The Level of Social Responsibility among Najran University Students

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Abstract

This research focuses on university students as important stakeholders in the higher education system. The main objective was to assess the level of social responsibility among students at Najran University and examine whether it varies based on variables such as gender, major, GPA, and academic level. The study utilized a descriptive methodology to achieve its goals, and fieldwork was conducted through an electronic survey distributed to a group of male and female students at Najran University. A total of 319 valid questionnaires were collected, and processed using SPSS software. The study found that the level of social responsibility was high. The dimension of self and ethical commitment towards society ranked highest with an average of (2.81) and a "large" degree. Following that, the dimension of concern for others with an average of (2.75) in the second position, also with a "large" degree. The dimension of community affiliation and its values and traditions ranked last with an average of (2.57) and a "large" degree. Additionally, the study revealed statistically significant differences at a significance level of (0.05) concerning the overall level of social responsibility among Najran University students based on variables such as gender, GPA, and academic level. However, no significant differences were found based on the major variable.

Keywords: *social responsibility, university students, Najran University.*

Introduction

The interest in social responsibility has become an urgent necessity for developing individual capabilities and advancing societal progress. The cohesion and continuity of society, its ability to face cultural, intellectual, social, and economic changes, as well as protecting it from the spread of negative behaviors among its individuals, depend on fostering social responsibility. In this context, universities must work on developing the personality and skills of students, unleashing their potential, and building values of loyalty, commitment, and responsibility. This includes promoting innovation, creativity, and excellence, enabling them to effectively respond to the requirements of cultural and social changes. By enhancing their role in providing services and innovations to society, universities contribute to achieving economic and social progress.

The study begins with the assumption that enhancing the social responsibility of the university and developing its role in serving the community largely depends on the availability of social responsibility among its students. Additionally, it relies on the university's ability to instill its values in their minds, thereby promoting social innovation. This innovation primarily aims to enhance positive student engagement in serving their community. Consequently, the more universities can cultivate social responsibility in their

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students, the more it will inevitably strengthen and reinforce the university's role in serving the community.

Research and studies on social responsibility among university students, spanning various years, have consistently highlighted the crucial role of higher education institutions in fostering a strong civic mission. These studies, conducted by scholars such as Al-Mutawa (1997), Al-Sindi (2001), Qasim (2010), Awad and Hegazy (2012), Al-Harthy (2001), Ibrahim (2004), Al-Shammari (2013), Al-Zubon (2012), Salama and Abdelhamid (2015), and Awad (2011), underscore the importance of preparing students as active citizens capable of effective communication across diverse demographics, ideologies, and politics. Additionally, international studies by Dharamsi et al. (2010), Kantanen (2005), Martinez-Usarralde et al. (2017), Kiersch and Gullekson (2012), and Larrán Jorge and Andrades Peña (2017) contribute to the understanding of the global context. The consensus is that higher education institutions, throughout these years, play a fundamental role in nurturing social responsibility, a key element in their civic mission, ultimately contributing to the development of citizens eager to engage positively in societal life.

The study conducted by Dharamsi and colleagues in 2010 aimed to assess the level of social responsibility among dental students through community service learning directed towards marginalized individuals. The results revealed a deeper appreciation among students for the vulnerabilities experienced by socially marginalized individuals. Students gained a greater understanding of the social determinants of health and their relevance to community engagement. Furthermore, they developed valuable skills in planning, implementing, and evaluating health promotion projects.

Kantanen (2005) asserts that universities should be committed to helping students develop citizenship values and skills through engagement in public life, community service, and the promotion of citizenship and democratic renewal. As an integral part of the social responsibility of universities, the role of the university goes beyond merely transferring technology. It involves understanding how knowledge can be used to collectively learn how to benefit a broader society. In his study on what makes a medical school socially responsible in Latin America, Puschel et al. (2017) emphasized the importance of these institutions promoting values and skills of personal and social responsibility among their students. Recognizing that the university's responsibility extends to shaping well-rounded citizens, the study underscores the significance of incorporating personal and social responsibility into the educational experience, particularly in medical schools.

