

The Relative Contribution Of Academic Subjective Well-Being In Predicting Citizenship Values Among King Khalid University Students

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Abstract

The research aimed to discern the correlation between academic subjective well-being (ASW) and citizenship values (CV), and to ascertain the extent of relative contribution of ASW to predicting CV among King Khalid University (KKU) students. To achieve the research objectives, the descriptive method was used, both correlational and comparative. The researchers developed scales for ASW and CV, administered to a sample of 134 students (67 males and 67 females) with ages ranging from 18 to 45 years, representing various programs at KKU. Pearson's correlation coefficient, simple regression analysis (using the Enter method), and multiple regression analysis (using the Stepwise method) were employed for data analysis. The research findings highlighted a positive and statistically significant correlation between ASW and CV. Furthermore, the study demonstrated that ASW, with its four dimensions, plays a predictive role in determining CV within the research sample.

Keywords: *academic subjective well-being, citizenship values.*

Introduction:

In recent years, there has been a growing acknowledgment and emphasis on the university's role not only in delivering a conventional¹ education and concentrating on academic competence but also in furnishing students with the opportunities and tools necessary to cultivate self-confidence, happiness, and resilience of various life pressures (Lumby, 2011).

The concept of subjective well-being is a relatively new concept in psychology, aligning with the transition to positive psychology. Subjective well-being includes individuals' cognitive evaluations of their lives, referred to as general life satisfaction, or assessments of specific aspects of their lives like study, work, society, relationships with others, etc., termed domain satisfaction (Diener, et al., 2002; Ibrahim, 2016).

Al-Dabaa (2016) states that subjective well-being, in general, is a variable within positive psychology. It is a relative state that varies from one individual to another, and within an individual across different stages of life. Moreover, it exhibits variations across societies and cultures. The indicators of subjective well-being may be linked to factors such as health and illness, financial income, social status, professional success, and fulfilling social relationships,

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as well as elements of fame and genius. Notably, recent research on subjective well-being has observed a tendency to focus on specific aspects related to specific fields, including, for example: professional Subjective Well-being, Social Subjective Well-being, and Academic Subjective Well-being.

The term "subjective well-being" is widely used interchangeably with several other concepts such as self-pleasure, happiness, quality of life, mental health, and life satisfaction. Within the Arab context, researchers have provided several translations of the term "well-being", including better psychological presence, quality of life, psychological well-being, satisfaction with life, psychological happiness, and good psychological life (Diaa, 2012). Specifically, translations into "subjective well-being" have been provided by Ibrahim (2016), Khariba (2016), and Teleb, et al. (2021).

Much of the literature in the field of psychology recommends conceptualizing subjective well-being either through an assessment of life satisfaction or dissatisfaction (evaluative measures of well-being) or as a combination of the impact of experiences ranging from feelings of joy to misery (experience-based measures of well-being) (Kapteyn, 2015).

Teleb, et al. (2021) indicate that several researchers have tried to explain the individual's sense of subjective well-being in light of three main trends: Firstly, the cognitive trend posits that an individual feels subjective well-being when evaluating their achievements, resources, and expectations for progress. Factors contributing to contentment include income, the number of friends, religiosity, intelligence, and the level of educational achievement (Arias, Ovejero & Morentin, 2009; Narimani, et al., 2014). Secondly, the integration subjective well-being is advocated by proponents who believe that subjective well-being can be explained in light of six dimensions, including: a positive view of oneself and its past, the feeling that life has purpose and meaning, the quality of relationships with others, self-efficacy in the field, the ability to follow one's own convictions, and a sense of self-esteem and self-fulfillment (Khademi, Ghasemian & Hassanzadeh, 2014). Thirdly, the existential bliss perspective argue that an individual's subjective well-being can be explained over a period of time, involving an evaluation of mental aspects according to life experiences in the past, present, or future (Momeni, Karami & Rad, 2013).

Both the Lumby (2011) study and the Rantalaa, & Määttäb (2012) study indicate the importance of contentment and enjoyment in effectively achieving learning goals. The results of Wollschläger's (2022) study confirm the impact of ASW on students' academic achievement, motivation, and engagement in learning, and thus long-term educational success.

