

# Structural Model Of The Relationships Between Perceived University Climate Quality, Academic Subjective Well-Being, And Citizenship Values Among King Khalid University Students

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## Abstract

*This research aimed to reveal the relationships between the Perceived University Climate Quality (PUCQ), Academic Subjective Well-being (ASW), and Citizenship Values (CV) among King Khalid University (KKU) students, and to build a model that explains these relationships. The descriptive approach was used. A scale of the PUCQ, a scale of ASW, and a scale of CV for university students were prepared and adapted. The research sample consisted of 134 male and female KKU students. The results were processed using SPSS and AMOS.25. The results revealed the presence of positive and statistically significant correlations at the level (0.01) between the PUCQ, ASW, and CV among the research sample. A structural model was presented that explains the modeling of the mutual relationships between the PUCQ, ASW, and CV among university students. The standard value of  $\chi^2$  was 1.18, which is not statistically significant.*

**Keywords:** *constructivist model, perceived university climate quality, academic subjective well-being, citizenship values.*

## Introduction

The university is a social institution with a special character that affects and is affected by the external community surrounding it. Its role in preparing active students in building and renaissance of society is increasing. The university's success in achieving this role depends on the quality of the academic climate and the positive, interactive relationships prevailing within the university.

Morgan et al. (2010) explained that the university contributes to enhancing acceptable behavioral patterns, developing positive psychological values and trends, developing scientific ideas, principles, and moral values, achieving society's goals, and providing the society with the energies, experiences, and skills it needs. Each university has its own climate, which gives it a unique character and distinguishes it from other universities.

The PUCQ is reflected in meeting students' psychological and social needs, providing training opportunities for their social roles in the future, shaping<sup>1</sup> their personalities and socially acceptable behavior patterns, in addition to providing them with academic knowledge and skills.

The student is affected by the nature of university life and its systems, curricula, instructions, relationships between professors and colleagues, and the services provided by the university in the field of counselling, guidance, and personality development, which work to form the

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university student's identity. The PUCQ is one of the topics that has received attention from researchers, because of its important impact on increasing students' satisfaction and increasing their academic achievement (Habayeb & Abu Maraq, 2009; Shaheen, 2004; Al-Ghanbousi, 2006).

Al-Janabi (2015) explained that the organizational climate of a university includes a set of characteristics that characterize the internal environment of the organization in which individuals work, and which affect their values, attitudes, and perceptions; This is because it enjoys a high degree of stability and relative stability, which makes it different from other universities. Al-Wanas (2016) identified the dimensions of the university climate in communication, decision-making, psychological contract, and job commitment.

Hassanein (2004) indicated that the university climate is measured through the academic dimension (the set of factors associated with the educational process), the social dimension (the set of factors associated with intended and unintended social and sporting activities, relations between students, and relations between students and professors), and the organizational dimension (such as courses, laboratories, libraries, rules, laws, etc.). The authors agreed with Hassanein (2004) in measuring the PUCQ among KKU students through three dimensions: the academic dimension, the organizational dimension, and the social dimension.

Citizenship is one of the basic elements for building a good, responsible individual in society. Citizenship seeks to instill pride and dignity in the individual and reflects the civilized behavior that the individual carries out towards his homeland. Citizenship refers to the social and legal interconnection between the individual and society (Al-Sayegh, 2005; Teleb, & Soleiman, 2019).

Education seeks to instill the CV in the individual by forming a citizen who is aware of his rights and duties within the framework of the group to which he belongs, as well as developing his abilities and energies that qualify him to protect his privacy and identity, exercise his rights and perform his duties with all responsibility, so that he is qualified for positive communication with his surroundings.

CV include that university students possess the knowledge, skills, attitudes, and behaviors that make them active members who participate in the life of the group to which they belong. They are fully aware of the problems that society suffers from, their rights and duties, they are loyal to and belong to their country, they have a positive attitude toward their values, they adhere to their identity, and they respect society's systems and laws, accept differences, and practice desirable and necessary behaviors for positive relationships with others.