Martinez-Usarralde et al. (2017) conducted a mixed-methods study on social university responsibility from students' perspective. The results indicated that students perceive the necessity for universities to establish ethical and socially inclusive education that fosters equal opportunities, genuine participation, justice, inclusion, and social justice. They emphasized the importance of universities contributing to environmental development and preservation while promoting values associated with dialogue, peace, and social progress.

Both Kiersch and Gullekson (2021) question whether colleges and universities have succeeded or failed in encouraging the personal and social responsibility development of students in the past quarter-century since the inception of learning engagement. They believe that colleges and universities, as crucial social institutions, play a key role in preserving global diversity and forming interconnected democracies. However, they argue that these institutions have not succeeded sufficiently in graduating citizens who have attained the cognitive, ethical, and intellectual levels necessary to address complex national and global issues. In a similar vein, a study by Alcota, M. et al. (2013) affirmed deficiencies in the role of universities in instilling values and skills of social responsibility in their students.

Larrán Jorge and Andrades Peña (2017) affirmed that over the past thirty years, various economic, political, and social changes have occurred in the university sector, necessitating comprehensive reforms to address the new societal challenges these institutions face today. This underscores the social dimension of universities and their crucial role in society as educators of future leaders and policymakers. It highlights the need to integrate principles of social responsibility into the core functions of universities.

Studies by Gallardo-Vázquez (2020), Gaete (2012), and Molina Roa et al. (2012) have emphasized that universities must have the ability to enhance students' engagement with socially responsible practices. This is essential to transform these individuals into contributors to positive societal change. They consider the levels of engagement from various stakeholders, including students, as a crucial indicator that directly and positively influences the practices of their universities. Socially responsible practices should complement academic education in universities. In this way, university students can view social responsibility as extending beyond educational impacts to produce more relevant social and motivational effects in their lives.

The study by Jung et al. (2019) shed light on the impact of a sustainability course on students' knowledge, perceptions of social responsibility, and sustainable behaviors in American universities. The results indicated significantly lower levels of environmental concern and sustainable consumer behavior among students who participated in the course compared to those who did not. Emphasizing the importance of incorporating social responsibility concepts into courses, Vanasupa et al. (2006) highlighted that such inclusion serves as a source of inspiration for addressing global challenges. Additionally, Reason (2013) called on higher education institutions to create university environments that support students in taking responsibility for their personal behaviors and teach them how these behaviors impact the larger society. Therefore, the study aims to determine the level of social responsibility among students at Najran University and to explore the extent of variation in the level of social responsibility among students at Najran University based on different variables (gender, major, GPA, academic level). The study attempts to address the following questions:

1. What is the level of social responsibility among students at Najran University?

2. Does the level of social responsibility among students at Najran University vary based on different variables (gender, major, GPA, academic level)?

Significance of the study

The significance of the study can be categorized into theoretical and practical importance as follows:

Theoretical significance: The study addresses a crucial concept in the university environment, namely the concept of social responsibility among university students. Consequently, this study can be beneficial for university officials and leaders in planning to enhance the social responsibility of university students. The study's significance becomes evident in its exploration of an immensely vital issue. This issue is one of the most critical challenges facing societies today. Presently, societies are in dire need of individuals and human forces genuinely committed to serving and contributing to their advancement without expecting immediate returns. These individuals should possess an internal sense of responsibility towards their societal issues and a commitment to fulfilling their obligations towards their nation.

Practical significance: This study can benefit officials and faculty members by encouraging students to be creative and innovative. It suggests creating a university atmosphere conducive to these qualities through the development of curricula, the utilization of modern teaching methods, student activities, and diverse assessment techniques that foster social responsibility among students.

Delimitations of the study

The study faced several delimitations that shaped its scope and applicability. Firstly, it focused specifically on assessing the level of social responsibility among students at Najran University, restricting its generalizability to broader contexts. Additionally, the spatial boundaries were confined to selected colleges within the university, limiting the geographical diversity of the study. The human aspect was constrained by the sample size, as the questionnaire was administered to 319 students. Moreover, the temporal dimension was restricted to the first semester of the academic year 2023/2024, which may impact the study's ability to capture potential variations over different periods. Despite these delimitations, the study's findings provide valuable insights into the social responsibility landscape among Najran University students within the specified boundaries.