Al-Khatib and Al-Qaraan (2020) explains that subjective well-being is of great importance in university life. The current heightened 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, playing a crucial role as an indicator of quality of life, the attainment of personal goals, resilience in the face of life's challenges, and the enjoyment of life. Additionally, it is described as an individual's evaluation of positive and negative feelings coupled with their overall satisfaction with life. A heightened sense of subjective well-being occurs when the individual experiences many positive feelings and a scarcity of negative ones. This is consistent with the perspective of Teleb et al. (2021), indicating that subjective well-being refers to a positive subjective psychological state resulting from positive cognitive and emotional evaluations of one's life. It includes feelings of satisfaction and happiness with personal achievements, gratitude, active participation in satisfying activities, and interconnection with those in one's surroundings.

Academic subjective well-being at the university refers to a set of indicators that reflect university students' joy in learning, their sense of connectedness at the university, the clarity of their goals, and their academic effectiveness, all of which correlate with their high level of

academic achievement (Al-Jubaili, et al., 2021, 139). Numerous theories and models exist regarding contentment. In his theory of well-being, Seligman (2011) conceptualized well-being as a construct consisting of five components: positive emotion, engagement, relationships, meaning, and accomplishment.

The current research aligns with the four dimensions proposed by Renshaw (2016) for ASW, which are: 1- Academic satisfaction: it means university connectedness signifies positive and pleasurable experiences and emotions derived from engaging in educational activities and a sense of contentment with the academic journey. 2- Academic bonding: it means a sense of belonging to the university, characterized by attention, acceptance from others, and a feeling of gratitude towards the academic community. 3- Academic gratitude: it refers to the student's awareness of the contributions received from others, along with expressions of gratitude and appreciation for those contributions. 4- Academic effectiveness. It involves a feeling capability and effectiveness in performing tasks to achieve academic goals.

In the context of previous research examining the relationship of ASW with other variables, compelling evidence has consistently demonstrated positive correlations between ASW and the following factors: 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 & El-Nayal, 2018; Vahedi, et al., 2014), adaptive cognitive strategies for regulating emotion (Sayed, 2019), mental alertness (Al-Dabaa, 2016), and perceived social support (Khozam, et al., 2016), Gratitude and quality of life (Ababneh, 2015). On the other hand, the results of previous studies indicated that there is a negative correlation between ASW and both maladaptive cognitive strategies for regulating emotion (Sayed, 2019), and stress (Vahedi, et al., 2014).

Regarding the prediction of ASW, the results of the study by Al-Jubaili, et al. (2021) revealed that intellectual humility contributes to predicting the overall degree of ASW. The results of the study by Zhang, & Renshaw (2020) found that the factor of openness to experiences and acceptance can predict ASW as a whole. Conscientiousness better predicts the dimensions of academic satisfaction and academic effectiveness, while Neuroticism predicts the dimension of academic connectedness.

The results of the Al-Dabaa (2016) study proved that academic happiness can be predicted through mental alertness, and the results of the Low, et al. (2016) study indicated that positive academic emotions contribute to predicting subjective well-being and academic motivation among university students, and the results of Muhammad's study (2014) found that gratitude contributes to predicting happiness among university students. Al-Qarni (2018) stated that ASW as a whole can be predicted through the positive dimensions of self-compassion among KKU students.

Low, King, & Caleon (2016) conducted a study to examine the predictive role of positive and negative emotions on students' well-being (levels of life satisfaction, happiness, and depressive symptoms) and academic motivation (controlled and autonomous motivation). The result of hierarchical regression analyzes revealed distinct relationships between positive and negative emotions and well-being, and that positive emotions were found to positively predict both controlled motivation (specific regulation and intrinsic motivation) and autonomous motivation (external regulation and internal regulation). These findings underscore the intricate interplay between emotional experiences and various dimensions of students' well-being and academic motivation.

Citizenship stands out as a pivotal way to shape a good individual in society. It seeks to instill pride and dignity in oneself, and this can only be achieved through the pride of the homeland and the elevation of its status. The citizen is the nucleus of the nation, and the nation is the citizen's harvest. Thus, the significance of citizenship lies in its perpetual capacity to deepen a sense of duty towards the homeland, cultivate a profound attachment and pride in it, nurture an appreciation for the system and national trends, foster cooperation among members

of society, and instill a deep respect for the systems and guidelines of the community (Al-Sayegh, 2005).