Developing CV have a great importance in building the individual, shaping his personality, and enhancing his ability to interact positively with the surrounding society. Developing CV is necessary to move the individual from dependence on others and self-centeredness to independence, positivity, self-reliance, facing challenges, and positive participation in social, economic, and political development (Abu Hashish, 2010; Emara, 2010).

Citizenship enhances the values of belonging among young people, especially in light of the contemporary global challenges represented by the information revolution, open satellite channels, globalization, and economic blocs. Developing the values of belonging among university students is a national necessity; to become citizens capable of assuming individual and societal responsibility.

The education policy document in the Kingdom of Saudi Arabia issued in (1390 AH) included many general goals that enhance the CV among students at various educational levels. Among these goals are introducing students to their rights and duties towards their homeland, the distinctive characteristics and features of Saudi society, the role and status of the homeland, and developing pride in belonging for the Islamic and Arab nation, accustoming students to love the system and respecting regulations, educating students about the importance of preserving private and public property, providing them with skills for conscious dealing with the environment, and forming positive attitudes towards national production and towards work (Al Abboud, 2011; Makrum, 2004).

The value of citizenship includes a set of dimensions: the cognitive or cultural dimension, the social dimension, the affiliative or national dimension, the religious or values dimension, and the spatial dimension. The current research was limited to measuring three CV among KKU students, which are the value of coexistence, the value of belonging, and the value of identity. The concept of subjective well-being is a relatively new concept in psychology. Subjective well-being includes individuals' cognitive judgments about their lives as a whole, which is known as Life Satisfaction. Subjective well-being also includes satisfaction with certain aspects of life, such as study, work, and others, which is known as domain satisfaction (Diener, 2022). Subjective well-being is one of the variables of positive psychology that is of great importance in university life. The interest in subjective well-being has clearly increased at the present time as a result of the major changes in life interactions among members of society. Subjective well-being is described as a cognitive and emotional self-evaluation of life. Subjective well-being has a major role as an indicator of quality of life, achieving personal goals, facing life's difficulties, and enjoying it (Al-Khatib, & Al-Qaraan, 2020).

Diaa (2012) explained that there are several terms synonymous with subjective well-being, such as well-being, happiness, mental health, quality of life, and life satisfaction. Al-Dabaa (2016) pointed out that it has been noticeable recently in subjective well-being research that there has been a tendency to address specific aspects of subjective well-being that are related to specific fields, such as professional subjective well-being, social subjective well-being, and ASW.

Despite the diversity of the dimensions of ASW in previous studies, However, the current research examined four dimensions of ASW among KKU students, which are academic satisfaction, academic connectedness, academic gratitude, and self-efficacy.

Previous studies that studied the relationship of the PUCQ with other variables, have demonstrated a positive relationship between the university climate and the motivation to learn and to achieve (Ali, 2016; Gharib & Al-Adaileh, 2010; Abu Samra & Al-Titi, 2008; Al-Titi, 2004), the level of ambition (Al-Zaidi, 2016; Jabr, 2012; Gharib & Al-Adaileh, 2010; Abu Samra, et al., 2004), belonging to the homeland (Abu Shanab, 2016), self-esteem (Hammad, 2012), the level of happiness (Al-Khawaldeh, 2012), learning achievement (Ghalit, 2009), and executive, independent and realistic thinking (Hassanein, 2004). On the other hand, other studies have confirmed a negative correlation between the university climate and social fear (Al-Shahrani, 2007), the tendency to violence (Hammad, 2012), and chaotic thinking and negative thinking (Hassanein, 2004).