Key terms of the study

Social responsibility: In this study, social responsibility is procedurally defined as the commitment of university students to themselves and the society to which they belong. This is achieved through the individual's self-accountability, both socially and religiously, and the assessment of the individual's behavior towards oneself and their nation in fulfilling a positive role to achieve the goals of the community to which they belong.

Theoretical framework

This section addresses several key elements, including the concept of social responsibility and its significance for university students

Concept of social responsibility

Social responsibility, as defined by Al-Jubouri (1997), is "the individual's self-commitment and actual engagement with the community, involving care, understanding of its problems, and active participation in accomplishing tasks while being mindful of the community's needs to which the individual belongs" (p.12). Additionally, Awad and Aouni (2013) describe social responsibility as "the individual's responsibility for oneself, family, friends, religion, and country. This is achieved through the individual's understanding of their role in achieving personal goals, caring for others through positive relationships, participating in solving societal problems, and achieving common goals" (p. 77). Al-Zoubi (2011) defines social responsibility as "expressing individual responses to understanding and discussing social and political issues, collaborating and consulting with colleagues, and respecting social duties. It also involves feeling a sense of social duty, the ability to bear it, and the willingness to fulfill it" (p. 30).

Trosset (2013) notes that although the Association of American Colleges and Universities (AAC&U) has provided a broad definition of responsibility in the Core Commitments initiative, recent discourse on this topic has focused on whether students hold specific values related to social justice or engage in service learning or other forms of social justice and civic engagement. Research abounds on these types of social responsibility; however, responsibility is not solely about assessing limited social justice. The research literature on personal responsibility tends to concentrate on issues like cheating and plagiarism, leaving matters such as academic commitment or personal commitments to work, family, and successful work management relatively understudied. Hence, there is a need to explore, both researchers and university leaders, a broader understanding of the concept of responsibility, shifting the focus away from values and toward students' behaviors and outcomes. Looking at the previous definitions, it is clear that there is an agreement on social responsibility comprising four elements: self-commitment and actual commitment, concern for others, belonging to the community and its values and traditions, and participation in solving community problems.

Social responsibility, as defined by scholars such as Salama and Saber (2013) and Awad (2012), encompasses multiple dimensions. Firstly, it involves an individual's self-responsibility, focusing on their behavior and awareness towards themselves and their family. Secondly, there is a collective responsibility dimension, emphasizing the individual's commitment to peers, friends, teachers, university, surroundings, and community. The third dimension revolves around religious and ethical responsibility. Lastly, the fourth dimension is a national responsibility, highlighting an individual's sense of belonging to their community. Together, these dimensions provide a comprehensive framework for understanding the various aspects of social responsibility that individuals bear in different spheres of their lives.

Importance of social responsibility for university students

Zahran (1996, 229) believes that social responsibility makes the individual an active element within the community and society. It encourages individuals to genuinely care about the problems of others, leading them to actively participate in solving these community-related issues. The individual's value in society is measured by their commitment to social responsibilities towards themselves and others, ultimately contributing to personal safety and mental well-being.

The study by Reason et al. (2013) and that by O'Neill (2012) highlight the importance of instilling social responsibility in students. This importance is manifested in various aspects, such as aiding students in striving for excellence and conscientiously dedicating their efforts to all aspects of university life. Students learn how to promote academic integrity and contribute to a larger society, both within and outside the university campus. Social responsibility helps students engage in political, social, and economic development, and it teaches them to consider the perspectives of others, work diligently, and enhance their ethical and moral competence. Furthermore, it emphasizes the significance of civic engagement, participation in community service and public welfare, involvement in voluntary work, and raising awareness about societal issues within the university. Overall, social responsibility contributes to the role of higher education in seeking solutions to these challenges.

The study results conducted by Al-Zahrani (2021) indicated that the level of social responsibility among students at Umm Al-Qura University was moderate, and the level of inclination towards extremism was weak. The findings also revealed a significant negative correlation between the level of social responsibility and the inclination towards extremism. Several studies (Ibrahim, 2022; Al-Mansour, 2019; Kharashi, 2004) have pointed out that a lack of social responsibility leads to the prevalence of various negative behaviors among some students, including the destruction of community property, harm to individuals, violence, selfishness, a reluctance to engage in social participation, weakened social relationships with different segments of society, and other manifestations of a lack of responsibility and a negative attitude towards the community and its problems.