Teleb and Soleiman (2019) explained that citizenship serves as a reflection of the civilized behavior exhibited by an individual towards their homeland. In essence, citizenship encompasses the responsibilities, rights, and mutual ties that bind individuals to their societal framework, emphasizing a shared commitment to contribute positively to the collective welfare. The importance of citizenship transcends mere conceptual understanding as individuals translate it into practical actions on the ground. This transformative process contributes to the shaping of a commendable citizen—one who assumes responsibility not only for oneself but also for the welfare of the broader society.

Lyamu & Jude (2005) developed a classification of citizenship that includes four main interconnected and overlapping levels: 1- Positive Citizenship: this level involves the constructive and affirmative role that an individual assumes toward their country. It is rooted in a robust sense of national affiliation. 2- Negative Citizenship: this level pertains to the adverse role that an individual plays in their country, often manifested through unconstructive criticism and dissent. 3- Absolute Citizenship: this level refers to the intricate balance between the positive and negative roles that an individual embodies in their civic engagement. 4- False Citizenship: this level indicates that, despite outwardly expressing allegiance to one's homeland, the individual inwardly lacks a genuine sense of belonging. It involves the utterance of empty slogans to convince others of patriotic allegiance.

Citizenship includes six dimensions: the cognitive/cultural dimension, the skills dimension, the social dimension, the affiliation, or national dimension, the religious or values dimension, and the spatial dimension (Center for Social Research and Studies, 2015). Accordingly, the values of citizenship imply that university students should possess the knowledge, skills, attitudes, and behaviors that transform them into active members participating in the life of their respective groups. This includes being fully aware of societal problems understanding their rights and duties, demonstrating loyalty and belonging to their homeland, fostering a positive attitude towards values, adhering to their identity, respecting societal systems and laws, embracing diversity, and practicing behaviors conducive to positive relationships with others.

Homana, et al. (2006) state that CV are a set of standards for building a citizen who believes in the culture, traditions, and customs of his/her country to which he/she belongs. These values include loyalty, belonging, tolerance, acceptance of others, pluralism, and participation.

Many official and unofficial social institutions actively strive to instill the values of citizenship in young people. These values include freedom to express opinions, tolerance, rejection of violence and discrimination of all kinds, cooperation, self-confidence, independence, dialogue skills, adherence to rights and performance of duties, leading them to a sense of with social responsibility, belonging, and loyalty to the country (Hughes & Sears, 2010).

The value of peaceful coexistence in a multicultural world, the value of love for the homeland and belonging to it, coupled with the values of love for one's homeland, a sense of belonging, and pride in national identity, are essential components for societal rejuvenation. Therefore, the current research was interested in assessing the CV of university students in light of these three values.

Developing CV in individuals represents a form of socialization carried out by formal or informal educational institutions, given that socialization is one of the basic processes in human life, and through it the individual's personality is crystallized. The significance of this process lies in its capacity to shape individuals into personalities capable of effective interaction within

their social environment. It also helps the individual move from absolute dependency, dependence on others, and self-centeredness in the early stages of life to independence, positivity, and self-reliance, through the developmental. their age (Abu Hashish, 2010).

Citizenship development is also one of the ways to confront the challenges of the twenty-first century and given that the real progress of the nation in light of contemporary challenges is created by the minds and hands of citizens, imparting the values of citizenship to them is an essential foundation for positive participation in social, economic, and political development for both the individual and society. Therefore, education for citizenship means instilling in the minds and consciences of our children those virtues, habits, skills, values, and attitudes that are necessary for building the nation (Emara, 2010).

The study by Fortune, et al. (2022) recommends the adoption of the slogan 'Education for Citizenship' by universities and higher education institution. The study emphasizes that these institutions, in order to fulfill their educational mission, need strategies and methods that ensure optimal comprehension and engagement from both internal forces (represented by the academic workforce) and the external system. This is essential for achieving broader participation and a more significant impact on academic goals. Mashikhi, et al. (2022) also focused on the importance of voluntary group work in developing the concept of citizenship among young people at all ages.