Previous studies that studied the relationship of the ASW with other variables, have demonstrated a positive relationship between ASW and spiritual intelligence (Teleb, et al., 2021), the level of ambition and altruism (Al-Khatib & Al-Qaraan, 2020), optimism (Abu Zaid, et al., 2019), and academic self-efficacy (Al-Dababi, et al. 2019; Abdel-Khaleq & Al-Nayal, 2018; Vahedi, et al., 2014), adaptive cognitive strategies for regulating emotion (Sayed, 2019), mental alertness (Al-Dabaa, 2016), perceived social support (Khozam, et al., 2016), and gratitude and quality of life (Ababneh, 2015). On the other hand, the results of previous studies have also shown that there is a negative correlation between ASW and maladaptive cognitive strategies for regulating emotion (Sayed, 2019), and stress (Vahedi, et al., 2014).

Al-Dababi (2016) argues that academic well-being can be predicted through mental alertness. Low et al. (2016) indicate that positive academic emotions contribute to predicting subjective well-being and academic motivation among university students. Mohammed (2014) shows that gratitude contributes to predicting well-being among university students. Al-Qarni (2018) indicates that ASW can be predicted by the positive dimensions of self-compassion among King Khaled university students.

previous studies have proven the existence of a positive relationship between CV and social responsibility (Teleb & Soleiman, 2019), and awareness of the concept of cultural globalization and its challenges (Younis, 2013).

By reviewing previous studies that dealt with the relationship of the current research variables to other variables, it becomes clear that the current research is unique in presenting a structural model that explains the relationships between the PUCQ in its three dimensions (academic, organizational, and social), and ASW in its four dimensions (satisfaction, bonding, gratitude, and self- effectiveness), and the CV in its three dimensions (coexistence, belonging, and identity) among KKU students.

#### **Research problem and questions:**

The problem of the current research was determined in the need to present a structural model that explains the correlational relationships between the PUCQ, ASW, and CV among KKU students. Therefore, the current research sought to answer the following two questions:

1. What is the nature of the correlations between the PUCQ, ASW, and CV among KKU students?
2. What is the structural model of the relationships between the PUCQ, ASW, and CV among KKU students?

#### **Research Objectives:**

The research aimed to achieve the following objectives:

1. Revealing the nature of the correlations between the PUCQ, ASW, and CV among KKU students.
2. Presenting a structural model that explains the relationships between the PUCQ, ASW, and CV among KKU students.

#### **Research Importance:**

The importance of the current research is determined in the following aspects:

- 1- University officials can benefit from the results of current research to enhance strengths and develop development plans to address aspects that need improvement, to reach a better level of student learning in light of competitive and quality standards.
- 2- The current research arouses the interest of university officials towards providing activities that enhance the PUCQ, and building educational programs that develop ASW and CV among university students.
- 3- The research keeps pace with contemporary trends in paying attention to variables that contribute to happiness and academic adjustment at the university, such as the PUCQ, ASW, and CV.
- 4- The importance of the university stage in that it is a stage of making decisions related to lifestyle, setting goals, moving towards achieving them, searching for new sources of meaning, achievement, values, and searching for a philosophy of life.
- 5- The importance of research and the need for it emerged in the scarcity of Arab studies that dealt with the relationship between research variables among university students, especially in the Saudi environment.

#### **Research Terminology:**

##### **Perceived University Climate Quality (PUCQ):**

Hassanein (2004, 75) defines university climate as: "the set of characteristics and distinctive features of the educational, social, and organizational environment within the college as perceived by students." This is consistent with what Al-Wanas (2016, 104) points out, who defines the organizational climate at the university as: "a set of characteristics that describe the organization and work to distinguish it from others and have relative stability and affect the behaviors of individuals, namely: communication, decision-making, psychological contract between the individual and the organization, job commitment."

The PUCQ is defined - procedurally - as the set of perceptions formed among College of Education students at KKU about the level of educational, organizational, and social services

provided by the university or college. It is measured by the score obtained by students in the quality scale of the perceived university climate prepared for this purpose, which consists of three dimensions (academic, organizational, and social).