Methods

The study adopted the descriptive survey methodology due to its suitability for the nature and objectives of the research. This method is chosen as it focuses on identifying the conditions and relationships related to the phenomenon under investigation. It goes beyond merely collecting and organizing data to analyze and interpret it, aiming to derive a set of results that contribute to understanding the reality and subsequently working towards its improvement. The study utilized a questionnaire as a tool for data collection and obtaining the necessary information to address its research questions. The survey was administered to a sample comprising 319 male and female students from Najran University.

Participants

The study sample was selected from students at Najran University, with a total of 319 male and female students. The following table (Table 1) illustrates the characteristics of the study sample based on variables such as academic level, major, GPA, and gender.

Table 1. Study sample characteristics according to academic level, major, GPA, and gender

Major		GPA		Gender		Academic level	
Scientific	Theoretical	2-3	3-5	Male	Female	1-4	5-8
179	139	220	98	205	113	258	60

Tools of the study

The construction of the research tool went through several stages as follows:

- Reviewing the literature and previous studies related to the research, including studies by Al-Mutawa (1997), Al-Sindi (2001), Qasim (2010), Awad and Hegazy (2012), Al-Harthy (2001), Ibrahim (2004), Al-Shammari (2013), Al-Zubon (2012), Salama and Abdel-Hamid (2015), and Awad (2011). The study also benefited from research such as Dharamsi et al. (2010), Kantanen (2005), Martinez-Usarralde et al. (2017), Kiersch and Gullekson (2012), and Larrán Jorge and Andrades Peña (2017). These studies were utilized in the theoretical framework and in building the research tool.

- Identifying the areas and dimensions of the questionnaire and formulating statements related to each area.

- Presenting the questionnaire in its initial form to a group of experts as judges of the research tool.

- Making the modifications and suggestions provided by the judges on the research tool.

- Writing the final version of the tool, which consisted of (21) statements distributed across three domains: Self and Ethical Commitment to Society (8 statements), Concern for Others (8 statements), and Affiliation with Society, its Values, and Traditions (5 statements).

Validity

The researchers verified the validity of the study tool through two main approaches:

1. Face validity of the study tool (validity of reviewers): The questionnaire, in its initial form, was presented to a number of specialized reviewers on the study's topic, totaling five reviewers. The researchers asked them to assess the quality of the questionnaire, evaluating its ability to measure what it was designed to measure and judge its suitability for the study's objectives. Reviewers were also invited to provide suggestions for modification, deletion, or addition of phrases. Based on the modifications and suggestions proposed by the reviewers, the researchers made necessary adjustments. Changes that gained agreement from the majority of reviewers (with an agreement rate exceeding 80%) were incorporated, including modifications to some phrases and the deletion or addition of others. This process resulted in the final version of the questionnaire.

2. Internal consistency validity (internal validity): This aspect involves verifying the validity of the study tool by measuring the correlation between the scores of individual items within each dimension of the questionnaire. This was achieved by applying the questionnaire to a survey sample consisting of 30 individuals. The subsequent tables illustrate the Pearson correlation coefficients for the phrases of the social responsibility questionnaire concerning the total score for each dimension (domain).

Table 2. Pearson correlation coefficients for phrases of the dimensions of the social responsibility questionnaire with the total score for the dimension

Self- and ethical commitment to society		Caring for Others		Belonging to the Community and Its Values and Traditions	
Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
1	**0.54	1	**0.77	1	**0.59
2	**0.41	2	**0.81	2	**0.67
3	**0.41	3	**0.84	3	**0.85
4	**0.64	4	**0.77	4	**0.70
5	**0.62	5	**0.75	5	**0.81
6	**0.61	6	**0.71	6	
7	**0.70	7	**0.80	7	
8	**0.59	8	**0.73	8	

Table 2 illustrates the internal consistency validity of the questionnaire achieved with Pearson correlation coefficient.