Since universities (as an institutional structure in the modern nation-state) are knowledge institutions that seek to achieve several goals, including laying the foundation for the attribution of their own social charters, which grant privileges and responsibilities consistent with the concept of citizenship, their role has become urgent in reflecting a profound qualitative shift. In the social identity of universities, and the nature of contemporary university citizenship, such responsibilities become increasingly difficult, considering social and economic changes in concepts and values (Shailer, 2022).

Al Abboud (2011) emphasizes the necessity for the university environment to be a national, educational, cultural, and security-oriented space that embraces all the people of the nation, and even humanity at large to provide the foundations of knowledge, science, and education, through the practical application of the values of good citizenship based on principles and values: justice, participation. System, production, innovation and development, objectivity, honesty, sincerity, and other authentic values that push people to rebuild the earth and spread security, stability and sustainable development, ultimately positioning the nation as an active and positive member in its regional and global environment.

Considering the above, it can be concluded that the university plays an important role in promoting the values of citizenship across various dimensions, including the value of coexistence, the value of belonging, and the value of identity. Recognizing the significance of citizenship values (CV), numerous previous studies have delved into the relationship between CV and other variables. They have proven the existence of a positive, direct relationship between CV and: social responsibility (Teleb & Soleiman, 2019), and awareness of the concept of cultural globalization and its challenges (Younis, 2013). Moreover, a multitude of previous studies underscores the substantial role of the university through its activities and programs in fostering the development of the values of citizenship among students (Watfa & Al-Sharia, 2018; Zaidan, 2018; Ali, 2017; Abbas, 2016; Al-Thubaiti & Hussein, 2016; Al-Zaki, 2015; Al-Anzi, et al., 2015; Abu Shamala, 2013; Musayhir & Al-Ani, 2013; Gidori, 2012; Daoud, 2011; Qutb, 2006)

From previous studies, it is evident that there is consistent confirmation regarding the importance of ASW in its various dimensions in university life in achieving educational goals and raising the level of academic achievement among university students. Despite numerous previous studies affirming the significant role of universities through their various activities and programs in cultivating citizenship values among students, and despite the existence of a handful of studies examining the relationship between citizenship values and other variables,

there remains a notable gap in the literature. However, to the best of researchers' knowledge, there is no study that has been concerned with studying the relative contribution of ASW in predicting CV among KKU students, which is what the current research is concerned with.

Research problem and questions:

The research problem was defined in the following questions:

1. What is the nature of the correlations between the ASW and CV among KKU students?
2. What is the relative contribution degree of the ASW in predicting CV among KKU students?

Research Objectives:

The research aims to achieve the following objectives:

1. Knowing the nature of the correlations between ASW and CV among KKU students.
2. Verifying the relative contribution degree of the ASW in predicting CV among KKU students.

Research importance:

The importance of the current research was underscored in the following aspects:

1. The importance of the field of research, which keeps pace with contemporary trends in interest in positive psychology variables and focusing on the variables and factors contributing to happiness and academic adjustment, especially in the university environment; The research dealt with important variables in university life, namely ASW and the extent of its relationship to the values of citizenship among KKU students.
2. The importance of the university stage in that it is a stage of making decisions related to lifestyle, setting goals, heading towards achieving them, searching for new sources of meaning, achievement, and values, and searching for a philosophy of life. Failure to achieve this leads to the dispersion of identity among university youth, and the consequences are so much frustration and despair.
3. The current research, through its results and proposed recommendations, provides quantitative and qualitative data to the university administration in order to enhance the positive aspects and attempts to overcome the obstacles and negative aspects that affect the performance of students, and make them drop out to other universities that make them feel safe and secure and meet their needs.
4. The importance of research is underscored by the scarcity of Arab studies, particularly in the Saudi environment, within the limits of researchers' knowledge - that addressed the relationship between ASW and CV among KKU students.

Research hypotheses:

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

1. There are positive, statistically significant correlations between ASW and CV among the research sample.
2. ASW contributes to predicting CV among the research sample.

Research Terminology:

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.”

Citizenship values 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.

