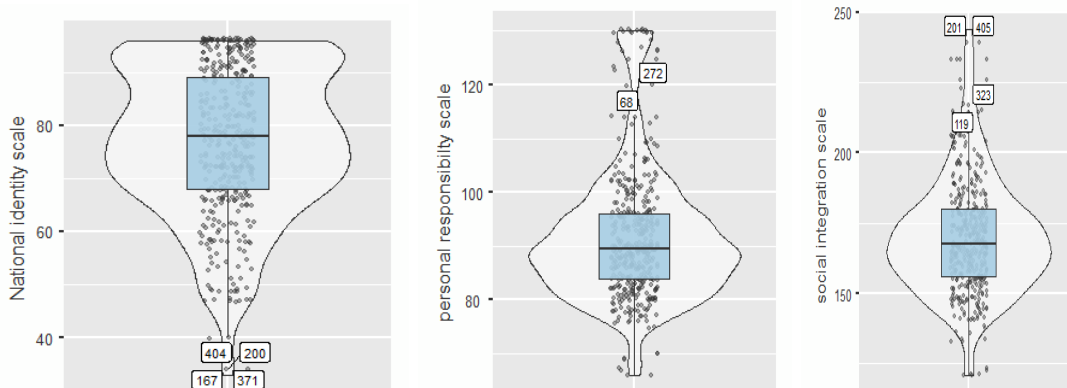
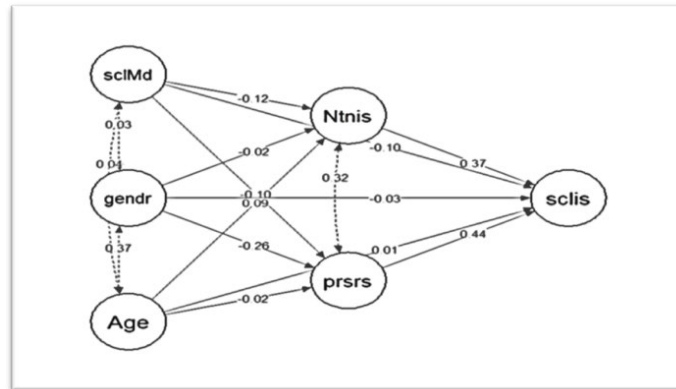


Figure 2. Shows the level of social integration, personal responsibility, and national identity.



**Figure 3.** Shows the existence of statistically significant direct impact pathways at the level of significance (0.01) between the scale of social inclusion, personal responsibility, and national identity and the impact of the demographic variables of age, gender, and social media on these variables, where there was a positive and statistically significant direct effect of all variables and it is clear that all variables are in an influential relationship with one another; therefore,

**Table 1.** Shows the arithmetic averages and standard deviations of the study variables.

	National identity scale	Personal responsibility scale	Social integration scale
Mean	76.7	92	170
Median	78	89.5	168
Standard deviation	14.2	12.7	21.2

**Table 2** shows standard and non-standard regression weights and their significance levels for the direct effects of study variables.

Type	Effect	Estimate	Herself	B	With	p
Indirect	Age ⇒ personal responsibility scale ⇒ social integration scale	0.35	0.794	-0.0099	0.441	0.659
	Age ⇒ national identity scale ⇒ social integration scale	1.194	0.7017	0.03388	1.701	0.089
	Gender ⇒ personal responsibility scale ⇒ social integration scale	5.119	1.0913	-0.1165	4.691	<.001
	Gender ⇒ national identity scale ⇒ social integration scale	0.321	0.8611	-0.0073	0.373	0.709
	Social media ⇒ personal responsibility scale ⇒ social integration scale	0.951	0.451	-0.0449	2.109	0.035
	Social media ⇒ national identity scale ⇒ social integration scale	0.947	0.3977	-0.0447	2.381	0.017
Component	Age ⇒ personal responsibility scale	0.476	1.0791	-0.0225	0.441	0.659
	Personal responsibility scale ⇒ social integration scale	0.735	0.0664	0.44099	11.069	<.001
	Age ⇒ national identity scale	2.16	1.2494	0.09138	1.729	0.084
	National identity scale ⇒ social integration scale	0.553	0.0574	0.37075	9.635	<.001
	Gender ⇒ personal responsibility scale	6.963	1.3444	-0.2643	5.179	<.001
	Gender ⇒ national identity scale	0.581	1.5567	-0.0197	0.373	0.709
Direct	Age ⇒ social integration scale	0.29	1.3798	0.00823	0.21	0.833
	Gender ⇒ social integration scale	1.14	1.7696	-0.026	0.644	0.519
	Social media ⇒ social integration scale	2.181	0.7737	-0.1029	2.819	0.005
	Social media ⇒ national identity scale	1.713	0.6972	-0.1205	2.457	0.014
Total	Age ⇒ social integration scale	1.134	1.8296	0.03218	0.62	0.535
	Gender ⇒ social integration scale	6.581	2.2795	-0.1498	2.887	0.004
	Social media ⇒ social integration scale	4.079	1.021	-0.1924	3.995	<.001