Reliability

The reliability of the research tool was verified using Cronbach's Alpha reliability coefficient. Table 3 shows the values of Cronbach's Alpha coefficient for each domain of the questionnaire.

Table 3. Cronbach's Alpha coefficients for measuring the reliability of the research tool

Domain	No. of items	Reliability
Self- and ethical commitment to society	8	0.88
Caring for Others	8	0.93
Belonging to the Community and Its Values and Traditions	5	0.91
Scale	21	0.96

Table 3 indicates that Cronbach's Alpha coefficient for measuring the reliability of the research tool achieved stability with a value of (0.96). The Cronbach's Alpha coefficients for the reliability of the domains ranged from (0.88-0.93). This result suggests that the reliability coefficients for the questionnaire and its domains are high, indicating its suitability for achieving the objectives of the current study and the potential to provide stable and consistent results upon reapplication.

Results and discussion

Level of social responsibility among students at Najran University

The frequencies, percentages, and mean scores of the study participants' responses regarding the statements related to the study's domains were calculated. These statements were then arranged in descending order based on their mean scores. The responses of the study sample towards the domain of self-commitment and ethics toward society can be clarified and presented according to the study's domains as follows:

Table 4. Responses of the study sample's statements regarding the domain of self- and ethical commitment to society

No.	Item	Agree		Neutral		Disagree		Degree	Level	Rank
		No.	%	No.	%	No.	%			
1.	I feel a religious and ethical responsibility towards the society I live in.	253	79.6	58	18.2	7	2.2	2.77	High	7
2.	It is my duty to stand with my country in adopting its issues and problems.	285	89.6	31	9.7	2	0.6	2.89	High	4
3.	Love for the homeland and loyalty to it are religious and ethical responsibilities.	299	97	15	4.7	4	1.3	2.93	High	1
4.	I consider myself obligated to preserve public properties from vandalism and neglect.	263	82.7	49	15.4	6	1.9	2.81	High	6
5.	I believe it is essential to understand the key aspects of Saudi Vision 2030 and future development plans.	272	85.5	37	11.6	9	2.8	2.83	High	5
6.	Environmental cleanliness and addressing pollution issues are a shared responsibility among members of society.	290	91.2	23	7.2	5	1.6	2.90	High	2
7.	I always follow news websites to stay updated on the achievements in my homeland.	181	56.9	95	29.9	42	13.2	2.44	High	8
8.	It is my duty to contribute to the	294	92.5	24	7.5	-	-	2.92	High	3

construction, development, and growth of the community.										
Total								2.81		

From Table 4, it is evident that the dimension of personal and ethical commitment towards society has an average of (2.81), with a "High" level of agreement. This result indicates a good level of responsibility towards society as a self-imposed and ethical duty. It suggests that students feel a sense of duty towards their community, recognizing the importance of preserving and contributing to its development and growth. This result aligns with studies such as Dharamsi et al. (2010), Salama and Saber (2013), and Awad (2012), which indicated a high level of self and ethical responsibility towards society. However, it differs from studies like Gallardo-Vázquez (2020), Gaete (2012), Molina Roa et al. (2012), Al-Zahrani (2021) Ibrahim (2022), Al-Mansour (2019), and Khrashi (2004), where the level of self and ethical responsibility towards society ranged from moderate to weak.

Table 5. Responses of the study sample regarding the dimension of caring for others

No.	Item	Response						Degree	Level	Rank
		Agree		Neutral		Disagree				
		No.	%	No.	%	No.	%			
1	I would like to share my family's opinions in solving their problems.	252	79.2	47	14.8	19	6	2.73	High	6
2	I am willing to compromise some of my rights for the happiness of my family.	259	81.4	40	12.6	19	6	2.75	High	4
3	I feel a moral responsibility towards my college and colleagues.	238	74.8	57	17.9	23	7.2	2.67	High	8
4	I strive to maintain the cohesion of relationships with my friends.	258	81.1	46	14.5	14	4.4	2.77	High	3
5	I respect the perspectives of others, even if they conflict with my own.	249	78.3	56	17.6	13	4	2.74	High	5
6	I accept the guidance of my friends with an open heart.	239	75.2	65	20.8	13	4	2.70	High	7
7	I try to adhere to and fulfill my	286	89.9	22	6.9	10	3.1	2.87	High	1

	commitments towards my family members.								
8	I share the joys and sorrows of my friends.	259	81.4	49	15.4	10	3.1	2.78	High	2
Total								2.75	