Academic Subjective Well-being (ASW):

Subjective well-being is described as: “the self-evaluation of life in a cognitive and emotional way, and it has a major role in an individual's life as an indicator of quality of life, achieving personal goals, facing life's difficulties, and enjoying life.” (Khariba, 2016, 414).

Renshaw (2016) defines ASW as: “a set of indicators and perceptions that reflect university students’ sense of joy in learning, their connection to the university, the clarity of their goals, their belief in their academic abilities, and the resulting academic achievement”.

Subjective well-being is defined - procedurally - in the current research as: feelings of satisfaction among students of the College of Education at KKU with their educational lives, their feeling of connection to the university, gratitude and appreciation to the university for the services it provides to them, and their confidence in their competence and effectiveness in achieving their educational goals. It is measured by the score that students obtain on the self-report scale prepared for this purpose.

Method and procedures

Research Methodology:

The current research relied on the descriptive approach, both correlational and comparative, to answer the research questions.

The research sample:

The research sample consisted of (134) male and female KKU students in the Kingdom of Saudi Arabia, (67 males and 67 females), whose ages ranged between (18 and 45 years), who were enrolled in the university’s various levels of study (23 doctoral students, 29 master’s students). 82 bachelor’s degree students from scientific and literary majors (63 from scientific majors, 71 from literary majors).

Research tools:

The researchers prepared the following tools:

1- Preparing a scale of academic subjective well-being for KKU 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 so that each student 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- Preparing a scale of citizenship values for KKU 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 ASW and CV among KKU students?

To answer this question, the Pearson correlation coefficient was calculated between ASW and CV among KKU students, which reached a value of (0.815). This indicates the presence of statistically significant positive correlations at the level (0.01) between ASW and CV among the research sample, and thus the first hypothesis of the research was accepted.

2. Second question answer: What is the relative contribution degree of the ASW in predicting CV among KKU students?

A: Predicting CV from the total score of ASW:

Simple regression analysis was used with the Enter method. The results were as shown in the following table:

Table (1): Results of simple linear regression analysis of variance to predict CV from the total score of ASW.

Model	Sum of Squares	df	Mean Square	F	P. Value
Regression	14305.753	1	14305.753	260.482	0.000 ^b
Residual	7249.478	132	54.920		
Total	21555.231	133			

Table (1) shows that at least one of the regression coefficients is significant and different from zero. To determine the significance of these coefficients, Table (2) shows the results of the partial significance test for the regression analysis model:

Table (2): Results of the significance test of regression coefficients for predicting CV from the total score of ASW

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	R ²
	B	Std. Error	Beta			
Consta) (nt)	72.120	3.372		21.3 91	0	0.6 64
ASW	0.878	0.054	0.815	16.1 39	0	

Table (2) shows that there is statistical significance for the constant magnitude regression coefficients and ASW in predicting CV, as the beta value for them reached (72.120, 0.878). The value of (R2) was (0.664), which means that the total score of ASW explains (66.4%) of the variance in CV, and the predictive equation can be written as follows:

$$Y = 72.120 + 0.878 X$$

Where (Y) represents the degree of CV, (X) represents ASW.

B: Predicting CV from the dimensions of ASW:

This aims to find out which dimensions of ASW are most predictive of CV. Multiple regression analysis was used using the Stepwise method. The results were as shown in the following table:

Table (3): Results of multiple linear regression analysis of variance for predicting CV from dimensions of ASW.

Model	Sum of Squares	df	Mean Square	F	.Sig
Regression	14605.048	4	3651.262	67.770	0.000
Residual	6950.183	129	53.877		
Total	21555.231	133			

Table (3) shows that at least one of the regression coefficients is significant and different from zero. To determine the significance of these coefficients, Table (4) shows the results of the partial significance test for the regression analysis model:

Table (4): Results of the significance test of regression coefficients for predicting CV from the dimensions of ASW.