**Table 3.** Shows the influence of independent variables (age, gender, social media) in predicting social inclusion.

Names	Effect	Estimate	Herself	B	df	t	p
Age	Age	1.13	1.84	0.0322	404	0.618	0.537
Gender	Gender	6.58	2.29	-0.1498	404	2.876	0.004
Social media	Social media	4.08	1.02	-0.1924	404	3.98	<.001

for sex regarding the three study variables (social integration, personal responsibility), there are no differences for national identity, there are no differences according to age for all study variables, there are no differences for means of communication regarding the three study variables, and there are no differences in each of social integration and personal responsibility for the interaction of sex with age, while differences were found in national identity depending on the interaction between age and gender. Finally, the results of the study show that there are differences between the three study variables according to the interaction between gender, age, and social media.

**Discussion**

The results of the study show that the level of social integration, personal

**Table 4.** shows the possibility of predicting the independent variables of personal responsibility, where the value of variance (F) is 12.8 and the variance interpretation coefficient (R squared) is 0.086, and Table 5 shows regression coefficients and the value of t for each of age, sex, and social media, which were statistically significant with the exception of age, demonstrating the predictability of personal responsibility through sex and social media.

R squared	F	df1	df2	p
0.0869	12.8	3	404	<.001

**Table 5.** Shows regression coefficients and the value of t for age, gender, and social media for personal liability.

Names	Effect	Estimate	Herself	B	df	t	p
Age	Age	-0.476	1.084	-0.0225	404	-0.439	0.661
Gender	Gender	-6.963	1.351	-0.2643	404	-5.153	<.001
Social media	Social media	-1.293	0.605	-0.1017	404	-2.137	0.033

**Table 6.** shows the possibility of predicting the independent variables of national identity, where the value of variance (F) was 2.90 and the coefficient of interpretation of variance (R squared) was 0.0211, and Table 7 shows regression coefficients and the value of t for each of age, gender, and social media, which were statistically significant excluding age and gender, which indicates the possibility of predicting national identity through social media.

R squared	F	df1	df2	p
0.0211	2.9	3	404	0.035

**Table 7.** Shows regression coefficients and the value of t for age, gender, and social media for national identity.

Names	Effect	Estimate	Herself	B	df	t	p
Age	Age	2.16	1.256	0.0914	404	1.72	0.086
Gender	Gender	-0.581	1.564	-0.0197	404	-0.372	0.71
Social media	Social media	-1.713	0.701	-0.1205	404	-2.445	0.015

**Table 8.** Shows the influence of independent variables (age, gender, social media) in predicting social inclusion, and the value of variance (ANOVA)

Table 8 shows the possibility of predicting the independent variables of the model as a whole, where the value of variance (F) was 70.8 and the variance interpretation coefficient (R squared) was 0.468, and Table 9 shows regression coefficients and the value of t for each of age, sex, and social media, which were statistically significant excluding age, gender, and social media. This demonstrates the predictability of national identity through social inclusion and personal responsibility.

R squared	F	df1	df2	p
0.468	70.8	5	402	<.001

**Table 9.** Shows regression coefficients and the value of t for age, gender, and social media for national identity.

Names	Effect	Estimate	Herself	B	df	t	p
Personal responsibility scale	Personal responsibility scale	0.735	0.0669	0.44099	402	10.987	<.001
National identity scale	National identity scale	0.553	0.0578	0.37075	402	9.564	<.001
Age	Age	0.29	1.3901	0.00823	402	0.209	0.835
Gender	Gender	-1.14	1.7827	-0.026	402	-0.64	0.523
Social media	Social media	-2.181	0.7795	-0.1029	402	-2.798	0.005

**Table 10.** Shows that there are differences in the study variables (social inclusion, personal responsibility, and national identity) for gender, age, and social media, while there are no differences depending on the interaction between these variables, and Table 11 shows the analysis of covariance.

Variables		Value	F	df1	df2	p
Gender	Wilks' lambda	0.908	13.102	3	387	<.001
Age	Wilks' lambda	0.966	2.244	6	774	0.037
Social media	Wilks' lambda	0.909	4.189	9	942	<.001
Gender * age	Wilks' lambda	0.985	0.965	6	774	0.448
Gender * social media	Wilks' lambda	0.932	3.058	9	942	0.001
Age * social media	Wilks' lambda	0.946	1.21	18	1095	0.244
Gender * age * social media	Wilks' lambda	0.995	0.683	3	387	0.563

responsibility, and national identity was to an average degree among the target study group, and the result explains that the personal characteristics and skills possessed by university students at this stage are related to their abilities and self-skills, their ability to assume individual responsibility, and their ability of social integration and positive interaction, according to what has been indicated by many related theories, the first of which are Glaser's theory and Adler's theory. These focus on the importance of social interest among study members and the ability to build and form positive skills, with the agreement of this result with a number of previous study results, such as studies conducted by Al-Namlah (2016), Abdul Rasoul (2007), Al-Shadouh (2016) and Mabrouk (2018), all of which emphasize the role of some university programmers in developing and strengthening the skills of individuals in national identity and their role in individual responsibility and social integration in this category.