#### **Academic Subjective Well-being (ASW):**

Renshaw (2016) defines ASW as a set of indicators and perceptions that reflect university students' sense of learning pleasure, their interdependence at university, the clarity of goals, belief in their academic abilities, and the consequent academic achievement.

In the current research, ASW is defined as the feelings of satisfaction among students of the College of Education at KKU with their educational life, their sense of interdependence with the university, gratitude and appreciation for the university services, and their confidence in their efficiency and effectiveness in achieving their educational goals. It is assessed by the score obtained by students in the self-report scale prepared for this purpose.

#### **Citizenship Values (CV):**

Al Abboud (2011, 25) defines citizenship as: "participation and full connection between a person and his homeland built on foundations of faith, principles and morals, and the enjoyment of rights and the performance of duties with justice and equality, resulting in a feeling of pride and honor of belonging to that homeland, in light of a fruitful reciprocal relationship that achieves security, safety, Progress, and prosperity for the nation and the citizen in all fields." He also defined it as: "positive interaction between the citizen, society and the state while exercising the system of values to achieve the interests of all under the umbrella of the supreme interest of the nation."

CV are defined - procedurally - in the current research as: those deep and established feelings that direct the behaviors or actions of KKU students towards peaceful coexistence, love of the homeland and belonging to it, and adherence to and pride in national identity.

#### **Research hypotheses:**

The current research sought to assess the validity of the following two hypotheses:

1. There are a positive statistically significant correlations between the PUCQ, ASW, and CV among the research sample.
2. The research variables formed a structural model that explains the reciprocity correlations between the PUCQ, ASW, and CV among the research sample.

#### **Research Tools**

The researchers prepared the following tools:

##### **1- A scale of the perceived university climate quality among university students**

This scale aimed to measure the PUCQ among KKU students. The initial form of the scale included (30) items distributed over three main dimensions: the academic dimension (10 items arranged from 1: 10), the organizational dimension (10 items arranged from 11: 20), and the social dimension (10 items arranged from 21: 30). All items are formulated in the form of a self-report, and positively, so that students can read each item and present their response on a five-response rating scale (Completely applies, applies, somewhat applies, does not apply, does not apply at all); these responses were graded (5, 4, 3, 2, 1) respectively.

The psychometric properties of the scale were verified by the honesty of the arbitrators, as it was presented to (7) arbitrators specialized in psychology, who agreed on the appropriateness of the scale for its purpose and the research sample. The internal consistency of the scale was calculated after applying it to the basic research sample that amounted to (134) male and female students at KKU, from calculating the values of Pearson's correlation coefficients between the items of the scale and the total degree of the dimension to which each item belongs, which

ranged between (0.245) and (0.815).). The values of Pearson's correlation coefficients between the items of the scale and the overall score of the scale ranged between (0.210) and (0.806). Pearson's correlation coefficients were valued for the three sub-dimensions (academic, organizational, and social) with the overall score of the scale (0.925, 0.951, 0.947) respectively. All values of these correlation coefficients are statistically significant at the level of (0.01), indicating that the scale has a high degree of internal consistency. The values of the reliability coefficients for the sub-dimensions of the scale using the Cronbach's alpha coefficient were (0.893, 0.877, 0.916) respectively, and for the scale as a whole (0.959), and by the split-half method, the values of the reliability coefficients for the sub-dimensions were (0.850, 0.865, 0.881) respectively, and for the scale as a whole (0.926), which are high values, which confirms the validity of the scale for application.

## **2- A scale of the Academic subjective well-being among university students**

This scale aimed to measure the ASW of KKU students. The College Student subjective well-being Scale prepared by Renshaw & Bolognino (2016) was used to develop this scale. The preparation of this scale was also used from some previous studies that were concerned with the preparation and development of scales to measure ASW among university students (Renshaw, 2016; Renshaw, et al., 2014).