Model	Unstandardized Coefficients		Standardized Coefficients	t	.Sig	R ²
	B	Std. Error	Beta			
(Constant)	68.009	3.916		17.365	0.000	0.678
academic effectiveness (X1)	1.421	0.246	0.340	5.790	0.000	
academic satisfaction (X2)	0.865	0.253	0.260	3.425	0.001	
academic bonding (X3)	0.752	0.270	0.224	2.785	0.006	
academic gratitude (X4)	0.652	0.286	0.179	2.283	0.024	

Table (4) shows that there is statistical significance for the constant regression coefficient, as its beta value reached (68,009). There is also statistical significance for all dimensions to predict CV. The academic effectiveness dimension came in first place, then the academic satisfaction dimension, then the academic bonding dimension, then the academic gratitude in predicting CV. The beta value for the dimensions reached, (1.421, 0.865, 0.752, 0.652) respectively, and the value of (R2) reached (0.678). This means that the four dimensions together explain (67.8%) of the variance in CV. The predictive equation can be written as follows:

$$Y = 68.009 + 1.421 X1 + 0.865 X2 + 0.752 X3 + 0.652 X4$$

Where (Y) represents the CV score, (X1) represents academic effectiveness, (X2) represents academic satisfaction, (X3) represents academic bonding, (X4) represents academic gratitude.

Discussion of the results:

The results of the research showed that there is a positive, statistically significant correlation between the perceived quality of the university climate and CV. In addition, the perceived quality of the university climate in its three dimensions contributes to predicting ASW among the research sample. This result is logical. ASW expresses the student's feeling of satisfaction, happiness, and psychological comfort regarding academic performance. When a student is satisfied with himself/herself and his/her academic performance, he/she tends to be more willing to participate and contribute to society and pay attention to public issues and citizenship issues. The student's feeling of academic satisfaction will also enhance his positive interaction with others, active participation in teamwork, and commitment to social responsibility. promoting justice and human rights; This is reflected in the development of his CV.

The results of the current research are consistent with the findings of previous studies, including those conducted by (Wafar & Al-Sharia, 2018; Zaidan, 2018; Ali, 2017; Abbas, 2016; Al-Thubaiti and Hussein, 2016; Al-Zaki, 2015; Al-Anzi, et al., 2015; Abu Shamala, 2013; Musayhir & Al-Ani, 2013; Gidori, 2012; Daoud, 2011; Al-Qutb, 2006).

It can also be mentioned that the factors that encourage the positive correlation between ASW and CV among students are feeling satisfied and happy with academic performance

enhances self-confidence and self-efficacy, making students more willing to participate and contribute to society. In addition, students' academic success increases their opportunities to participate in community events and activities, which enhances the values of citizenship and social interaction.

On the other hand, students' feelings of peaceful coexistence, love of the homeland and belonging to it, and adherence to and pride in national identity enhance their feelings of life satisfaction, joy, and happiness to a greater degree, which makes them more capable of academic achievement.

The contribution of ASW, in its four dimensions, to predicting CV among students in the research sample, is consistent with the findings of Abdel-Sadiq and Muhammad (2022), who stated that happiness, positive thinking, and emotional balance contribute to predicting CV among university students.

In conclusion, ASW and CV reinforce each other, and together contribute to improving students' experiences at university, and increasing rates of academic achievement. Therefore, it is recommended to provide a positive, supportive, and stimulating university environment for students, filled with joy, happiness, positive relationships, good feelings, cooperative work, and group activities that serve the community and develop the values of citizenship among university students.

Recommendations:

Considering the results obtained, the researchers recommend the following:

1. Urging university leaders and faculty members to provide a positive and interactive educational climate, dominated by good relations and positive participation by students.
2. Creating a supportive environment for male and female students at the university to enhance feelings of satisfaction, connectedness, gratitude, and academic effectiveness.
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. Improving the quality of study programs and educational services at the university; To promote ASW and CV.
5. Working to satisfy the psychological and social needs of students within the university and providing positive experiences to enhance their CV.
6. The necessity of activating the university's role in serving society and urging students to participate in university activities; This contributes to increasing students' understanding of their community's issues and enriches their CV.

Suggestions:

Researchers can benefit from current research in conducting research on:

1. the factors affecting the development of ASW among KKU students.
2. the factors affecting the development of CV among KKU students.
3. Preparing a guidance program to enhance ASW among KKU students.
4. Preparing a guidance program to develop CV among KKU students.

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