The existence of direct impact paths was statistically significant at the level of significance (0.01) between the scale of social integration, personal responsibility, and national identity and the impact of the demographic variables of age, gender, and social media on these variables, where there was a direct positive and statistically significant effect of all variables, and the coefficient of R squared was 0.058 and the value of ANOVA (f) was 8.29, which were statistically significant (<.001). In addition, the results showed the possibility of predicting independent variables of personal responsibility,

where the value of variance (F) was 12.8, the variance interpretation coefficient (R squared) was 0.086, the predictability of national identity (F) was 2.90, and the variance interpretation coefficient (R squared) was 0.0211.

This is consistent with the results of the studies of Al-Roqi & Al-Sharif (2020), Al-Sadiq and Mohammed (2022) and Al-Jubaili (2020) as well as the study of García, Sánchez, Pedreño & Valenzuela (2020), all of which confirmed the possibility of predicting independent variables with dependent variables, and some of them emphasize the influential relationship between independent variables and dependent variables, which indicates logical results because the study members' possession of a high level of personal responsibility reflects positively on social skills in general, integration, and interaction. It also demonstrates a high and acceptable level of participation in field activities and behavioral practices that express its role in balance, building and forming social relations and participation in activities that enhance their ability to participate in national activities as well as their national identity and social skills.

The logical results reached in the present study can be explained with regard to the differences in its variables, i.e. gender, age, and social media, while there are no differences according to the interaction between these variables. Moreover, there is the existence of statistically significant differences for sex regarding the three variables of the study (social integration, personal responsibility), the absence of differences in national identity, and the absence of differences in



**Table 11.** Shows the differences between social integration, personal responsibility, and national identity according to the interaction between independent and dependent variables.

	Dependent variable	Sum of squares	df	Mean square	F	p
Gender	Social integration scale	3751.6	1	3751.6	8.8126	0.003
	Personal responsibility scale	4999.7	1	4999.7	33.596	<.001
	National identity scale	10.2	1	10.2	0.0544	0.816
Age	Social integration scale	183	2	91.5	0.215	0.807
	Personal responsibility scale	63.3	2	31.7	0.2128	0.808
	National identity scale	1526.2	2	763.1	4.0826	0.018
Social media	Social integration scale	7637.6	3	2545.9	5.9804	<.001
	Personal responsibility scale	1622.9	3	541	3.6352	0.013
	National identity scale	2861.4	3	953.8	5.1029	0.002
Gender * age	Social integration scale	51.4	2	25.7	0.0604	0.941
	Personal responsibility scale	75.6	2	37.8	0.2541	0.776
	National identity scale	778	2	389	2.0813	0.126
Gender * social media	Social integration scale	3992.3	3	1330.8	3.126	0.026
	Personal responsibility scale	741.6	3	247.2	1.661	0.175
	National identity scale	2652.2	3	884.1	4.7297	0.003
Age * social media	Social integration scale	1576.9	6	262.8	0.6174	0.716
	Personal responsibility scale	371	6	61.8	0.4155	0.869
	National identity scale	1741.9	6	290.3	1.5532	0.16
Gender * age * social media	Social integration scale	241.3	1	241.3	0.5669	0.452
	Personal responsibility scale	78.7	1	78.7	0.5285	0.468
	National identity scale	58.9	1	58.9	0.315	0.575
Residuals	Social integration scale	165599	389	425.7		
	Personal responsibility scale	57890.2	389	148.8		
	National identity scale	72711	389	186.9		

each of social integration and personal responsibility regarding the interaction of sex with age, while there were differences in national identity depending on the interaction between age and sex. This is consistent with the results of studies showing differences according to what has been indicated, such as the studies of Al-Jubaili (2020), Al-Najjar (2019) and Al-Namla (2016) and the studies of Courel (2019), Bugdayci (2019), and Miguel, Luis, Lourdes & Eugenio (2017). This can be explained by the nature of the society in which the study was conducted as well as the prevailing social customs and culture that enhance social skills and social roles prevalent in males much more than in females, as well as supporting them to tackle the problems and challenges that they may face.

**Recommendations**

1. Enhance students' skills to increase their level of personal responsibility and support them with regard to social skills and social inclusion.
2. Encourage students to participate in social activities that promote national values, national identity, and belonging to them.
3. Directing decision makers and officials at the university to hold more scientific courses and seminars to educate students about the importance of national identity, interaction, social integration, and personal responsibility.

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