It is evident from Table (5) that the domain of caring for others had an average of (2.75), with a "High" level of agreement. This result indicates a good level of responsibility towards others, such as family, friends, and classmates. Perhaps this result can be attributed to the fact that the research sample belongs to a conservative rural community, where social relationships and positive engagement with others are strengthened in many situations. This result aligns with studies conducted by Dharamsi et al. (2010), Salama and Saber (2013), and Awad (2012), which highlighted an elevated level of responsibility towards others. However, it differs from studies by Gallardo-Vázquez (2020), Gaete (2012), and Molina Roa et al. (2012), as well as Al-Zahrani (2021), Ibrahim (2022), Al-Mansour (2019), and Al-Khrashi (2004), where the responsibility towards others ranged from moderate to weak.

Table 6. Response of the study sample to belonging to the community and its values and traditions

No.	Item	Response						Degree	Level	Rank
		Agree		Neutral		Disagree				
		No.	%	No.	%	No.	%			
1	I am ready to bear any duty to serve the nation and contribute to its development.	289	90.9	29	9.1	-	-	2.91	High	1
2	I maintain the reputation of the college and university to which I belong.	280	88.1	27	8.5	11	3.5	2.84	High	2
3	I express my emotions when some of my colleagues tamper with public property.	227	71.4	67	21.1	24	7.5	2.64	High	5
4	It bothers me when some of my colleagues do not respect the system.	244	76.7	53	16.7	21	6.6	2.70	High	3
5	I am prepared to offer suggestions to solve national problems.	233	73.3	66	20.8	19	6	2.67	High	4
Total								2.57		

Table 6 indicates that the domain of community belonging and its values and traditions had an average of (2.57), with a "Great" agreement level. This result suggests a good level of responsibility among the sample individuals towards the community, its values, and traditions. Perhaps the result can be attributed to the fact that the students live in a conservative tribal environment where social upbringing emphasizes the importance of preserving the community's customs and traditions. This result aligns with studies conducted by Dharamsi (2010), Salama and Saber (2013), and Awad (2012), which indicated a high level of responsibility regarding community belonging and its values and traditions. However, it differs from studies by Gallardo-Vázquez (2020), Gaete (2012), Molina Roa et al. (2012), Alzahrani (2021), Ibrahim (2022), Almansour (2019), and Khrashi (2004), where the responsibility towards community belonging and its values and traditions ranged from moderate to weak.

Level of social responsibility among students at Najran University based on different variables (gender, major, GPA, academic level)

To determine the statistically significant differences among the study sample individuals based on the gender variable (male-female), the means, t-values, and significance levels were calculated, as shown in Table 7.

Table 7. Significant differences among the study sample individuals based on the gender variable (male-female)

No.	Domain	Male (205)		Female (113)		t	Sig.
		م	ع	م	ع		
1	Self- and ethical commitment to society	8.68	2.15	8.81	1.01	2.75	0.01
2	Caring for others	10.21	3.69	9.18	4.59	1.89	Insig.
3	Belonging to the community and its values and traditions	6.33	2.03	5.65	1.05	2.28	0.05
4	Scale	26.23	7.11	23.65	2.54	2.50	0.05

Table 7 shows differences based on the gender variable (male-female) in the domain of self and ethical commitment to society in favor of females. This result may be attributed to the recent increase in women's rights and opportunities for them to assume various positions in Saudi society, encouraging their commitment to their community and working towards its development. The differences in the domain of belonging to community and its values and traditions favored males, considering that society places many burdens and responsibilities on them, encouraging their affiliation with society and its traditions. However, no differences were found in the domain of caring for others. This result differs from studies by Al-Zahrani (2021), Ibrahim (2022), Al-Mansour (2019), and Khrashi (2004), which indicated no gender differences in the level of social responsibility.