The initial form of the scale included (16) items distributed over four main dimensions: academic satisfaction (4 items ranged from 1:4), academic bonding (4 items ranged from 5:8), academic gratitude (4 items ranged from 9:12), and academic effectiveness (4 items ranged from 13:16). All items are formulated in the form of a self-report, and positively, so that students can read each item and present their response on a five-response rating scale (Completely applies, applies, somewhat applies, does not apply, does not apply at all); these responses were graded (5, 4, 3, 2, 1) respectively.

The psychometric properties of the scale were verified by the honesty of the arbitrators, as it was presented to (7) arbitrators specialized in psychology, who unanimously agreed on the appropriateness of the scale for its purpose and the research sample. The internal consistency of the scale was calculated after applying it to the basic research sample, which amounted to (134) male and female students at KKU, by calculating the values of Pearson's correlation coefficients between the items of the scale and the total degree of the dimension to which each item belongs, which ranged between (0.682) and (0.897).). The values of Pearson's correlation coefficients between the items of the scale and the overall score of the scale ranged between (0.479) and (0.875). Pearson's correlation coefficients for the four sub-dimensions (academic satisfaction, academic bonding, academic gratitude, and academic effectiveness) were valued with the overall score of the scale (0.873, 0.875, 0.869, 0.692) respectively. All values of these correlation coefficients are statistically significant at the level of (0.01), indicating that the scale has a high degree of internal consistency. The values of the reliability coefficients for the subdimensions of the scale using the Cronbach's alpha coefficient were (0.847, 0.821, 0.811, 0.892) respectively, and for the scale as a whole (0.923), and by the split-half method, the values of the reliability coefficients for the sub-dimensions were (0.902, 0.850, 0.850, 0.841) respectively, and for the scale as a whole (0.839), which are high values, which confirms the validity of the scale for application.

## **2- A scale of citizenship values among university students**

This scale aimed to measure the values of citizenship among KKU students, and the final form of the scale included (28) items distributed among three main values of citizenship, which are: coexistence (10 items arranged from 1:10), and belonging (10 items arranged from 11:20), and identity (8 items arranged from 21:28). All items were formulated as self-report, in a positive form, so that each student could read each item and provide his response on a five-response rating scale (completely applies, applies, somewhat applies, does not apply, does not apply at all). These responses were given grades (5, 4, 3, 2, 1), respectively.

The psychometric properties of the scale were verified by presenting the scale to (7) specialists

in mental health and educational psychology, who confirmed the suitability of all items of the scale to the dimension to which each item belongs, and the suitability of the items to the level of university students, and that scale with its items and dimensions measures the values of citizenship Among university students. The internal consistency of the scale was calculated after applying it to the primary research sample of (134) male and female KKU students, by calculating the values of Pearson correlation coefficients between the items of the scale and the total score of the dimension to which each item belongs, which ranged between (0.421) and (0.837). The values of Pearson correlation coefficients between the scale items and the scale's total score ranged between (0.348) and (0.793). The values of Pearson correlation coefficients for the three sub-dimensions (coexistence, belonging, and identity) with the total score of the scale were (0.792, 0.927, 0.866) respectively. All values of these correlation coefficients are statistically significant at the level of (0.01) and indicate that the scale has a high degree of internal consistency. The values of the reliability coefficients for the sub-dimensions of the scale using Cronbach alpha coefficient reached (0.748, 0.866, 0.834), respectively, and for the scale as a whole (0.915), and by the split-half method, the values of the reliability coefficients for the sub-dimensions reached (0.746, 0.906, 0.831), respectively, and for the scale as a whole (0.80). These high values of the reliability coefficients confirm the validity of the scale for application.