To determine the statistically significant differences among the study sample individuals based on the major variable (scientific-theoretical), the means, t-values, and significance levels were calculated, as shown in Table 8.

Table 8. Significant differences among the study sample individuals based on the major variable (scientific -theoretical)

No.	Domain	Scientific (179)		Theoretical (139)		t	Sig.
		M	SD	M	SD		
1	Self- and ethical commitment to society	9.64	2.01	9.34	1.89	1.36	Insig.
2	Caring for others	10.02	3.66	9.89	2.64	0.35	Insig.
3	Belonging to the community and its values and traditions	6.36	1.96	6.05	1.75	1.46	Insig.
4	Scale	26.4	6.81	25.29	5.53	1.05	Insig.

Table 8 indicates no statistically significant differences attributed to the specialization variable (scientific /theoretical) in all study domains and the overall questionnaire. This result can be attributed to the fact that specialization did not have a direct impact on the level of social responsibility. The study sample lives in a relatively similar environment and is exposed to similar influences. This result differs from the study by Salama and Saber (2013) and Awad (2012), which showed differences attributed to specialization in the level of social responsibility.

To determine the statistically significant differences among the study sample individuals based on the GPA variable (2-3, 3-5), the means, t-values, and significance levels were calculated, as shown in Table 9.

Table 9. Significant differences among the study sample individuals based on the GPA variable

No.	Domain	2-3(220)		3-5(98)		t	Sig.
		M	SD	M	SD		
1	Self- and ethical commitment to society	9.33	1.74	9.92	2.33	2.53	0.05
2	Caring for others	9.67	2.67	10.62	4.22	2.42	0.05
3	Belonging to the community and its values and traditions	6.03	1.64	6.68	2.25	2.89	0.01
	Scale	25.03	5.26	27.23	7.95	2.91	0.01

Table 9 indicates differences according to the GPA variable (2 - 3, 3 to 5) in all study domains and the overall questionnaire in favor of the high GPA category (3-5). This result may be attributed to the positive impact of academic excellence on the higher level of social responsibility for high-achieving students who may be more aware of the importance of participating in and working to improve and develop the community. The result differs from the study by Alzahrani (2021), which showed no differences in the level of social responsibility attributed to GPA.

To determine the statistically significant differences among the study sample individuals based on the academic level variable (2-3, 3-5), the means, t-values, and significance levels were calculated, as shown in Table 10.

Table 10. Significant differences among the study sample individuals based on the academic level variable

No.	Domain	1-4(258)		4-8(60)		t	Sig.
		M	SD	M	SD		
1	Self- and ethical commitment to society	25.8	9.71	8.7	0.87	3.65	0.001
2	Caring for others	10.11	3.52	9.33	1.52	1.67	Insig.
3	Belonging to the community and its values and traditions	6.31	1.97	5.06	1.34	1.68	Insig.
	Scale	26.13	6.12	23.9	2.41	2.50	0.05

Table 10 indicates statistically significant differences between the study participants based on the variable of academic level, in favor of levels from first to fourth, in the domain of self-commitment and ethical commitment to society, and the overall questionnaire. This result can be attributed to the fact that students in the earlier stages tend to have higher levels of self-commitment and ethical responsibility, as well as a sense of the need to contribute to preserving the values and traditions. However, there were no differences in the domains of caring for others and belonging to the community and its values and traditions. The result aligns with the study by Almansour (2019) and Kharashi (2004), which indicated differences in the level of social responsibility attributed to the academic level.

Conclusion

The purpose of this study was to assess the level of social responsibility among students at Najran University and examine whether it varies according to different variables (gender, major, academic GPA, and academic level). Recognizing the level of social responsibility is crucial for developing individual capacities, promoting societal progress, and ensuring cohesion and sustainability in the face of cultural, intellectual, social, and economic changes. This is especially important for the youth, who are the architects of the present and the leaders of the future. The results indicate a high level of social responsibility among students at Najran University. This result suggests that the university is effectively working through its programs and activities to enhance and cultivate aspects of social responsibility among its students. This result aligns with the core pillars outlined in the Vision 2030 of the Kingdom of Saudi Arabia.

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