### **Research Results:**

#### **1. First question answer: What is the nature of the correlations between the PUCQ, ASW and CV among KKU students?**

To answer this question, Pearson's correlations coefficients were calculated between the PUCQ, ASW and CV of KKU students. The results were as shown in the following table:

**Table (1):** Pearson's correlations coefficients between the PUCQ, ASW and CV of research sample

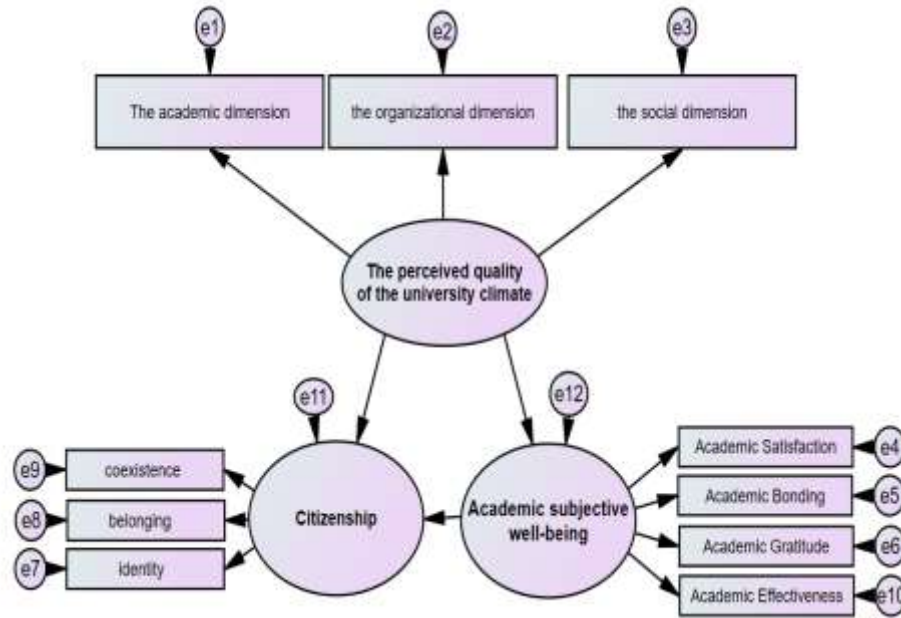
<b>Variables</b>	<b>PUCQ</b>	<b>ASW</b>
<b>ASW</b>	0.920**	-
<b>CV</b>	0.728**	0.815**

\*\* p< .01

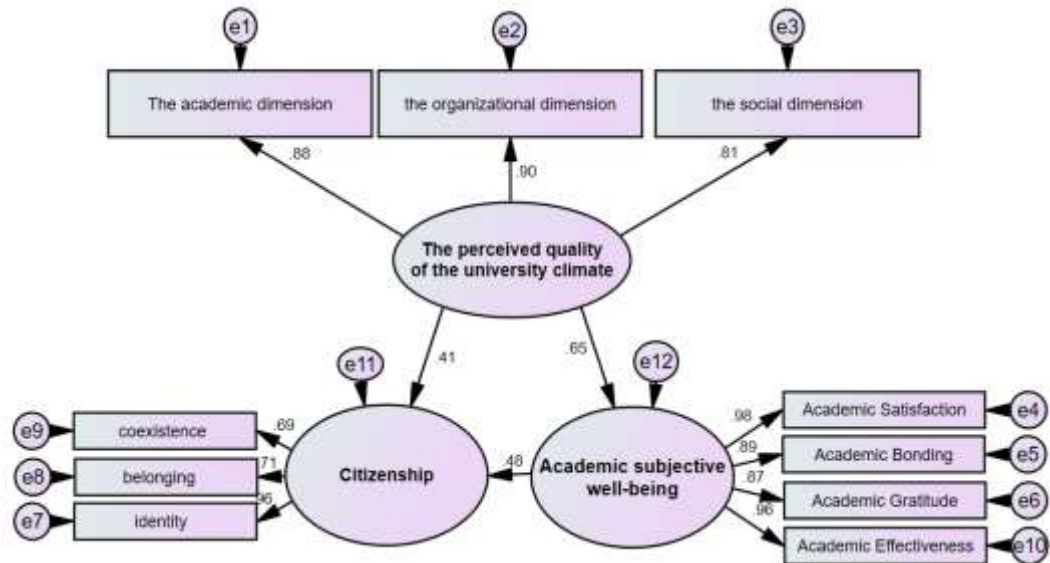
Table (1) indicates the existence of positive correlations statistically significant at the level of (0.01) between the PUCQ, ASW, and CV among the research sample, and thus the first hypothesis of the research hypothesis was accepted.

#### **2. Second question answer: What is the structural model of the relationships between the PUCQ, ASW, and CV among KKU students?**

The validity of the proposed model in Figure (1) below was tested using the AMOS.25 program:



**Figure (1):** The model proposed by the researchers. The results showed that the conditions for good fit of the model were met, as shown in the following Figure (2) and Table (2):



**Figure (2):** Structural model of the relationships between the PUCQ, ASW, and CV among KKU students

**Table (2):** Fit indicators and ideal range for the extracted model

Fit indices	Achieved values	Perfect Fit indices
( $\chi^2/df$ )	1.18	$\leq 3$
AGFI	0.910	$\geq 0.90$
GFI	0.962	$\geq 0.90$
CFI	0.998	$\geq 0.97$
RMSEA	0.03	$\leq 0.05$
SRMR	0.03	$\leq 0.05$
TLI	.0996	$\geq 0.90$



The results presented in Table (2) and Figure (2) indicate that the structural model of the relationships between the PUCQ, ASW, and CV among KKU students is consistent, as the model achieved indicators of good fit.

The direct and indirect effects of the structural model of the relationships between the PUCQ, ASW, and CV among KKU students were also verified. It was possible to extract the direct and indirect effects of the model according to Figure (2), as shown in Table (2).

**Table (3):** Direct and indirect effects between the PUCQ, ASW, and CV among KKU students

Independent variables	Dependent variables	Total effect	Direct effect	Indirect effect	Standard error	Critical ratio (t)
PUCQ	ASW	0.653**	0.653**	-	0.095	8.321***
PUCQ	CV	0.725**	0.410**	0.315**	0.066	4.779***
ASW	CV	0.482**	0.482**	-	0.051	5.971***

\*\*\* p < .001 \*\* p < .01

In the model, the independent variable “The PUCQ” had significant total effect on “ASW” ( $\beta = 0.653$ ,  $p < 0.001$ ) positively. It can also be said that is independent variable had a total effect and positive effect ( $\beta = 0.725$ ,  $p < 0.001$ ) on CV. Moreover. The independent variable “ASW” had total effect ( $\beta = 0.482$ ,  $p < 0.001$ ) positively on CV. While the independent variable “The PUCQ” had significant indirect effect on “CV” ( $\beta = 0.315$ ,  $p < 0.001$ ) positively.

### Discussion of the results:

The results showed a positive correlation between PUCQ and ASW. This result is consistent with the study of Jyoti (2022), which demonstrated a positive correlation between university climate and subjective well-being. This result is also consistent with the study of Lombardi et al. (2019), which showed that improving school climate enhances well-being experiences regardless of learning abilities and personal traits. In this regard, Ruus et al. (2007) found that academic climate standards affect acceptance of life, psychological and physiological well-being, and academic success among optimistic students. Lester & Cross (2015) explained that the academic climate factors include feeling safe, feeling connected, and peer support. These factors protect the psychological well-being. It was confirmed by Rania et al. (2014) found strong associations between psychological well-being, academic climate, and relationships with classmates.

Researchers believe that the correlation between the PUCQ and ASW is due to the availability of direct communication and interaction opportunities for students in the university environment, the provision of social and sporting activities, in addition to the clarity of study systems and procedures, and the availability of all university facilities and services. Students’ commitment to university regulations and spending a lot of time within the university enabled them to benefit from everything offered to them, and this was reflected in increased ASW.

The results also showed a positive correlation between ASW and CV. This result is consistent with the study of Coldwell et al. (2016), which indicated that there is a positive correlation between academic citizenship and psychological well-being, and that citizenship has a direct impact on students’ readiness for university. This result is also consistent with the study of Zepke (2013), which emphasized the role of active citizenship in achieving subjective well-being. This result is also consistent with the study of Gore et al. (2014), which demonstrated that subjective well-being is a predictor of academic citizenship behavior.

The researchers believe that the positive correlation between ASW and CV is due to the great importance of ASW in students’ university life, as students’ exposure to many positive feelings and experiences increases their satisfaction with university life and generates a high sense of

subjective well-being among the students. This contributes to deepening the sense of duty towards the homeland, the feeling of belonging to and pride in the homeland, love of order and cooperation among students, and respect for the university's systems and instructions.

The results also showed a positive correlation between the PUCQ and CV. This result is consistent with the study of Watfa & Al-Sharia (2018), which emphasized the role of the university climate in enhancing CV among university students. This result is also consistent with the study of Al-Qutb (2012), which indicated that the quality of the university climate contributes to enhancing CV; Due to the university's role in shaping students' national identity by providing them with knowledge and values that awaken their spirit of patriotism.

The researchers believe that this result is logical. Because the university encourages and enhances community values and works to consolidate citizenship values among students. Promoting the values of citizenship among students is one of the university's most prominent priorities. The university has a major role in developing the values of adherence to and acceptance of laws and regulations, enhancing the values of sincerity in work and mastery of it, encouraging the values of fair competition in study, and other values of citizenship necessary for the cohesion and progress of society.

The results of the current research revealed the development of a model of the relationships between the PUCQ, ASW, and CV among KKU students. Through this model, there was a direct and indirect effect between these three variables. This result is consistent with the study of Lombardi et al. (2019), which indicated that the PUCQ affects ASW, as the path analysis in this study showed that the effect of the academic climate on classroom participation is mediated by experiences of psychological well-being. This result is also consistent with the results of previous studies that indicated the presence of effects of the perceived academic climate on psychological well-being and students' acceptance of life (Lester & Cross, 2015; Lombardi et al., 2019; Ruus et al., 2007).

The researchers confirm that the characteristics of the model that was developed are consistent with previous results that indicated the existence of positive correlations between the PUCQ, ASW, and CV. Through this research, it can be concluded that the PUCQ has contributed to increasing levels of ASW and CV among university students. ASW had a positive impact on CV. These results are due to the opportunities and experiences provided by the university environment that enhance academic achievement, mental development, social interaction, and personal growth among students. The university environment is a microcosm of the external community, in which students are committed to performing the academic tasks assigned to them, interacting with each other and with faculty members and university administration, and acquiring socially acceptable behavioral patterns in addition to acquiring academic knowledge and skills. This meets the psychological and social needs of students, encourages them to participate in various activities, and plays a major role in shaping identity and instilling citizenship values in them.

### **Recommendations:**

In light of the findings, the researchers recommend:

1. Creating a supportive environment for male and female students at the university to enhance ASW and CV.
2. Urging university leaders and faculty members to provide a positive and interactive educational climate, dominated by good relations and positive participation by students.
3. Encouraging students to participate in university activities, especially activities that promote the values of peaceful coexistence, belonging to the homeland, and pride in national identity.
4. Working to satisfy the psychological and social needs of students within the university and providing positive experiences to enhance their ASW and CV.

### **Suggestions:**

Researchers can benefit from the current research to conduct the following proposed research:

1. Studying the factors affecting the development of PUCQ among KKU students.
2. Studying the factors affecting the development of ASW among KKU students.
3. Studying the factors affecting the development of CV among KKU students.
4. Preparing a counseling program to develop PUCQ among KKU students.
5. Preparing a counseling program to enhance ASW among KKU students.
6. Preparing a counseling program to develop CV among KKU students.

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